



YEAR 11 HANDBOOK 2020

Rigorous Minds | Compassionate Hearts

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Glossary of Terms

Term	Explanation
Accredited Courses	Courses designed at a college or school which have been approved (accredited by the SCASA for inclusion in determining Graduation and hence WACE
Apprenticeship AQF	Structured training (earn while you learn) Australian Qualification Framework
ATAR	Australian Tertiary Aggregate Ranking. A course that leads to university entrance.
Cert	Certificate
HOLA	Head of Learning Area for Arts, English & Languages, Health & Physical Education, Mathematics, Science, Humanities, Technology & Enterprise.
SCSA	WA Government body which oversees education in private and state schools. Sets curriculum, monitors standards and sets external examinations.
Curriculum Framework	Framework for education and curriculum designed by representatives in education (Primary, Secondary and Tertiary) and industry. Mandated by Federal Government for all promote and state schools in Australia. Contains philosophy and outcomes.
Diploma	Qualification awarded by TAFE; between Certificate and Bachelor Degrees. There are two tiers: Diploma and Advanced Diploma.
Embedded units of competency	Workplace skills which are included in the course taught at school.
Endorsed Program (accredited courses)	Incorporates significant learning not covered by courses developed by the SCASA.
General Course	A course (subject) that leads to TAFE or the workplace.
New apprenticeships	Combine practical wok with structured training, to provide a nationally recognised qualification and experience. Participants earn while they learn.
Pathways	A life-long journey through a person's career/ Post-secondary education is the beginning of this pathway for many, though some may start during school with WPL and /or part time jobs. Since there is no longer 'one job for life', not even 'one occupation for life", a pathway is vital. As the life happens, the plans for the pathway will change.
Minimum Entry	Course or special requirements that must be successfully completed for entry to particular courses
RTO	Registered Training Organisation
Scaling	Subjects may be scaled up or down depending on the difficulty of a subject
Secondary Graduation	All secondary students will receive a WACE (Western Australian Certificate of Education) outlining units completed and the grades achieved in each.
TAFE	Technical and Further Education
TEA	Tertiary Entrance Aggregate. This is the sum of the best fours scaled scores – maximum 400.
Tertiary Education	Post-secondary school courses offered by universities, private providers and TAFEs
TISC	Governing body which calculates Tertiary Entrance Scores, hence Tertiary Entrance ranks. TISC then informs universities to determine offers.
University entry course	A course which qualifies for inclusion in the calculation of TEA Stage 2 or 3.
VET	Vocational and Educational Training
Voluntary work	Work that is done for no payment
WACE	Western Australian Certificate of Education
WPL	Workplace Learning (on the job experience)

Introduction

This Information Booklet is designed to make the transition into senior school as easy as possible, providing important and relevant information to assist in making informed decisions about education over this important period.

It is crucial that the information is read through very carefully, particularly regarding requirements for entrance into further education so students will not limit their chances or exclude themselves from any course of study.

Year 11 and 12 students complete a program of study involving Western Australian Certificate of Education (WACE) courses, Vocational Education and Training (VET) packages and/or Endorsed programs.

There are two groups of WACE courses:

ATAR courses – for students who are typically aiming to enroll in University directly from school. These courses will be examined by the School Curriculum and Standards Authority (SCSA) and the results accepted by TISC for the purpose of university entrance.

General courses – for students who are typically aiming to enter TAFE or the workforce directly from school. These courses are not examined by SCSA and are academically less challenging than ATAR courses.

Each ATAR and General course has four units, each unit is typically completed in a semester. In Year 11, **Units 1 and 2** are studied as a pair. In Year 12, **Units 3 and 4 must be studied as a pair**. The complexity of the syllabus increases from Year 11 to Year 12. A student cannot enroll in Units 3 and 4 of a course in Year 11 and then complete Units 1 and 2 from the same course in Year 12.

Vocational education and training (VET) packages are offered in two forms:

In school VET – each VET course is delivered as a 4 period per week, school-timetabled course. At SCBC we offer 5 courses in this format including: Certificate III in Music, Certificate II in Engineering Pathways (Metals), Certificate II in Coaching and Certificate II in Hospitality.

External VET – the program is delivered by an external TAFE: South Metropolitan TAFE, or a private TAFE. Students are off campus for one day per week. Thus, on the day students are off campus, they will miss one of four periods for some of their school courses. To assist students to catch up on missed work, they are able to choose one study session instead of another course.

Endorsed programs can also be completed through the College or through community organisations. All endorsed programs can contribute to achievement

of a WACE. Students can enroll in the endorsed program of Workplace Learning (run by INSTEP) through the College.

All students at South Coast Baptist College in Year 11 will study six courses of their choice (subject to timetable restrictions and suitability); each course is offered for 4 periods per week. In addition to these courses, each student will study Bible and Christian Studies (1 period), Physical Education (2 periods), and Study Period (1 Period).

In Year 12, students applying for University entrance must take at least four ATAR courses and write the external examinations, so that there are four courses that can be used to calculate an ATAR (Australian Tertiary Admission Rank). Students not applying for University entrance are not required to take ATAR courses.

Generally, students take the same six courses in Year 12 as they took in Year 11. Study sessions are available to students who are enrolled in external VET programs or those Year 12 students with an ATAR focus.

Students enrolling for Year 11 fall into two broad categories:

1. Students choosing a course leading to University (University Pathway)
2. Students choosing a course leading to TAFE or employment (TAFE Pathway)

The College will be happy to advise students which category they belong to.

University Entrance Requirements

Entrance to the four public universities is based on the ATAR (Australian Tertiary Admission Rank) determined from the student's TEA (Tertiary Entrance Aggregate).

TAFE Entrance Requirements

It is unwise for a student intending to apply for Vocational training (TAFE) to tackle difficult ATAR courses and achieve lower grades than she/he would in General courses. Experience shows that students achieving grades of "D" in more difficult courses may miss out on BOTH university entrance and vocational training entrance, because their TEA aggregates are too low for university entrance or they are outranked by other students who have achieved higher grades in easier courses for vocational placement.

WACE courses are governed by the syllabuses and assessment structures determined by the School Curriculum and Standards Authority. In accordance with their guidelines, students will be awarded grades in all Courses at the conclusion of Year 11 and Year 12.

The grades allocated are as follows:

- A - Excellent Achievement
- B - High Achievement
- C - Sound Achievement
- D - Limited Achievement
- E - Inadequate Achievement

These grades appear on each student's **Western Australian Statement of Student Achievement (WASSA)**, issued by the School Curriculum and Standards Authority when the student finishes school. All completed courses will show a level of achievement for each course undertaken. For ATAR courses, where an external exam is undertaken at the end of Year 12, an ATAR will be calculated based on 50% of the school mark and 50% of the external assessment after moderation, standardisation and scaling.

At the end of senior secondary schooling, all students who have satisfactorily completed any study that contributes toward a WACE will receive a folio of achievement. The folio will contain one or more of the follow items:

- Western Australian Statement of Student Achievement (WASSA)
- Western Australian Certificate of Education (WACE)
- Certificate of Distinction and Certificate of Merit
- ATAR course report

Western Australian Certificate of Education (WACE)

The Western Australian Certificate of Education (WACE), typically referred to as **Graduation**, is awarded to secondary students who satisfy its requirements. Generally, students will achieve the WACE through their final two years of senior secondary study. All students will receive a WASSA, but not all students will achieve a WACE.

To qualify for the WACE, students must:

- Demonstrate a minimum standard of literacy and numeracy (explained over the page).
- Complete at least 20 course units or equivalents, with at least 10 course units or equivalent in Year 12 (one course unit is run over a semester).
- Complete four or more ATAR courses or complete a Certificate II or higher (all TAFE pathway students must complete a Certificate II course or higher).
- Achieve a C grade or higher across the best 14 course units or equivalent; at least six course units must be completed in Year 12.
- Complete at least four units from an English course; two in Year 11 and one pair in Year 12
- Complete at least one pair of units from each of List A (Arts/ Languages/ Social Science) and List B (Mathematics /Science/Technology) in Year 12 (see table below).

List A and B Courses Offered at SCBC

List A Courses	List B Courses
English	Chemistry
Geography	Engineering Studies
Modern History	Human Biology
Design Photography	Integrated Science
Politics and Law	Mathematics
Visual Art	Mathematics Specialist
Workplace Learning	Outdoor Education
Chinese	Physics
Business Management & Enterprise	Computer Science
	Materials Design Technology (Wood)
	Physical Education Studies

Minimum Literacy and Numeracy Standards

The minimum literacy and numeracy standards are described as the skills regarded as essential for individuals to meet the demands of everyday life and work in a knowledge-based economy. A student meets this minimum standard through either NAPLAN or the **Online Literacy and Numeracy Assessment (OLNA)**. Through NAPLAN the minimum Literacy standard is Band 8 or higher in Reading AND Writing. The minimum Numeracy standard is Band 8 or higher for Numeracy.

A student in Year 10, 11 or 12 who has not met the minimum standard through NAPLAN is required to sit the OLNA. Until the minimum standard is met, a student will sit OLNA in March and September in Year 10, repeating in Year 11 and 12 if required, to achieve a WACE certificate.

Year 10 OLNA results from March are available. Students who sat the assessment will be awarded as either a category 1, 2 or 3. These results are described as:

- Category 3** Those students who demonstrated the standard either by sitting the Online Literacy and Numeracy Assessment or through NAPLAN prequalification.
- Category 2** Those students who through normal development of literacy and numeracy skills over Year 10, 11 and 12 should demonstrate the minimum standard prior to the end of Year 12.
- Category 1** Those students whose results are considerably below the minimum standard and may require specific learning interventions.

University Entrance Requirements (Direct from School)

To gain entrance to one of the four public* universities, a student must satisfy all the following conditions:

Achievement of the Western Australian Certificate of Education (WACE)

It is essential for students to satisfy the requirements of the WACE to enter all four universities.

Competence in English

For university admission purposes, students must demonstrate competence in English by achieving the prescribed standard in one of the WACE ATAR courses: English, Literature or English as an Additional Language or Dialect (EALD)

The prescribed standard is English, Literature or English as an Additional Language or Dialect (EALD)

Curtin University, Murdoch University, University of Western Australia:

- achieve a scaled score of at least 50.

Edith Cowan University:

- achieve a scaled score of at least 50, or
- a grade of A, B or C in two units of English; Literature or English as an Additional Language or Dialect studied in Year 12.

Achievement of a Sufficiently High ATAR

The following points concerning the determination of the ATAR have been agreed to by the four universities (Curtin, UWA, Murdoch and ECU):

- For a student's course to be used in the calculation of his/her ATAR, at least Units 3 and 4 needs to be completed and the external examination needs to be undertaken.
- The final course mark that contributes to the ATAR, is determined by adding 50% of the scaled school course mark to 50% of the scaled WACE exam mark.
- The highest four final scaled Course marks are combined to produce a Tertiary Entrance Aggregate (TEA). Thus the highest TEA a student can score is 400.
- The TEA is converted to an Australian Tertiary Admission Rank (ATAR).

*Entrance to the University of Notre Dame (Australia) is made through private application and interview. None of the foregoing conditions apply.

The ATAR required for different university courses may change from one year to the next depending on demand. The 2018 required ATAR scores for the four WA universities are listed at the website:

<https://tisc.edu.au/static/statistics/cutoff-rank/cutoff-index.tisc>

Satisfy any prerequisites or special entrance requirements for entry to particular courses

Prerequisites are courses or special requirements that must be successfully completed for entry to particular university courses. Generally, a scaled score of 50 or more in a WACE ATAR course is required for prerequisite purposes, however, Mathematics prerequisites differ across university courses.

Murdoch University does not require applicants to have undertaken specific prerequisite courses and instead provides introductory units to enable its students to become skilled in specific areas in which they may be lacking.

For some university courses the special requirements may include: bridging /special course units, interviews, auditions, folio presentations, manual dexterity tests, aptitude tests, fitness requirements, etc. Detailed information is available from the individual universities.

Comparison of TEA/ATAR

Admission into university is competitive and the Australian Tertiary Admission Rank (ATAR) is the basis of admission to most university courses. Students are ranked in order of merit based on their ATAR.

The ATAR ranges between zero and 99.95. It reports your rank relative to all other WA students of Year 12 school leaving age and takes into account the number of students with a Tertiary Entrance Aggregate (TEA) as well as the number of people of Year 12 school leaving age in the population of this state. An ATAR of 75.00 indicates that you have an overall rating equal to or better than 75% of the Year 12 school leaving age population in Western Australia.

Calculation of the TEA and ATAR

The ATAR is derived from the Tertiary Entrance Aggregate (TEA). The TEA will be calculated by adding the best four scaled scores. These may be in any combination of courses. No course can be counted more than once.

In calculating the scaled score, equal weight is given to the final school mark and the final examination mark, except where courses/subjects are taken on a private basis.

There may be unacceptable course combinations whereby scores in both courses/subjects cannot both be used.

TISC will construct a table to convert your TEA to an ATAR. The table takes into account the number of students with a TEA and the number of people of Year 12 school leaving age in the state. This table is constructed annually.

The following table gives an indication of the minimum Tertiary Entrance Aggregate (TEA) out of 400 required to achieve a particular ATAR for university entrance. The table is used to roughly check an ATAR calculation, the up to date ATAR calculator is available on the TISC website: www.tisc.edu.au.

The TEA will be calculated by adding the best four scaled scores. No course can be counted more than once. In calculating the scaled score, equal weight is given to

the final school score and the final examination score. The TEA will be measured out of 400.

Example – A typical TEA with corresponding ATAR

ATAR	Minimum TEA for ATAR	ATAR	Minimum TEA for ATAR	ATAR	Minimum TEA for ATAR
30.00	132.9	78.00	244.8	92.00	286.7
40.00	155.0	79.00	247.2	93.00	291.2
50.00	177.4	80.00	249.4	94.00	295.7
55.00	189.0	81.00	252.1	95.00	301.0
60.00	201.2	82.00	254.7	96.00	307.3
65.00	213.2	83.00	257.5	97.00	315.2
70.00	225.4	84.00	260.3	98.00	324.2
71.00	227.5	85.00	263.2	98.50	331.0
72.00	230.0	86.00	266.1	99.00	339.3
73.00	232.2	87.00	269.1	99.50	353.9
74.00	234.6	88.00	272.3	99.70	364.3
75.00	237.1	89.00	275.3	99.90	377.6
76.00	239.8	90.00	278.8	99.95	385.0
77.00	242.3	91.00	282.5		

Example – Calculation for a student with 4 ATAR subjects

Course	Scaled School Score	Scaled Exam Score	Scaled Overall Course Score
English	70	60	65
Mathematics	80	70	75
Modern History	70	60	65
Psychology	90	80	85

Sum of best four courses: 65 + 75 + 65 + 85 = 290

TEA = 290

Thus ATAR = 92.7

Example – Calculation for a student with 6 ATAR subjects

Course	Scaled School Score	Scaled Exam Score	Scaled Overall Course Score
English	60	70	65
Mathematics	80	90	85
Indonesian	60	60	60
Human Biological Science	70	80	75
Drama	60	60	60
Health Studies	60	70	65

Sum of best four courses: 65 + 75 + 65 + 85 = 290

TEA = 290

Thus ATAR = 92.7

External Examinations

Each ATAR course has an ATAR examination. All students who are enrolled in external examinations must make a genuine attempt in the examination.

Students who are enrolled in Year 12 ATAR course units are required to sit the ATAR examinations. There are practical and written examinations for some ATAR courses. A student who is deemed not to have made a genuine attempt will endanger his/her chances of achievement of the WACE. There are procedures for students who are sick or encounter a misadventure on the scheduled date of an examination.

External examinations are not conducted for General or Foundation WACE courses.

Tertiary Vocational Training Entrance (TAFE Entrance)

Each Semester, qualifications offered by State Training Providers through TAFEWA will be divided into two groups. The first group of qualifications will require applicants to address both 'entry requirements and selection criteria' and the second group of qualifications will require applicants to address only the 'entry requirements'.

Qualifications that require 'entry requirements and selection criteria' are those where there are more applicants than places available. Qualifications that have 'entry requirements only' are those where there are more places than applicants (approximately 70% of courses).

Applicants for '*entry requirement only*' courses will only need to submit their personal information, the name of the qualification for which they are seeking entry and evidence that they meet the minimum entry requirements.

Applicants seeking places in qualifications with '*entry requirements and selection criteria*' will be required to address both the minimum entry requirements and the selection criteria. Selection criteria will focus on pathways, work experience and past academic/skill development achievement.

A student will typically apply for up to four TAFE courses, listing them in order of preference. Selection then depends on the student's ranking compared with other applicants, and the number of places being offered in the relevant course.

There are also a range of private Registered Training Organisations (RTOs) which offer further training to school aged leavers.

Vocational Education and Training courses (VET)

Vocational education and training courses (VET) in the senior secondary years engages students in work related learning built on strategic partnerships between schools, training organisations, business, industry and the wider community. VET can be undertaken as an integral part of the WACE and provides students with a broad range of post-school options and pathways. The successful completion of VET provides students with a nationally recognised VET qualification within the Australian Qualifications Framework (AQF).

Students who are not eligible to receive an ATAR must complete at least one Certificate II or higher qualification in order to meet one of the requirements of the WACE. VET is delivered and certified by Registered Training Organisations (RTOs) which may be private providers or State training organisations (formerly TAFE). South Coast Baptist College is not an RTO, but does work in partnership with both private and State RTOs to deliver a variety of VET opportunities for students.

There are two broad categories of provision of VET in schools and at SCBC

- VET (Certificate courses) taught at school as per other courses.
- VET (Certificate courses) taught at various TAFE's and RTO's

In School VET (Certificate) Courses - Taught at School

Typically, the student is enrolled as a full-time student who completes a VET Certificate course delivered by the College; accredited through a private RTO, forming part of the students' weekly timetable.

Given a Certificate II or higher is required to achieve a WACE for TAFE pathway students, they will be given priority places in the College's Certificate courses over ATAR pathway students.

Students may choose a maximum of two VET courses.

External VET Courses - taught at various TAFEs and RTOs

A large variety of certificate courses are available through various TAFEs and RTO's where the student is off-campus for one day per week.

Certificates are made up of units of competency which are allocated a nominal number of hours to complete. The total number of nominal hours for a certificate varies. VET courses contribute to the 20 units required to achieve a WACE. Unit equivalence for VET courses is based on one unit equivalent for each 55 nominal hours. For example, a Certificate II that has 170 nominal hours would give a student 3 units towards their WACE.

External VET is applied for through the VET Co-ordinator, Mr Scott. Applications are typically required by the dates given by each TAFE or RTO. Students are required to complete applications to the state training providers and may be required to attend an interview or submit a portfolio of work. The number of applications for these courses far outweighs the number of available spaces. As success in these courses is not known until the end of the school year, students must complete their College subject selections as if they were not enrolled in an external course. If a student gains acceptance into an external program they will seek to adjust their course selection. This typically involves a student dropping one of their chosen subjects in lieu of a study session.

Note: It is impossible to factor in all External VET scenarios and successful applicants may have to rearrange school timetabled courses, including withdrawing from courses with practical elements, to meet both school and external assessment requirements.

Students undertaking external VET will miss up to 1 period of some of their other courses. Teachers seek to accommodate this in their programs, however it is the student's responsibility to catch up on missed work.

External VET courses are not available to students pursuing an ATAR pathway given the time away from the college.

Work Place Learning (WPL) - INSTEP

WPL is an Authority (SCSA) developed endorsed program that is managed by INSTEP, a company employed by the college. The WPL program requires students to spend one day per week (Friday) off campus working in a workplace. Students work with INSTEP to find a different work place each semester where students can develop a set of transferable workplace skills.

Students must record the number of hours completed and the tasks undertaken in their workplace in the INSTEP Workplace Learning Logbook. They must also provide evidence of their knowledge and understanding of the workplace skills by completing the Authority's Workplace Learning Skills.

Unit equivalence for the Workplace Learning endorsed program is based on one unit equivalent for each 55 hours completed in the workplace to a maximum of four units (220 hours). The total number of hours completed in the workplace is reported on the student's WASSA.

WPL is recommended for students wishing to enter Vocational training (TAFE), apprenticeships, traineeships and the workforce in general. Students who wish to participate in Workplace Learning will be out of the College for one day per week. Therefore, WPL places are not available to students pursuing an ATAR pathway or students who are enrolled in an externally provided VET courses (unless WPL is a requirement of the external provider).

WPL (INSTEP) Enrolment Procedure

The INSTEP application form must be filled in during Term 3 of Year 10. Interviews will be conducted in Term 3 of Year 10, with notification of acceptance distributed in Term 4.

Not all applicants are accepted. Students must have a positive attitude and need to display a mature attitude toward their work placement.

It is the student's responsibility to catch up on school work missed during their day away.

Apprenticeships and Traineeships

Students that find a suitable employment opportunity may ask employers if they are willing to be involved in a Traineeship or Apprenticeship. Thus, students start traineeships and apprenticeships when they leave school.

Traineeships are a formal agreement between the employer and the employee which often involve the employee completing a Certificate II one day per week at TAFE while working full-time for the employer 4 days per week.

Apprenticeships are a formal agreement between the employer and the employee which often involve the employee completing a Certificate III one day per week at TAFE while working full-time for the employer 4 days per week.

Information can be obtained from www.governmentapprenticeships.gov.au.

Students who find a suitable employer and want to set up a traineeship or apprenticeship can contact Mr Scott who will put them in contact with a company who will assist with writing up the contract.

Generally, employers prefer to set up traineeships and apprenticeships with students who have completed Year 12 for numerous reasons including the fact that they can drive a car, are more mature and have more skills and knowledge.

General Advice

It is generally unwise for a student intending to apply for Vocational training (TAFE) to tackle difficult ATAR courses and achieve lower grades than she/he would in General courses. Experience shows that students achieving D grades in more difficult courses may miss out on BOTH University entrance and Vocational training entrance, because his/her ATAR score is too low for University entrance and grades are not high enough for a TAFE placement.

Choosing Appropriate Year 11 Courses

Selecting the right Year 11 subjects is very important if students are to achieve a WACE certificate and entry into their desired post school destination. The aim of the remainder of this booklet is to assist students and parents with this process.

Recommended Steps for Choosing Courses:

1. Reflect on the student's interests by completing the 'My Life and Career Pathway Plan'.
2. Investigate University, TAFE and workplace options.
3. Understand the requirements for graduating (i.e. achieving a WACE certificate) and entry requirements for various TAFEs and Universities.
4. Review student's Year 10 Semester 1 achievement and consider teacher predictions of success.
5. Determine whether to choose a TAFE (workplace) or University Pathway courses.
6. Choose 2019 Year 11 courses from the course selection sheet.
7. Set Semester 2 course achievement goals and plan to achieve them.
8. Review student's 2019 course selections considering results at the following points:
 - Semester 2 Year 10 results
 - Week 5 Year 11 (after their first major assessments)
 - end of Semester 1 Year 11
 - end of Year 11

Step 1 – Reflect on the student’s interests by completing the ‘My Life and Career Pathway Plan’.

Refer to A3 sheet handed out to Year 10s in class, or available from Mr Scott.

Step 2 - Investigate University or TAFE or workplace options online/independently.

Possible Career Interest	Possible TAFE or University Courses	For University What ATAR is required for this course?	For University What Subject average is required to achieve ATAR	Prerequisite Subjects or Subjects Logically related to Career

Minimum ATAR required for each University	ATAR	TEA required to achieve this ATAR in 2013	TEA required to achieve this ATAR allowing for being scaled down 7.5% (i.e. total best 4 subjects)	Student’s subject average (%) required to achieve this TEA allowing for scaling. (best 4 score /4)
ECU	55	185.5	215.5	53.875
	60	198.1	228.1	57
Murdoch	61	200.2	230.2	57.55
	62	202.5	232.5	58
	63	205	235	59
	64	207.3	237.3	59
CURTIN	65	209.8	239.8	59.95
	66	212.4	242.4	61
	68	217.5	247.5	62
	70	222.1	252.1	63
	73	229.7	259.7	65
	75	234.8	264.8	66
	78	242.7	272.7	68
UWA	80	248.2	278.2	69.55
	82	253.9	283.9	71
	85	262.8	292.8	73
	88	273	303	76
	90	280.3	310.3	78
	93	293.7	323.7	81

95	304.3	334.3	84
97	318.5	348.5	87
99	344.7	374.7	94
99.5	357.8	387.8	97
99.9	382	412	103
99.95	393.1	423.1	106

Step 3 – Understand the requirements for achieving a WACE (i.e. Graduating).

Step 4 – Consider your Year 10 Semester 1 achievement and staff predictions of 2018 course success.

Student Achievement

Subjects	Semester 1 2018	
	%	Grade
English		
Maths		
Average		

Step 5 – Determine whether to choose TAFE (workplace) or University pathway courses.

Note - For some students the best pathway into University is to go to TAFE and complete a Certificate IV or Diploma and then enter university. This option is not available for all courses at all universities.

Changes in Course Selection

There may be times during the year when students need to reassess their program and its direction. Any changes to study selection must be discussed fully with parents, teachers and the Deputy Head of Curriculum. A *Change of Subject Form* will need to be completed and signed before a change may occur. This may involve changing from one course to another or, if a student is really struggling with the workload, it may be beneficial to withdraw from a subject. *Change of Subject Forms* are attained from the Secondary Administration office.

While every effort has been made to ensure that the information in this handbook is current and correct, it is ultimately the student's responsibility, in consultation with his/her parents/guardians, to ensure that the entry requirements for TAFE and University courses are met. University information is available through the Tertiary Information Service Centre (TISC) website. The School Curriculum and Standards Authority (SCSA) website will offer information on course content and other relevant details. TAFE websites will also offer information on courses available.

Step 6 – Choose subjects for Year 11 2019 from the Course Selection Sheet

Students must select one course from each gridline (row) as per the table on page 20.

University Pathway Recommendations

In Year 11, most students are recommended to study 5 ATAR courses and 1 easier General or Certificate Course. We also recommend that if a student is a lower achiever they study a Certificate II or higher as back-up in case they need to change to a TAFE Pathway later.

Very high achieving students may choose to study 6 ATAR courses; however, this would require a very significant amount of work.

We do *not* recommend students choosing 4 ATAR subjects and 2 easier general courses, because students will not have a backup subject if they do not succeed in one of their subjects.

TAFE (Workplace) Pathway Recommendations

For the purposes of achieving a WACE, students must complete a minimum of 3 courses in both Year 11 and 12 that do not include VET certificates or WPL.

Thus, in Year 11 and 12 students typically study one of the following combinations:

- 5 x General Courses + 1 x in school VET course
- 5 x General Courses + 1 x external VET course
- 4 x General Courses + 1 x in school VET course + 1 x external VET course
- 5 x courses + 1 x Workplace Learning (WPL)
- 4 x General Courses + 1 in school VET course + 1 x Work Place Learning
- 4 x General Courses + 2 x in school VET courses

Combinations that are not recommended

- 4 x General Courses + 1 x external VET course + 1 x Work Place Learning
- 4 x General Courses + 1 x external VET course (2 days)

School of Isolated and Distance Education (SIDE)

For many reasons students may not be able to choose courses they desire. In some situations, students may be able to complete a course through SIDE. Please email Mr James Trimble (secondary@scbc.wa.edu.au) if you would like to inquire about this option. Further information about SIDE can be found at the following website:

<http://www.side.wa.edu.au/admissions/school-based/overview.html>

Once completed, copy your course selections onto the gridlines on the pink Course Selection sheet and hand it into the Secondary Administration office by **27th June 2019**

2019 Year 11 Course Selection – Example

GRIDLINE	TAFE Pathway Courses	UNIVERSITY Pathway Courses
1	<input type="checkbox"/> Certificate II Hospitality (Food) <input type="checkbox"/> Outdoor Education General <input type="checkbox"/> Engineering Studies General	<input type="checkbox"/> Computer Science ATAR <input type="checkbox"/> Chemistry ATAR <input type="checkbox"/> Physical Education Studies ATAR
2	<input type="checkbox"/> Business Studies General <input type="checkbox"/> Certificate II Hospitality (Food) <input type="checkbox"/> Certificate II Engineering (Metals)	<input type="checkbox"/> Human Biology ATAR <input type="checkbox"/> Geography
3	<input type="checkbox"/> MDT Woodwork General <input type="checkbox"/> Design Photography General <input type="checkbox"/> Visual Art General	<input type="checkbox"/> Politics & Law ATAR <input type="checkbox"/> Visual Art ATAR <input type="checkbox"/> MDT Metals ATAR <input type="checkbox"/> Mathematics Specialist ATAR
4	<input type="checkbox"/> Certificate II Coaching <input type="checkbox"/> Certificate II Music <input type="checkbox"/> Integrated Science General <input type="checkbox"/> Computer Science General	<input type="checkbox"/> Modern History ATAR <input type="checkbox"/> Physics ATAR <input type="checkbox"/> Chinese – Second Language ATAR
5	<input type="checkbox"/> English General	<input type="checkbox"/> English ATAR
6	<input type="checkbox"/> Mathematics Essential General	<input type="checkbox"/> Mathematics Applications ATAR <input type="checkbox"/> Mathematics Methods ATAR

Compulsory Subjects in Year 11 & 12:

Bible & Christian Studies (1 period)
 Physical Education (2 periods)
 Private Study (1 period)

Ideas for University Pathways

Below are simply some examples of what might be typical subject choices at South Coast Baptist College in Year 11 and leading into Year 12 to provide a relevant foundation for further study at University.

Engineering

Year 11	→	Year 12
Chemistry ATAR Units 1 & 2	→	Chemistry ATAR Units 3 & 4
Physical Education Studies ATAR Units 1 & 2	→	Physical Education Studies Units 3 & 4
Mathematics Specialist ATAR Units 1 & 2	→	Mathematics Specialist ATAR Units 3 & 4
Physics ATAR Units 1 & 2	→	Physics ATAR Units 3 & 4
English ATAR Units 1 & 2	→	English ATAR Units 3 & 4
Mathematical Methods ATAR Units 1 & 2	→	Mathematical Methods ATAR Units 3 & 4

Law

Year 11	→	Year 12
Certificate II Hospitality (Food)	→	Certificate II Hospitality (Food) Continued
Human Biology ATAR Units 1 & 2	→	Human Biology ATAR Units 3 & 4
Politics and Law ATAR Units 1 & 2	→	Politics and Law ATAR Units 3 & 4
Modern History ATAR Units 1 & 2	→	Modern History ATAR Units 3 & 4
English ATAR Units 1 & 2	→	English ATAR Units 3 & 4
Mathematical Applications ATAR Units 1 & 2	→	Mathematical Applications ATAR Units 3 & 4

Health Sciences/Nursing

Year 11	→	Year 12
Chemistry ATAR Units 1 & 2	→	Chemistry ATAR Units 3 & 4
Human Biology ATAR Units 1 & 2	→	Human Biology ATAR Units 3 & 4
Politics & Law ATAR Units 1 & 2	→	Politics & Law ATAR Units 3 & 4
Outdoor Education ATAR Units 1 & 2	→	Outdoor Education ATAR Units 3 & 4
English ATAR Units 1 & 2	→	English ATAR Units 3 & 4
Mathematical Methods ATAR Units 1 & 2	→	Mathematical Methods ATAR Units 3 & 4

Environmental Science

Year 11	→	Year 12
Chemistry ATAR Units 1 & 2	→	Chemistry ATAR Units 3 & 4
Geography ATAR Units 1 & 2	→	Geography ATAR Units 3 & 4
MDT Woodwork General Units 1 & 2	→	MDT Woodwork General Unit 3 & 4
Modern History ATAR Units 1 & 2	→	Modern History ATAR Units 3 & 4
English ATAR Units 1 & 2	→	English ATAR Units 3 & 4
Mathematics Essential General Units 1 & 2	→	Mathematics Essential General Units 3 & 4

Ideas for TAFE Pathways

Below are simply some examples of what might be typical subject choices at South Coast Baptist College in Year 11 and leading into Year 12 to provide a relevant foundation for further study at TAFE.

Hospitality

Year 11	→	Year 12
Certificate II in Hospitality (Food)	→	Certificate II in Hospitality (Food) Continued
Integrated Science General Unit 1 & 2	→	Integrated Science General Unit 3 & 4
Computer Science General Unit 1 & 2	→	Computer Science General Unit 3 & 4
Outdoor Education General Unit 1 & 2	→	Outdoor Education General Unit 3 & 4
English General Unit 1 & 2	→	English General Unit 3 & 4
Mathematics Essential General Unit 1 & 2	→	Mathematics Essential General Unit 3 & 4

Graphic Design

Year 11	→	Year 12
Certificate II in Hospitality (Food)	→	Certificate II in Hospitality (Food) Continued
Physical Education Studies General Unit 1 & 2	→	Physical Education Studies General Unit 3 & 4
Design Photography General Unit 1 & 2	→	Design Photography General Unit 3 & 4
Visual Art General Unit 1 & 2	→	Visual Art General Unit 3 & 4
English General Unit 1 & 2	→	English General Unit 3 & 4
Mathematics Essential General Unit 1 & 2	→	Mathematics Essential General Unit 3 & 4

Information Technology

Year 11	→	Year 12
Certificate II in Engineering (Metals)	→	Certificate II in Engineering (Metals) Continued
Integrated Science General Unit 1 & 2	→	Integrated Science General Unit 3 & 4
Computer Science General Unit 1 & 2	→	Computer Science General Unit 3 & 4
Workplace Learning	→	Workplace Learning
English General Unit 1 & 2	→	English General Unit 3 & 4
Mathematics Essential General Unit 1 & 2	→	Mathematics Essential General Unit 3 & 4

Trades related

Year 11	→	Year 12
Certificate II in Engineering (Metals)	→	Certificate II in Engineering (Metals) Continued
Integrated Science General Unit 1 & 2	→	Integrated Science General Unit 3 & 4
MDT Woodwork General Unit 1 & 2	→	MDT Woodwork General Unit 3 & 4
Outdoor Education General Unit 1 & 2	→	Outdoor Education General Unit 3 & 4
English General Unit 1 & 2	→	English General Unit 3 & 4
Mathematics Essential General Unit 1 & 2	→	Mathematics Essential General Unit 3 & 4

Step 7 – Where improvement is required, set course achievement goals and make a plan to achieve them.

Current Year 10 Marks			Goal Marks		
Courses	Semester 1 2018		Year 10 Semester 2 2018		Year 11 Term 1 Week 4
	%	Grade	%	Grade	%
English					
Maths					
Average					

Student Self-Assessment and Plan to Achieve Goal Marks

	Current	Goal for the semester 2 Year 10	Goal for Year 11
<p>Effort in class Give yourself a mark out of 10 Consider: Do you ask and answer questions? Do you stay focused or get distracted?</p>			
<p>Average time (minutes) spent doing homework and study x 5 nights per week. A student aiming for a competitive university course should be aiming for 25 minutes per subject x 5 nights per week.</p>			

Other strategies for improving your marks, to achieve your goals:

Step 8 – Review 2019 course selections in at the following points:

- Semester 2 Year 10 results.
- Week 5 Year 11 (after their first major assessments)
- End of Term 1 Year 11

Please note, to complete course requirements course selections should be finalised by the end of Term 1 Year 11.

General & VET Course Descriptions

TAFE & Workplace Pathway

Business Management & Enterprise General

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.

Enquiries: Mr John Scott
scottj@scbc.wa.edu.au

Computer Science General

The Computer Science General course focuses on the fundamental principles, concepts and skills within the field, and provides students with opportunities to develop flexibility and adaptability in the application of these in the roles of developers and users.

The underpinning knowledge and skills in computer science are practically applied to the development of computer systems and software, while the connectivity between computers, peripheral devices and software used in the home, workplace and in education are examined.

Students develop problem-solving abilities and technical skills as they learn how to diagnose and solve problems in the course of understanding the building blocks of computing.

This course provides students with practical and technical skills that equip them to function effectively in a world where these attributes are vital for employability and daily life in a technological society. It provides a sound understanding of computing to support students pursuing further studies in related fields.

Student projects may include:

- Game design
- Mobile app development,
- PC construction and setup
- PC Networking
- Database development
- Robotics

Enquiries: Mr David Burgess
burgessd@scbc.wa.edu.au

Design - Photography General

Design involves the strategic development, planning and production of visual and tactile communication. It deals with the effective and efficient communication of ideas, values, beliefs, attitudes, messages and information to specific audiences for specific purposes and with specific intentions.

The goals of the Design General course are to facilitate a deeper understanding of how design works, and how ideas, beliefs, values, attitudes, messages and information are effectively communicated to specific audiences with specific intentions or purposes via visual media forms. This course aims to achieve these goals by exposing students to a variety of communication forms and a thorough exploration of design. The discipline of photography is utilised to teach these goals.

Students will:

- Understand design theory, audience response and design principles and elements.
- Create projects using the design process.
- Develop skills, techniques and methods to plan, construct and produce photographic design projects.
- Understand the relationship between design, society and culture and utilise this knowledge in photographic works.

Study expectations

Design Photography is a highly practical subject with multiple photographic projects undertaken during the course. Design theory must be studied and applied to ensure the practical elements are completed to the highest level.

Possible career opportunities

Graphic Design, Web Design, Journalism, Publishing, Fashion, Advertising, Professional Photographic Agencies, and Government.

Enquiries: Mr Antony Norris
norrisa@scbc.wa.edu.au

Engineering Studies General

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

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

Past student projects have included the design and construction of:

- Radio controlled cars
- Radio controlled quad copters
- Arcade machines

Students will be trained in the safe and correct use of a range of equipment and machinery such as hand tools, welders, lathes and milling machine.

Enquiries: Mr David Burgess
burgessd@scbc.wa.edu.au

Certificate II in Engineering Pathways - Metals

Requirements

This qualification is designed to provide an industry recognised skill set related to mechanical and fabrication essential skills over 2 Years.

Pathway

The course will enhance a student's apprenticeship prospects in the metal fabrication, fitting and machining industry areas which are experiencing a skill shortage. There are tertiary pathways open to students upon completion of this Certificate II through TAFE or University.

Assessment of some units of competency must, where required, include evidence of the student's performance in a productive work environment where there is a sufficient range of appropriate tasks and/or materials to cover the scope of application of those units. All outcomes must reflect the standard of performance required of the work associated with the Unit/s. This will require students to undertake job work experience.

Communication

Read and interpret routine information on written job instructions and standard operating procedures. Enter routine and familiar information onto proforma and standard workplace forms. Use basic numeracy skills for undertaking comparison measurements.

Initiative and enterprise

Can apply skills and knowledge to specified situations and contexts. Identify actual and foreseeable workplace hazards/problems during course of work. Minimise wasteful use of resources including materials and services in own work.

Planning and organising

Conduct pre-start checks on machinery/equipment, plan steps required to complete routine task. Identify sequence of activities/operations

Self-management

Adhere to all safety requirements. Perform work in accordance with job instructions and work procedures

Technology

Use dedicated tools, equipment and machines

Qualification

Year 11 – Certificate I Engineering

Year 12 – Certificate II Engineering

Enquiries: Mr Simon Watts
wattss@scbc.wa.edu.au

English General

Minimum entry requirements

OLNA: category 3 or 2

Year 10 English stream 1 - C Grade

Year 10 English stream 2 and stream 3

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 and 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. The course is for students who are aiming to enter further training or the workforce. Students will not undertake an external examination, but will have to do one externally set task in Year 12.

Homework and study expectations

Students are required to complete tasks and undertake research. Reading a variety of novels is highly recommended and students will need to spend at least two hours of homework/study each week.

Possible career opportunities

Public service, teacher's assistant, childcare worker, apprenticeships and further study at TAFE, administrative, personal and shop assistants.

Enquiries: Mrs Catherine Lambert
lambertc@scbc.wa.edu.au

Certificate II Hospitality (Food)

This course is designed with a strong practical emphasis: especially for students who want to develop a broader hospitality skill base with a more thorough understanding of the interrelated facets associated with preparing and presenting food within the community.

Key components include:

- Safe, hygienic work practices in the kitchen
- Safe, suitable storage of food
- Portion controlling
- Mise en place duties
- Garnishing and decorating of foods
- Principles of Commodities and Cookery
- Developing leadership qualities
- Developing the necessary skills to plan, execute and evaluate a small-scale catering function
- Adapting function food to cater for specific dietary requirements i.e. low-joule, vegetarian, diabetic
- Using innovative kitchen equipment to produce sensational meals to meet nutritional needs
- Understanding macronutrient and micronutrient requirements throughout various stages of life
- Students will showcase to the wider College community their Hospitality related skills by catering for small-scale College events plus recess/lunchtime sales to staff and students

Homework and study expectations

Students need to be committed to completing to a high standard both the practical and theoretical components of the course. At least one hour a week of home time will be required during school terms to assist in research and organisation.

Possible career and further study opportunities

Training WA Institutions: Certificate to Diploma qualifications in Food Processing; Tourism; Seafood Industry and Hospitality.

Curtin University: Education: Tourism, Food Science and Technology and Nutrition.

Edith Cowan University: Hospitality Management; Secondary teaching (Home Economics)

Enquiries: Mr Craig Hywood
hywoodc@scbc.wa.edu.au

Integrated Science General

Minimum entry requirements: Year 10 Science Stream 1 or 2- 50%

Integrated Science is a hands-on Science course that equips students with the necessary skills and knowledge to be able to succeed in applied science vocations or extend their natural interest in science. This course consists of a selection of the following topical units that include science concepts from the major learning areas including Physics, Biology, Chemistry and Earth Sciences:

- Aviation; Buoyancy and ballooning, flight simulators, aerodynamics, motion physics, aviation industry, rocketry and space exploration, aviation and the environment.
- Forensics; Scientific analysis of crime scenes. Protocols of crime scene analysis and evidence collection, finger printing, microscopy, ballistics, DNA and blood spatter analysis, forensic anthropology, chromatography.

Of equal importance to the science concepts taught in the above contexts is the development of skills including:

- Presentation of data in tables graphs and diagrams.
- Analysis of data presented in various forms.
- Effective communication using a variety of media including extended answers and oral presentations.
- Application of mathematical concepts in real life situations.
- Demonstration of responsible and safe behaviour when investigating scientific issues.
- Planning and conducting experiments.
- Planning and conducting extended investigations.
- Management and Interaction with others.

Possible career opportunities

Students keen to enter any applied science vocation would benefit from the skills taught in Integrated Science; however, the content covered would greatly assist students wishing to explore the following vocational areas: forensic science, plant propagation, aquaculture industry, and aviation industry and laboratory technician.

Enquiries: Mrs Felicity Barnabas
barnabaf@scbc.wa.edu.au

Materials Design & Technology – Wood General

Minimum entry requirements: Students are required to be enthusiastic, motivated and display an interest in the practical workshop. They are also required to have a history of safe work practices in a workshop environment.

Learning in Materials Design and Technology allows students to become confident in using a variety of means to address needs and opportunities and solve practical problems within the context of the design process. It focuses on know-how as well as knowledge itself, gathering information from diverse sources. It encourages risk taking, lateral and divergent thinking, the development of multiple solutions to problems, trial and error, teamwork and the management of resources effectively and efficiently.

Students study God's creative nature and his plan and purpose for their life. The students are encouraged to explore a personal relationship with their creator, Jesus Christ, through teacher guided class discussion on biblical topics.

Course description

The focus for learning in Year 11 Materials Design and Technology:

- Skills, techniques and methods necessary to work and process materials according to set standards of quality, safety, accuracy and presentation.
- How to select and apply appropriate variations of the technology process according to the project being undertaken.
- Ways to use plans critically and ways to overcome constraints and problems.
- Recognised safe work practices appropriate to materials, tools, equipment and processes.
- Strategies to ensure regular, safe maintenance and organisation of tools and equipment.
- Co-operative and independent work strategies.

Assessment information

Assessment of student work will be both formative and summative. Formative will be delivered through advice and guidance from the teacher and summative will be delivered through a marking schedule. Students will gather evidence for assessment by task book, design folio, digital evidence and a completed practical project.

Additional requirements

There may be a need for students to source some of the materials required for the manufacture of their projects.

Enquiries: Mr Simon Watts
wattss@scbc.wa.edu.au

Mathematics Essential General

Mathematics Essential is a General course which focuses on using mathematics effectively, efficiently and critically to make informed decisions. It provides students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning and community settings. This course provides the opportunity for students to prepare for post-school options of employment and further training but does not contribute to an ATAR score.

Homework and study expectations

Twenty minutes per night

Assessment

Approximately 55% of the assessments are of an investigative nature, whilst the other 45% is made up of response items.

Possible career opportunities

Entry points for TAFE are obtained from a 'C' Grade

Enquiries: Mr Nathan Tibbits
tibbitsn@scbc.wa.edu.au

Certificate III in Music

Minimum entry requirements: Students wanting to study Certificate III should have a proven musical background e.g. learning an instrument, experience in bands, Certificate I or II in Music would be preferable.

To obtain a Certificate III a student must complete 11 units of study, 3 core subjects and 8 electives. This consists of 2 years of full time study. If students choose to study a Certificate III they must begin their study in Year 11 and complete in Year 12 to complete the whole course (5 music periods a week). Students withdrawing partway through the course may only achieve some units of competency and may put WACE graduation at risk.

This course provides a pathway to TAFE and other institutions such as WAAPA. The practical application of this course provides units of study that are relevant to the music industry. Units of study include Performance skills, Technical skills in Mixing, Audio or Lighting, Business Management, Health and Safety, Composition.

Length of unit: Two years full time (You must begin this course in Year 11).

Assessment information:

Assessment in this course is determined as either 'Competent' or 'Not Yet Competent' in a number of units. This means that if a student has not completed a unit to the assessor's satisfaction the student is deemed 'Not Yet Competent' and must do either the whole unit, or a portion thereof, again. Once deemed as 'Competent' the student can proceed to the next unit of study.

Future Pathways:

Successful completion of these Certificates leads to: Certificate IV at other institutions such as Leederville TAFE, WAAPA, Edith Cowan University, NIDA.

The above Institutions offer Certificate IV in music: Jazz or Contemporary, Advanced Diploma in Music: Contemporary, Bachelor of Music in Jazz or Contemporary. Students may apply for one of these pathways after completing a Certificate III in Music.

Additional requirements:

It is desirable that students in these courses undertake musical tuition in their own time and complete levels of practical and theory through the AMEB syllabi. This is available through the instrumental program at school.

Enquiries: Mr Justin Florisson
justin.florisson@scbc.wa.edu.au

Outdoor Education General

Minimum entry requirements: Students are required to complete a swim fitness test before commencement of the course. The test consists of a 200m swim and treading water for 5 minutes.

The focus for this course is building confidence in the outdoors. Students engage in outdoor activities where they can develop and improve their technical skills and apply appropriate practices to ensure safe participation. They learn and continue to develop advanced navigational skills and learn to respond to emergencies in the outdoors.

Students will explore local environments and learn about natural weather forecasting. They will gain an understanding of human impacts on the environment and explore sustainability projects to develop an understanding of human responsibility for the environment.

Within the context of chosen activities and modes of transport (e.g. abseiling, kayaking, and hiking/navigation) students will study the following course content areas:

- Outdoor experiences (planning, skills and practices, safety)
- Self and others (personal skills, working with others, leadership)
- Environmental awareness (the environment, relationship with nature, environmental management)

Recommended entry requirements

Year 10 Outdoor Education - C Grade.

Students must be willing to participate in activities that involve a variety of weather, outdoor conditions and wilderness travel.

Homework and study expectations

Students are required to complete tasks and undertake research which will require about one hour per week.

Time off campus

The course requires students to participate in two expeditions throughout the year. These include a hiking expedition and an expedition specific to their specific outdoor activity, for example kayaking. Students will be required to keep an ongoing expedition logbook to effectively plan and reflect upon these experiences. This course requires students to participate in several day trips throughout the year and has requirements of out of school time to complete, including some days before or after school.

Additionally, this course has requirements of out-of-school time to complete, including some days before or after school, as well as a day trip to develop skills and confidence.

Enquiries: Mr Ryan Galambosi
galambosir@scbc.wa.edu.au

Certificate II in Sport Coaching

This qualification reflects the role of individuals who apply the skills and knowledge to be competent in delivering a basic instruction session for a sport. Individuals wishing to undertake this qualification should be current or past participants in the respective sport specialisation chosen as part of this qualification and will develop the necessary skills for community coaching.

Core units of this certificate are:

- Provide first aid
- Develop and update knowledge of coaching practices
- Coach beginner or novice participants to develop fundamental motor skills
- Communicate effectively with others in a sport environment
- Assist in preparing and conducting sport and recreation sessions
- Develop and update sport, fitness and recreation industry knowledge
- Follow work health and safety policies

Sport specific elective units will make up the remainder of this training package.

Employability skills:

- Communication - Communicating with senior coaches to determine and interpret their specific requirements; providing clear verbal instructions to players when teaching basic sports skills.
- Initiative and enterprise - Adjusting coaching techniques to differences in players, equipment and facilities; reflecting on own performance for improvement.
- Learning - Knowing the structure of organisations and sources of information within the sport industry.
- Planning and organisation - Collecting and recording information to assist senior coaches with the efficient planning and delivery of coaching activities; following organisation policies and procedures to complete coaching tasks in an efficient manner.
- Problem Solving - Identifying hazards and risks that may arise during coaching activities; determining appropriate solutions to problems.
- Self-management - Understanding and complying with the legal and ethical responsibilities that apply to own role as a sports coach; seeking and acting on feedback from colleagues and clients to improve own coaching performance.
- Teamwork - Working as a skilled team member, receiving instructions and understanding own role in assisting in planning and implementing coaching activities;
- Technology - Safely using and maintaining sport equipment according to manufacturer specifications and organisational policies and procedures.

Enquiries: Miss Carly Phoebe
phoebec@scbc.wa.edu.au

Visual Art General

In the Visual Arts 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.

Unit 1 General

This course is based around students' personal experiences, their observations of the immediate environment, events and/or special occasions. They participate in art experiences aimed at developing a sense of observation. Students can express their imagination and develop personal imagery and skills through themes such as "a sense of place", social activities, communal occasions and other shared activities to produce final artworks to be presented and exhibited.

Students discover ways to compile and record their experiences through a range of art activities and practical art making skills. They also develop an understanding of art language as they are exposed to the area of Critical Analysis and Investigation through the influence of Artworks and Artists and begin to make informed evaluations about how to interpret aesthetic understandings and critical awareness.

Unit 2 General

This course focus is based around generating ideas from the local environment by using a variety of inquiry approaches, techniques and processes. Students investigate the work of other artists and identify stylistic features of art forms from different times and places by developing an understanding of art language from the learning areas of Critical Analysis and Investigation. These areas aid students in being able to make informed evaluations about how to interpret aesthetic understandings and critical awareness. Students can express personal beliefs, opinions and feelings as they manipulate a variety of media and materials in a range of art forms, recording and reflecting on their final art works to be presented and exhibited.

Assessment for the Visual Arts course is divided among Production, Critical Analysis and Case Studies with the practical production element being weighted at 70%.

Students selecting the Visual Arts course are expected to put in extra time at home, spend extra time (of their own) in the art room, and if necessary come into school during the holidays to finish work and prepare for exhibitions. Some students will be selected to have their work exhibited at public galleries and exhibitions. As a practical subject, Visual Art is time heavy in terms of production.

Enquiries: Mrs Saffron Maclou
saffron.maclou@scbc.wa.edu.au

Workplace Learning (WPL)

WPL is a structured out-of-school learning programme that provides students with the opportunity to develop work skills, while continuing with school education. Students achieve graduation, industry recognition and links to further education and training. WPL is recommended for students wishing to enter TAFE, apprenticeships, traineeships and the workforce in general. It involves students working in one workplace per semester for one day per week.

South Coast Baptist College employs the services of INSTEP which is a Company that sources appropriate work placements for our students.

Enrolment Procedure

An application form must be filled in during Term 3 of Year 10. Interviews will be conducted in Term 3 of Year 10. Notification of acceptance will be given out in Term 4.

Not all applicants are accepted. Students must have a positive attitude towards school and be motivated to learn from different situations. They will also need to display a mature attitude toward their work placement and complete a log book on a weekly basis. Students participating in WPL will be enrolled as Workplace Learning Endorsed Program.

Enquiries: Mr John Scott
scottj@scbc.wa.edu.au

ATAR Course Descriptions
University Pathway

Chemistry ATAR

Minimum entry requirements: Year 10 Science Stream 1 <60%

Chemistry is concerned with the nature of the substances that surround us and how they interact to bring about change.

Chemistry ATAR focuses on the fundamental concepts of general chemistry including:

- Chemical structure and the Periodic Table;
- Reactions and balancing equations;
- Stoichiometric calculations;
- Solutions, solids, liquids and gases, and changes in states of matter.
- Energy effects;
- Delves into the more specialised areas of chemistry including:
 - Acids and Bases;
 - Oxidation and Reduction; and,
 - Organic chemistry

Applications of pure chemistry are made through environmental contexts with significant examples of chemical reactions in industrial, biological, agricultural, medical and geological settings. Assessments for Chemistry include assignments, experiments and investigation reports, tests and examinations.

Homework and study expectations

Students need to be self-motivated and attempt at least two hours of homework/study each week

Possible career opportunities

Pharmacy, pharmacology, medicine, nursing, pathology, forensics, microbiology, engineering, dietetics, nutrition, food science, industrial processing, geology, metallurgy, resource extraction, mineral processing, dentistry, agriculture, biotechnology

Enquiries: Mrs Felicity Barnabas
barnabaf@scbc.wa.edu.au

Chinese: Second Language ATAR

Minimum entry requirements: Year 10 Chinese - 'B' grade or above

The Chinese: Second Language ATAR course is designed to further develop students' knowledge and understanding of the culture and the language of Chinese-speaking communities, providing them with opportunities to gain a broader and deeper understanding of Chinese and extend and refine their communication skills. The course focuses on the interrelationship of language and culture, and equips students with the skills needed to function in an increasingly globalised society, a culturally and linguistically diverse local community, and provides them with the foundation for life-long language learning. Relevant and engaging tasks, delivered through a range of appropriate contexts and topics, develop literacy in the Chinese language as well as extend literacy development in English.

Unit 1

This unit focuses on 青少年 (Teenagers). Through the three topics: My daily routine, Daily life of young people in a Chinese-speaking community, and Technology in daily life, students develop communication skills in Chinese and gain an insight into the language and culture.

Unit 2

This unit focuses on 课余生活 (Things to do). Through the three topics: Having fun, Leisure in a Chinese-speaking community, and Technology and leisure, students develop communication skills in Chinese and gain an insight into the language and culture.

Enquiries: Ms Cherry Lin
cherry.lin@scbc.wa.edu.au

Computer Science ATAR

Minimum entry requirements: Year 10 Applied Information Technology >65%

Technology has transformed many jobs and will continue to permeate further in to the workplace. The Computer Science ATAR course focuses on the technical area of computing, providing an excellent knowledge, skill set and preparation for many university technology courses and the ever-growing technology job market. While there is substantial theory, it is applied in practical ways throughout the course. The moral, ethical and legal aspects of computing are also investigated with a worldview and Christian perspective.

Students will:

- Learn about computer components by building their own system.
- Learn about data types, software development life cycle (SDLC), programming languages and control structures, and code their own application.
- Identify spreadsheet terms and implement spreadsheet tasks
- Design and create a relational database.
- Learn about network devices and protocols, and design a network.

Study expectations

While most practical work will take place during class time there is an expectation that all theory is revised and tested outside of class for around 2 hours per week.

Possible career opportunities

IT Support/Helpdesk, Programmer, Systems Analyst, Security Technical Expert, Network Administrator, Business Analyst, Web Developer, Games Developer.

Enquiries:

Mr Antony Norris
norrisa@scbc.wa.edu.au

Mr David Burgess
burgessd@scbc.wa.edu.au

English ATAR

Minimum entry requirements: Year 10 English Stream 1 – 'B' grade or above

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. The course is for students who are aiming to go to university; and will require undertaking an external examination to achieve an ATAR.

Homework and study expectations

Reading of a wide variety of novels is essential. A self-managed study program of at least three hours per week, to include: writing reflections and analyses, revision notes, preparatory reading and undertaking research into various related topics.

Possible career opportunities

This course is suited to students who are University bound eg: Law, Journalism, the Arts, teaching, psychology, sociology, communications, media, cultural studies, public service.

Enquiries: Mrs Catherine Lambert
lambertc@scbc.wa.edu.au

Geography ATAR

Minimum entry requirements: Year 10 Humanities Stream 1 - 'B' grade or above

Geography is the study of the patterns and processes of the Earth's surface. The course takes an enquiry approach to the subject and asks critical questions about the ways in which humans interact with the environment. Students are required to investigate a broad range of issues including the impact of cyclones and volcanoes, the challenges posed by mega-cities, the management of mining and agriculture and the impact of global climate change.

Throughout the course, there is significant emphasis on the concept of sustainability. Civilisation must be prepared to question whether the short-term gains of today will be paid for by the generation of tomorrow.

Unit 1

The focus of this unit is the geography of natural hazards and impact minimisation. The increasing incidence of hazards, together with their impact on standards of living, has prompted the active search for proposed solutions. An understanding of how these hazards are perceived and managed at a local, regional and global level is developed in a range of ways. Firstly, an understanding of hazards (geomorphic and atmospheric) is developed. Secondly, the spatial distribution of hazards, the cause and impact and increased risks due to urbanisation and poor management are explored. Finally, students investigate strategies to minimise the risks associated with hazards.

Unit 2

The focus of this unit is the geography of sustainable resource use. Natural resources provide the basis for economic growth in Australia. There is an unprecedented global demand for these resources. Future provision will require application of sustainable management practices to resource development and the surrounding environment. Regional perspectives supported with local area case studies are used to investigate spatial patterns that emerge between resource developments, local communities and market destinations. Approaches to sustainable management can vary significantly between countries in terms of social economic and environmental factors. Students will compare these spatial patterns and practices in resource use in Australia to those in a less developed country.

Homework and study expectations

Min 3hrs pw, including writing revision notes, preparatory reading, practicing problem solving questions from recommended texts and undertaking research into various related topics.

Possible career opportunities

GIS (Geographical Information Systems), surveying, volcanology, oceanography, real estate, recreation management, wildlife management, town planner, urban planner, population planning, landscape development, defence forces, hospitality planning and ecotourism.

Enquiries: Mr Oliver Oeij
oeijo@scbc.wa.edu.au

Modern History ATAR

Minimum entry requirements: Year 10 Humanities Stream 1 - 'B' grade or above

History is the study and practice of interpreting the past and evaluating its construction of the present. History is largely a search to understand others and ourselves. Through exploring the past, a society can obtain insights into its current practices, problems and values, providing an informed basis for determining its future.

History analyses and makes sense of particular historical periods, issues or contexts. An understanding of the link between accounts of the past and the values and interests of the time in which these accounts were produced, is a central outcome of the study of history. Students will have the opportunity to examine and learn about the historical foundations of a range of societies and cultures including the institutions, structures, individuals and ideologies that characterise those societies and cultures. In addition, students gain an appreciation of the motives impelling people of other cultures, places and times. It is based on the notion that a valuable and worthwhile education in History involves a balanced interaction of knowledge, concepts and skills.

A disciplined and motivated study of History develops cultural enrichment, enhanced awareness of peoples' place in time, and capacity to analyse and critique the structure and values of their society. History is an excellent preparation course for tertiary study as History teaches the research and communication skills most commonly required at university.

Two units will be studied:

Investigating Change - USA between the War.

Investigating Fascism - Rise of Nazi Germany.

Enquires: Miss Belinda 't Hart
thartb@scbc.wa.edu.au

Human Biology ATAR

Minimum entry requirements: Year 10 Science Stream 1 - 'B' grade or above

This course encourages students to apply their knowledge of human biology to current issues as they consider healthy lifestyle choices, genetic variations in human populations, and the effect of the environment on the development of babies and children.

Sections of the course include:

- Cells - structure: transport of nutrients and waste; cell division
- Body systems - respiratory, circulatory, digestive, excretory, reproductive and immune systems, anatomy, physiology and introduction to diseases.
- Human variation - how variation happens within human populations, human genetics and the human genome project.
- Human development - from fertilization to infant
- Ethics - investigation of topical
- Ethical issues related to health and disease.

Homework and study expectations

Students need to be self-motivated and attempt at least two hours of homework/study each week.

Possible career opportunities

The study of Human Biological Sciences is especially suited to students pursuing a career in health and sport related occupations such as sports science, dentistry, medicine, physiotherapy, nursing, environmental science, speech & hearing, education, medical technology or early childhood studies.

Enquiries: Mrs Felicity Barnabas
barnabaf@scbc.wa.edu.au

Materials Design & Technology – Metals ATAR

Minimum entry requirements: Students are required to be enthusiastic, motivated and display an interest in the practical workshop. They are also required to have a history of safe work practices in a workshop environment.

The Materials Design and Technology ATAR course is a practical course. The course allows for the exploration and use of materials in the learning context: metal. Design and manufacture of products as the major focus. There is also the flexibility to incorporate additional materials from outside the designated context. This can enhance and complement the knowledge and skills developed within the course as many modern-day products are manufactured using a range of different material types. Students may use a few or many materials in innovative designs and explore the interactions between materials, people and their environment. Students examine social and cultural values and the short-term and long-term impacts of the use and misuse of materials and associated technologies. Through this inquiry, experimentation and research, students develop their creativity and understanding of the society in which they live. Working with materials, students develop a range of processing, manufacturing and organisational skills.

Students study God's creative nature and his plan and purpose for their life. The students are encouraged to explore a personal relationship with their creator, Jesus Christ, through teacher guided class discussion on biblical topics in the context of creative design.

Course description:

The focus for learning in Year 11 Materials Design and Technology - Metals ATAR is:

- Skills, techniques and methods necessary to work and process materials according to set standards of quality, safety, accuracy and presentation
- How to select and apply appropriate variations of the technology process according to the project being undertaken
- Ways to use plans critically and ways to overcome constraints and problems
- Recognised safe work practices appropriate to materials, tools, equipment and processes
- Strategies to ensure regular, safe maintenance and organisation of tools and equipment
- Co-operative and independent work strategies

Assessment information:

Assessment of student work will be both formative and summative. Formative will be delivered through advice and guidance from the teacher and summative will be delivered through a marking schedule. Students will gather evidence for assessment by design folio, digital evidence, examination and a completed practical project.

Additional requirements:

There may be a need for students to source some of the materials required for the manufacture of their projects.

Enquiries: Mr Simon Watts
wattss@scbc.wa.edu.au

Mathematical Applications ATAR

Minimum entry requirements: Year 10 Stream 1 Mathematics - 40% or higher

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

Mathematical Methods ATAR

Minimum entry requirement: Year 10 Stream 1 Mathematics - 55% or higher

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

Possible career opportunities

Commerce/business, computing, engineering (some), metallurgy, informatics, biophysical science, physics, nanotechnology, geophysics

Mathematics Specialist ATAR

Mathematics Specialist is an ATAR course which 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. Students taking this course will benefit from a positively scaled ATAR score and learn Mathematics which will help them with **Mathematical Methods**.

For all Mathematics ATAR enquiries:

Mr Tony Lee
leet@scbc.wa.edu.au

Physical Education Studies ATAR

Minimum entry requirements: Year 10 Stream 1 Science & English – ‘B’ grade or above

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

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

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

Homework and Study Expectations

A self-managed study program of at least three hours per week, to include writing revision notes, preparatory reading and undertaking research for investigation assignments. Regular involvement in sport is an advantage.

Enquiries: Mr Ty Campbell
ty.campbell@scbc.wa.edu.au

Physics ATAR

Minimum entry requirements: Year 10 Stream 1 Physics - 65% or higher

***Students should be aware that a good understanding of mathematics is essential to ensure satisfactory progress in Physics ATAR.*

Physics is a fundamental branch of Science and is concerned with the study of matter, energy and their interactions. It is a discipline which relies on experimental methods to support theories and explain observations.

Physics ATAR includes

- Motion and forces; exploring motion in one dimension to solve both qualitative and quantitative problems.
- Nuclear physics: dealing with atomic structure and subatomic particles to understand and appreciate phenomena such as those that lead to the emission of nuclear radiation, and nuclear energy.
- Heating and cooling; temperature measurement, internal energy, heat energy transfer, specific heat capacity and latent heat.
- Electrical fundamentals: apply concepts of charge and energy transfer to situations involving electrostatics, current electricity and electric circuits.

Homework and study expectations

Students need to be self-motivated and complete at least two hours of homework/study each week.

Possible career opportunities

The study of Physics can lead to a variety of fields. Physics is relevant (and often essential) for tertiary bound students who wish to follow scientific, engineering, or health vocations. Examples include dentistry, sports science, physiotherapy, medical technology, metallurgy, occupational therapy, marine science, engineering, radiology, speech and hearing, geology, geophysics, astronomy and other science related fields.

Enquiries: Mr Gideon Choo
choog@scbc.wa.edu.au

Politics & Law ATAR

Minimum entry requirements: Year 10 Stream 1 Humanities - high 'C' grade (>60%) or above

Politics and Law is a course which allows students to critically examine the political and legal systems and processes found in Australia. Through a study of politics students will examine how individuals and groups with varying interests, beliefs and goals are able to make choices and influence policy. This course also highlights the importance of a binding legal system, applicable equally across society. Additionally, students analyse the highly regulated and structured legal system of Australia in promoting democratic ideals.

The skills and values developed in the Politics and Law course aim to allow students to become informed, active and effective participants in the political and legal processes that affect their lives and the future of their communities at the school, local, state, national and international levels.

Politics and Law is a dynamic course and cannot be studied without students being encouraged to keep up to date with contemporary events and be able to relate them to the themes in this subject. Students will need exposure to diverse learning experiences in order to think analytically and creatively about their political and legal environment.

The study of Politics and Law is advantageous for students who are studying Modern History.

Homework and study expectations

A self-managed study program of at least 3 hours per week, to include: writing revision notes, weekly research based on current events in the legal and political sphere, preparatory reading, practising problem solving questions from recommended texts and completing assessments as required.

Possible career opportunities

The study of Politics and Law is a valuable background to many careers including Law, Public Administration, Community Development, Teaching, Journalism, the Defence Forces, Government and Management.

Time off campus

- Students may have an opportunity to visit the Supreme Court of Western Australia and Parliament House Perth.
- Other excursions as arranged.

Enquiries: Mrs Emily Frick
fricke@scbc.wa.edu.au

Visual Art ATAR

Minimum entry requirements: Year 10 Visual Arts Foundation course

In the Visual Arts 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.

Unit 1

The focus for this unit is differences. Students may, for example, consider differences arising from cultural diversity, place, gender, class and historical period. Differences relating to art forms, media and conventions may also provide a stimulus for exploration and expression.

Students explore ways of collecting, compiling and recording information and documenting thinking and working practices. They explore approaches to drawing and develop awareness that each artist has his or her way of making marks to convey personal vision. Students examine how visual language and media choices contribute to the process of conveying function and meaning, and use a range of media and technologies to explore, create, and communicate ideas.

Unit 2

The focus for this unit is identities. In working with this focus, students explore concepts and issues related to personal, social, cultural or gender identity. They become aware that self-expression distinguishes individuals as well as cultures. Students use a variety of stimulus materials and use a range of investigative approaches as starting points to create artworks. They develop a personal approach to the development of ideas and concepts, making informed choices about the materials, skills, techniques and processes used to resolve and present their artwork.

Response to artworks stimulates insights, encourages deeper understandings, and challenges preconceived ideas. Students develop an awareness of how the visual arts may be both socially confirming and questioning, analyse their own cultural beliefs and values and develop deeper understandings of their own personal, visual arts heritage.

Assessment for the Visual Arts course is divided among Production, Critical Analysis and Case Studies with the practical production element being weighted at 50%.

Students selecting the Visual Arts course are expected to put in extra time at home, spend extra time (of their own) in the art room, and if necessary come into school during the holidays to finish work and prepare for exhibitions. Some students will be selected to have their work exhibited at public galleries and exhibitions. As a practical subject, Visual Arts is time heavy in terms of production.

Enquiries: Mrs Saffron Maclou
saffron.maclou@scbc.wa.edu.au

Helpful Information

What to do when

You're late for school	Please attend Front Reception to sign in. DO NOT GO STRAIGHT TO CLASS. Use the iPad to sign in and print pass, which you are to give to your teacher.
You feel sick	If it is during class time, please tell your teacher and if they feel it is serious enough they will send you to Student Services. If it is at recess or lunchtime, go to Student Services.
You get injured at school	If it is before school, at recess, or at lunchtime, go straight to Student Services. If it occurs in class, please tell your teacher and they will send you to Student Services with another student. At Student Services, we will assess the severity of the injury and take appropriate action.
You need to leave school to go to an appointment	Go to Student Services where your parent/guardian will be required to sign you out. Provide the departure slip to Front Reception upon exiting the campus.
You don't have the correct uniform	If you do not have the full, correct uniform, please ensure your parents write a note/email explaining the reason for this. Please present yourself along with the note to your Form Teacher in Form class or your Head of Year before school. You will be presented with a Uniform Pass. Ongoing incorrect uniform without a valid excuse will result in a Step.
You get sent out of class	Go straight to the Secondary Administration office.
You have a query about bus services	Visit our website, ask at Front Reception or email busservice@scbc.wa.edu.au .
You want to purchase a bus ticket	All tickets are purchased on-line through RollCall. You need to be registered to catch the bus – email busservice@scbc.wa.edu.au .
You want to change electives	If you wish to change an elective you will need to go to Secondary Administration to request a form to fill out.
You are injured or sick and can't do Physical Education	If you can't participate in physical activities, it is necessary to bring a note from your parent. You should present this note to your PE teacher when the class commences. You will still attend PE class, but will sit out of the activities or be given alternative activities to complete.
You haven't been able to purchase something on the booklist	If you haven't been able to buy an item on the booklist, please ask your parents to write a note explaining the reasons for this. This note will need to be given to the appropriate teacher in your first lesson. All items on the booklist are needed for classes so they will need to be purchased as soon as possible.

Bell Times

Secondary School 8:30am - 3.20pm
 Tuesday 8.30am - 2.20pm

Secondary School	Times	Tuesday Early Finish	Times
5 min warning bell	8.25	5 min warning bell	8.25
Form	8.30	Form	8.30
Period 1	8.50	Period 1	8.50
Period 2	9.45	Period 2	9.45
Recess	10.40	Recess	10.40
5 min warning bell	10.55	5 min warning bell	10.55
Period 3	11.00	Period 3	11.00
Period 4	11.55	Period 4	11.55
Lunch	12.50	Lunch	12.50
5 min warning bell	1.25	5 min warning bell	1.20
Period 5	1.30	Period 5	1.25
Period 6	2.25	Close	2.20
Close	3.20		

General Enquiries

Phone: (08) 9540 4400
Email: reception@scbc.wa.edu.au

Street address:
30 Gnangara Drive
Waikiki WA 6169

Specific Enquiries

Primary School
Phone: (08) 9540 4422
Email: primary@scbc.wa.edu.au

Secondary School
Phone: (08) 9540 4433
Email: secondary@scbc.wa.edu.au

Accounts (Fees) Office
Phone: (08) 9540 4407
Email: fees@scbc.wa.edu.au

Enrolments
Phone: (08) 9540 4401
Email: enrolments@scbc.wa.edu.au

Uniform Shop
Phone: (08) 9540 4430
Email: uniformshop@scbc.wa.edu.au

Football Academy
Phone: (08) 9540 4471
Email: football@scbc.wa.edu.au

Student Services
Phone: (08) 9540 4411
Email: studentservices@scbc.wa.edu.au

Absentees
Either via the College App or
Email: absentees@scbc.wa.edu.au

For more you can go to our website: <https://www.scbc.wa.edu.au/>

People to Contact

General Enquiries - Office/Reception

reception@scbc.wa.edu.au

Principal - Mr Des Mitchell

principal@scbc.wa.edu.au

Head of Secondary – Mr James Trimble

secondary@scbc.wa.edu.au

Deputy Head: Curriculum - Ms Cheryl Thomas

thomasc@scbc.wa.edu.au

Deputy Head: Wellbeing – Mrs Shelagh Scott

scotts@scbc.wa.edu.au

Specific Matters - Subject Teacher Class

Request email address from:
secondary@scbc.wa.edu.au



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