



SOUTH COAST
BAPTIST COLLEGE

YEAR 11 & 12 HANDBOOK 2021

Rigorous Minds | Compassionate Hearts

www.scbc.wa.edu.au

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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)

Welcome from the Principal

We are delighted you've chosen South Coast Baptist College for your child's education.

Children in our school community will experience God's love, feel safe, enjoy developing lifelong friendships, and take a developmental journey that will help them educationally thrive. Every staff member at SCBC loves working with children.

SCBC intentionally focuses on shaping rigorous minds and compassionate hearts. Our school motto is drawn from an essay written by Martin Luther King called 'Strength to Love'. He reflects on a verse from the Bible (Matthew 10:16), encouraging us to be both tough minded and tender hearted.

Our school mission is to shape respectful and resilient students through quality education in a Christ-centered community. SCBC values include Hope, Love, Wisdom and Grit.

With over 30 years of history, I've had the pleasure of meeting many past graduates. With consistency, I've noticed they are distinguishably respectful, friendly, kind, and successful in their chosen vocation. Our school's founding pioneers established a work ethic that continues to permeate SCBC's culture of God-inspired excellence. We will always be grateful for their vision.

You have my assurance that our staff work diligently to use their available resources to optimise your child's school experience.

In service to your family,



Des Mitchell
PRINCIPAL

M.App.Pos.Psych., M.Ed.Man., B.Ed., Dip. Teach., MAICD

Welcome from the Head of Secondary

Our Secondary School is focused on developing young adults who are well equipped for their futures. We aim to arm our students with the knowledge, skills and mindsets required to thrive in the workplace, whilst instilling in them the values and 'hearts for service' that will enable them to make meaningful contributions to their communities.

Our outstanding team of educators is committed to delivering excellence in education. From Year 7 through to the end of Year 12, we assist our students to develop habits that enable them to become independent learners and to develop into young adults with a sense of empowerment and self-determination in their learning. We arm them with skills of critical thinking, organisation, collaboration and inquiry that enable them to be successful learners and rigorous thinkers well positioned for future success.

Whether your child's sights are set on university, an apprenticeship or the workplace, our Secondary school has a pathway for them to reach their destination. Our ATAR teachers deliver rigorous and engaging courses that have enabled our students to access the most competitive university courses and, in 2019, to achieve the highest median ATAR of any independent school in the Rockingham-Mandurah region. Our VET programme is overseen by a teacher with extensive experience in the vocational education and higher education sectors, employment and business. Our talented teachers of General courses, many of whom possess industry experience, assist our students to develop skills that will enable them to be highly competitive in the workplace.

This education is delivered within the context of a nurturing community. Our holistic wellbeing focus and supportive student-teacher relationships cultivate a sense of purpose and belonging to help our students thrive.

We look forward to partnering with you to provide your child with a school experience that enables them to fully become who they were created to be.



James Trimble
HEAD OF SECONDARY

M.Ed. Ed. Lead., B.Ed., Dip. Ed.

Welcome from the Deputy Head of Secondary (Curriculum)

Year 11 is an important year where students embark upon courses that set them up for post-school destinations. The Year 11 handbook is designed to make the transition into the upper years of Secondary as easy as possible, providing important and relevant information to assist in making informed decisions regarding subject choices for upper Secondary.

It is crucial that the information is read 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 ATAR or General courses, Vocational Education and Training (VET) and/or Endorsed programs. Successful completion of these courses enables students to achieve a Western Australian Certificate of Education (WACE), subject to SCSA requirements.

Students and parents with curriculum-related questions or concerns are encouraged to dialogue with the subject teacher and the relevant Head of Learning Area as well as myself. We believe the more parents are involved, the greater the positive impact on academic achievement. I look forward to working with parents, students and staff in the provision of a rigorous and stimulating learning environment.



Cheryl Thomas
DEPUTY HEAD OF SECONDARY (CURRICULUM)

Welcome from the Deputy Head of Secondary (Wellbeing)

Mark 12:21 'Love your neighbor as yourself.'

At South Coast Baptist College, we recognise every student has inherent value and worth because they are uniquely created in the image of God. We seek to provide an environment where each student feels a sense of belonging and value and are enabled to become the person they have been created to be. Wellbeing at the College focuses on the whole person incorporating spiritual, physical, emotional and mental health.

To enable an affirming work environment for all, students are taught to:

- Treat all people with respect and dignity
- Appreciate their own worth and the worth of others
- Communicate effectively and appropriately when dealing with conflict
- Develop Christian character
- Learn from their mistakes (students choose their choices; therefore, they choose their consequences)
- Build positive relationships with teachers and their peers
- Persevere through difficult times (develop resilience)
- Value and work with others who are different to them
- Be wise in their use of social media

As a College we are committed to focusing our attention as much as possible on students exhibiting positive behaviours. House points, medals, letters of commendation and other smaller rewards are purposely used. This positive focus along with a clear discipline policy ensures students adhere to a high standard of behaviour and learn to take responsibility for their actions. A summary of the College discipline policy is located on the College website.

The College has a zero-tolerance approach to bullying and a 24/7 accountability for inappropriate use of social media towards another student or the College community.

All College staff share wellbeing responsibility for our students however Heads of Year focus specifically on individual and year group wellbeing needs. Our onsite counselling service is available to assist both students and parents with issues that are affecting them.

It is my pleasure to work with students, parents and staff to continue to foster a wonderful learning environment for all students.



Shelagh Scott
DEPUTY HEAD OF SECONDARY (WELLBEING)

Student Pathways

On the basis of their previous performance, students have been provided with Year 11 and 12 pathway recommendations by their teachers. These recommendations are provided to help direct subject selection choices and to increase the chances of students successfully achieving their Western Australian Certificate of Education (see page 7).

The Three Main Pathways

There are three main pathways for students:

1. University ATAR Pathway

This pathway is for students with strong academic standing who are aiming to achieve an ATAR score for direct University entry and ranking.

ATAR courses are for students who are on this pathway. ATAR courses will be examined by the School Curriculum and Standards Authority (SCSA) and the results accepted by TISC for the purpose of university entrance.

2. University Non-ATAR Pathway

This pathway is for students aspiring to university, but who for a variety of reasons may not be well suited to the rigour of ATAR courses.

Students on the University Non-ATAR Pathway should enrol in General courses in Year 11 and are required to demonstrate strong academic performance to qualify for the following university enabling courses in Year 12:

- The **Flexi-track program**, for which the achievement of a B grade in Year 11 General English is required; or
- The **TLC110** program.

Successful completion of either of these courses provide students with a nominal ATAR of 70 for University entry.

Alternatively, highly achieving students within the General courses may also choose to work towards obtaining a Cert IV in place of one of their General courses, which provides another opportunity for university entrance. Please see Mr Scott if you wish to pursue this option.

3. General VET Pathway

This pathway is for students who are typically aiming to enter TAFE or the workforce directly from school.

The Vocational Education and training (VET) course options offer a broad range of diverse post-school opportunities for students on the General VET pathway. VET students must complete at least one VET course as integral to achieving the WACE, and they are permitted to study one day off campus, to complete either a TAFE Certificate course or Workplace Learning.

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

- On-Campus VET Courses: Each of these VET courses 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.

- Off-Campus VET Courses: These courses are delivered externally via TAFE (e.g. South Metropolitan TAFE). Students are off campus for one day per week. Thus, on the day students are off campus, they may miss one of four periods for some of their school courses. Students are required to take responsibility for catching up on missed work. To assist with this, students are assigned a study session.

Typical Subject Selections for each Pathway

1. University ATAR Pathway Recommendations

Typical course selections for each academic year for Year 11 and 12 include a selection of:

- 6 x ATAR courses** or
- 5 ATAR courses plus 1 General**
- including writing the **Year 12 external WACE examinations** to be eligible for an ATAR score (Australian Tertiary Admission ranking)
- Heads of Learning and the subject teachers will provide advice and counsel individual students

N.B We do *not* recommend students choosing 4 ATAR subjects and 2 General courses, because students will narrow their options on the ATAR pathway if they do not succeed in one of their subjects.

2. University Non-ATAR Pathway Recommendations

Typical course selections for each academic year for **Year 11 and 12** include a minimum of **5 General courses**:

In Year 12, course selections include:

- 5 General courses** plus the **Murdoch Flexi-track course**; or
- 6 General Courses or 5 General** plus **Workplace Learning (WPL)** with the **TLC110** program running after school on a set day.

Alternatively, highly achieving students within the General courses may also choose to work towards obtaining a Cert 1V (leading towards a Diploma) in place of one of their General courses, which provides another opportunity for university entrance. Please see Mr Scott if you wish to pursue this option.

3. General VET Pathway Recommendations

For the purposes of achieving a WACE, students on this pathway must complete a minimum of 4 General courses in both Years 11 and 12 that do not include VET Certificates or WPL.

In Years 11 and 12 students typically study one of the following combinations:

- 5 x General Courses and 1 x VET Course (on campus)
- 5 x General Courses and 1 x VET Course (off campus)
- 4 x General Courses and 1 x VET Course (on campus) plus 1 x VET Course (off campus)
- 4 x General Courses and 1 VET Course (on campus) plus 1 x Workplace Learning (off campus)
- 4 x General Courses plus 2 x in VET Courses (on campus)

Combinations that are not recommended:

- 4 x General Courses and 1 x VET Course (off campus) plus 1 x Workplace Learning (off campus)
- 4 x General Courses and 1 x 2 day VET Courses.

Western Australian Certificate of Education (WACE)

A Western Australian Certificate of Education (WACE), the achievement of which is typically referred to as 'graduation', is awarded to Secondary students who satisfy its requirements.

All Year 12 students will receive a Western Australian Statement of Student Achievement (WASSA) after completing their final two years of senior secondary study, but may not necessarily meet all WACE requirements to be awarded the Western Australian Certificate of Education (WACE).

WACE Achievement Requirements

In order to achieve a Western Australian Certificate of Education, students need to satisfy the following requirements:

1. Achievement Standards

- A minimum of 14 x 'C' grades (out of a minimum of 20 WACE units of study) for Years 11 and 12; and
- A minimum of 6 x 'C' grades achieved in Year 12.

2. Minimum Literacy and Numeracy Standards

A student meets this minimum standard through either NAPLAN or the Online Literacy and Numeracy Assessment (OLNA). Through NAPLAN the minimum Literacy and Numeracy standard is Band 8 or higher.

A student in Years 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 Years 11 and 12 if required, to achieve a WACE certificate.

Year 10 OLNA results from the first round in March will inform the next round of OLNA due in August. Students who sit the assessment will be awarded 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.

Students who achieve a 1 or 2 are required to sit the next rounds of OLNA to achieve category 3.

3. Breadth and depth of study

- Complete 20 WACE units of study over Years 11 and 12, including a minimum of 10 units in Year 12. (N.B. each WACE course of study consists of 2 units.)
- Complete 2 units of English in Year 11 and 2 paired units in Year 12.
- Complete at least one pair of Year 12 WACE course units from List A and List B categories.
 - List A: Arts, languages, social sciences
 - List B: Mathematics, Science, Technology

Year 11/12 Reporting and Grading

WACE courses are governed by the syllabi and assessment structures determined by the School Curriculum and Standards Authority (also referred to as SCSA or the Authority). In accordance with their guidelines, students will be awarded grades in all Courses at the conclusion of Year 11 and Year 12.

Schools report student achievement in terms of the standards defined by grade descriptions and annotated work samples utilising the following grades allocations:

Grade Interpretation	Grade Interpretation
A	Excellent achievement
B	High achievement
C	Satisfactory achievement
D	Limited achievement
E	Very low 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.

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.

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.

University Entrance Requirements (University ATAR Pathway Students)

To gain entrance to one of the four public universities (Curtin University, Murdoch University, The University of Western Australia or Edith Cowan University), a school leaver applicant must satisfy the following conditions:

1. Meet the requirements for the Western Australian Certificate of Education (WACE) prescribed by the School Curriculum and Standards Authority;
2. Achieve competence in English as prescribed by the individual universities;
3. Obtain a sufficiently high ATAR/Selection Rank for entry to a particular course; and
4. Satisfy any prerequisites or special requirements for entry to particular courses and different universities.

Competence in English

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

The prescribed standard for any of the above courses is a scaled score of at least 50 for all four public Universities, additionally Edith Cowan University will also consider a minimum final school result of a "C" grade achieved 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:

- For a student's course to be used in the calculation of his/her ATAR, at least Units 3 and 4 need 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) resulting in the highest TEA a student can score being 400.
- The TEA is then 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. Please refer to the TISC website for university related information published each year at <http://www.tisc.edu.au/static/home.tisc>.

Satisfaction of Prerequisites for Course Entry

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.

Please refer to the UNIVERSITY ADMISSION 2023 (Admission Requirements for School Leavers completing Year 12 in 2022) handbook in the Year 10 information pack for more details. Also available online at <http://www.tisc.edu.au/static-fixed/guide/slar-2023.pdf>.

University Entrance Requirements (University Non-ATAR Pathway Students)

Students engaging in the University Non-ATAR Pathway must satisfy the following requirements:

1. Meet the requirements for the Western Australian Certificate of Education (WACE) prescribed by the School Curriculum and Standards Authority;
2. Achieve competence in English as prescribed by the individual universities; and
3. Successfully complete the FlexiTrack High Course or TLC Course.

Students who meet these requirements by the end of year 12 will qualify to apply directly for undergraduate degrees at Murdoch University with an indicative ATAR of 70 or less.

Tertiary Vocational Training Entrance Requirements (General VET Pathway Students)

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).

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 (on campus); and
- VET (Certificate courses) taught at various TAFE's and RTO's (off campus).

VET Certificate Courses - Taught on campus

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 off campus 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.

External VET is applied for through the VET Coordinator, 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 VET course offered off campus.

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 (on campus) with demanding practical elements, to meet both school and external assessment requirements.

Students undertaking external VET will miss up to one 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.

Workplace Learning (WPL)

WPL is a SCSA endorsed program that is managed on campus but requires students to spend one day per week off-campus, working in a workplace. Students apply to work at a different work place each Semester, allowing them to develop a set of transferable workplace skills.

Students must record the number of hours completed and the tasks undertaken in their workplace in the 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 at 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 externally provided VET courses (unless WPL is a requirement of the external provider).

WPL Enrolment Procedure

The WPL 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 demonstrate a positive and 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 who find a suitable employment opportunity may ask employers if they are willing to be involved in a Traineeship or Apprenticeship. Thus, students commence 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 <https://www.australianapprenticeships.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.

2021 Year 11 Potential WACE Course Selections

Detailed below is a list of possible Year 11 Subject Selections for 2021, divided into pathways. Please ensure your child selects subjects from the correct column, based on his/her recommended pathway.

Please note that subjects marked with an asterisk* are options that are only being floated for consideration for 2021. Whether these courses run will be determined by the number of students selecting these courses.

General VET & University Non ATAR Pathways	University ATAR Pathways
Accounting & Finance General*	Business Management and Enterprise ATAR*
Aviation General*	Chemistry ATAR
Biology General*	Chinese: Second Language ATAR
Business Management and Enterprise General	Computer Science ATAR
Certificate II in Engineering Pathways - Metals	Drama ATAR*
Certificate II Hospitality (Food)	Engineering Studies (Mechatronics) ATAR*
Certificate III in Music	English ATAR
Certificate II in Sport Coaching	Geography ATAR
Chinese General*	Human Biology ATAR
Computer Science General	Literature ATAR*
Design (C.A.D) General*	MDT - Metals ATAR
Design - Photography General	MDT - Wood ATAR*
Drama General*	Mathematical Applications ATAR
Earth & Environment Science General*	Mathematical Methods ATAR
Engineering Studies General	Mathematics Specialist ATAR
English General	Modern History ATAR
Foundation English*	Outdoor Education ATAR*
Foundation Mathematics*	Physical Education Studies ATAR
Geography General*	Physics ATAR
Health Studies General*	Politics & Law ATAR
History General*	Psychology ATAR*
Integrated Science General	Religion and Life ATAR*
Literature General*	VET Chinese Cert II/III*
Management and Construction (GMC) General*	Visual Art ATAR
Marine & Maritime Studies General*	
MDT - Wood General	
Mathematics Essential General	
Outdoor Education General	
Physical Education Studies General*	
Physics General*	
Psychology General*	
Visual Art General	
Workplace Learning (WPL)	

Ideas for Subject Combinations

Below are simply some examples of what might be typical subject choices at South Coast Baptist College in Year 11. For further ideas, please see pages 9 & 10 of the SCSA Year 10 Information Handbook, included in each student's subject selections bundle.

Ideas for University Pathways

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

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

Recommended Steps for Choosing Appropriate Year 11 Courses

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

Outline of recommended Steps for Choosing Courses for Year 10 students

Year 10 students are strongly recommended to start reflecting on an engaging and appropriate career pathway using the following steps:

STEP 1 Self-assessment: identify strengths, interests, aspirations, skills, learning and working style

STEP 2 Consider recommended pathways and explore post-school opportunities:

- University
- TAFE
- Workplace

Possible Career Interest	Possible Pathway and 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

STEP 3 Understand WACE requirements for graduating (i.e. achieving a WACE and entry requirements for various TAFEs and Universities and what the appropriate pathway could be.

STEP 4 Review and consider current performance and achievement, and teacher recommendations for pathways and subject selections.

Subjects	Semester 1 2020	
	%	Grade
English		
Maths		
Science		
HASS		

STEP 5 **Select** six courses for year 11 2021 that meet WACE requirements according to your pathway **online** by **Wednesday 1 July 2020**.

STEP 6 **Set Semester 2 Goals** for Year 10 and plans to achieve them .

Current Year 10 Marks			Goal Marks		
Courses	Semester 1 2020		Year 10 Semester 2 2020		Year 11 Term 1 Week 4
	%	Grade	%	Grade	%
English					
Maths					
Average					

N.B Additional tutoring is offered to Year 7-12 students after school for additional teacher support from 3:30pm-4:30pm from Mondays to Thursdays. Please refer to the published Tutoring Timetable.

Student Self-Assessment and Plan to Achieve Goal Marks

	Current	Goal for the semester 2 Year 10	Goal for Year 11
<p style="text-align: center;">Effort in class</p> <p>Give yourself a mark out of 10 Consider: Do you ask and answer questions? Do you stay focused or get distracted?</p>			
<p style="text-align: center;">Average time (minutes) spent doing homework and study x 5 nights per week.</p> <p>A student aiming for a competitive university course should be aiming for 30 minutes per subject x 5 nights per week.</p>			

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

STEP 7 **Review Year 11** subject choices and academic results at various checkpoints:

- End of Year 10
- Year 11 – Term 1 Week 4-5
- End of Year 11 Semester 1
- End of Year 11
- Year 12 – no changes allowed after about Week 3-5

Please note, to complete WACE course requirements, course selections should be finalised by Year 11 Week 4, ideally.

Thereafter, Year 11 subject selections may only be reviewed after completing the first unit of a course (midway Term 2).

At the end of Year 11, all students should ideally be well placed and set up with course selections that they can carry through to the end of Year 12. Any changes in enrolments in Year 12 will need to be made as early as possible (ideally Week 3) to ensure that students can catch up on any missed work and meet all course requirements for particular courses.

For more guidance:

- Year 11/12 WACE achievement and guidance for WACE ATAR, General and Foundation courses: Ms Cheryl Thomas.
- VET, Workplace Learning and general careers guidance: Mr John Scott.
- Specific course information, subject recommendations and course pre-requisites: Heads of Learning Areas and Year 11/12 WACE course teachers.

General Course Descriptions

- University Non-ATAR Pathway
- VET General 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

Engineering Pathways - Certificate II in 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

Hospitality (Food) - Certificate II

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

Marine & Maritime Studies General

The Marine and Maritime Studies General course provides students with the opportunity to study the sea and how people interact with it. Practical learning experiences equip students with a broad range of skills and knowledge. Students develop seamanship skills, nautical skills and water-based skills. Students will also be provided with the opportunity to develop personal water-based skills (swimming/ snorkelling/scuba) to allow them to engage directly with the marine environment.

Unit 1 Description

This unit introduces students to marine science through the examination of water properties and methods used to conduct water testing. In oceanography, students learn about wind formation, tides, waves and currents, including Western Australian ocean currents. Students examine Western Australian recreational and commercial fishing issues, and how they are managed through rules and regulations.

Students gain an understanding of maritime studies, including the properties, purposes and uses of maritime construction materials in relation to the challenges of a marine environment. Nautical

terminology, including the basic parts of boats, will be introduced, and students gain an understanding of aspects of small craft, such as buoyancy and design of pulley systems.

Unit 2 Description

This unit introduces students to the marine ecosystem, with a focus on the four main zones, and the adaptations of marine life to survive in each zone. Western Australian examples of marine life will be identified and classified into the major groups. Food webs for each ocean zone will be studied. Students examine the importance of marine protected areas, marine parks, reserves and sanctuary zones, and the role of Western Australian agencies and organisations in the protection and management of marine life.

Students gain an understanding of maritime studies, including the design features of marine or maritime equipment and methods of maritime construction. Features of small craft propulsion systems are studied and students gain an understanding of aspects of small craft, such as steering and gear systems.

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
nathan.tibbits@scbc.wa.edu.au

Mathematics Foundation

The Mathematics Foundation course focuses on building the capacity, confidence and disposition to use mathematics to meet the numeracy standard for the WACE. This course is for students who have not demonstrated the numeracy standard in the OLNA. It provides students with the knowledge, skills and understanding to solve problems across a range of contexts including personal, community and workplace/employment. This course provides the opportunity for students to prepare for post-school options of employment and further training.

Homework and study expectations

Twenty minutes per night.

Assessment

Approximately 50% of the assessments are of an investigative nature, whilst the other 50% is made up of response items.

Enquiries: Mr Nathan Tibbits
nathan.tibbits@scbc.wa.edu.au

Music - Certificate III

Minimum entry requirements: Students wanting to study Certificate III should have a musical background such as learning an instrument or experience in bands.

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. Students must begin their study in Year 11 and finish in Year 12 to complete the whole course (4 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, Ensemble, Stylistic and Analysis, Industry Knowledge, Business Management and Health and Safety.

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 and NIDA.

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

Psychology General

Psychology is the scientific study of how people think, feel and act. It aims to answer important questions such as what factors influence human development. Psychological knowledge helps us understand factors relating to individuals, such as: cognition, or the way we think; biological bases of behaviour; and personality, the enduring traits that distinguish individuals. Psychological knowledge also helps us understand the way that individuals function within groups. The study of psychology is highly relevant to further studies in the health professions; education, human resources, social sciences, sales, media and marketing and management.

Unit 1 Description

This unit provides a general introduction to personality and intelligence and seeks to explain how individuals are influenced by their surroundings. Students explore a number of influential theories used to describe and/or explain personality such as Freud's psychodynamic approach and Eysenck's trait theory. A range of intelligence theories are reviewed and cultural influences with respect to intelligence testing and child-rearing are examined. Beyond the individual, the impact of others on behaviour is a key focus. Students examine different agents of socialisation, focusing on the impact of parenting style on behaviour. Types of communication and the role of verbal and non-verbal communication in initiating, maintaining and regulating relationships are studied. Students are introduced to qualitative and quantitative methods of data collection and explore fundamental ethical considerations in research including informed consent and voluntary participation.

Unit 2 Description

This unit introduces students to the human brain, focusing on the major parts. Students explore the impact of factors influencing behaviour, emotion and thought, including heredity, hormones, physical activity and psychoactive drugs. The scientific study of development is an important component of psychology. Students review physical, cognitive, social and emotional development and the role of nature and nurture. Erikson's stages of psychosocial development are examined as students learn about the impact of external factors on personality development. Students examine the impact of group size on behaviour and look at the influence of culture in shaping attitudes towards issues such as mental illness and disability. Students interpret descriptive data such as mean and range. They use this data to create tables, graphs and diagrams and draw conclusions using patterns observed in the data.

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

Sport Coaching - Certificate II

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

- 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

Students will transform ideas into artwork and present it. They will develop personal expression, refined practical skills and a critical awareness for the role of art in community. They will experiment and explore with art mediums, materials, techniques and themes in the production of their art.

The Visual Arts ATAR course encourages students to problem solve, apply creative thinking to their art process and use analytical thinking for innovation. The program assists students to appreciate and make informed evaluations of art. This ATAR course also assists in the development of confidence in student abilities and a greater understanding of how their environment, community and culture impacts their art making. It enables students to communicate skills using visual literacy, make informed judgements and connections between various artistic factors.

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: Mr Justin Florisson
justin.florisson@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 logbook 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
ATAR 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 and biotechnology.

Enquiries: Mrs Felicity Barnabas
barnabaf@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 into 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
norisa@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 e.g. 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 the impact minimization. The increasing incidents 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 urbanization and poor management are explored. Finally, students investigate strategies to minimize 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

Minimum 3 hours per week, 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: Mrs 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 Nathan Tibbits
nathan.tibbits@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

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: Miss Carly Phoebe
phoebec@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: Mrs Felicity Barnabas
barnabaf@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 Belinda t'Hart
thartb@scbc.wa.edu.au

Psychology ATAR

In the Psychology ATAR course students will be introduced to psychological knowledge which supports an understanding of the way individuals function in groups. Psychology is the scientific study of how people think, feel and act. It aims to answer important questions such as what factors influence human development. This course introduces students to a breadth of knowledge focusing on the psychology of self and others. Psychology is very useful, both to individuals assisting us to improve ourselves and our relationships, and to society as a whole. It can be applied to any context in which humans are involved. Through this course, students gain valuable insights and understandings into both themselves and their worlds.

Unit 1 Description

This unit focuses on a number of concepts that enable students to gain an understanding of how and why people behave the way they do. Students are introduced to the human brain, focusing on the major parts and lobes of the cerebral cortex, and review case studies, illustrating the link between the brain and behaviour. They also explore the impact of external factors, such as physical activity and psychoactive drugs, on individuals' behaviour. Cognitive processes, such as sensation and perception and selective and divided attention, are investigated. The impact of others on behaviour is also studied. Students examine different types of relationships and look at the role of verbal and non-verbal communication in initiating, maintaining and regulating relationships. Students are introduced to ethics in psychological research and carry out investigations, following the steps in conducting scientific research. They identify the aims of psychological investigations and apply appropriate structure to sequence data using correctly labelled tables, graphs and diagrams.

Unit 2 Description

This unit introduces students to developmental psychology by looking at the concept of average development and changes expected as people age. They analyse twin and adoption studies to gain insight into the nature/nurture debate and look at the role of play in assisting development. Students explore what is meant by the term personality and examine several historical perspectives used to explain personality such as Freud's psychodynamic approach. Students investigate the influence of others on self-concept, identity and attitudes. They explore the behaviours observed within groups, such as deindividuation and social loafing, and causes of prejudice. Psychological research methods introduced in Unit 1 are further explored.

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

Visual Art ATAR

Minimum entry requirements: Year 10 Stream 2B English and year 10 Visual Arts Foundation course.

Students will transform ideas into artwork and present it. They will develop personal expression, refined practical skills and a critical awareness for the role of art in community. They will experiment and explore with art mediums, materials, techniques and themes in the production of their art.

The Visual Arts ATAR course encourages students to problem solve, apply creative thinking to their art process and use analytical thinking for innovation. The program assists students to appreciate and make informed evaluations of art. This ATAR course also assists in the development of confidence in student abilities and a greater understanding of how their environment, community and culture impacts their art making. It enables students to communicate skills using visual literacy, make informed judgements and connections between various artistic factors.

Unit 1 ATAR

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 ATAR

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

Changes in Course Selections

Leading up to the checkpoints detailed in Step 7 on page 23, students have opportunities to reassess their course selections and pathway direction. Students are first encouraged to seek advice from the relevant subject teacher and/or HoLA.

Where it is determined that a course change would be beneficial, the relevant subject teacher will instruct the student to obtain a 'Year 11/12 Application for Change of Subject form' from the Secondary Administration office and various staff will need to provide advice and approve the subject swap before a timetable change can be actioned.

Any changes from one ATAR or General course into other course selections must be discussed with the relevant teachers, HoLA and the student's parents, and will be subject to the approval of the Deputy Head of Curriculum, Ms Thomas.

For VET and WPL course changes, students are to consult Mr Scott, and fill in the same form before it is passed to Ms. Thomas for final approval.

Once the form has been received by Ms. Thomas, a timetable change and course enrolment changes will be actioned. Students will not be in a position to change classes until the process has been completed.

Disclaimer

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.

General Information

Hours of Tuition

Each day commences at 8:30am and concludes at 3:20pm.

Timetable

Students participate in a 6 teaching sessions each day.

Absence / Late Arrival

Students are required to be punctual and present in all lessons unless ill. It is better for the health of students and other members of the College for a student to stay at home if he/she is unwell. Please be aware of the legal obligation under Section 23 of the School Education Act 1999, requiring a child to attend school on designated contact days. It is incorrect for parents to believe that they may allow a child to stay home from school without a reasonable cause such as sickness.

A written or emailed parental letter of explanation for each and every absence is a legal obligation parents must fulfil. Email to be sent to: absentees@scbc.wa.edu.au. Please ensure that the College has your up-to-date contact details.

Students who have not arrived prior to the class roll being taken first thing in the morning, must report to Reception where they must 'sign in' prior to going to their classroom. Student to hand the 'ticket' to the teacher. Punctuality at the beginning of the day is important, to avoid receiving an incorrect absence notification later in the day students must attend Reception to sign in late.

Please note:

College grounds are not supervised until 8:20am and students should not arrive before this time. Students should also leave the grounds as soon as possible at the end of the school day unless they have approved school commitments after hours (e.g. sporting teams, training, clubs, etc).

In the case of an emergency (e.g. bereavement, accident, etc) parents must contact Student Services or Secondary Administration to arrange for the removal of a student from class. **Parents are asked not to contact students directly on their mobile phone.**

Absence on Test Days

Students absent on test days should be prepared to do the assessment (including oral presentations) on their immediate return to the College.

Extended Absence

If an extended absence is planned, parents must notify either their Head of Year or the Head of Secondary in writing. It is an expectation that missed work will affect semester grades. Please refer to the Assessment Policy in the Curriculum section of the College website for information regarding the effect on work and assessments.

When sickness is the cause of an extended absence, course completion requirements will need to be negotiated with the Head of Secondary.

Leaving Early

Those parents or guardians who have an unavoidable appointment for a child during school hours, (e.g. a visit to the dentist, doctor or family reasons etc.), must make this known to the College in advance, if possible. Send an email to absentees@scbc.wa.edu.au with the name, reason and collection time (if removing from the College during the school day).

The parents or guardians collecting the student must report to Reception where they will be guided to 'sign out' the student.

If the student is returning after the appointment, students 'sign in' at Reception and hand the slip directly to the teacher.

Administration of Medication

All medication must be kept at Student Services and the relevant form filled out for short or long-term use. The only exception is for Asthma sufferers, who can carry their medication on them.

If your child is to take medication during the school day parents are asked to:

- Go to Student Services and fill out a comprehensive *Authority to Administer Medication* form
- Hand over the medication to Student Services with a detailed explanation of how to administer the medication and the dose, and any relevant precautions etc.

If you have any questions about medical issues, please call Student Services on 9540 4411 or email studentservices@scbc.wa.edu.au.

Bags / Lockers

Lockers are supplied and bags should not be taken to each class. There is provision for the bags to be put outside each form class, however; students are not advised to leave them outside overnight. Students must supply a sturdy combination lock for their locker (listed on their booklist).

Pastoral Care

Pastoral care is evident in all parts of College life at SCBC. Pastoral care is the responsibility of each staff member working at South Coast Baptist College; teaching, chaplaincy, administration, music tuition, grounds, and management. As a matter of differentiating roles, there are clear distinctions in how students are assisted by staff. At SCBC, pastoral care is an integral component of our work, permeating all activities, including teaching and learning.

Head of Years

Every year group at the College has a Head of Year to co-ordinate pastoral care activities and assist students in resolving problems that occur in their daily school life. Students should ensure they know where their Head of Year's office is located, as this is the person who will be able to help them.

Head of Year 9 & 10: Mrs Caroline Crowther (English/HASS office)

Form Class

At the start of each day students meet in their Form class. This is an opportunity for students to receive pastoral care, uniform check and participate in class devotions.

College Counsellor

The College has a Counsellor on staff to assist students to deal with difficult situations that inevitably occur, and to provide support to students. Contact can be made by email or seeking an appointment through Student Services on 9540 4411.

Diaries

Students purchase a school diary from the booklist and use this throughout the year to record when tests, assignments and assessments are due, as well as other important information.

Mobile Phones

Phones are not to be used during the day and should be kept in your locker. If for some reason you need to use your phone, take it to Secondary Administration to ask permission. Music is not to be played through mobile phones in any class including study sessions.

Homework Policy

Students who complete regular homework and study discover that their capacity to understand and remember material covered in classes is greatly enhanced. All students are responsible for recording homework each day in their diary. The homework expectations increase each year in Year 7 & 8 students are expected to complete approximately 1 – 1½ hours of homework and revision each night.

Technology Access

Recognising the ever-increasing importance of digital technology in the lives of students worldwide, the College aspires to equip our students with the necessary skills, technology, values and self-discipline to succeed.

Secondary students will be required to have a device from the day they commence. The device is hired through the College as part of the following Electronic Device Package:

- Chromebook or laptop.
- 3 year Warranty and Accidental Damage Insurance.
- Hardcover Tough Shell case and bag.
- Device Management Software.
- Personalized sticker for the front of the device to assist students to identify their loan device.

The cost of the package is \$250 per annum and will be added to your tuition account each year

Library

The Library Resource Centre is open from 8:00am to 4:00pm, Monday to Friday, and is open during recess and lunch breaks. The Library houses an extensive collection of books as well as videos, DVDs, eBooks, magazines, newspapers and CD ROMS to support and enrich the school curriculum. An online catalogue enables students and staff to search for resources. This is done via the student iPad app SCBC V Library or via the link <http://elibrary/vlibrary/>.

Reporting

We hold seriously the necessity of sharing information regarding student learning. Throughout the year teachers will notify parents of poor academic performance by email. Towards the end of Term 1 Interim Reports are sent home indicating a student's initial progress in each subject. A Semester Report is provided at the end of Terms 2 and 4 with more detailed information regarding student progress and academic attainment. Parent/Teacher interviews are held at the end of Term 1 and the start of Term 3. Parents also have the opportunity at the beginning of the year to attend the Meet the Teachers Afternoon Tea.

Subject Tuition

Many teaching staff offer tuition out of class time either at lunch, before or after school. This provides an opportunity for students to receive assistance in an individual or small group setting.

Academic Extension and Support

The College's streaming policy naturally assists teachers as they seek to appropriately challenge all students.

Throughout the year various extension opportunities are given by teachers in each subject area, such as the option to complete extension work and enter competitions. Formal individual education plans are constructed for gifted and talented students seeking extension activities across multiple learning areas.

School Camps

Camps provide a great opportunity for students to build and foster relationships with their peers and teachers. They also provide an opportunity for students to push themselves by participating in activities they may not normally encounter. These activities provide students with new learning opportunities to develop leadership, teamwork, problem solving skills and a sense of pride. Camps allow students to create new friends and interact with each other in a unique setting.

South Coast Baptist College offers camps in the following years:

- Year 7 – Bullsbrook
- Year 9 – Waroona
- Year 11 – Rottnest Island

Various other camps take place on a rotating basis, including Service Trips, International Study Tours/Tournaments, Year 6-7 Canberra trip, Year 10-12 Outdoor Education camps.

Co-Curricular Opportunities

There is a wide variety of extra-curricular opportunities students can get involved in to broaden their learning experiences. Co-curricular activities available to students include:

Activity	Contact
ACC Interschool AFL	Sarah Mullane & Carly Phoebe
Hackathon – IT Competition	Ant Norris
Australian Young Physics Tournament	Felicity Barnabas
Interschool Debating Competition	Oliver Oeij
Run Club	Carly Phoebe
Drama Production	Heather McGavock
Talented Young Writers Programme	Gareth Nolan
Secondary Chess Club	Rainer Winkler

Football Academy (By Trial)	Stephen Posthuma
Girls Gymnastics Academy (By Trial)	Melissa Ellis
Surf Cadets	Ryan Galambosi
House Week	Carly Phoebe
CrossFit Games	Andy Price
Secondary Photography Team	Antony Norris
Sound Engineering Team	Antony Norris
South Coast PJSA Soccer Club	Paul Roades, Carly Phoebe & College Parents
Vocal Group (Invite Only)	Justin Florrison
Australian STEM Video Fame Challenge	Antony Norris
Solar Car Challenge	Simon Watts
eSport Tournaments	Antony Norris
South Coast Basketball Club – Primary & Secondary	Carly Phoebe & College Parents
Have Sum Fun Maths Competition	James Dawes & Mikael Leo
ICAS Maths	Nathan Tibbits
Saturday Netball - Primary & Secondary	Sandra Lewis & College Parents
Student Leadership Groups	Rainer Winkler
Girls Fitness	Carly Phoebe
Student Leadership - House Captains	Carly Phoebe
Secondary Book Club	Cindy Doubell

Helpful Information

Bell Times

Secondary School 8:30am – 3:20pm

Secondary School 2021

Monday, Tuesday, Wednesday & Friday		Thursday – 7 Sessions	
Period	Times	Period	Times
Warning Bell	8:25am	Warning Bell	8:25am
1	8:30am	1	8:30am
2	9:25am	2	9:20am
Form	10:20am	Recess	10:10am
Recess	10:40am	Warning Bell	10:25am
Warning Bell	10:55am	3	10:30am
3	11:00am	4	11:20am
4	11:55am	Lunch	12:10pm
Lunch	12:50pm	Warning Bell	12:45pm
Warning Bell	1:25pm	5	12:50pm
5	1:30pm	6	1:40pm
6	2:25pm	Assembly	2:30pm
Close	3:20pm	Close	3:20pm

What to do when

You're late for school	Please go to Reception to sign in. DO NOT GO STRAIGHT TO CLASS. Sign in and it will print a pass which you give to your teacher.
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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	Parent/guardian to email absentees@scbc.wa.edu.au with student name, date, time and reason prior to the absenteeism. At the allocated time, student goes to Student Services to sign out.
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 must be a registered user of the bus to purchase tickets.
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.

General Enquiries

Phone: (08)9540 4400

Email: reception@scbc.wa.edu.au

Street Address:

30 Gnangara Drive, Waikiki WA 6169

Specific Enquiries

Absentees	E: absentees@scbc.wa.edu.au	P: 9540 4111
Accounts	E: fees@scbc.wa.edu.au	P: 9540 4407
Canteen	E: canteen@scbc.wa.edu.au	P: 9540 4431
Enrolments	E: enrolments@scbc.wa.edu.au	P: 9540 4401
Football Academy	E: football@scbc.wa.edu.au	P: 9450 4471
Main Reception	E: reception@scbc.wa.edu.au	P: 9540 4400
Primary Administration	E: primary@scbc.wa.edu.au	P: 9540 5122
Secondary Administration	E: secondary@scbc.wa.edu.au	P: 9540 4433
Student Services	E: studentservices@scbc.wa.edu.au	P: 9540 4411
Uniform Shop	E: uniformshop@scbc.wa.edu.au	P: 9540 4430

People to Contact

Principal	Mr Des Mitchell	principal@scbc.wa.edu.au
Head of Secondary	Mr James Trimble	secondary@scbc.wa.edu.au
General Year 9	Mr Simon Bint	simon.bint@scbc.wa.edu.au
General Year 10	Mrs Caroline Crowther	crowtherc@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
College Counsellor	Mrs Amanda Robinson	amanda.robinson@scbc.wa.edu.au
Specific Matters - Subject Teacher Class		Request email address from: secondary@scbc.wa.edu.au

College Administration

The College Administration Office hours are 8:00am to 4:00pm (From 20th January 2021)

College Website www.scbc.wa.edu.au

Our website is kept up to date. You can view:

- College Life – Secondary, Primary, Childcare, Extra-Curricular Activities
- Parent & Community – Before/After School Bus, Handbooks & Booklists, Parent's Area (Term Dates, Uniform Shop, College Bell Times, Canteen incl on-line ordering, School Calendars, Music Registration)
- News – Newsletters, Open Day/Community Fete
- Enrolments & Fees – Fees, Registration, College Tours, Testimonials & Scholarships
- Specialty Programs – Gifted & Talented, Vocal Academy, Football Academy, Gymnastics Academy, Debating, etc.

College Facebook & App



South Coast Baptist College

News, Events, Contact Details, Employment Opportunities,



SCBC School App 17+

South Coast Baptist College

Absentee Notification, Canteen incl. on-line ordering, Uniforms, Calendars, Contact emails for all staff, Newsletter, Update your details, etc.



SOUTH COAST
BAPTIST COLLEGE

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