



# YEAR 11 & 12 HANDBOOK 2023

Rigorous Minds | Compassionate Hearts

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

## Table of Contents

Glossary of Terms .....	3
Welcome from the Principal.....	4
Welcome from the Head of Secondary.....	5
Welcome from the Deputy Head of Secondary - Curriculum.....	6
Welcome from the Deputy Head of Secondary - Wellbeing .....	7
Student Pathways .....	8
The Three Main Pathways .....	8
Typical Subject Selections for each Pathway .....	9
Western Australian Certificate of Education (WACE) .....	11
WACE Achievement Requirements .....	11
Year 11/12 Reporting and Grading.....	12
University Entrance Requirements (University ATAR Pathway Students) .....	14
Competence in English .....	14
Achievement of a Sufficiently High ATAR .....	14
Satisfaction of Prerequisites for Course Entry .....	14
University Entrance Requirements (University Non-ATAR Pathway Students) .....	16
Tertiary Vocational Training Entrance Requirements (General VET Pathway Students) ....	17
Vocational Education and Training courses (VET) .....	17
VET Certificate Courses - Taught on campus.....	18
External VET Courses - taught off campus at various TAFEs and RTOs .....	18
Work Place Learning (WPL) .....	18
WPL Enrolment Procedure .....	19
Apprenticeships and Traineeships.....	19
General Advice .....	19
2023 Year 11 Potential WACE Course Selections .....	20
Ideas for Subject Combinations.....	21
Ideas for University PathwaysIdeas for TAFE Pathways.....	21
Recommended Steps for Choosing Appropriate Year 11 Courses .....	23
Outline of recommended Steps for Choosing Courses for Year 10 students .....	23
Changes in Course Selections.....	26
University Non-ATAR Pathway Course Descriptions .....	27
VET General Pathway .....	27
Applied Information Technology (AIT) General .....	27
Building Design and Construction - General .....	29
Business Management & Enterprise General .....	30
Certificate II Engineering Pathways - Metals.....	31
Certificate II Hospitality (Food) .....	32
Certificate III Music (Performance) .....	33
Certificate II in Sport Coaching .....	34
Design - Photography General.....	35
Drama General.....	36
Engineering Studies General.....	37
English General .....	38
Foundation English* .....	39
Foundation Mathematics* .....	40

Human Biology General .....	41
Marine & Maritime Studies General .....	42
Mathematics Essential General .....	43
Materials Design & Technology – Wood General .....	44
Outdoor Education General .....	45
Psychology General .....	46
Visual Art General .....	47
Workplace Learning (WPL) .....	48
ATAR Course Descriptions .....	49
ATAR University Pathway .....	49
Chemistry ATAR .....	50
Computer Science ATAR .....	51
Economics ATAR .....	52
Engineering Studies – Mechatronics ATAR .....	53
English ATAR .....	54
Human Biology ATAR .....	55
Literature ATAR .....	56
Mathematical Applications ATAR .....	57
Mathematical Methods ATAR .....	58
Mathematics Specialist ATAR .....	59
Materials Design & Technology – Metals and Wood ATAR .....	60
Modern History ATAR .....	61
Outdoor Education ATAR .....	62
Physical Education Studies ATAR .....	63
Physics ATAR .....	64
Politics & Law ATAR .....	65
Psychology ATAR .....	66
Visual Art ATAR .....	67
Disclaimer .....	68
Grievances/Complaints .....	68
General Enquiries .....	69
Specific Enquiries .....	69
People to Contact .....	69
College Website, Facebook & App .....	69
Helpful Information .....	70
What to do when .....	70

## 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	Structured training (earn while you learn)
AQF	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** (M.App.Pos.Psych., M.Ed.Man., B.Ed., Dip. Teach., MAICD)  
**PRINCIPAL**





## 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 empower them to become 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 achieve outstanding ATAR success and access the most competitive university courses. Our VET programme is overseen by an educator 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** (*M.Ed. Ed. Lead., B.Ed., Dip. Ed.*)

**HEAD OF SECONDARY**



## 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 neighbour as yourself.'

South Coast Baptist College believes that every person is uniquely created in the image of God and each person has different gifts and abilities. With this in mind, South Coast Baptist College is a collaborative community where students and staff feel safe, cared for, and have a sense of belonging. Students take pride in their work, their appearance and their school. Peoples' differences are celebrated and valued. Teachers and students work as a team and strive to become the best version of themselves.

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.
- 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, emails/letters of commendation and other smaller rewards are purposely used. In addition, camps and special events are organised in the Secondary School with a focus on developing student well-being. This positive focus along with a clear discipline policy ensures that students adhere to a high standard of behaviour and learn to care for others and take responsibility for their actions.

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.

Wellbeing at the College focuses on the whole person incorporating spiritual, physical, emotional, and mental health. A proactive approach is taken by staff towards maintaining a safe learning environment where Christian values, mutual respect and acceptance of others is promoted. In the Secondary School all staff share wellbeing responsibility for our students, however, the Deputy Head of Secondary – Wellbeing, Heads of Year and Form Teachers are able to assist with both individual and group wellbeing needs and assist parents with issues concerning their child. The Secondary Wellbeing Team is ably supported by the College Clinical Psychologist, counsellors, nurses in Student Services and Chaplains who are available to support students who may have specific concerns.

It is our pleasure to work with students, parents, and staff to continue to foster a supportive learning environment for all students that embraces the College values of Love, Hope, Grit and Wisdom.

**Alexander King**  
**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:

- 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.

- 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 1V in place of one of their General courses, which provides another opportunity for university entrance. Please see Mrs van der Linde if you wish to pursue this option.

- 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 course is delivered as a 4 period per week, school-timetabled course. At SCBC we offer 5 courses in this format

including: Certificate III in Music, Certificate II in Engineering Pathways (Metals), Certificate II in Coaching and Certificate II in Hospitality.

- **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

- 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.

- 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 Mrs van der Linde if you wish to pursue this option.

- 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 Work Place 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 Work Place 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, Mrs van der Linde. 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.

## **Work Place 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 Mrs van der Linde 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.



## 2023 Year 11 Potential WACE Course Selections

Detailed below is a list of possible Year 11 Subject Selections for 2023, divided into pathways. Please ensure your child selects subjects from the correct column, based on his/her recommended pathway.

Subjects with an asterisk\* are by invitation only.

<b>General VET &amp; University Non ATAR Pathways</b>	<b>University ATAR Pathways</b>
Applied Information Technology (AIT) General	Chemistry ATAR
Building Design and Construction General	Computer Science ATAR
Business Management and Enterprise General	Economics ATAR
Certificate II in Engineering Pathways - Metals	Engineering Studies (Mechatronics) ATAR
Certificate II Hospitality (Food)	English ATAR
Certificate III in Music (Performance)	Human Biology ATAR
Certificate II in Sport Coaching	Literature ATAR
Design - Photography General	Mathematical Applications ATAR
Drama General	Mathematical Methods ATAR
Engineering Studies General	Mathematics Specialist ATAR
English General	MDT - Metals and Wood ATAR
Foundation English*	Modern History ATAR
Foundation Mathematics*	Outdoor Education ATAR
Human Biology General	Physical Education Studies ATAR
Marine & Maritime Studies General	Physics ATAR
Mathematics Essential General	Politics & Law ATAR
MDT - Wood General	Psychology ATAR
Outdoor Education General	Visual Art ATAR
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 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

## Ideas for TAFE Pathways

### 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 2022 that meet WACE requirements according to your pathway.

**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 teacher support is offered to Year 7-12 students after school from 3:30 - 4:30 on 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
<b>Effort in class</b> Give yourself a mark out of 10 Consider: Do you ask and answer questions? Do you stay focused or get distracted?			
<b>Average time (minutes) spent doing homework and study x 5 nights per week.</b>  A student aiming for a competitive university course should be aiming for 30 minutes per subject x 5 nights per week.			

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: Mrs Belinda van der Linde.
- ❑ Specific course information, subject recommendations and course pre-requisites: Heads of Learning Areas and Year 11/12 WACE course teachers.

**Changes in Course Selections**

Leading up to the checkpoints detailed in Step 7, 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 on their progress.

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 Admin 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 Mrs van der Linde, 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.

## **University Non-ATAR Pathway Course Descriptions**

### **VET General Pathway**

# Applied Information Technology (AIT) General

## Course Overview

The AIT 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 AIT 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

## Pathway and Possible Career Opportunities

IT Consultant, Cybersecurity Consultant, Information Systems Manager, Database Administrator, Multimedia Programmer, Systems Analyst, Games Developer, Technical writer.

## Homework and Study Expectations

Self-managed study program to include completion of video tutorials and undertaking research for developing projects.

**Enquiries:** HOLA: Mr Simon Watts  
[wattss@scbc.wa.edu.au](mailto:wattss@scbc.wa.edu.au)

Specialist Subject Teacher: Mr Jordan Sanders  
[jordan.sanders@scbc.wa.edu.au](mailto:jordan.sanders@scbc.wa.edu.au)

## Building Design and Construction - General

### Entry Requirements / Pre-Requisites

Students are required to be enthusiastic, motivated and display an interest in building and construction.

### Course Overview

The Building and Construction General course encompasses the skills and applications of many of the trades and professions in the construction industry.

Students have the opportunity to develop and practise skills that contribute to creating a physical environment, while acquiring an understanding of the need for sustainability, and an awareness of community and environmental responsibilities.

Students will learn and practise building processes and technologies, including principles of design, planning and management.

The focus for learning in Year 11 Building and Construction – General course is:

- Students will gather evidence for assessment through design, digital recording, and a completed practical project.

Design, planning and management:

- planning and management
- design processes
- drafting

Materials:

- properties and selection
- working with materials

Systems:

- structures and services
- environment and sustainability

Students will gather evidence for assessment through design, digital recording and a completed practical project.

### Pathway and Possible Career Opportunities

Carpenters and Joiners, Bricklayers, Project Management and Landscape Design.

### Homework and Study Expectations

Self-managed study program to include research into building and construction techniques and processes.

**Enquiries:** HOLA: Mr Simon Watts  
[wattss@scbc.wa.edu.au](mailto:wattss@scbc.wa.edu.au)

Specialist Subject Teacher: Mr Luke de Hoog  
[luke.de-hoog@scbc.wa.edu.au](mailto:luke.de-hoog@scbc.wa.edu.au)

## **Business Management & Enterprise General**

### **Course Overview**

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 micro business to develop practical business skills and 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.

### **Pathway and Possible Career Opportunities**

This would be a good course to take in combination with a Certificate IV in Business, for students wishing to provide themselves with a non-ATAR pathway to University.

### **Homework and Study Expectations**

Some homework would be expected around completing assignment-based assessments and other group activities.

**Enquiries:** Specialist Subject Teacher: Mrs Belinda van der Linde

[belinda.vanderlinde@scbc.wa.edu.au](mailto:belinda.vanderlinde@scbc.wa.edu.au)

## Certificate II Engineering Pathways - Metals

### Course Overview

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

- **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 II Engineering

Year 12 – Certificate II Engineering

### Pathway and Possible Career Opportunities

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.

**Enquiries:** HOLA/Specialist Subject Teacher: Mr Simon Watts

[wattss@scbc.wa.edu.au](mailto:wattss@scbc.wa.edu.au)



## Certificate II Hospitality (Food)

### Course Overview

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. The course is assessed at industry standards in a real-world practical environment with students attaining the certificate as job ready within a Hospitality environment.

### 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 and teamwork skills
- Barista skills
- Students will create meals to be facilitate the Mannafest Traitor program
- Use of technology within the Hospitality industry
- Customer service and meeting customer expectation in a industry environment
- 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
- 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

### Pathway and Possible Career 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)

### 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 1 hour a week of home time will be required during school terms to assist in research and organisation. All units are assessed at an adult education level.

**Enquiries:** HOLA: Mr Simon Watts  
[wattss@scbc.wa.edu.au](mailto:wattss@scbc.wa.edu.au)

Specialist Subject Teacher: Mr Craig Hywood  
[hywoodc@scbc.wa.edu.au](mailto:hywoodc@scbc.wa.edu.au)

## **Certificate III Music (Performance)**

### **Pre-requisites**

Students should have a foundational understanding and ability on their chosen instrument, along with foundational understanding of music theory. It is not possible to enter the course with no previous experience. A certain ability is required to be able to complete the performance opportunities in the Certificate III.

### **Course Overview**

The Certificate III course is performance based with students working as a group towards performance events. Students begin to plan a career in the music industry, completing composition, reflection, and analysis tasks as well as frequent performances.

### **Course Content**

Students are encouraged to further develop their performance skills and work towards specific musical goals. Activities revolve around rehearsing as a class, composing songs individually, and completing research into the music industry. Assessment tasks include recordings, live performances, investigations, and career plans.

### **Pathway and Possible Career Opportunities**

If further study is desired, it is possible at tertiary institutions via skills-based audition or portfolio. Careers can vary from sole trader, professional accompanist, teacher, touring musician, singer songwriter, composer, arranger, copyright lawyer, worship leader or audio-visual technician.

### **Homework and Study Expectations**

Students need to commit to regular practice, with more practice dedicated around important performances. Students will be required to find 'workplace opportunities' outside of school hours

**Enquiries:** HOLA: Mrs Sinaed Cottrell      Specialist Subject Teacher: Mr Samuel Newman  
[sinaed.cottrell@scbc.wa.edu.au](mailto:sinaed.cottrell@scbc.wa.edu.au)      [samuel.newman@scbc.wa.edu.au](mailto:samuel.newman@scbc.wa.edu.au)

## **Certificate II in Sport Coaching**

### **Entry Requirements / Pre-Requisites**

An interest in and enjoyment of physical activity, sport and working with children.

### **Course Overview**

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. Work may be undertaken as part of a team and would be performed under supervision or independently in a structured environment such as a sporting club or school. Students will complete First Aid and Sports Strapping courses as part of their certificate which can be added to their resume.

### **Pathway and Possible Career Opportunities**

Community Coach.

### **Employability Skill Summary**

The following is a summary of the employability skills as required by the sport industry for this qualification.

- Communication
- Initiative and enterprise
- Learning
- Planning and organisation
- Problem Solving
- Self-management
- Teamwork
- Technology

### **Homework and Study Expectations**

Students need to be committed to completing to a high standard of both the practical and theoretical components of the course. All work not completed in class is expected to be done in the student's personal time.

**Enquiries:** HOLA: Ms Carly Phoebe

[phoebec@scbc.wa.edu.au](mailto:phoebec@scbc.wa.edu.au)

Specialist Subject Teacher: Mrs Sarah Mullane

[mullanes@scbc.wa.edu.au](mailto:mullanes@scbc.wa.edu.au)

## Design - Photography General

### Course Overview

Design involves the development, planning and production of photographic 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.
- How to use a DSLR camera

### Pathway and Possible Career Opportunities

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

### Homework and 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.

**Enquiries:** HOLA: Mr Simon Watts  
[wattss@scbc.wa.edu.au](mailto:wattss@scbc.wa.edu.au)

Specialist Subject Teacher: Mr Antony Norris  
[norrisa@scbc.wa.edu.au](mailto:norrisa@scbc.wa.edu.au)

# Drama General

## Entry Requirements / Pre-Requisites

Previous Drama experience is desired but not essential

## Course Overview

Drama is a vibrant and varied art form found in plays, storytelling, street theatre, festivals, film, television and theatres. It is one of the oldest art forms, exploring all human experience. While some students intend to make a career in drama and related fields, they may also participate in drama for enjoyment and satisfaction. The Drama General course builds confidence, empathy, and a sense of identity and belonging.

Students will engage in drama processes, such as improvisation, play building, text interpretation, and create their own original drama, as well as interpret a range of Australian and World texts, written or created by others.

Work in this course includes production and design aspects involving sets, costumes, makeup, props, promotional materials, stage management, front-of-house activities, and sound and lighting. Students will also need to use technologies, such as digital sound and multimedia. They present drama to a range of audiences and work in different performance settings.

The Drama General Course encourages students to work independently and collaboratively, showing students how to boost their confidence and personal presentation. Students will learn time management skills and have opportunities to show initiative and demonstrate leadership. Students will also develop their capacity to interpret and evaluate drama, in a range of written and verbal forms.

## Unit 1 Dramatic Storytelling

- The focus of this unit is **dramatic storytelling**. Students engage with the skills, techniques and processes of dramatic storytelling. Students view, read and explore drama works and texts using scripts and/or script excerpts from Australian and/or world sources.

## Unit 2 Drama Performance Events

- The focus for this unit is **drama performance events** for an audience other than class members. In participating in a drama performance event, students work independently and in teams. They apply the creative process of devising and of interpreting Australian and/or world sources to produce drama that is collaborative and makes meaning.

Assessment for the Drama course is divided into:

1. Responding to the processes of drama (weighted at 30%)
2. Practical production (weighted at 70%.)

## Homework and Study Expectations

Students selecting the Drama General course are expected to put in extra time at home, and sometimes spend extra time (of their own) preparing performances for acting and production. Some performances will take place in the evening, depending on the audience required.

**Enquiries:** HOLA: Mrs Sinaed Cottrell      Specialist Subject Teacher: Miss Rachelle Parker  
[sinaed.cottrell@scbc.wa.edu.au](mailto:sinaed.cottrell@scbc.wa.edu.au)      [rachelle.parker@scbc.ewa.edu.au](mailto:rachelle.parker@scbc.ewa.edu.au)

# Engineering Studies General

## Course Overview

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

## Pathway and Possible Career Opportunities

Mechanical engineering, Biomedical engineering, Electrical engineering, Robotics engineering, Data science and computational engineering, Aerospace engineering and Virtual augmented engineering.

## Homework and Study Expectations

Self-managed study program to include completion of video tutorials and undertaking research for developing projects.

**Enquiries:** HOLA: Mr Simon Watts  
[wattss@scbc.wa.edu.au](mailto:wattss@scbc.wa.edu.au)

Specialist Subject Teacher: Mr David Burgess  
[burgessd@scbc.wa.edu.au](mailto:burgessd@scbc.wa.edu.au)

## English General

### Entry Requirements / Pre-Requisites

OLNA: achievement of category 2 or 3

Completion of Year 10 English, Streams 1, 2 or 3.

### Course Overview

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.

### Pathway and Possible Career Opportunities

The General English course suits students who will go on to study a TAFE programme, apprenticeship or enter the workforce upon completing Year 12. The content covered in this course will equip students with the communication and literacy requirements needed for any workplace they may encounter in the future.

### Homework and Study Expectations

Approximately 2 hours per week, comprising of assignment work, reading and study.

**Enquiries:** HOLA/Specialist Subject Teacher: Mrs Catherine Lambert

[lambertc@scbc.wa.edu.au](mailto:lambertc@scbc.wa.edu.au)

## Foundation English\*

### Entry Requirements / Pre-Requisites

The course is offered to students who have not demonstrated the literacy standard in the OLNA on the recommendation of the HOLA.

### Course Overview

The English Foundation course aims to develop students' skills in reading, writing, viewing, speaking and listening. The course enables students to continue learning, prepares them for entry into further study or employment and develops in students a sense of community and self-worth. The course also assists in building an increased confidence in interpreting texts and articulating their ideas about the lives, societies and cultures students' desire.

The content of the course covers workplace literacy, literacy for community participation, literacy life skills and literacy for learning. Students will engage with a variety of text types with the purpose of building their comprehension, critical thinking and communication skills.

### Pathway and Possible Career Opportunities

The Foundation English course is a stepping stone to General English and, when literacy proficiency has been demonstrated through OLNA, students will transition to the General English course.

### Homework and Study Expectations

Approximately 1.5-2 hours per week, comprising of assignment work, reading and study.

**Enquiries:** HOLA/Specialist Subject Teacher: Mrs Catherine Lambert

[lambertc@scbc.wa.edu.au](mailto:lambertc@scbc.wa.edu.au)



## Foundation Mathematics\*

### Entry Requirements / Pre-Requisites

The course is offered to students who have not demonstrated the literacy standard in the OLNA on the recommendation of the HOLA.

### Course Overview

In the Mathematics Foundation course, the main emphasis is on developing students' capacity, disposition and confidence to use functional numeracy in their personal life and workplace. The Mathematics Foundation course uses a practical approach and provides students with a variety of opportunities to apply mathematical concepts across a range of everyday situations. The Mathematics Foundation course recognises some students have significant gaps in basic mathematical understanding and application by the time they enter senior school. However, these same students have the potential to learn, especially when involved in a learning program which connects with their current experience and knowledge. The course focuses on functional numeracy embedded in familiar and meaningful contexts which are relevant to young adults. Numeracy involves understanding and applying mathematical skills related to:

- number and relationships between numbers;
- measurement in the physical world;
- gathering, representing, interpreting, and analysing data;
- spatial sense and geometric reasoning; and
- chance processes.

It also involves drawing on knowledge of the context in deciding when to use mathematics and whether an estimate or an accurate answer is required; extracting the mathematical information from the context and choosing the appropriate mathematics to use. Numeracy requires reflecting on and evaluating the use of the mathematics and being able to represent and communicate the mathematical results.

### Pathway and Possible Career Opportunities

This course offers students the opportunity to prepare for post-school options of employment and to meet the minimum numeracy standards required for graduation.

### Homework and Study Expectations

**Homework will be given every lesson.** There are three types of homework:

1. The first type includes finishing off a certain number of questions from the text (including misc. tasks) or worksheet. If you are struggling with an exercise, you should seek help as soon as you can from a friend or myself.
2. The second type of homework is study. Each night you should, at the very least, reread your day's work.
3. The third type is test and exam revision tasks which are handed out in the lead up to assessments.

**Enquiries:** HOLA: Mr Nathan Tibbits

[nathan.tibbits@scbc.wa.edu.au](mailto:nathan.tibbits@scbc.wa.edu.au)

Specialist Subject Teacher: Mr Mikael Leo

[mikael.leo@scbc.wa.edu.au](mailto:mikael.leo@scbc.wa.edu.au)

# Human Biology General

## Entry Requirements / Pre-Requisites:

Year 10 Science Stream 1/ 2/3 - 60% or above

Year 10 English Stream 1/ 2/3 - 60% or above

## Course Overview

In the Human Biology General course, students learn about themselves, relating the structure of the different body systems to their function and understanding the interdependence of these systems in maintaining life. Reproduction, growth and development of the unborn baby are studied to develop an understanding of the effects of lifestyle choices. Students will engage in activities exploring the coordination of the musculoskeletal, nervous and endocrine systems. They explore the various methods of transmission of diseases and the responses of the human immune system. Students research new discoveries that help increase our understanding of the causes and spread of disease in a modern world.

Responsible students need to be able to evaluate risks, ethical concerns and benefits to make informed decisions about matters relating to lifestyle and health. Issues such as diet, medical treatments and the manipulation of fertility are examples in which personal choices have an impact on health and wellbeing. Other topics are often the subject of community debate: obesity, effects of drugs and alcohol use during pregnancy, infectious diseases and hygiene. With an understanding of human biology, students are more able to make better life decisions, and to be more effective contributors to the discussions related to health issues in the community.

## Pathway and Possible Career Opportunities

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

## Homework and Study Expectations

Students need to be self-motivated and attempt at least 2 hours of homework/study each week, including writing revision notes and preparatory reading, from recommended texts and undertaking research into various related topics.

**Enquiries:** HOLA: Mrs Felicity Barnabas    Specialist Subject Teachers: Mrs Felicity Barnabas  
Miss Vanessa Serafini

[barnabasf@scbc.wa.edu.au](mailto:barnabasf@scbc.wa.edu.au)

[vanessa.serafini@scbc.wa.edu.au](mailto:vanessa.serafini@scbc.wa.edu.au)

## Marine & Maritime Studies General

### Entry Requirements / Pre-Requisites:

Year 10 Science Stream 1/ 2/ 3 – 60 % or above

Year 10 English Stream 1/2/3 -60 % or above

### Course Overview

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.

### Pathway and Possible Career Opportunities

The course will provide students with a solid foundation of skills and knowledge suitable for a wide range of vocational or recreational pathways in boating (commercial and recreational), scuba, vessel design and construction (maritime engineering), resource management, and maritime archaeology or marine science.

### Homework and Study Expectations

Students need to be self-motivated and attempt at least 2 hours of homework/study each week, including writing revision notes and preparatory reading, from recommended texts and undertaking research into various related topics.

**Enquiries:** HOLA: Mrs Felicity Barnabas

[barnabaf@scbc.wa.edu.au](mailto:barnabaf@scbc.wa.edu.au)

Specialist Subject Teacher: Mrs Lara Darch

[lara.darch@scbc.wa.edu.au](mailto:lara.darch@scbc.wa.edu.au)

# Mathematics Essential General

## Entry Requirements / Pre-Requisites

BAND 3 OLNA in Numeracy, Reading and Writing

Achievement of at least 45% in stream 2 mathematics or 75% in stream 3 Mathematics.

## Course Overview

The Mathematics Essential General course focuses on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. 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. For all content areas, practice, together with a focus on understanding, allows students to develop fluency in their skills. Students will encounter opportunities for problem solving, such as finding the interest on a sum of money to enable comparison between different types of loans. In the Mathematics Essential General course, reasoning includes critically interpreting and analysing information represented through graphs, tables and other statistical representations to make informed decisions. The ability to transfer mathematical skills between contexts is a vital part of learning in this course. For example, familiarity with the concept of a rate enables students to solve a wide range of practical problems, such as fuel consumption, travel times, interest payments, taxation, and population growth.

## Pathway and Possible Career Opportunities

This course offers students the opportunity to prepare for post-school options of employment and further training. The skills and understandings developed throughout the course will be further enhanced and reinforced through presentation related to areas encountered in vocational education and training (VET), apprenticeships, traineeships or employment.

## Homework and Study Expectations

**Homework will be given every lesson.** There are three types of homework:

1. The first type includes finishing off a certain number of questions from the text (including misc. tasks) or worksheet. If you are struggling with an exercise, you should seek help as soon as you can from a friend or myself.
2. The second type of homework is study. Each night you should, at the very least, reread your day's work.
3. The third type is test and exam revision tasks which are handed out in the lead up to assessments.

All students are expected to complete about 2 hours of study per week with additional study time required around assessments.

**Enquiries:** HOLA: Mr Nathan Tibbits

[nathan.tibbits@scbc.wa.edu.au](mailto:nathan.tibbits@scbc.wa.edu.au)

Specialist Subject Teacher: Mr James Dawes

[dawesj@scbc.wa.edu.au](mailto:dawesj@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.

### 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.

### Pathway and Possible Career Opportunities

Training WA Institutions, Certificate to Diploma qualifications and apprenticeships.

### 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 1 hour a week of home time will be required during school terms.

**Enquiries:** HOLA: Mr Simon Watts  
[wattss@scbc.wa.edu.au](mailto:wattss@scbc.wa.edu.au)

Specialist Subject Teacher: Mr Kyle Hunt  
[huntk@scbc.wa.edu.au](mailto:huntk@scbc.wa.edu.au)

## Outdoor Education General

### Entry Requirements / Pre-Requisites

- Year 10 OED preferable (C grade minimum).
- General level of fitness.
- Interest in the outdoor field, including camping, hiking and surfing.
- Students must be able to swim 200m continuously in under 6min, followed by treading water for 15 mins unaided.
- Due to off campus requirements (surfing, hiking, rock climbing etc) students must be available to attend a timetabled period 0 session every week. These sessions start at 7:00am.
- The course also includes 2 compulsory expeditions/camps students are required to attend.

### Course Overview

Through interaction with the natural world, Outdoor Education aims to develop an understanding of our relationships with the environment, others and ourselves.

The Outdoor Education General course focuses on outdoor activities in a range of environments, including bushwalking, surfing, climbing and orienteering. It provides students with an opportunity to develop essential life skills and physical activity skills, and an opportunity to develop a comprehensive understanding of the environment and develop a positive relationship with nature.

### Pathway and Possible Career Opportunities

The course also provides students with opportunities to develop skills that will enable them to pursue personal interests and careers in outdoor pursuits, environmental management, or eco-tourism.

### Homework and Study Expectations

All students are expected to complete about 1 hour of revision a week with additional study time required around assessments and exams.

**Enquiries:** HOLA/Specialist Subject Teacher: Ms Carly Phoebe

[phobec@scbc.wa.edu.au](mailto:phobec@scbc.wa.edu.au)

# Psychology General

## Entry Requirements / Pre-Requisites :

Year 10 Science Stream 1/2 /3 – 60 % or above

Year 10 English Stream 1/ 2/3 – 60 % or above

## Course Overview

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.

## Pathway and Possible Career Opportunities

The study of Psychology is especially suited to students pursuing a career in health related occupations such as teaching, physiotherapy, nursing, environmental science, speech & hearing, education, medical technology or early childhood studies.

## Homework and Study Expectations

Students need to be self-motivated and attempt at least 2 hours of homework/study each week, including writing revision notes and preparatory reading, from recommended texts and undertaking research into various related topics.

**Enquiries:** HOLA: Mrs Felicity Barnabas

[barnabaf@scbc.wa.edu.au](mailto:barnabaf@scbc.wa.edu.au)

Specialist Subject Teacher: Miss Sinead Terpsis

[sinead.terpsis@scbc.wa.edu.au](mailto:sinead.terpsis@scbc.wa.edu.au)



# Visual Art General

## Entry Requirements / Pre-Requisites

Year 10 Visual Arts Course Completed in 2021

## Course Overview

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 General 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 General 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%.

## Homework and Study Expectations

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:** HOLA/Specialist Subject Teacher: Mrs Sinaed Cottrell

[sinaed.cottrell@scbc.wa.edu.au](mailto:sinaed.cottrell@scbc.wa.edu.au)



## Workplace Learning (WPL)

### Course Overview

WPL is a structured, off-campus work-centred learning programme that provides students with the opportunity to develop workplace skills, while continuing with their education through Years 11 and/or 12. Students may take the programme in Year 11 or Year 12, or both. WPL is recommended for students wishing to enter TAFE, apprenticeships, traineeships and the workforce in general. Some students have gained post-school employment as a direct result of their performance in the workplace as assessed by their host employer. It involves students working in one work placement for 12 consecutive Fridays in each semester.

South Coast Baptist College employs the services of an experienced contractor to source 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 during the latter half of Term 3 and 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 into *Workplace Learning Endorsed Program*, which is a WACE subject.

**Enquiries:** Specialist Teacher: Mrs Belinda van der Linde

[belinda.vanderlinde@scbc.wa.edu.au](mailto:belinda.vanderlinde@scbc.wa.edu.au)

**ATAR Course Descriptions**

**ATAR University Pathway**

# Chemistry ATAR

## Entry Requirements / Pre-Requisites

Year 10 Science Stream 1 - 'B' grade or above

Year 10 Science Stream 2 - 'A' grade or above

## Course Overview

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.

## Pathway and Possible Career Opportunities

The study of Chemistry ATAR is especially suited to students pursuing a career in health related occupations such as teaching, dentistry, medicine, physiotherapy, nursing, environmental science, speech & hearing, education, medical technology or early childhood studies.

## Homework and Study Expectations

Students need to be self-motivated and attempt at least 3-4 hours of homework/study each week, including writing revision notes and preparatory reading, from recommended texts and undertaking research into various related topics.

**Enquiries:** HOLA: Mrs Felicity Barnabas      Specialist Subject Teachers: Mr Alistair Cochrane  
[barnabaf@scbc.wa.edu.au](mailto:barnabaf@scbc.wa.edu.au)      [alistair.cochrane@scbc.wa.edu.au](mailto:alistair.cochrane@scbc.wa.edu.au)  
Dr Gilbert Karareba  
[gilbert.karareba@scbc.wa.edu.au](mailto:gilbert.karareba@scbc.wa.edu.au)

# Computer Science ATAR

## Entry Requirements / Pre-Requisites

B grade in Stream 2 subjects and above

## Course Overview

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 and TAFE technology courses and the ever-growing technology job market. While there is substantial theory, it is applied in practical ways throughout the course.

## Students will:

- Learn about computer components.
- Learn about data types, system development life cycle (SDLC), programming languages and code their own application.
- Design and create a relational database.
- Learn about network devices and protocols and design a network.

## Pathway and Possible Career Opportunities

IT Support, Programmer, Cybersecurity Specialist, Systems Analyst, Security Technical Expert, Network Administrator, Business Analyst, Project Manager, Engineer, Web Developer, Games Developer.

## Homework and 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 a week.

**Enquiries:** HOLA: Mr Simon Watts  
[wattss@scbc.wa.edu.au](mailto:wattss@scbc.wa.edu.au)

Specialist Subject Teacher: Mr Antony Norris  
[norrisa@scbc.wa.edu.au](mailto:norrisa@scbc.wa.edu.au)

## Economics ATAR

### Entry Requirements / Pre-Requisites

Year 10 Humanities Stream 1- strong 'C' Grade or Above, Stream 2 – strong 'B' Grade or Above. It is also recommended that students are achieving to a similar or higher level in English and Mathematics.

### Course Overview

Economics is a course which allows students the opportunity to explore the theory and practice of how Australia's economy functions. By exploring the economic forces which shape our experiences, we can gain greater insight into our current practices, problems and government policies helping us to make informed choices for the future.

Students will have the opportunity to explore two units each year which begin in Yr11 by considering the Microeconomic and Macroeconomic scale and moving into Australia's role in the global economy as well as current economic policies and management plans in Yr12.

### Pathway and Possible Career Opportunities

The study of Economics is a valuable background to many careers including Accounting, Economist, Data Analyst, Financial Planning, Investment Analyst and Public Sector Roles.

### Homework and Study Expectations

A study program of approximately 3 hours per week which includes writing revision notes, preparatory reading and practice tasks to build skills.

**Enquiries:** HOLA: Ms Belinda 't Hart  
[thartb@scbc.wa.edu.au](mailto:thartb@scbc.wa.edu.au)

Specialist Subject Teacher: Mr JD Gerber  
[jd.gerber@scbc.wa.edu.au](mailto:jd.gerber@scbc.wa.edu.au)

## Engineering Studies – Mechatronics ATAR

### Entry Requirements / Pre-Requisites

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. A, B or C class grade in Stream 1 or an A class grade in Stream 2. Recommended Year 10 Engineering.

### Course Overview

Students will gather evidence for assessment through design, digital recording, examination, and a completed practical project,

The focus for learning in Year 11 Engineering Studies - Mechatronics ATAR is:

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

### Pathway and Possible Career Opportunities

Mechatronics engineers design, and develop machinery and robotic systems by combining mechanical, electrical and electronic systems.

### Homework and Study Expectations

Self-managed study program of at least 3 hours per week, to include writing revision notes, preparatory reading and undertaking research for developing electronic projects.

**Enquiries:** HOLA: Mr Simon Watts  
[wattss@scbc.wa.edu.au](mailto:wattss@scbc.wa.edu.au)

Specialist Subject Teacher: Mr David Burgess  
[burgessd@scbc.wa.edu.au](mailto:burgessd@scbc.wa.edu.au)

## English ATAR

### Entry Requirements / Pre-Requisites

OLNA: achievement of category 3

Year 10 courses: Final grade of 60% or higher in Stream 1; or 65% or higher in Stream 2.

### Course Overview

The English ATAR course focuses on developing students' analytical, creative, 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.

### Pathway and Possible Career Opportunities

The English ATAR course is for students who are aiming to go to university. The course will equip students with essential skills for the written components of all university courses. Those interested in English, specifically, often go on to study in the areas of Arts, Law, Journalism, Marketing and Teaching.

### Homework and Study Expectations

Approximately 2.5 hours per week, comprising of assignment work, reading and study.

**Enquiries:** HOLA/Specialist Subject Teacher: Mrs Catherine Lambert

[lambertc@scbc.wa.edu.au](mailto:lambertc@scbc.wa.edu.au)

# Human Biology ATAR

## Entry Requirements / Pre-Requisites

Year 10 Science Stream 1 - 'B' grade or above

Year 10 Science Stream 2 - 'A' grade or above

## Course Overview

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.

## Pathway and Possible Career Opportunities

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

## Homework and Study Expectations

Students need to be self-motivated and attempt at least 3-4 hours of homework/study each week, including writing revision notes and preparatory reading, from recommended texts and undertaking research into various related topics.

**Enquiries:** HOLA: Mrs Felicity Barnabas      Specialist Subject Teachers: Mrs Felicity Barnabas  
Miss Vanessa Serafini  
[barnabaf@scbc.wa.edu.au](mailto:barnabaf@scbc.wa.edu.au)      [vanessa.serafini@scbc.wa.edu.au](mailto:vanessa.serafini@scbc.wa.edu.au)



## Literature ATAR

### Entry Requirements / Pre-Requisites

OLNA: achievement of category 3

Year 10 courses: Final grade of 70% or higher in Stream 1; or 75% or higher in Stream 2.

### Course Overview

ATAR Literature is different to ATAR English as it allows the opportunity to dive deeper into texts. There is also a specialised text focus, with the course involving only poetry, prose and drama texts.

Focusing primarily on imaginative/narrative texts the course questions what these texts can reveal about the world. You will discover and practise reading theory, looking at the many ways texts can be interpreted. There is also a strong focus on context, developing an understanding of what inspired the production of texts and how they have been received by audiences over time.

Alongside the focus on analysis, the course focuses heavily on developing creative writing skills.

### Pathway and Possible Career Opportunities

The Literature ATAR course is for students who are aiming to go to University. The course will equip students with essential skills for the written components of all University courses. Those interested Literature, specifically, often go on to study in the areas of Arts, History, Law, Journalism and Teaching.

### Homework and Study Expectations

Approximately 3 hours per week, comprising of assignment work, reading and study.

**Enquiries:** HOLA/Specialist Subject Teacher: Mrs Catherine Lambert

[lambertc@scbc.wa.edu.au](mailto:lambertc@scbc.wa.edu.au)

# Mathematical Applications ATAR

## Entry Requirements / Pre-Requisites

Pass grade achievement in Stream 1 Year 10 Mathematics.

High A grade achievement in Stream 2 Year 10 Mathematics.

Minimum 75% achievement in the stream 2 Year 10 end of year Mathematics exam.

## Course Overview

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.

## Pathway and Possible Career Opportunities

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

Biologist, Cartographer, Commerce, Computer Science, Finance, Geographer, Geologist, Hydrologist, Nurse, Operations Research, Sales, Statistician, Teacher, Urban Planner

## Homework and Study Expectations

**Homework will be given every lesson.** There are three types of homework:

1. The first type includes finishing off a certain number of questions from the text (including misc. tasks) or worksheet. If you are struggling with an exercise you should seek help as soon as you can from a friend or myself.
2. The second type of homework is study. Each night you should, at the very least, reread your day's work.
3. The third type is test and exam revision tasks which are handed out in the lead up to assessments.

All students are expected to complete about 2½-3 hours home study per subject, per week spread over at least 5 days. Students are also expected to complete 3-6 hours of study per holiday period per subject.

**Enquiries:** HOLA: Mr Nathan Tibbits

[nathan.tibbits@scbc.wa.edu.au](mailto:nathan.tibbits@scbc.wa.edu.au)

Specialist Subject Teacher: Mr Ramesh Naidu

[ramesh.Naidu@scbc.wa.edu.au](mailto:ramesh.Naidu@scbc.wa.edu.au)

# Mathematical Methods ATAR

## Entry Requirements / Pre-Requisites

A or High B grade achievement in Stream 1 Year 10 Mathematics.

Minimum 75% achievement in the Year 10 end of year Mathematics exam.

## Course Overview

The major themes of the Mathematics Methods ATAR course are calculus and statistics. They include, as necessary prerequisites, studies of algebra, functions and their graphs, and probability. They are developed systematically, with increasing levels of sophistication and complexity. Calculus is essential for developing an understanding of the physical world because many of the laws of science are relationships involving rates of change. Statistics is used to describe and analyse phenomena involving uncertainty and variation. For these reasons, this course provides a foundation for further studies in disciplines in which mathematics and statistics have important roles. It is also advantageous for further studies in the health and social sciences. This course is designed for students whose future pathways may involve mathematics and statistics and their applications in a range of disciplines at the tertiary level.

## Pathway and Possible Career Opportunities

Engineering, Actuarial Science, Economist, or Financial Analyst, Geophysics, Statistics and Research, Mathematics Education, Architect, Computer Science, Doctor.

## Homework and Study Expectations

**Homework will be given every lesson.** There are three types of homework:

1. The first type includes finishing off a certain number of questions from the text (including misc. tasks) or worksheet. If you are struggling with an exercise, you should seek help as soon as you can from a friend or myself.
2. The second type of homework is study. Each night you should, at the very least, reread your day's work.
3. The third type is test and exam revision tasks which are handed out in the lead up to assessments.

All students are expected to complete about 2½-3 hours home study per subject, per week spread over at least 5 days. Students are also expected to complete 3-6 hours of study per holiday period per subject.

**Enquiries:** HOLA: Mr Nathan Tibbits

[nathan.tibbits@scbc.wa.edu.au](mailto:nathan.tibbits@scbc.wa.edu.au)

Specialist Subject Teacher: Mr Nathan Tibbits

Mr Tony Lee

[leet@scbc.wa.edu.au](mailto:leet@scbc.wa.edu.au)

# Mathematics Specialist ATAR

## Entry Requirements / Pre-Requisites

High A grade achievement in Stream 1 Year 10 Mathematics.

Minimum 80% achievement in the Year 10 end of year Mathematics exam.

## Course Overview

The Mathematics Specialist ATAR course has been designed to be taken in conjunction with the Mathematical Methods ATAR course and provides opportunities, beyond those presented in the Mathematics Methods ATAR course, to develop rigorous mathematical arguments and proofs and to use mathematical and statistical models more extensively.

Topics are developed systematically and lay the foundations for future studies in quantitative subjects in a coherent and structured fashion. Students of the Mathematics Specialist ATAR course will be able to appreciate the true nature of mathematics, its beauty and its functionality. The subject contains topics in functions, calculus, probability and statistics that build on and deepen the ideas presented in the Mathematical Methods ATAR course and demonstrate their application in many areas. Vectors, complex numbers and matrices are introduced. The Mathematics Specialist ATAR course is designed for students with a strong interest in mathematics, including those intending to study mathematics, statistics, all sciences and associated fields, economics or engineering at university. For all content areas, practice allows students to achieve fluency of skills, such as finding the scalar product of two vectors, or finding the area of a region contained between curves, freeing up working memory for more complex aspects of problem-solving. In the Mathematics Specialist ATAR course, the formal explanation of reasoning through mathematical proof takes on an important role and the ability to present the solution of any problem in a logical and clear manner is of paramount importance. The ability to transfer skills learned to solve one class of problem, for example, integration, to solve another class of problem, such as in biology, kinematics or statistics, is a vital part of mathematics learning in this subject.

## Pathway and Possible Career Opportunities

Engineering, Actuarial Science and Finance, Geophysics, Statistics and Research, Mathematics Education, Computer Science, Doctor, Operations Research, Chemist.

## Homework and Study Expectations

**Homework will be given every lesson.** There are three types of homework:

1. The first type includes finishing off a certain number of questions from the text (including misc. tasks) or worksheet. If you are struggling with an exercise, you should seek help as soon as you can from a friend or myself.
2. The second type of homework is study. Each night you should, at the very least, reread your day's work.
3. The third type is test and exam revision tasks which are handed out in the lead up to assessments.

All students are expected to complete about 2½-3 hours home study per subject, per week spread over at least 5 days. Students are also expected to complete 3-6 hours of study per holiday period per subject.

**Enquiries:** HOLA: Mr Nathan Tibbits

[nathan.tibbits@scbc.wa.edu.au](mailto:nathan.tibbits@scbc.wa.edu.au)

Specialist Subject Teacher: Mr Nathan Tibbits

Mr Tony Lee

[leet@scbc.wa.edu.au](mailto:leet@scbc.wa.edu.au)

## Materials Design & Technology – Metals and Wood ATAR

### Entry Requirements / Pre-Requisites

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. A, B or C class grade in Stream 1 or an A class grade in Stream 2.

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 and Wood. Design and manufacture of products as the major focus.

### Course description:

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

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

### Assessment information:

Students will gather evidence for assessment by design folio, digital recording, examination and a completed practical project.

### Pathway and Possible Career Opportunities

Mechanical Engineers, Industrial Designers, Metallurgist, Research Engineers, Architectural Designer, Doctor of Medicine, Lawyer, Design and Technology Teacher

Note: All careers above have students from SCBC who studied and completed ATAR Metals.

### Homework and Study Expectations

Self-managed study program of at least 3 hours per week, to include writing revision notes, preparatory reading and undertaking research for developing a design folio.

**Enquiries:** HOLA/Specialist Subject Teacher: Mr Simon Watts

[wattss@scbc.wa.edu.au](mailto:wattss@scbc.wa.edu.au)

## Modern History ATAR

### Entry Requirements / Pre-Requisites

Year 10 Humanities Stream 1- strong 'C' Grade or Above, Stream 2 – strong 'B' Grade or Above. It is also recommended that students are achieving to a similar or higher level in English.

### Course Overview

Modern History is a course which allows students an opportunity to explore the past while also making connections to current events and ideas. By exploring the past we can obtain insight into our current practices, problems and values helping us make informed choices about the future.

Students will have the opportunity to explore two contexts each year, beginning with America's development between the World Wars and continuing into the regime of Nazi Germany during Year 11. Through these deeper studies students will learn about the institutions, structures, individuals and ideologies that characterised these societies and cultures.

History is an excellent preparation course for tertiary study as History teaches the research and communication skills most commonly required at university.

### Pathway and Possible Career Opportunities

The study of History is a valuable background to many careers including Advertising, Historians, Anthropology, Teaching, Management, Government, Paralegal, Communications and Media.

### Homework and Study Expectations

A study program of approximately 3 hours per week which includes writing revision notes, preparatory reading and practice tasks to build skills.

**Enquiries:** HOLA/Specialist Subject Teacher: Ms Belinda 't Hart

[thartb@scbc.wa.edu.au](mailto:thartb@scbc.wa.edu.au)

# Outdoor Education ATAR

## Entry Requirements / Pre-Requisites

- A or B grade in Year 10 OED.
- General level of fitness.
- Interest in the outdoor field, including camping, hiking and surfing.
- Students must be able to swim 200m continuously in under 6min, followed by treading water for 15 mins unaided.
- Due to off campus requirements (surfing, hiking, rock climbing etc) students must be available to attend a timetabled period 0 session every week. These sessions start at 7:00am.

The course also includes 2 compulsory expeditions/camps students are required to attend.

## Course Overview

Through interaction with the natural world, the Outdoor Education ATAR course aims to develop an understanding of our relationships with the environment, others and ourselves, and ultimately contribute towards a sustainable world. The integrated approach within this course allows for practical activities, theoretical concepts, and relationship with the environment to be incorporated into a meaningful program of learning.

It provides students with an opportunity to develop essential life skills and physical activity skills, an opportunity to develop a comprehensive understanding of the environment and develop a positive relationship with nature. The course aims to develop self-awareness and leadership through opportunities to plan for, and facilitate, outdoor experiences.

Outdoor Education at SCBC focuses on the skill practices of surfing, hiking, camping and rock climbing through Period 0's each week in addition to Outdoor Education expeditions and camps.

## Pathway and Possible Career Opportunities

The course will prepare students for career and employment pathways in areas such as outdoor leadership, environmental interpretation, environmental planning, facilities management, eco-tourism, military service, outdoor education, and the many unforeseen areas evolving in the outdoors industry.

## Homework and Study Expectations

There are three types of homework:

1. The first type includes finishing off any work incomplete from class or catching up on missed lessons.
2. The second type of homework is study. Each night you should, at the very least, reread your day's work.
3. The third type is test and exam revision tasks which are handed out in the lead up to assessments.

All students are expected to complete about 2½-3 hours home study per subject, per week spread over at least 5 days. Students are also expected to complete 3-6 hours of study per holiday period per subject.

**Enquiries:** HOLA: Ms Carly Phoebe

[phoebec@scbc.wa.edu.au](mailto:phoebec@scbc.wa.edu.au)

Specialist Subject Teacher: Mr Micah Florisson

[micah.florisson@scbc.wa.edu.au](mailto:micah.florisson@scbc.wa.edu.au)

## Physical Education Studies ATAR

### Entry Requirements / Pre-Requisites

Year 10 Stream 1 Science – A or B in Science class grade (above 65% in Semester exam), B grade in Science and English.

Year 10 Stream 2 Science – A class grade in Science (above 80% in Semester exam)

Physical Education – A or B in Year 10 Physical Education of Football Academy.

Other Recommendations – Student must be highly competent in an examinable sport (consult SCSA website)

### Course Overview

Physical Education Studies contributes to the development of students' physical, social and emotional growth. In the Physical Education Studies ATAR course students learn about physiological, psychological and biomechanical principles, and apply these to analyse and improve personal and group performances in physical activities. Throughout the course, students learn through integrated written, oral and active learning experiences.

### Course Assessment

The course time is divided between theoretical and practical components. Theoretical assessments include investigations, research tasks, tests & exams. The course is weighted 70/30 in favour of the theory component. Students will be required to sit both theory and practical exams. For this reason, physical ability alone will not be sufficient to be successful in this course. However, physical ability is important, and it is strongly recommended that students who select this course participate in some type of competitive sport outside of school. The sports contexts change every semester and may include basketball, netball, tennis, volleyball, hockey, soccer, touch and / or badminton.

### Pathway and Possible Career Opportunities

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

There are three types of homework:

1. The first type includes finishing off any work incomplete from class or catching up on missed lessons.
2. The second type of homework is study. Each night you should, at the very least, reread your day's work.
3. The third type is test and exam revision tasks which are handed out in the lead up assessments.

All students are expected to complete about 2½-3 hours home study per subject, per week spread over at least 5 days. Students are also expected to complete 3-6 hours of study per holiday period per subject.

**Enquiries:** HOLA: Ms Carly Phoebe

[phoebec@scbc.wa.edu.au](mailto:phoebec@scbc.wa.edu.au)

Specialist Subject Teacher: Mr Ryan Galambosi

[galambosir@scbc.wa.edu.au](mailto:galambosir@scbc.wa.edu.au)



## Physics ATAR

### Entry Requirements / Pre-Requisites

Year 10 Science Stream 1 Physics – 'B' grade or above

Year 10 Science Stream 2 Physics - 'A' grade or above

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

### Course Overview

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.

### Pathway and 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.

### Homework and Study Expectations

Students need to be self-motivated and attempt at least 3-4 hours of homework/study each week, including writing revision notes and preparatory reading, from recommended texts and undertaking research into various related topics.

**Enquiries:** HOLA: Mrs Felicity Barnabas      Specialist Subject Teacher: Mr Alistair Cochrane  
[barnabasf@scbc.wa.edu.au](mailto:barnabasf@scbc.wa.edu.au)      [alistair.cochrane@scbc.wa.edu.au](mailto:alistair.cochrane@scbc.wa.edu.au)

## Politics & Law ATAR

### Entry Requirements / Pre-Requisites

Year 10 Humanities Stream 1 - high 'C' grade (>60%) or above, Stream 2 'B' grade or above.

### Course Overview

Politics and Law is a course which sees students critically examine the political and legal systems and processes in Australia and abroad. 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 will evaluate the extent to which Australia's political and legal system upholds democratic ideals.

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

Politics and Law is a dynamic course. It doesn't reside in a textbook but is taking place in the 'real world' and changing daily. It cannot be studied without students keeping themselves 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 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.

### Pathway and 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.

### 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.

**Enquiries:** HOLA: Ms Belinda 't Hart  
[thartb@scbc.wa.edu.au](mailto:thartb@scbc.wa.edu.au)

Specialist Subject Teacher: Mr Simon Bint  
[simon.bint@scbc.wa.edu.au](mailto:simon.bint@scbc.wa.edu.au)

# Psychology ATAR

## Entry Requirements / Pre-Requisites:

Year 10 Science Stream 1 - 'B' grade or above

Year 10 English Stream 1 - 'B' grade or above

## Course Overview

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.

## Pathway and Possible Career Opportunities

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

## Homework and Study Expectations

Students need to be self-motivated and attempt at least 3-4 hours of homework/study each week, including writing revision notes and preparatory reading, from recommended texts and undertaking research into various related topics.

**Enquiries:** HOLA: Mrs Felicity Barnabas      Specialist Subject Teachers: Mrs Felicity Barnabas

Miss Sinead Terpsis

[barnabasf@scbc.wa.edu.au](mailto:barnabasf@scbc.wa.edu.au)

[sinead.terpsis@scbc.wa.edu.au](mailto:sinead.terpsis@scbc.wa.edu.au)

# Visual Art ATAR

## Entry Requirements / Pre-Requisites

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

## Course Overview

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%.

## Homework and Study Expectations

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. 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:** HOLA/Specialist Subject Teacher: Mrs Sinaed Cottrell

[sinaed.cottrell@scbc.wa.edu.au](mailto:sinaed.cottrell@scbc.wa.edu.au)

## 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.

## Grievances/Complaints

In keeping with the Biblical procedure outlined in Matthew 18:15-17, where a disagreement between arises between a parent and an employee of the College, the following process should be followed.

- Any concerns from a parent should firstly be discussed with the staff member in question.
- Secondly, if the grievance remains unresolved, after meeting the classroom teacher, the parent should make an appointment with the relevant head of Learning Area or the Deputy Head of Secondary (Curriculum).
- If the grievance is unresolved, the matter should be referred to the Deputy Head of Secondary (Wellbeing).
- If the grievance is still not resolved, an appointment can be made to see the Head of the Secondary to discuss concerns still requiring resolution.
- The fifth step in the process is an opportunity to discuss the concern with the College Principal.
- Finally, if no resolution is reached, the matter should be directed to the College Board in writing.

Our Parent/Guardian Complaint Policy is located on the College's website: [www.scbc.wa.edu.au/contact/](http://www.scbc.wa.edu.au/contact/).

We understand the importance of fairness in the handling of complaints. The College's system is consistent with the National Principles for Child Safe Organisations.

Secondly, the process for complaints/concerns are child focussed and implementation of the National Principles for Child Safe Organisations is regularly reviewed and improved.

The Director General of the Department of Education is responsible for ensuring that the school observes the registration standards, including the standard about its complaints handling system. Any student, parent or community member is entitled to contact the Director General with concerns about how the school has dealt with a complaint. Information is available on the [Department of Education website](#). While the Director General may consider whether the school has breached the registration standards, she does not have power to intervene in a complaint or override the school's decision.

## General Enquiries

**Phone:** (08) 9540 4400

**Email:** [reception@scbc.wa.edu.au](mailto:reception@scbc.wa.edu.au)

**Street Address:**

30 Gngangara Drive

Waikiki WA 6169

## Specific Enquiries

Secondary School

**Phone:** (08) 9540 4433

**Email:** [secondary@scbc.wa.edu.au](mailto:secondary@scbc.wa.edu.au)

Accounts (Fees) Office

**Phone:** (08) 9540 4407

**Email:** [fees@scbc.wa.edu.au](mailto:fees@scbc.wa.edu.au)

Absentees

**Phone:** 9540 4408

**Email:** [absentees@scbc.wa.edu.au](mailto:absentees@scbc.wa.edu.au)

Enrolments

**Phone:** (08) 9540 4401

**Email:** [enrolments@scbc.wa.edu.au](mailto:enrolments@scbc.wa.edu.au)

Uniform Shop

**Phone:** (08) 9540 4430

**Email:** [uniformshop@scbc.wa.edu.au](mailto:uniformshop@scbc.wa.edu.au)

Football Academy

Phone: (08) 9540 4471

**Email:** [football@scbc.wa.edu.au](mailto:football@scbc.wa.edu.au)

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

## People to Contact

Principal - Mr Des Mitchell

Head of Secondary – Mr James Trimble

Deputy Head: Curriculum – Ms Cheryl Thomas

Deputy Head: Wellbeing – Mr Alexander King

General Year 12 – Mr Mikael Leo

General Year 11 – Mr Alistair Cochrane

College Counsellor – Mrs Amanda Robinson

Specific Matters - Subject Teacher

[principal@scbc.wa.edu.au](mailto:principal@scbc.wa.edu.au)

[secondary@scbc.wa.edu.au](mailto:secondary@scbc.wa.edu.au)

[thomasc@scbc.wa.edu.au](mailto:thomasc@scbc.wa.edu.au)

[alexander.king@scbc.wa.edu.au](mailto:alexander.king@scbc.wa.edu.au)

[mikael.leo@scbc.wa.edu.au](mailto:mikael.leo@scbc.wa.edu.au)

[alistair.cochrane@scbc.wa.edu.au](mailto:alistair.cochrane@scbc.wa.edu.au)

[amanda.robinson@scbc.wa.edu.au](mailto:amanda.robinson@scbc.wa.edu.au)

Request Email address from:

[secondary@scbc.wa.edu.au](mailto:secondary@scbc.wa.edu.au)

## College Website, Facebook & App

**College Website** [www.scbc.wa.edu.au](http://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



South Coast Baptist College

News, Events, Contact Details, Employment Opportunities, etc.

## Helpful Information

### What to do when

<b>You're late for school</b>	Please go to Reception to sign in. DO NOT GO STRAIGHT TO CLASS. Use the iPad to sign in and print pass which you are to give to your teacher.
<b>You feel sick</b>	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.
<b>You get injured at school</b>	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.
<b>You need to leave school to go to an appointment</b>	Parent/guardian to email <a href="mailto:absentees@scbc.wa.ed.au">absentees@scbc.wa.ed.au</a> with student name, date, time and reason prior to the absenteeism. At the allocated time, student goes to Student Services to sign out.
<b>You don't have the correct uniform</b>	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.
<b>You get sent out of class</b>	Go straight to the Secondary Administration office.
<b>You have a query about bus services</b>	Visit our website, ask at the front reception or email <a href="mailto:busservice@scbc.wa.edu.au">busservice@scbc.wa.edu.au</a> .
<b>You want to purchase a bus ticket</b>	All tickets are purchased on-line through RollCall. You must be a registered user of the bus to purchase tickets.
<b>You want to change courses</b>	If you wish to change a course you will need to go to Secondary Administration to request a form to fill out.
<b>You are injured or sick and can't do Physical Education</b>	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.
<b>You haven't been able to purchase something on the booklist</b>	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.
<b>You have a grievance/complaint</b>	If you have a grievance/complaint, please refer to our website ( <a href="http://www.scbc.wa.edu.au/contact">www.scbc.wa.edu.au/contact</a> ) for our Policy ( <a href="#">11.1 SCBC Disputes and Complaints Policy for Parents</a> ) for guidance.



SOUTH COAST  
BAPTIST COLLEGE

Rigorous Minds | Compassionate Hearts

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