



SOUTH COAST  
BAPTIST COLLEGE

# Pathways Information Handbook

Year 11 2024

Rigorous Minds | Compassionate Hearts

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## Glossary of Terms

Term	Explanation
Accredited Courses	Courses designed at a college or school which have been approved (accredited by the SCASA for inclusion in determining Graduation and hence WACE
Apprenticeship AQF	Structured training (earn while you learn) Australian Qualification Framework
ATAR	Australian Tertiary Aggregate Ranking. A percentile rank between 30 and 99.95 which indicates achievement relative to other students in Western Australia. Used in university entrance. ATAR courses are rigorous and typically require a minimum of four hours of study outside of school and include exams as assessment tasks.
Cert	Certificate
HOLA	Head of Learning Area for Arts, English & Languages, Health & Physical Education, Mathematics, Science, Humanities, Technologies.
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 work 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	Adjustment made to a student's course mark. Subjects may be scaled up or down depending on the difficulty of a subject
Secondary Graduation	All secondary students will receive a WASSA (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 430
Tertiary Education	Post-secondary school courses offered by universities, private providers and TAFEs
TISC	Governing body which calculates Tertiary Entrance Scores and assigns ATARs. TISC then informs universities to determine offers.
Unit	A specific section of coursework. In WACE course, Units
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)

# Student Pathways

There are three main pathways for student. Students may be recommended a pathway to help direct subject selection choices and to increase the chances of students successfully achieving their Western Australian Certificate of Education (see page 6).

## University ATAR Pathway

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

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.

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)

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.

## Alternative University Pathway

Alternative pathways exist for students who aspire to attend university, but who for a variety of reasons may not be well suited to the rigour of ATAR courses.

Students interested in these pathways should enrol in General courses in Year 11 and are required to demonstrate strong academic performance to qualify for the TLC110 university enabling courses in Year 12. Successful completion provides students with a nominal ATAR of 70 for entrance into specific courses at Murdoch University.

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:

- ❑ **6 General courses** with the **TLC110** program running after school on a set day.
- ❑ **5 General** courses, plus **Workplace Learning (WPL)** with the **TLC110** program running after school on a set day.

Highly achieving students within the General/VET pathway may instead choose to work towards obtaining a Cert IV in place of one of their General courses, which provides another opportunity for university entrance. Please see Mrs van der Linde if you wish to pursue this option.

## General/VET Pathway

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

Vocational Education and training (VET) courses offer a broad range of post-school opportunities for students. VET students must complete at least one VET course to meet specific WACE, and they are permitted to study one day off campus to complete either a TAFE Certificate course or Workplace Learning.

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

- **On-Campus VET Courses:** Each of these VET courses is delivered as a 5 period per week, school-timetabled course. These are delivered in partnerships with registered training organisations (RTO), and students enroll with the RTO to undertake their qualification. Upon satisfactory completion of all units of the course, and meeting all the requirements, a Certificate may be awarded. If a student does not meet all the requirements a Statement of Attainment may be awarded.
- **Off-Campus VET Courses:** These courses are delivered externally via a registered training organisation e.g. South Metropolitan TAFE, where students study off-campus for one day per week. Students are required to take responsibility for catching up on missed work while away. To assist with this, students are permitted to withdraw from one course in consultation with the Careers Counsellor and have this time as study periods.

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

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

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

Combinations that are **not** recommended:

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

## General Advice

Students intending to apply for Vocational training (TAFE) are not recommended to enrol in ATAR courses due to the pace and rigor of those 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.

# Western Australian Certificate of Education (WACE)

A Western Australian Certificate of Education (WACE) is awarded to students who successfully meet the WACE requirements detailed below.

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 achieve WACE.

## WACE Achievement Requirements

In order to achieve a Western Australian Certificate of Education, students need to satisfy the following requirements. N.B. each WACE course of study consists of 2 units in each year.

### 1. 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 twice each year until the minimum standard is met.

### 2. 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.
- Complete 2 units of English in Year 11 and 2 units of English 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

### 3. 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.

Note that courses are registered and assessed as whole-year courses, with students achieving either no or two 'C' grades at the end of the year. In some cases, students transferring at the end of Semester 1 may be eligible to earn one "C" grade of credit.

## Year 11/12 Reporting and Grading

WACE courses are governed 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 WACE courses will show a level of achievement for each course undertaken.

All courses have strict guidelines regarding the delivery and assessment of the syllabus, and it is expected all students will attend consistently throughout the academic year. Missed assessments due to absence may result in a score of 0 and so vacations during the term are strongly discouraged.

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.

## 2024 Year 11 Potential Courses

Below is a list of Year 11 courses which we intend to offer to Year 10s to potentially study in 2024. Students will be asked to select their preferences from these courses. Please ensure your child nominates subjects from the correct column, based on his/her recommended pathway.

Please note that not all subjects will run, and not all combinations of subjects will be possible.

Subjects with an asterisk\* are by invitation only.

<b>General, VET &amp; Alternative University Pathways</b>	<b>University ATAR Pathways</b>
Applied Information Technology 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 ATAR
Certificate II Hospitality (Food)	English ATAR
Certificate II in Sport Coaching	Human Biology ATAR
Certificate III in Music (Performance)	Literature ATAR
Computer Science General	Mathematical Applications ATAR
Design - Photography General	Mathematical Methods ATAR
Drama General	Mathematics Specialist ATAR
English General	MDT - Metal ATAR
Football Boys/Girls*	Modern History ATAR
Foundation English*	Outdoor Education ATAR
Foundation Mathematics*	Physical Education Studies ATAR
Human Biology General	Physics ATAR
Literature General	Politics & Law ATAR
Marine & Maritime Studies General	Psychology ATAR
Mathematics Essential General	Religion and Life ATAR
MDT - Wood General	Visual Art ATAR
Outdoor Education General	
Psychology General	
Visual Art General	
Workplace Learning (WPL)	



# General, VET and Alternative University Pathway Course Descriptions

## Applied Information Technology General

### Entry Recommendations

Students should have an interest in creative software (such as Adobe Creative Cloud) and computers.

### Course Overview

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

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:

- Video production
- Game design
- Poster design
- PC construction and setup
- PC Networking
- Database development

### Pathway and Possible Career Opportunities

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

### 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 - [watts@scbc.wa.edu.au](mailto:watts@scbc.wa.edu.au)

Specialist Subject Teacher:

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

# Building and Construction General

## Entry Recommendations

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 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:

- 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
- 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.

## Enquiries

HOLA:

Specialist Subject Teacher:

Miss Belinda 't Hart - [thartb@scbc.wa.edu.au](mailto:thartb@scbc.wa.edu.au)

Mrs Belinda Van Der Linde -

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

**MEM20413 Certificate II in  
Engineering Pathways – Metals Focus**  
Delivered through AIET  
RTO 121314



**Entry Recommendations**

It is recommended that students have completed Year 10 Metalwork or display a keen interest in the Metals industry.

**Course Overview**

The Certificate II in Engineering Pathways is a vocational course designed to provide students with the fundamental knowledge and skills necessary for a successful career in the engineering metals industry. This course aims to provide students with a broad understanding of engineering practices, principles, and tools.

**Course Content**

The course content covers areas such as basic engineering design, engineering drawings and documentation, mechanical principles, welding and fabrication and the use of hand and power tools. Students will learn about safety procedures, workshop practices, and the use of computer-aided design (CAD) software to create technical drawings.

The course will also cover essential skills such as communication, teamwork, and problem-solving. Students will work on projects both individually and in groups, developing their skills in project management, planning, and implementation.

**Pathway and Possible Career Opportunities**

Students who complete this course can pursue further study in engineering or related fields, such as Certificate III in Engineering, Diploma of Engineering, or Bachelor of Engineering. Alternatively, students may seek entry-level employment in the engineering industry as apprentices, trainees, or assistants in fields such as mechanical, electrical, or civil engineering.

**Assessment and Study Expectations**

The course duration is typically delivered over two school calendar years. Assessment will be through competency-based learning and assessment. Coordination and validation will be through a Regional Training Organisation (RTO).

**Enquiries**

HOLA:

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

Specialist Subject Teacher:

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

## SIT20322 Certificate II in Hospitality

Delivered through HGT  
RTO 40259



### Entry Recommendations

It is recommended that students have completed Year 10 Food technology or display a keen interest in the Hospitality industry.

### 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 an 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 one 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)

**CUA30920 Cert III Music  
Performance**  
Delivered through COLLARTS  
RTO 0109

**COLLARTS**

**Entry Recommendations**

Students should have experience learning an instrument and playing in an ensemble setting. It is recommended that students have achieved a B grade or higher in year 10 music and that students receive 1 on 1 tuition on their instrument for the duration of the course.

**Course Overview**

To obtain a Certificate III a student must complete 11 units of study, 3 core subjects and 8 electives. The practical application of this course provides units of study that are relevant to the music industry.

Units of study include Performance skills, Ensemble, Stylistic analysis, Industry Knowledge, Business Management and Health and Safety.

At SCBC, students take part in public concerts alongside Vocal Academy students to complete performance units and take part in studio excursions to complete further arranging units.

**Assessment:**

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

**Pathway and Possible Career Opportunities:**

This course provides a pathway to multiple institutions and courses. Successful completion of these Certificates leads to: Certificate IV at TAFE, WAAPA, Edith Cowan University, NIDA, etc.

**Homework and Study Expectations**

Students are expected to be completing regular, daily practice on their instrument.

**Enquiries**

HOLA:

Subject Specialist Teacher:

Mrs Sinaed Cottrell - [sinaed.cottrell@scbc.wa.edu.au](mailto:sinaed.cottrell@scbc.wa.edu.au)

Mr Samuel Newman –

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

## SIS20321 Certificate II in Sport Coaching

Delivered through IVET

RTO 40548



### Entry Recommendations

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.

### Job Roles

The following is an indicative job role for this qualification:

- community coach

### Employability Skill Summary

By studying this course, students will be encouraged to develop the following skills:

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

### Enquiries

HOLA:

Specialist Subject Teacher:

Mr Mikael Leo - [mikael.leo@scbc.wa.edu.au](mailto:mikael.leo@scbc.wa.edu.au)

Ms Sarah Mullane - [mullanes@scbc.wa.edu.au](mailto:mullanes@scbc.wa.edu.au)

# Design Photography General

## Entry Recommendations

An interest in photography and design.

## Course Overview

This design course 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 discipline of photography is utilised throughout the course to teach these goals.

We use Adobe Creative Cloud software and Canon DSLR cameras within the course.

## 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:

Mrs Sinaed Cottrell - [sinaed.cottrell@scbc.wa.edu.au](mailto:sinaed.cottrell@scbc.wa.edu.au)

Specialist Subject Teacher:

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



# Drama General

## Entry Recommendations

Previous Drama experience is desired

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

Specialist Subject Teacher:

Miss Rachelle Parker -  
[rachelle.parker@scbc.ewa.edu.au](mailto:rachelle.parker@scbc.ewa.edu.au)

## English General

### Entry Recommendations

- OLNA: achievement of category 2 or 3
- Grade C or higher in Year 10 courses

### Course Overview

The General English 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:

Mrs Catherine Lambert - [lambertc@scbc.wa.edu.au](mailto:lambertc@scbc.wa.edu.au)

# English Foundation

## Entry Information

This course is only for students who have not achieved a category 3 in the literacy aspects of OLNA. As a result, entry is by Invitation Only.

## Course Overview

The Foundation English 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 ideas about life, society, and culture.

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 steppingstone to General English when literacy proficiency has been demonstrated through OLNA.

## Homework and Study Expectations

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

## Enquiries

HOLA:

Mrs Catherine Lambert - [lambertc@scbc.wa.edu.au](mailto:lambertc@scbc.wa.edu.au)

# Human Biology General

## Entry recommendation

Grade of C or higher in Year 10 courses

## 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.

## Homework and Study Expectations

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

## 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.

## Enquiries

HOLA:

Mrs Felicity Barnanbas - [barnabasz@scbc.wa.edu.au](mailto:barnabasz@scbc.wa.edu.au)

## Literature General

### Entry Recommendations

- OLNA: achievement of category 3
- Grade B or higher in Year 10 courses

### Course Overview

Do you have a love for stories? Do you enjoy discovering new people and new worlds in texts?

The Literature General course focuses on narrative/descriptive texts such as novels, short stories, plays and poetry. We explore what has influenced a text's creation and ask ourselves what the stories can reveal about the world.

Alongside analysing texts, you will also have the opportunity to develop your own imaginative narratives, poetry or play scripts and refine your creative writing skills.

### Pathway and Possible Career Opportunities

The General Literature course suits students who will go on to study a TAFE programme or enter the workforce upon completing Year 12. Possible career opportunities include journalism, media studies, creative writing, communications and performing arts.

### Homework and Study Expectations

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

### Enquiries

HOLA:

Mrs Catherine Lambert - [lambertc@scbc.wa.edu.au](mailto:lambertc@scbc.wa.edu.au)

# Marine & Maritime Studies General

## Recommended Entry Requirements

Grade of C or higher in Year 10 courses

## 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.

## Homework and Study Expectations

Students need to be self-motivated and attempt at least two 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:

Specialist Subject Teacher

Mrs Felicity Barnabas - [barnabaf@scbc.wa.edu.au](mailto:barnabaf@scbc.wa.edu.au)

Mrs Lara Darch – [lara.darch@scbc.wa.edu.au](mailto:lara.darch@scbc.wa.edu.au)

# Mathematics Essentials General

## Entry Recommendations

BAND 2 or 3 OLN in Numeracy

## 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 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:

Miss Marilyn Smoker - [marilyn.smoker@scbc.wa.edu.au](mailto:marilyn.smoker@scbc.wa.edu.au)

Specialist Subject Teacher:

Mr John Berkelaar - [john.berkelaar@scbc.wa.edu.au](mailto:john.berkelaar@scbc.wa.edu.au)

# Mathematics Foundation

## Entry Recommendations

This course is for students who have not achieved a band 3 in Numeracy, reading and writing or have not achieved a level 2 in OLNA.

## 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
  - 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:

Specialist Subject Teacher:

Miss Marilyn Smoker - [marilyn.smoker@scbc.wa.edu.au](mailto:marilyn.smoker@scbc.wa.edu.au)

Mr Kwibisa Lufwendo -

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



# Materials Design & Technology – Wood General

## Entry Recommendations

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)

## Outdoor Education General

### Entry Recommendations

- Year 10 OED preferable (C grade minimum).
- General level of fitness.
- Interest in the outdoor field, including camping, hiking, and surfing.

### Entry requirements

- 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.

### Enquiries

HOLA:

Mr Mikael Leo - [mikael.leo@scbc.wa.edu.au](mailto:mikael.leo@scbc.wa.edu.au)

Specialist Subject Teacher:

Mr Micah Florisson - [micah.florisson@scbc.wa.edu.au](mailto:micah.florisson@scbc.wa.edu.au)

# Psychology General

## Recommended Entry Requirements

Grade C or higher in Year 10 courses

## 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 individual's 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.

## Homework and Study Expectations

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

## 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.

## Enquiries

HOLA:

Mrs Felicity Barnabas - [barnabaf@scbc.wa.edu.au](mailto:barnabaf@scbc.wa.edu.au)

Specialist Subject Teacher:

Mrs Emma Edmonds –

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

# Visual Arts General

## Entry Recommendations

Completion of Year 10 Visual Arts 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 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:

Subject Specialist Teacher:

Mrs Sinaed Cottrell - [sinaed.cottrell@scbc.wa.edu.au](mailto:sinaed.cottrell@scbc.wa.edu.au)

Miss Rebecca Letizia –

[rebecca.letizia@scbc.wa.edu.au](mailto:rebecca.letizia@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 log book 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)

# University ATAR Pathway Course descriptions

## Chemistry ATAR

### Entry Recommendations

Grade B or higher in Year 10 courses

### 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

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

### Homework and Study Expectations

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

### 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.

### Enquiries

HOLA:

Specialist Subject Teacher:

Mrs Felicity Barnabas - [barnabaf@scbc.wa.edu.au](mailto:barnabaf@scbc.wa.edu.au)

Mr Alistair Cochrane -

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

# Computer Science ATAR

## Entry Recommendations

Grade B in Year 10 courses

## 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:

- cyber security and networking
- Programming (Python)
- Data management (SQL)

## Pathway and Possible Career Opportunities

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

## Homework and Study Expectations

Most work is completed in class. Revision of notes for 15-20 minutes each evening is expected. During the 2 projects in the year there is an expectation you will work at home as well as in class.

## 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 Recommendations

Grade B in Year 10 HASS

## Course Overview

Economics investigates the choices which all people, groups and societies face as they attempt to resolve the ongoing problem of satisfying their unlimited wants with limited resources. The study of this subject aims to help students understand and analyse the allocation, utilisation and distribution of scarce resources that determine our wealth and wellbeing.

Economics develops the knowledge, reasoning and interpretation skills that form an important component of understanding individual, business and government behaviour at the local, national and global levels. The Economics ATAR course develops reasoning, logical thinking and interpretation skills demanded by the world of work, business and government.

Economic literacy developed through this course enables students to actively participate in economic and financial decision-making, which promotes individual and societal wealth and wellbeing. The emphasis of the course is on the Australian economy.

## Pathway and Possible Career Opportunities

The study of Economics is a valuable background to many careers including financial risk analysis, economists, data analysis, accounting, investment analysis and financial consulting.

## 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 economic sphere, preparatory reading, practising problem solving questions from recommended texts and completing assessments as required.

## Enquiries

HOLA:

Miss Belinda 't Hart - [thartb@scbc.wa.edu.au](mailto:thartb@scbc.wa.edu.au)

Specialist Subject Teacher:

Mr Juan Gerber - [jd.gerber@scbc.wa.edu.au](mailto:jd.gerber@scbc.wa.edu.au)



## Engineering Studies – Mechatronics ATAR

### Entry Recommendations

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 three 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 Luke de Hoog - [luke.de-hoog@scbc.wa.edu.au](mailto:luke.de-hoog@scbc.wa.edu.au)

## English ATAR

### Entry Recommendations

- OLNA: achievement of category 3
- Grade B or higher in Year 10 courses

### 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:

Mrs Catherine Lambert - [lambertc@scbc.wa.edu.au](mailto:lambertc@scbc.wa.edu.au)

# Human Biology ATAR

## Entry Recommendations

Grade B or higher in Year 10 courses

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

## Homework and Study Expectations

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

## 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.

## Enquiries

HOLA:

Mrs Felicity Barnabas - [barnabasf@scbc.wa.edu.au](mailto:barnabasf@scbc.wa.edu.au)

## Literature ATAR

### Entry Recommendations

- OLNA: achievement of category 3
- Grade A in Year 10 courses

### Course Overview

ATAR Literature is different to ATAR English, allowing the opportunity to dive deeper into texts. Text types include poetry, prose, and drama.

Focusing primarily on imaginative/narrative texts the course questions what these texts can reveal about the world. You will study 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 also focuses on developing the creative writing skills of students.

### 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 in 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:

Mrs Catherine Lambert - [lambertc@scbc.wa.edu.au](mailto:lambertc@scbc.wa.edu.au)

# Materials Design and Technologies ATAR

## Entry Recommendation

Grade B or higher in Year 10 courses

## Course Overview

Materials Design and Technology (MDT) is an advanced level course offered in the Australian Tertiary Admissions Rank (ATAR) program. It is a multi-disciplinary course that combines design, technology, and materials to develop innovative and sustainable solutions to real-world problems. MDT provides students with the opportunity to learn about various materials, their properties, and applications in different contexts, and to develop their creativity, critical thinking, and problem-solving skills.

Students will engage in hands-on design and production activities using a range of tools, equipment, and software to create functional and aesthetic products.

## Pathway and Possible Career Opportunities

The MDT course aims to prepare students for higher education and career pathways in fields such as engineering, industrial design, product development, materials science, and manufacturing.

Students can pursue higher education in the fields mentioned leading to roles in product design, materials selection, research and development, quality control, and production management.

## Homework and Study Expectations

Most work is completed in class. Revision of notes for 15-20 minutes each evening is expected. Student progress will be determined through formative feedback and summative assessment. Students will be required to produce a design portfolio and sit an exam resulting in a combined mark for the academic year.

## Enquiries

HOLA:

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

# Mathematics Applications ATAR

## Entry Recommendations

Grade B or higher in Year 10 Maths  
**and** score of 75% or higher in Semester 2 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 2 ½ - 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:

Specialist Subject Teacher:

Miss Marilyn Smoker - [marilyn.smoker@scbc.wa.edu.au](mailto:marilyn.smoker@scbc.wa.edu.au)

Mr James Dawes - [james.dawes@scbc.wa.edu.au](mailto:james.dawes@scbc.wa.edu.au)

# Mathematics Methods ATAR

## Entry Requirements

Completion of Stream 1 Year 10 Mathematics, including 10A optional content of WA Curriculum.

## Entry Recommendations

A or High B grade achievement in Stream 1 Year 10 Mathematics, including 10A optional content of WA Curriculum.

Minimum 75% achievement in the Year 10 Semester 2 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 2 ½ - 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:

Miss Marilyn Smoker - [marilyn.smoker@scbc.wa.edu.au](mailto:marilyn.smoker@scbc.wa.edu.au)

Specialist Subject Teacher:

Mr Tony Lee - [leet@scbc.wa.edu.au](mailto:leet@scbc.wa.edu.au)

# Mathematics Specialist ATAR

## Entry Requirements

Completion of Stream 1 Year 10 Mathematics, including 10A optional content of WA Curriculum.

## Entry Recommendations

High A grade achievement in Stream 1 Year 10 Mathematics, including 10A optional content of WA Curriculum.

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.

## 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 2 ½ - 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:

Miss Marilyn Smoker - [marilyn.smoker@scbc.wa.edu.au](mailto:marilyn.smoker@scbc.wa.edu.au)

Specialist Subject Teacher:

Mr Tony Lee - [leet@scbc.wa.edu.au](mailto:leet@scbc.wa.edu.au)



# Modern History ATAR

## Entry Recommendations

Grade B or higher in Year 10 HASS and 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:

Miss Belinda 't Hart - [thartb@scbc.wa.edu.au](mailto:thartb@scbc.wa.edu.au)

# Outdoor Education ATAR

## Entry Recommendations

- Grade A or B in Year 10 OED.
- General level of fitness.
- Interest in the outdoor field, including camping, hiking, and surfing.

## Entry Requirements

- 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 2 ½ - 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 Mikael Leo - mikael.leo@scbc.wa.edu.au

Specialist Subject Teacher:

Mr Micah Florisson - micah.florisson@scbc.wa.edu.au

# Physical Education Studies ATAR

## Recommendations

- Grade A or B in Year 10 Science.
- Grade A or B in Year 10 Physical Education or Football Academy.
- Student must be highly competent in an examinable sport (consult SCSA website)

## Course Overview

Physical Education Studies contribute 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, as well as 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 to assessments.

All students are expected to complete about 2 ½ - 3 hours of 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 Mikael Leo - [mikael.leo@scbc.wa.edu.au](mailto:mikael.leo@scbc.wa.edu.au)

Specialist Subject Teacher:

Mr Ryan Galambosi - [galambosir@scbc.wa.edu.au](mailto:galambosir@scbc.wa.edu.au)

## Physics ATAR

### Entry Recommendations

Grade B or higher in Year 10 courses

Grade A in Year 10 maths

### 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.

Topics covered in Physics include:

- 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 three /four 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)

# Politics and Law ATAR

## Entry Recommendations

Grade B or higher in Year 10 Humanities

## 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:

Specialist Subject Teacher:

Miss Belinda 't Hart - [thartb@scbc.wa.edu.au](mailto:thartb@scbc.wa.edu.au)

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

# Psychology ATAR

## Entry Recommendations

Grade B or higher in Year 10 courses

## 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.

## Homework and Study Expectations

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

## 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.

HOLA:  
Specialist Subject Teacher

Mrs Felicity Barnabas - [barnabaf@scbc.wa.edu.au](mailto:barnabaf@scbc.wa.edu.au)  
Mrs Emma Edmonds –  
[emma.edmonds@scbc.wa.edu.au](mailto:emma.edmonds@scbc.wa.edu.au)

# Religion and Life ATAR

## Entry Recommendations

Grade B or higher in Year 10 HASS

## Course Overview

The Religion and Life ATAR course provides students with opportunities to explore how and why individuals and communities relate to and understand religion. Students use a range of inquiry skills to explore at least one religious worldview and to investigate characteristics of religion, their origins, foundations, cultural influences, and development over time. They also use these skills to analyse the role religion plays in society and to consider the challenges and opportunities religions face in the future.

## Pathway and Possible Career Opportunities

Students who want to pursue any humanities pathway be it a historian, politician, lawyer, educator, academic, journalist, etc. As well as any person hoping to enter into ministry or pursue theological study.

## Homework and Study Expectations

A minimum of 3 hours per week, including writing revision notes, preparatory reading, working on assessment tasks and undertaking research into various related topics.

## Enquiries

HOLA:

Mr Andy Price - [pricean@scbc.wa.edu.au](mailto:pricean@scbc.wa.edu.au)

# Visual Arts ATAR

## Entry Recommendations

Grade B or higher in Year 10 Stream English and Year 10 Visual Arts 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:

Subject Specialist Teacher:

Mrs Sinaed Cottrell - [sinaed.cottrell@scbc.wa.edu.au](mailto:sinaed.cottrell@scbc.wa.edu.au)

Miss Rebecca Letizia –

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



# 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 2 2022	
	%	WA Curriculum Grade
English		
Maths		
Science		
HASS		

**STEP 5 - Select** six courses for Year 11 2024 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 2023		Year 10 Semester 2 2023		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. Please refer to the published Tutoring timetable.

## Student Self-Assessment and Plan to Achieve Goal Marks

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

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

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**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 should be made once the academic year commences.

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

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. With the exception of students changing pathways, no course changes should be made between Year 11 and Year 12.

## 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.

## People to Contact

Head of Secondary – Mr James Trimble

Deputy Head: Curriculum Administration- Mr Ben Devadoss

Deputy Head: Teaching and Learning – Mr Keagan Holmes

Deputy Head: Wellbeing – Mr Alexander King

Careers/VET coordinator – Mrs Belinda van der Linde

Specific Matters - Subject Teacher

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

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

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

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

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