Lynwood Senior High School

Year 11 & 12
Information and Curriculum Handbook

An Independent Public School
and
Centre for Environment and Life Sciences
A message from our Principal
Welcome to Lynwood Senior High School for 2015. This booklet will assist you to make good decisions about courses at our school, help you to access all our facilities and to ensure that you are aware of the expectations the school has of all students.

The vision of Lynwood SHS includes all students achieving the highest standards of learning possible so they are equipped to deal effectively with the opportunities and challenges they will encounter in a rapidly changing world.

Lynwood SHS provides an education that will enhance students' self-confidence within a caring, safe and supportive learning environment where we practise respect, tolerance and acceptance of the individuality of others. We motivate and engage our students to participate in a progressive and meaningful education to develop their life-long interests in learning.

We reinforce the values of self-respect and the development of the individual’s social, civic and environmental responsibility. I hope you and your child enjoy being part of our school community. If you have any further questions do not hesitate to ask. For further information please refer to our website: www.lynwood.wa.edu.au

Gary Anderson
Principal

Visitors to our school
We are always keen to have parents visit our school. To ensure the safety of your child and other students, we ask all visitors to report to the front office first, sign our visitor’s book and be given a visitor’s badge. By following this process you can avoid the inconvenience of being asked by staff to state why you are on the property. If you would like to meet with a teacher, please call first so we can organise a mutually convenient booking.
Section 1 - Introduction

Introduction

Western Australian Certificate of Education
- The WACE requirements
- The Western Australian Statement of Student Achievement (WASSA)
- Literacy and Numeracy
- VET Program
- Endorsed Programs
- WACE Breadth of study list for Lynwood Senior High School

Information for culturally and linguistically diverse groups
- EAL/D Website
- Translated documents
- Course counselling process and pathways
- VET
- Job Guide 2014
- The Parents Talking Career Choices

Course Costs
Please note that the course costs stated on the following pages are given as a guide only. These costs are based on the 2014 pricing structures and are subject to change in 2015-2016.
Introduction

This handbook is for Year 11 students in 2015 and Year 12 students in 2016. It contains important information to assist students in achieving their potential for their future pathways.

Year 10 Selections for Upper School 2015 and 2016

This booklet has been prepared to assist parents and students in making educational decisions for 2015/16 and beyond. This is always a complex and difficult task that requires careful thought and consideration.

Meeting the requirements for the WA Certificate of Education or for entrance to a State Training Provider or University depends largely on student ambitions and abilities. There are many factors to be considered when choosing courses. Even if you haven’t decided on a career area, it is important to look at a number of possibilities and check prerequisites so that you don’t restrict future options. When choosing a program of study, consider:

1. Abilities

   It is important to check the recommended prerequisite levels for different courses to ensure that you select a course that is best suited to you. Your Year 9 Semester 2 and Year 10 Semester 1 performance; and Year 10 Online Literacy and Numeracy Assessment are the best indicators. The OLNA testing results will inform which pathway a student will pursue in Year 11 & 12.

   **OLNA Categories of achievement:**

   **Category 3** – Students who have demonstrated the minimum standard, either through the OLNA or Year 9 NAPLAN. It is recommended that these students consider enrolling in ATAR courses.

   **Category 2** – Students who have not yet demonstrated the minimum standard but are expected to do so before the end of Year 12. It is recommended that these students enrol in General courses.

   **Category 1** – Students who have not demonstrated the minimum standard and may require specific learning interventions. It is recommended that these students consider enrolling in Foundation courses.

   **Category NSA** – Students who did not sit the assessment.

2. Future Goals

   Ensure that courses chosen meet criteria for future employment or studies. If career goals aren’t clear, select a course that offers flexibility, interest and a realistic chance of success.

3. Interests

   Choose courses that you are likely to enjoy as you will spend a considerable amount of time studying them in upper school. Movement between pathways is not easy and it can place WACE achievement at risk. Therefore, we encourage students and parents to think carefully and try to minimise movement later during the student's senior years. Students and Parents are advised to request courses or units that reflect the recommended pathways. These have been recommended based on past performance.
Western Australian Certificate of Education
The WACE is a certificate that demonstrates significant achievement over Years 11 and 12.

The WACE requirements
Achievement of your WACE acknowledges that at the end of your compulsory schooling you have achieved or exceeded the required minimum standards in an educational program that has suitable breadth and depth.

To achieve a WACE from 2016, a student must satisfy the following:

General requirements
- demonstrate a minimum standard of literacy and a minimum standard of numeracy based on the skills regarded as essential for individuals to meet the demands of everyday life and work in a knowledge-based economy
- complete a minimum of 20 units or equivalents as described below
- complete four or more Year 12 ATAR courses or complete a Certificate II or higher.

Breadth and depth
Students will complete a minimum of 20 course units or the equivalent. This requirement must include at least:
- a minimum of 10 Year 12 units or the equivalent
- two completed Year 11 English units and one pair of completed Year 12 English units
- one pair of Year 12 course units from each of List A (arts /languages/social sciences) and List B (mathematics/ science/technology).

Achievement standard
Students will be required to achieve 14 C grades (or equivalents, see below) in Year 11 and Year 12 units, including at least six C grades in Year 12 units (or equivalents).

Unit equivalence can be obtained through Vocational Education and Training (VET) programs and/or endorsed programs. The maximum unit equivalence available through these programs is eight units – four Year 11 units and four Year 12 units. Students may obtain unit equivalence as follows:
- up to eight unit equivalents through completion of VET programs, or
- up to four unit equivalents through completion of endorsed programs, or
- up to eight unit equivalents through a combination of VET and endorsed programs, but with endorsed programs contributing no more than four unit equivalents.

The amount of unit equivalence allocated to VET and endorsed programs is as follows:
- VET qualifications
  - Certificate I is equivalent to two Year 11 units
  - Certificate II is equivalent to two Year 11 and two Year 12 units
  - Certificate III or higher is equivalent to two Year 11 and four Year 12 units
- Endorsed programs – unit equivalence is identified on the Authority’s approved list of endorsed programs.
There are five types of courses developed by the Authority:

1. **ATAR course units** for students who are aiming to enrol in a university course direct from school. These courses will be examined by the Authority and contribute to the achievement of an Australian Tertiary Admission Rank (ATAR).

2. **General course units** for students who are aiming to enter further training or the workforce directly from school. These courses will not be examined by the Authority.

3. **Foundation course units** for those who need additional help in demonstrating the minimum standard of literacy and numeracy.

4. **Vocational Education and Training industry specific (VETis) courses** for students who are aiming to enter further training or the workforce directly from school. VETis courses have been developed in close consultation with WA Industry Training Councils and include a full, nationally recognised qualification and mandatory industry-related workplace learning.

5. **Preliminary course units** for those who may need modification to the curriculum to meet their special needs. Preliminary courses do not contribute to the achievement of a WACE.

There are two types of programs which can contribute to the WACE:

1. **VET programs**
2. **Endorsed programs**

You can mix and match these options to provide yourself with the best platform to meet the requirements to achieve your WACE – and for life beyond school.

**Achievement of a WACE**

Courses units/programs from these groups contribute to the achievement of a WACE: ATAR, General, Foundation, VETis courses, VET programs and endorsed programs. Preliminary course units do not contribute to the achievement of a WACE.

WACE courses are grouped into List A (arts/languages/social sciences) and List B (mathematics/science/technology). Students studying for a WACE are required to select at least one Year 12 course from each of List A and List B.

You are able to select across a range of course units at a range of cognitive levels to suit your skills and post-school aspirations. If you think you will be heading to university once you finish Year 12, you should enrol in at least four ATAR courses to be eligible for an ATAR. The rank is used by universities as a selection mechanism. More information about the ATAR is available at [http://www.tisc.edu.au/static/guide/atar-about.tisc?cid=12862](http://www.tisc.edu.au/static/guide/atar-about.tisc?cid=12862).

If you do not complete the course requirements to achieve an ATAR you will need to achieve a minimum of a Certificate II qualification.

Each course has four units – Unit 1 and Unit 2 (Year 11 units) and Unit 3 and Unit 4 (Year 12 units). Unit 1 and Unit 2 can be studied as a pair (except VETis which are paired), Unit 3 and Unit 4 must be studied as a pair.

Unlike other WACE courses, VETis course units are paired in both the Year 11 (Unit 1 and Unit 2) and the Year 12 (Unit 3 and Unit 4) syllabuses. A student who withdraws from a VETis course after only one semester will not receive VETis course unit credit for that academic year.

Permission for a student to change courses is a school decision; however, for a student to achieve course unit credits, a change can only be made early in Year 12, before the cut-off date.
set by the Authority; or in Year 11 after the completion of Unit 1, or at the end of Year 11 after the completion of Unit 2. A student who withdraws from a VETis course does not achieve course unit credits.

The Western Australian Statement of Student Achievement (WASSA)

A WASSA is issued to all Year 12 students who complete any study that contributes towards a WACE. It lists all courses and programs students have completed in Year 11 and 12.

Literacy and numeracy

There are two parts to demonstrating competence in literacy and numeracy. Firstly, you are required to complete two Year 11 English units and a pair of Year 12 English units.

Secondly, you must demonstrate that you have met the minimum standard for literacy and numeracy, which is based on skills regarded as essential for individuals to meet the demands of everyday life and work.

You can demonstrate the minimum standard:
- through the Authority’s Online Literacy Numeracy Assessment (OLNA), or
- if you demonstrate Band 8 or higher in your Year 9 NAPLAN, Reading, Writing and Numeracy tests.

The OLNA is compulsory for those students who have not prequalified in one or more of the components through Year 9 NAPLAN and want to achieve the WACE. Students will have up to six opportunities (two per year) between Year 10 and Year 12 to demonstrate the literacy and numeracy minimum standard.

There are three assessment components:
- one 60-minute, 60-item multiple-choice of Reading
- one 60-minute, 60-item multiple-choice of Numeracy, and
- one 60-minute, extended response in Writing of between 300 and 600 words.

If you have a language background other than English and arrived from overseas in the past year you may be able to delay sitting the OLNA. You should discuss your options with your careers counsellor.

Disability provisions are available for students with significant conditions which may severely limit their capacity to participate in the OLNA. These students, after discussions with parents/carers and the school, may choose not to sit the OLNA. However, this would mean that these students could not achieve the WACE. Students should discuss their options with their careers counsellor.

http://www.scsa.wa.edu.au/internet/Senior_Secondary/OLNA

VET programs

VET is recognised across Australia. VET programs can give you the opportunity to gain core skills for work and, in some cases, complete training in industry through workplace learning.

If your educational program does not include four ATAR courses in Year 12, you will need to complete a Certificate II qualification or higher to achieve your WACE.
You can also begin training for your career while still at school by undertaking a VET qualification. Among the range of VET programs on offer are school-based apprenticeships and traineeships.

As with the WACE courses, the VET programs available to students do vary between schools. You should discuss VET opportunities with your careers counsellor.

VET can contribute up to eight of the 20 units you need to achieve your WACE.

At Lynwood SHS we have 2 VETis courses. Each course uses a training package qualification in which competency electives maybe prescribed, as well as workplace learning. Completed industry specific courses count towards your WACE requirements as courses, which means they can be studied in addition to the eight unit equivalents outlined above.

**Endorsed programs**

Endorsed programs address areas of learning not covered by WACE courses. Examples include workplace learning, Cadets WA, and independently administered examinations in music, speech and drama.

These programs can be delivered in a variety of settings by schools, community organisations, universities, training organisations and workplaces.

Endorsed programs may replace up to two Year 11 course units and two Year 12 course units you need to achieve your WACE.

You should discuss endorsed programs opportunities with your careers counsellor.

**WACE breadth-of-study list for the WACE in 2016**

To ensure an appropriate breadth of study in your senior secondary studies, you are required to select at least one Year 12 course from each of List A and List B.

<table>
<thead>
<tr>
<th>List A (arts/languages/social sciences)</th>
<th>List B (mathematics/science/technology)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Management and Enterprise</td>
<td>Applied Information Technology</td>
</tr>
<tr>
<td>Career and Enterprise</td>
<td>Biological Sciences</td>
</tr>
<tr>
<td>Children, Family and the Community</td>
<td>Building and Construction</td>
</tr>
<tr>
<td>Chinese language courses</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Economics</td>
<td>Design</td>
</tr>
<tr>
<td>English</td>
<td>Food Science and Technology</td>
</tr>
<tr>
<td>English as an Additional Language or Dialect</td>
<td>Human Biological Science</td>
</tr>
<tr>
<td>Geography</td>
<td>Materials Design and Technology</td>
</tr>
<tr>
<td>Health Studies</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Health, Physical and Outdoor Education</td>
<td>Mathematics: Specialist</td>
</tr>
<tr>
<td>Modern History</td>
<td>Outdoor Education</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>Physical Education Studies</td>
</tr>
<tr>
<td></td>
<td>Physics</td>
</tr>
</tbody>
</table>
Information for Culturally and Linguistically Diverse Groups

If you need support to understand the information in the Year 11 & 12 Handbook, please let us know. We can arrange for interpreter services. There are also some translated documents available on the websites below which may assist. If you need access to any of these documents please contact Sarah Coates, Senior School Officer on 9354 0600 and she will assist you.

EAL/D website:

http://det.wa.edu.au/curriculumsupport/eald/portal/

To find translated documents describing the course counselling process and pathways:

To find translated documents for VET use the link below:


Vocational Education Training (VET) in Schools Information for Parents

Afrikaans
Arabic
Dari
English
Farsi
Indonesian
Karen
Korean
Malay
Simplified Chinese
Tagalog
Thai
Traditional Chinese
Vietnamese

All students have access to the Job Guide 2014. Parents can access translated information on the website below:

The Parents Talking Career Choices is translated as follows:
Section 2 - Senior School Pathways

List of courses at Lynwood Senior High School for Year 11 & 12 .................................................13-14

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Senior School Pathways

At Lynwood Senior High School year 11 and 12 students will have the opportunity to engage in one of the following options:

<table>
<thead>
<tr>
<th>Pathway</th>
<th>Courses</th>
<th>Certificate II AQF Qualification/s</th>
<th>University (ATAR)</th>
<th>Alternative Entry to University</th>
<th>Training WA</th>
<th>Employment</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATAR</td>
<td>ATAR</td>
<td>can include</td>
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<td>GENERAL</td>
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<td>VETis</td>
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<tr>
<td>FOUNDATION</td>
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<td>LEAF (SSEP)</td>
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</tbody>
</table>

Note: Some students will take three years to meet WACE requirements.

Multiple pathways to achieve the WACE

The WACE breadth and depth of study requirement previously outlined, specifies that students must complete a minimum of 20 units (10 courses) during Years 11 and 12, including a minimum of 10 Year 12 units or equivalents. Students may use ATAR courses, General courses, VETis courses, Foundation courses (but not Preliminary courses), VET programs, or endorsed programs to meet this requirement.

There are limits to the number or VET programs (not VETis) and endorsed programs that may contribute to achievement of the WACE. In summary, students can gain unit equivalence of up to four Year 11 units and four Year 12 units on the basis of completed VET programs and endorsed programs but a maximum of four units from endorsed programs.

The following are examples of some study options for students. They do not represent the minimum requirements to achieve a WACE which are previously described.

**Table 1: Examples of study options**

<table>
<thead>
<tr>
<th>Student</th>
<th>Courses studied (with minimum C grade achievement)</th>
<th>Eligibility for WACE certification</th>
<th>Eligibility for ATAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>six Year 11 ATAR courses five Year 12 ATAR courses</td>
<td>Yes (22 units, 10 Year 12)</td>
<td>Yes</td>
</tr>
<tr>
<td>2</td>
<td>four Year 11 ATAR courses two Year 11 General courses (excluding Preliminary) two Year 12 ATAR courses two Year 12 General courses (excluding Preliminary)</td>
<td>Yes (24 units, 12 Year 12)</td>
<td>Yes</td>
</tr>
<tr>
<td>3</td>
<td>four Year 11 ATAR courses two Year 11 General courses (excluding Preliminary) two Year 12 ATAR courses two Year 12 General courses (excluding Preliminary)</td>
<td>No (24 units, 12 Year 12) but no Cert II</td>
<td>No</td>
</tr>
<tr>
<td>4</td>
<td>four Year 11 ATAR courses two Year 11 General courses (excluding Preliminary)</td>
<td>Yes (24 units, 10 Year 12)</td>
<td>No</td>
</tr>
</tbody>
</table>
List of courses at Lynwood SHS for Year 11 & 12

<table>
<thead>
<tr>
<th>VETis</th>
<th>Preliminary courses</th>
<th>Foundation (moderated with externally set task)</th>
<th>General (moderated with externally set task)</th>
<th>ATAR courses 50% external examination, 50% school assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Applied Information Technology</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Biology</td>
<td></td>
<td></td>
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<tr>
<td>3</td>
<td>Building and Construction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Business Management and Enterprise</td>
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<tr>
<td>5</td>
<td>Career and Enterprise</td>
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<tr>
<td>6</td>
<td>Chemistry</td>
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<tr>
<td>7</td>
<td>Children, Family and the Community</td>
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<tr>
<td>8</td>
<td>Chinese: Background Language</td>
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</tr>
<tr>
<td>9</td>
<td>Chinese: First Language*</td>
<td></td>
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<tr>
<td>10</td>
<td>Chinese: Second Language</td>
<td>Chinese: Second Language*</td>
<td></td>
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<tr>
<td>11</td>
<td>Design</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Economics</td>
<td></td>
<td></td>
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<tr>
<td>13</td>
<td>Engineering Pathways</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>14</td>
<td>English</td>
<td>Essential English</td>
<td>English</td>
<td></td>
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<tr>
<td>15</td>
<td>English as an</td>
<td>English as an</td>
<td>English as an</td>
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</tbody>
</table>

* Courses with a written and practical examination.
<table>
<thead>
<tr>
<th>VETis</th>
<th>Preliminary courses</th>
<th>Foundation (moderated with externally set task)</th>
<th>General (moderated with externally set task)</th>
<th>ATAR courses 50% external examination, 50% school assessment</th>
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<tbody>
<tr>
<td></td>
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<td>Additional Language/Dialect</td>
<td>Additional Language/Dialect</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>19</td>
<td></td>
<td>Health Studies, Physical &amp; Outdoor Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Tourism</td>
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<td></td>
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<tr>
<td>21</td>
<td></td>
<td></td>
<td>Human Biology</td>
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<tr>
<td>22</td>
<td></td>
<td></td>
<td>Materials Design and Technology</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td></td>
<td>Mathematics</td>
<td>Mathematics Essential</td>
<td>Mathematics Methods</td>
</tr>
<tr>
<td>24</td>
<td></td>
<td></td>
<td></td>
<td>Mathematics Applications</td>
</tr>
<tr>
<td>25</td>
<td></td>
<td></td>
<td></td>
<td>Mathematics Specialist</td>
</tr>
<tr>
<td>26</td>
<td></td>
<td></td>
<td></td>
<td>Modern History</td>
</tr>
<tr>
<td>27</td>
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<td></td>
<td>Outdoor Education</td>
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<td>28</td>
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<td></td>
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</tr>
<tr>
<td>30</td>
<td></td>
<td></td>
<td>Visual Arts</td>
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</tr>
</tbody>
</table>
### Pathway 1 – ATAR

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Year 12</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>List A (arts/Languages/social sciences)</strong></td>
<td><strong>List B (mathematics/science/technology)</strong></td>
<td><strong>List A (arts/Languages/social sciences)</strong></td>
<td><strong>List B (mathematics/science/technology)</strong></td>
</tr>
<tr>
<td>A1CBL and A2CBL</td>
<td>ATCBL* Chinese: Background Language*</td>
<td>A1BIO and A2BIO</td>
<td>ATBIO Biology</td>
</tr>
<tr>
<td>A1CFL and A2CFL</td>
<td>ATCFL Chinese: First Language</td>
<td>A1CHE and A2CHE</td>
<td>ATCAE Chemistry</td>
</tr>
<tr>
<td>A1CSL and A2CSL</td>
<td>ATCSL* Chinese: Second Language*</td>
<td>A1HBY and A2HBY</td>
<td>ATHBY Human Biology</td>
</tr>
<tr>
<td>A1ECO and A2ECO</td>
<td>ATECO Economics</td>
<td>A1MAA and A2MAA</td>
<td>ATMAA Mathematics: Applications</td>
</tr>
<tr>
<td>A1ENG and A2ENG</td>
<td>ATENG English</td>
<td>A1MAM and A2MAM</td>
<td>ATMAM Mathematics: Methods</td>
</tr>
<tr>
<td>A1ELD and A2ELD</td>
<td>ATELD* English as an Additional Language or Dialect*</td>
<td>A1MAS and A2MAS</td>
<td>ATMAS Mathematics: Specialist</td>
</tr>
<tr>
<td>A1GEO and A2GEO</td>
<td>ATGEO Geography</td>
<td>A1PES and A2PES</td>
<td>ATPES* Physical Education Studies *</td>
</tr>
<tr>
<td>A1HIM and A2HIM</td>
<td>ATHIM Modern History</td>
<td>A1PHY and A2PHY</td>
<td>ATPHY Physics</td>
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</tbody>
</table>

*These courses have both written and practical examinations

### Pathway 2 - GENERAL

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Year 12</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>List A (arts/Languages/social sciences)</strong></td>
<td><strong>List B (mathematics/science/technology)</strong></td>
<td><strong>List A (arts/Languages/social sciences)</strong></td>
<td><strong>List B (mathematics/science/technology)</strong></td>
</tr>
<tr>
<td>G1BME and G2BME</td>
<td>GTBME Business Management and Enterprise</td>
<td>G1AIT and G2AIT</td>
<td>GTAIT Applied Information Technology</td>
</tr>
<tr>
<td>G1CAE and G2CAE</td>
<td>GTCAE Career and Enterprise</td>
<td>G1BCN and G2BCN</td>
<td>GTBCN Building and Construction</td>
</tr>
<tr>
<td>G1CFC and G2CFC</td>
<td>GTCFC Children, Family and the Community</td>
<td>G1DEST and G2DEST</td>
<td>GTDEST Design – Technical Graphics</td>
</tr>
<tr>
<td>G1CSL and G2CSL</td>
<td>GTCSL Chinese: Second Language</td>
<td>G1FST and G2FST</td>
<td>GTFST Food Science and Technology</td>
</tr>
<tr>
<td>G1ENG and G2ENG</td>
<td>GTENG English</td>
<td>G1HBY and G2HBY</td>
<td>GTHBY Human Biology</td>
</tr>
<tr>
<td>F1ENG and F2ENG</td>
<td>FTENG Foundation English</td>
<td>G1MDTW and G2MDTW</td>
<td>GTMDTW Materials Design and Technology - Wood</td>
</tr>
<tr>
<td>G1ELD and G2ELD</td>
<td>GTELD English as an Additional Language or Dialect</td>
<td>F1MAT and F2MAT</td>
<td>FTMAT Foundation Mathematics</td>
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<tr>
<td>F1ELD and</td>
<td>FTELD Foundation English as an Additional</td>
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</table>
### List A courses (Arts/Languages/Social Science) by Learning Area

<table>
<thead>
<tr>
<th>Business and Information Technology</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business Management and Enterprise (General)</td>
<td>G1BME and G2BME</td>
<td>GTBME</td>
</tr>
<tr>
<td>Career and Enterprise (General)</td>
<td>G1CAE and G2CAE</td>
<td>GTCAE</td>
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<tr>
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</tr>
<tr>
<td><strong>Course</strong></td>
<td>Year 11</td>
<td>Year 12</td>
</tr>
<tr>
<td>English (ATAR)</td>
<td>A1ENG and A2ENG</td>
<td>ATENG</td>
</tr>
<tr>
<td>English (General)</td>
<td>G1ENG and G2ENG</td>
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</tr>
<tr>
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</tr>
<tr>
<td><strong>English as an Additional Language or Dialect</strong></td>
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<td>Year 12</td>
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<td><strong>Course</strong></td>
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<td></td>
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<tr>
<td>English as an Additional Language or Dialect (ATAR)</td>
<td>A1ELD and A2ELD</td>
<td>ATELD</td>
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<td>GTELD</td>
</tr>
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<td>English as an Additional Language or Dialect (Foundation)</td>
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<td>FTELD</td>
</tr>
<tr>
<td><strong>Health and Physical Education</strong></td>
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</tr>
<tr>
<td><strong>Course</strong></td>
<td>Year 11</td>
<td>Year 12</td>
</tr>
<tr>
<td>Health Studies (General)</td>
<td>G1HEA and G2HEA</td>
<td>GTHEA</td>
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<tr>
<td>Health Studies, Physical Education and Outdoor Education (Foundation)</td>
<td>F1HPO and F2HPO</td>
<td>FTHPO</td>
</tr>
<tr>
<td><strong>Home Economics</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Course</strong></td>
<td>Year 11</td>
<td>Year 12</td>
</tr>
<tr>
<td>Children Family and the Community (General)</td>
<td>G1CFC and G2CFC</td>
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<tr>
<td><strong>Languages</strong></td>
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<tr>
<td><strong>Course</strong></td>
<td>Year 11</td>
<td>Year 12</td>
</tr>
<tr>
<td>Chinese: Background Language (ATAR)</td>
<td>A1CBL and A2CBL</td>
<td>ATCBL</td>
</tr>
<tr>
<td>Chinese: First Language (ATAR)</td>
<td>A1CFL and A2CFL</td>
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<tr>
<td>Chinese: Second Language (ATAR)</td>
<td>A1CSL and A2CSL</td>
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<td>Chinese: Second Language (General)</td>
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<td>GTCSL</td>
</tr>
<tr>
<td><strong>Society and Environment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Course</strong></td>
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<td>Year 12</td>
</tr>
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<table>
<thead>
<tr>
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<th>Language or Dialect</th>
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<th>GTMAE</th>
<th>Mathematics: Essential</th>
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<td>G1GEO and G2GEO</td>
<td>GTGEO</td>
<td>Geography</td>
<td>G1MAE and G2MAE</td>
<td>GTMAE</td>
</tr>
<tr>
<td>G1HEA and G2HEA</td>
<td>GTHEA</td>
<td>Health Studies</td>
<td>G1OED and G2OED</td>
<td>GTOED</td>
</tr>
<tr>
<td>F1HPO and F2HPO</td>
<td>FTHPO</td>
<td>Heath Studies, Physical Education and Outdoor Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>G1VAR and G2VAR</td>
<td>GTVAR</td>
<td>Visual Arts</td>
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<td>Course</td>
<td>Year 11</td>
<td>Year 12</td>
<td></td>
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</tr>
<tr>
<td>--------------------------------</td>
<td>------------------</td>
<td>------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economic (ATAR)</td>
<td>A1ECO and A2ECO</td>
<td>ATECO</td>
<td></td>
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</tr>
<tr>
<td>Geography (ATAR)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Geography (General)</td>
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<td></td>
</tr>
<tr>
<td>Modern History (ATAR)</td>
<td>A1HIM and A2HIM</td>
<td>ATHIM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Arts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course</td>
<td>Year 11</td>
<td>Year 12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual Art (General)</td>
<td>G1VAR and G2VAR</td>
<td>GTVAR</td>
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List B courses (Maths/Science/Technology) by Learning Area

**Business and Information Technology**

<table>
<thead>
<tr>
<th>Course</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Information Technology (General)</td>
<td>G1AIT and G2AIT</td>
<td>GTAIT</td>
</tr>
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</table>

**Design and Technology**

<table>
<thead>
<tr>
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<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building and Construction (General)</td>
<td>G1BCN and G2BCN</td>
<td>GTBCN</td>
</tr>
<tr>
<td>Design – Technical Graphics (General)</td>
<td>G1DEST and G2DEST</td>
<td>GTDEST</td>
</tr>
<tr>
<td>Materials Design and Technology – Wood (General)</td>
<td>G1MDTW and G2MDTW</td>
<td>GTMDTW</td>
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</table>

**Health and Physical Education**

<table>
<thead>
<tr>
<th>Course</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outdoor Education (General)</td>
<td>G1OED and G2OED</td>
<td>GTOED</td>
</tr>
<tr>
<td>Physical Education Studies (ATAR)</td>
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<td>ATPES</td>
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**Home Economics**

<table>
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<tr>
<th>Course</th>
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<th>Year 12</th>
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</thead>
<tbody>
<tr>
<td>Food Science and Technology (General)</td>
<td>G1FST and G2FST</td>
<td>GTFST</td>
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</table>

**Mathematics**

<table>
<thead>
<tr>
<th>Course</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics (Foundation)</td>
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<td>FTMAT</td>
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<tr>
<td>Mathematics: Essential (General)</td>
<td>G1MAE and G2MAE</td>
<td>GTMAE</td>
</tr>
<tr>
<td>Mathematics: Applications (ATAR)</td>
<td>A1MAA and A2MAA</td>
<td>ATMAA</td>
</tr>
<tr>
<td>Mathematics: Methods (ATAR)</td>
<td>A1MAM and A2MAM</td>
<td>ATMAM</td>
</tr>
<tr>
<td>Mathematics: Specialist (ATAR)</td>
<td>A1MAS and A2MAS</td>
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**Science**

<table>
<thead>
<tr>
<th>Course</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology (ATAR)</td>
<td>A1BIO and A2BIO</td>
<td>ATBIO</td>
</tr>
<tr>
<td>Chemistry (ATAR)</td>
<td>A1CHE and A2CHE</td>
<td>ATCHE</td>
</tr>
<tr>
<td>Human Biology (ATAR)</td>
<td>A1HBY and A2HBY</td>
<td>ATHBY</td>
</tr>
<tr>
<td>Human Biology (General)</td>
<td>G1HBY and G2HBY</td>
<td>GTHBY</td>
</tr>
<tr>
<td>Physics (ATAR)</td>
<td>A1PHY and A2PHY</td>
<td>ATPHY</td>
</tr>
</tbody>
</table>

017
Direct entrance into a University requires an Australian Tertiary Admissions Rank (ATAR). The ATAR is based on a score derived from the top four courses completed in Year 12. Students need high levels of achievement, strong work ethic, organisational skills and good time management.

Students are required to select ATAR courses in Year 11 and Year 12. Students will complete Units 1 & 2 in Year 11 and Units 3 & 4 in Year 12. There will be compulsory examinations for each course.

What to Select:

<table>
<thead>
<tr>
<th>Year 11/12 (6 courses/equivalent each year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-6</td>
</tr>
<tr>
<td>1-2</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Each student choosing this pathway must study six courses in Year 11. In order to satisfy English or English language competence standards, students must select English or English as Additional Language or Dialect as one of their six courses.

They must include:

- **One List A course** (Arts / Languages / Society and Environment).
  and
- **One List B Course** (Mathematics / Science / Technology) in their courses.

Students that have a clear idea of what they want to enrol in a University should check the TISC WA website, identify where these courses are on offer and ensure they have any specific pre-requisite courses selected in Year 12.

**NOTE:** For more details of courses, prerequisites and requirements please see **SECTION 3** of this booklet.
Pathway Two – General Pathway

Students entering this pathway are either seeking an alternative entrance into University, via portfolio entrance or transitioning through a State or Private Training Provider. They will not receive an ATAR score.

The GENERAL Pathway includes the following sub-pathways:

- GENERAL (ALT ENTRY to UNI) – pick 2-4 General courses and 1-3 ATAR courses and one Cert II program (compulsory).
- GENERAL (Training) – pick 5 General courses and one Cert II program (compulsory).
- FOUNDATION (Training) – pick 3 Foundation courses and 1-2 General courses and one - two Cert II program (compulsory).
- LEAF SSEP (Training) – set program as outlined in LEAF section (Pathway Two section of this booklet).

Some students with special needs will have a modified Pathway to suit their requirements. This will be facilitated by the Learning Support Coordinator.

<table>
<thead>
<tr>
<th>Sub-pathway</th>
<th>Foundation courses</th>
<th>General courses</th>
<th>ATAR courses</th>
<th>Certificate II or higher</th>
<th>Endorsed Programs</th>
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<tbody>
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<td>Alternative Entry to UNI</td>
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<td>1-3</td>
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<td>Training</td>
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<td>5</td>
<td>0</td>
<td>1</td>
<td></td>
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<td>1-2</td>
<td>0</td>
<td>1-2</td>
<td>1-2</td>
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<tr>
<td>LEAF SSEP</td>
<td>1-2</td>
<td>1-3</td>
<td>0</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>

Each student choosing the GENERAL pathway must study at least six courses/equivalent in Year 11 and 12. In order to satisfy English language competence standards, students must select English or EALD as one of their six courses.

They must include:

**One List A Course** (Arts / Languages / Society and Environment)
and
**One List B Course** (Mathematics / Science / Technology)

NOTE: For more details of courses, prerequisites and requirements please see SECTION 4 of this booklet.
All General Pathway students need to achieve at least one Certificate II qualification during Year 11 and 12. Therefore all students are required to select a VET certificate as part of their timetable for 2015/2016.

VET Programs have a particular industry focus. All students undertaking a VET program are eligible for secondary graduation and gain the added bonus of completing industry recognised training while still at school.

VET Programs:

- are comprised of nationally recognised Units of Competency resulting in full qualifications
- link directly to industry recognised Traineeship and Apprenticeship programs
- allow students to complete training in the workplace gaining real industry experience.

The Certificate II qualifications offered will be of interest to students who are looking for employment or further training at TAFE in the following industry areas:

- Community Services - Foods
- Creative Industries - Media
- Engineering - Machining/Fitting/Fabrication
- Horticulture
- Information, Digital Media and Technology
- Music
- Sport and Recreation
- Tourism
- Visual Art - Art
- Visual Art - Photography
- Skills for Work and Vocational Pathways

These programs will be delivered over 2 years so it will be necessary to complete Year 11 and Year 12 to achieve the full qualifications. Students will not be permitted to change qualifications once enrolled, it is a two year commitment.

NOTE: For more details of the Certificate II or III qualifications please see Section 4 of this booklet

**Additional VET Programs:**

**Pre Apprenticeship in School (PAiS)**

The pre-apprenticeship program is delivered at Certificate II level and is specific to industry areas.

Students attend three days at school and two days either in a workplace or at TAFE during one school year. On successful completion of the program, students gain credit towards their training and the term of the apprenticeship.
Pre Apprenticeship qualifications are available in:

- Aeroskills
- Automotive – Vehicle Servicing Light/Heavy, Panel Beating, Vehicle Painting
- Electrotechnology - Electrical
- Hairdressing
- Hospitality - Kitchen Operations, Baking
- Plumbing and Gas Fitting
- Metals and Engineering - Heavy/Light Fabrication, Fitter Machinist

Why apply for the PAiS program?

- Students can undertake a specific trade within a desired industry whilst still completing their WACE. The PAiS program provides course equivalence towards a student’s WACE
- Enables students to make career decisions
- Pathway to an apprenticeship
- Students receive credits for successful completion of Units of Competency undertaken
- A reduction in term will be considered if the student is successful in obtaining an apprenticeship

To apply, students need to meet the following conditions:

- Be commencing Year 11 in 2015 or Year 12 in 2016
- Pass or have passed Year 10 with a “C” grade average
- Must have support from their school including endorsement as “work ready”
- Meet Australian citizenship and visa requirements
- Have not completed Certificate I or higher in the qualification they are applying for

Profile Funded Courses

State Training Providers, Polytechnic West, Central Institute of Technology and Challenger Institute of Technology, offer a limited number of fully funded VET programs for school students. All courses are undertaken as part of students’ Year 11 and or 12 studies, and provide an opportunity for students to gain a full or partial qualification from the State Training Provider while studying towards Secondary Graduation. Participation in any of the courses will give students a competitive edge when they leave school.

Students attend school 4 days per week and attend the State Training Provider for one school day per week. It must be understood that students will be expected to catch up on missed work. In some programs, the qualification requires the student to also do a work placement therefore Career & Enterprise must be chosen as one of their courses.

Course offerings are not finalised until later in the year, however students must register their interest on their course selection forms during the interview process.
## Courses offered at:

<table>
<thead>
<tr>
<th>Central Institute of Technology</th>
<th>Polytechnic West</th>
<th>Challenger Institute of Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beauty Therapy</td>
<td>Aeronautics - Pilot Studies</td>
<td>Automotive</td>
</tr>
<tr>
<td>Building &amp; Construction - Para Professional</td>
<td>Applied Fashion Design &amp; Technology</td>
<td>Animal Studies</td>
</tr>
<tr>
<td>Business</td>
<td>Aviation - Cabin Crew *Fees apply</td>
<td>Construction - Para Professional</td>
</tr>
<tr>
<td>Events</td>
<td>Brick/Blocklaying &amp; Wall/Floor Tiling</td>
<td>Engineering - Technical</td>
</tr>
<tr>
<td>Health Services Support</td>
<td>Business</td>
<td>Floristry</td>
</tr>
<tr>
<td>Teachers Assistant</td>
<td>Carpentery</td>
<td>Hairdressing</td>
</tr>
<tr>
<td>Tourism</td>
<td>Community Services - Child Care</td>
<td>Health Services Assistance</td>
</tr>
<tr>
<td></td>
<td>Companion Animal Studies *Fees apply</td>
<td>Horticulture</td>
</tr>
<tr>
<td></td>
<td>Creative Media</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Data Communication &amp; Security</td>
<td>Retail Makeup and Skincare</td>
</tr>
<tr>
<td></td>
<td>Digital &amp; Interactive Games</td>
<td>Tourism</td>
</tr>
<tr>
<td></td>
<td>Electronics &amp; Computer Assembly</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Information Technology - Networking</td>
<td></td>
</tr>
</tbody>
</table>

For further information please contact the Careers & Vocational Education Coordinator:
Ms Sue Burgess: 9354 0600
Students who do not choose to enter any of the previous pathways may choose alternatives that do not involve Lynwood Senior High School.

The legal options children in their 16th and 17th years are able to access are listed below. Whilst these options are organised independently of the school, the following paperwork is required to enable the student’s subsequent withdrawal from Lynwood Senior High School.

A ‘Notice of Arrangements’ Application Form (see next page) needs to be completed and lodged with:

Participation Unit
Department of Education
151 Royal Street
EAST PERTH WA 6004

For enquiries:

- Mrs Colleen Wright, Head of Senior School at Lynwood SHS: 08 9354 0600
- South Metropolitan Regional Education Office
- Website: www.det.wa.edu.au/participation
- Telephone: 9264 8167
- Email: participation.co@education.wa.edu.au

Full–time Home Based Schooling:
The local District Education Office needs to be advised ie South Metropolitan Regional Education Office.

Full–time Enrolment at a Training Institution, eg Training WA College or private Registered Training Organisation (RTO):

NOTE: Where a Training WA Enrolment Form and a Training WA Parent Consent Form is signed, there is no need for a Notice of Arrangement to be submitted.

Apprenticeship or Traineeship:
A ‘Notice of Arrangements’ is not required providing an apprenticeship or traineeship contract has been signed.

Community Based Course:
A ‘Notice of Arrangements’ application Form needs to be completed and submitted for approval.

Combination Program involving part–time school/training and /or part–time work:
A ‘Notice of Arrangements’ application Form needs to be completed and submitted for approval.

Full–time Employment:
A ‘Notice of Arrangements’ application Form needs to be completed and submitted for approval.

NOTE: For more details of courses, prerequisites and requirements please see Section 5 of this booklet.
<table>
<thead>
<tr>
<th>ATAR Pathway</th>
<th>Courses</th>
<th>OLNA Level Required</th>
<th>Year 10 Course/s</th>
<th>Sem 2 Grade required</th>
<th>Year 10 Exam</th>
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<tbody>
<tr>
<td></td>
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<td>Biological Science</td>
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<tr>
<td></td>
<td>Chemistry</td>
<td>3</td>
<td>Chemical Science</td>
<td>A or B</td>
<td>65%</td>
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<tr>
<td></td>
<td>Chinese: Background Language</td>
<td>3</td>
<td>Chinese</td>
<td>A or B</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chinese: First Language</td>
<td>3</td>
<td>Chinese</td>
<td>A or B</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chinese: Second Language</td>
<td>3</td>
<td>Chinese</td>
<td>A or B</td>
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<td>Economics</td>
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<td>Society &amp; Environment</td>
<td>A or B</td>
<td>65%</td>
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<td>English</td>
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<td>English</td>
<td>A or B</td>
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<tr>
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<td>English as an Additional Language or Dialect</td>
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<td>EALD/ESL</td>
<td>A or B</td>
<td>65%</td>
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<td>Geography</td>
<td>3</td>
<td>Society &amp; Environment</td>
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<td>Mathematics: Methods</td>
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<td>Certificate II Community Services (Food Flavour)</td>
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<td>Certificate II Creative Industries (Media)</td>
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<td>Certificate II Tourism</td>
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<td>Certificate II Visual Art</td>
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<td>Certificate III Visual Art (Photography)</td>
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<td>Workplace Learning</td>
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Pathway One - ATAR - University Entrance

Students choosing this pathway are required to:

- Select 4-6 ATAR Courses in Year 11 and Year 12 (must meet the pre-requisites).
- 1-2 GENERAL courses (These can be selected from the Pathway Two Course selection list).
- Option: select a VET qualification if interested or uncertain of future pathway.

The Tertiary Entrance requirements are complex and students with tertiary ambitions should read these requirements very carefully and choose subjects appropriate for their goals and record of academic achievement.

Students intending to study at a University (UWA, Curtin, Murdoch, Edith Cowan or Notre Dame University) in 2017/2018 must refer to the relevant University Handbooks to become aware of prerequisite Year 12 Courses. Students should also consult the Summary of Undergraduate Admission Requirements for School Leavers published each year by Tertiary Institutions Service Centre (TISC). They can also see the proposed cut offs for particular University courses and the ATAR score that they would need to aim for as a minimum to be competitive.

The most up-to-date information is published on the TISC website. See the end of this section for website links and for further information!

### ATAR University Bound Courses offered for 2015-16

<table>
<thead>
<tr>
<th>Courses</th>
<th>Year 11</th>
<th>Year 12</th>
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</thead>
<tbody>
<tr>
<td><strong>List A</strong></td>
<td></td>
<td></td>
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<tr>
<td>Chinese: Background Language</td>
<td>A1CSL and A2CSL</td>
<td>ATCSL</td>
</tr>
<tr>
<td>Chinese: First Language</td>
<td>A1CFL and A2 CFL</td>
<td>ATCFL</td>
</tr>
<tr>
<td>Chinese: Second Language</td>
<td>A1CBL and A2CBL</td>
<td>ATCBL</td>
</tr>
<tr>
<td>Economics</td>
<td>A1ECO and A2ECO</td>
<td>ATECO</td>
</tr>
<tr>
<td>English</td>
<td>A1ENG and A2ENG</td>
<td>ATENG</td>
</tr>
<tr>
<td>English as an Additional Language or Dialect</td>
<td>A1ELD and A2ELD</td>
<td>ATELD</td>
</tr>
<tr>
<td>Geography</td>
<td>A1GEO and A2GEO</td>
<td>ATGEO</td>
</tr>
<tr>
<td>Modern History</td>
<td>A1HIM and A2HIM</td>
<td>ATHIM</td>
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<tr>
<td><strong>List B</strong></td>
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<td>Biology</td>
<td>A1BIO and A2BIO</td>
<td>ATBIO</td>
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<tr>
<td>Chemistry</td>
<td>A1CHE and A2CHE</td>
<td>ATCHE</td>
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<td>Human Biology</td>
<td>A1HBY and A2HBY</td>
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<td>Mathematics: Applications</td>
<td>A1MAA and A2MAA</td>
<td>ATMAA</td>
</tr>
<tr>
<td>Mathematics: Methods</td>
<td>A1MAM and A2MAM</td>
<td>ATMAM</td>
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<td>Mathematics: Specialist</td>
<td>A1MAS and A2MAS</td>
<td>ATMAS</td>
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<tr>
<td>Physical Education Studies</td>
<td>A1PES and A2PES</td>
<td>ATPES</td>
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<tr>
<td>Physics</td>
<td>A1PHY and A2PHY</td>
<td>ATPHY</td>
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</tbody>
</table>
Biology ATAR (A1BIO, A2BIO and ATBIO)  COST: $35.00 per unit

Prerequisites:
- A or B Grade in Year 10 Biological Science
- An understanding of the Year 11 content is assumed knowledge for students in Year 12
- Category 3 OLNA

A unique appreciation of life and a better understanding of the living world are gained through studying the Biology ATAR course. This course encourages students to be analytical, to participate in problem-solving and to systematically explore fascinating and intriguing aspects of living systems, from the microscopic level through to ecosystems.

Students develop a range of practical skills and techniques through investigations and fieldwork in authentic contexts, such as marine reefs, endangered species, urban ecology, or biotechnology. Scientific evidence is used to make informed decisions about controversial issues.

<table>
<thead>
<tr>
<th>Year 11, 2015</th>
<th>Year 12, 2016</th>
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</thead>
<tbody>
<tr>
<td><strong>Unit 1 – Ecosystems and Biodiversity</strong></td>
<td><strong>Unit 3 – Continuity of species</strong></td>
</tr>
<tr>
<td>The current view of the biosphere as a dynamic system composed of Earth’s diverse, interrelated and interacting ecosystems developed from the work of eighteenth and nineteenth century naturalists who collected, classified, measured and mapped the distribution of organisms and environments around the world. In this unit, students investigate and describe a number of diverse ecosystems, exploring the range of biotic and abiotic components to understand the dynamics, diversity and underlying unity of these systems. Students develop an understanding of the processes involved in the movement of energy and matter in ecosystems. They investigate ecosystem dynamics, including interactions within and between species, and interactions between abiotic and biotic components of ecosystems. They also investigate how measurements of abiotic factors, population numbers and species diversity, and descriptions of species interactions, can form the basis for spatial and temporal comparisons between ecosystems. Students use classification keys to identify organisms, describe the biodiversity in ecosystems, investigate patterns in relationships between organisms, and aid scientific communication.</td>
<td>Heredity is an important biological principle as it explains why offspring (cells or organisms) resemble their parent cell or organism. Organisms require cellular division and differentiation for growth, development, repair and sexual reproduction. In this unit, students investigate the biochemical and cellular systems and processes involved in the transmission of genetic material to the next generation of cells and to offspring. They consider different patterns of inheritance by analysing the possible genotypes and phenotypes of offspring. Students link their observations to explanatory models that describe patterns of inheritance and explore how the use of predictive models of inheritance enables decision making. Students investigate the genetic basis for the theory of evolution by natural selection through constructing, using and evaluating explanatory and predictive models for gene pool diversity of populations. They explore genetic variation in gene pools, selection pressures and isolation effects in order to explain speciation and extinction events and to make predictions about future changes to populations. Through the investigation of appropriate contexts, students explore the ways in which...</td>
</tr>
</tbody>
</table>
Through the investigation of appropriate contexts, students explore how international collaboration, evidence from multiple disciplines and the use of ICT and other technologies have contributed to the study and conservation of national, regional and global biodiversity. They investigate how scientific knowledge is used to offer valid explanations and reliable predictions, and the ways in which scientific knowledge interacts with social, economic, cultural and ethical factors.

Fieldwork is an important part of this unit. Fieldwork provides valuable opportunities for students to work together to collect first-hand data and to experience local ecosystem interactions. In order to understand the interconnectedness of organisms, the physical environment and human activity, students analyse and interpret data collected through investigation of a local environment. They will also use sources relating to other Australian, regional and global environments.

Unit 2 – From single cells to multicellular organisms

The cell is the basic unit of life. Although cell structure and function are very diverse, all cells possess some common features: all prokaryotic and eukaryotic cells need to exchange materials with their immediate external environment in order to maintain the chemical processes vital for cell functioning. In this unit, students examine inputs and outputs of cells to develop an understanding of the chemical nature of cellular systems, both structurally and functionally, and the processes required for cell survival. Students investigate the ways in which matter moves and energy is transformed and transferred in the processes of photosynthesis and respiration, and the role of enzymes in controlling biochemical systems.

Multicellular organisms typically consist of a number of interdependent systems of cells organised into tissues, organs and organ systems. Students examine the structure and function of plant and animal systems at cell and tissue levels in order to describe how they facilitate the efficient provision or removal of materials to and from all cells of the organism.

Through the investigation of appropriate contexts, students explore how international models and theories related to heredity and population genetics, and associated technologies, have developed over time. They investigate the ways in which science contributes to contemporary debate about local, regional and international issues, including evaluation of risk and action for sustainability, and recognise the limitations of science to provide definitive answers in different contexts.

Students use science inquiry skills to design and conduct investigations into how different factors affect cellular processes and gene pools; they construct and use models to analyse the data gathered; and they continue to develop their skills in constructing plausible predictions and valid, reliable conclusions.

Unit 4 – Surviving in a changing environment

In order to survive, organisms must be able to maintain system structure and function in the face of changes in their external and internal environments. Changes in temperature and water availability, and the incidence and spread of infectious disease, present significant challenges for organisms and require coordinated system responses. In this unit, students investigate how homeostatic response systems control organisms’ responses to environmental change – internal and external – in order to survive in a variety of environments, as long as the conditions are within their tolerance limits. Students study changes in the global distribution of vector-borne infectious diseases. They consider the factors that contribute to the spread of infectious disease and how outbreaks of infectious disease can be predicted, monitored and contained.

Through the investigation of appropriate contexts, students explore the ways in which models and theories of organisms’ and populations’ responses to environmental change have developed over time. They investigate the ways in which science contributes to contemporary debate about local, regional and international issues, including evaluation of risk and action for…
collaboration, evidence from multiple disciplines and the use of ICT and other technologies have contributed to developing understanding of the structure and function of cells and multicellular organisms. They investigate how scientific knowledge is used to offer valid explanations and reliable predictions, and the ways in which scientific knowledge interacts with economic and ethical factors.

Students use science inquiry skills to explore the relationship between structure and function by conducting real or virtual dissections and carrying out microscopic examination of cells and tissues. Students consider the ethical considerations that apply to the use of living organisms in research. They develop skills in constructing and using models to describe and interpret data about the functions of cells and organisms.

sustainability, and recognise the limitations of science to provide definitive answers in different contexts.

Students use science inquiry skills to investigate a range of responses by plants and animals to changes in their environments; they construct and use appropriate representations to analyse the data gathered; and they continue to develop their skills in constructing plausible predictions and valid conclusions.

Chemistry ATAR (A1CHE, A2CHE and ATCHE)  COST: $22.50 per unit

Prerequisites:

A or B Grade in Year 10 Chemical Science
An understanding of Year 11 content is assumed knowledge for students in Year 12.
Students should have completed Unit 1 and 2 before doing Unit 3 and 4.
Category 3 OLNA

The Chemistry ATAR course equips students with the knowledge, understanding and opportunity to investigate properties and reactions of materials. Theories and models are used to describe, explain and make predictions about chemical systems, structures and properties. Students recognise hazards and make informed, balanced decisions about chemical use and sustainable resource management. Investigations and laboratory activities develop an appreciation of the need for precision, critical analysis and informed decision making.

This course prepares students to be responsible and efficient users of specialised chemical products and processes at home or in the workplace. It also enables students to relate chemistry to other sciences, including biology, geology, medicine, molecular biology and agriculture, and prepares them for further study in the sciences.

<table>
<thead>
<tr>
<th>Year 11, 2015</th>
<th>Year 12, 2016</th>
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<tbody>
<tr>
<td>Unit 1 – Chemical fundamentals: structure, properties and reactions</td>
<td>Unit 3 – Equilibrium, acids and bases, and redox reactions</td>
</tr>
<tr>
<td>Chemists design and produce a vast range of materials for many purposes, including for fuels, cosmetics, building materials and pharmaceuticals. As the science of chemistry has developed over time, there has been an increasing realisation that the properties of a material depend on, and can be explained by, the material's structure. A range of models at the atomic and molecular scale enable explanation and prediction of the</td>
<td>The idea of reversibility of reaction is vital in a variety of chemical systems at different scales, ranging from the processes that release carbon dioxide into our atmosphere to the reactions of ions within individual cells in our bodies. Processes that are reversible will respond to a range of factors and can achieve a state of dynamic equilibrium. In this unit, students investigate acid-base equilibrium systems and their applications.</td>
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</table>
structure of materials and how this structure influences properties and reactions. In this unit, students relate matter and energy in chemical reactions as they consider the breaking and reforming of bonds as new substances are produced. Students can use materials that they encounter in their lives as a context for investigating the relationships between structure and properties.

Through the investigation of appropriate contexts, students explore how evidence from multiple disciplines and individuals have contributed to developing understanding of atomic structure and chemical bonding. They explore how scientific knowledge is used to offer reliable explanations and predictions, and the ways in which it interacts with social, economic and ethical factors.

Students use science inquiry skills to develop their understanding of patterns in the properties and composition of materials. They investigate the structure of materials by describing physical and chemical properties at the macroscopic scale, and use models of structure and primary bonding at the atomic and sub-atomic scale to explain these properties. They are introduced to the mole concept as a means of quantifying matter in chemical reactions.

They use contemporary models to explain the nature of acids and bases, and their properties and uses. This understanding enables further exploration of the varying strengths of acids and bases. Students investigate the principles of oxidation and reduction reactions and the production of electricity from electrochemical cells.

Through the investigation of appropriate contexts, students explore the ways in which models and theories related to acid-base and redox reactions, and their applications, have developed over time and through interactions with social, economic and ethical considerations. They explore the ways in which chemistry contributes to contemporary debate in industrial and environmental contexts, including the use of energy, evaluation of risk and action for sustainability, and they recognise the limitations of science in providing definitive answers in different contexts.

Students use science inquiry skills to investigate the principles of dynamic chemical equilibrium and how these can be applied to chemical processes and systems. They investigate a range of electrochemical cells, including the choice of materials used and the voltage produced by these cells. Students use the pH scale to assist in making judgements and predictions about the extent of dissociation of acids and bases and about the concentrations of ions in an aqueous solution.

Unit 2 – Molecular interactions and reactions
Students develop their understanding of the physical and chemical properties of materials, including gases, water and aqueous solutions, acids and bases. Students explore the characteristic properties of water that make it essential for physical, chemical and biological processes on Earth, including the properties of aqueous solutions. They investigate and explain the solubility of substances in water, and compare and analyse a range of solutions. They learn how rates of reaction can be measured and altered to meet particular needs, and use models of energy transfer and the structure of matter to explain and predict changes to rates of reaction. Students gain an understanding of how to

Unit 4 – Organic chemistry and chemical synthesis
This unit focuses on organic chemistry and the processes of chemical synthesis by which useful substances are produced for the benefit of society. Students investigate the relationship between the structure, properties and chemical reactions of different organic functional groups and the vast diversity of organic compounds. Students also develop their understanding of the process of chemical synthesis to form useful substances and products and the need to consider a range of factors in the design of these processes.

Through the investigation of appropriate contexts, students explore the ways in which models and theories have developed over
control the rates of chemical reactions, including through the use of a range of catalysts.

Through the investigation of appropriate contexts, students explore how evidence from multiple disciplines and individuals have contributed to developing understanding of intermolecular forces and chemical reactions. They explore how scientific knowledge is used to offer reliable explanations and predictions, and the ways in which it interacts with social, economic and ethical factors.

Students use a range of practical and research inquiry skills to investigate chemical reactions, including the prediction and identification of products and the measurement of the rate of reaction. They investigate the behaviour of gases, and use the Kinetic Theory to predict the effects of changing temperature, volume and pressure in gaseous systems.

time and through interactions with social, economic and ethical considerations. They explore the ways in which chemistry contributes to contemporary debate regarding current and future uses of local, regional and international resources, evaluate the risk and action for sustainability, and they recognise the limitations of science in providing definitive answers in different contexts.

Students use science inquiry skills to investigate the principles and application of chemical structure in organic chemistry, and of chemical synthesis processes. They make predictions based on knowledge of types of chemical reactions, and investigate chemical reactions qualitatively and quantitatively.

### Chinese First Language ATAR (A1CFL, A2CFL and ATCFL)  COST: $25.00 per unit

**Prerequisites:**
- A or B Grade in Year 10 Chinese
- Category 3 OLNA

The Chinese: First Language ATAR course is designed for students with a cultural and linguistic background in Chinese. The course focuses on the interrelationship of language and culture, and further enhances the skills students possess to function in an increasingly globalized society and a culturally and linguistically diverse local community. Through engagement with the Chinese-speaking communities, locally and overseas, and through the study of contemporary texts, themes and issues, students strengthen their literacy skills in both the Chinese and English languages.

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<thead>
<tr>
<th>Year 11, 2015</th>
<th>Year 12, 2016</th>
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<tbody>
<tr>
<td><strong>Unit 1</strong></td>
<td><strong>Unit 3</strong></td>
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<td><strong>The Individual &amp; the community:</strong></td>
<td><strong>The Individual &amp; the community:</strong></td>
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<td>- The role of the individual in today’s society</td>
<td>- The role of the individual in today’s society</td>
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<tr>
<td>- Changing gender roles in today’s society</td>
<td>- Changing gender roles in today’s society</td>
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<tr>
<td>- The role of family and marriage in contemporary society</td>
<td>- The role of family and marriage in contemporary society</td>
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<tr>
<td><strong>Youth culture:</strong></td>
<td><strong>Youth culture:</strong></td>
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<tr>
<td>- Pressures on young people today</td>
<td>- Pressures on young people today</td>
</tr>
<tr>
<td>- The place of education in young people’s lives</td>
<td>- The place of education in young people’s lives</td>
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<tr>
<td>- The impact on young people of...</td>
<td>- The impact on young people of...</td>
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</tbody>
</table>
The Chinese: Second Language ATAR course is designed to further develop students' knowledge and understanding of the culture and the language of Chinese-speaking communities, providing them with opportunities to gain a broader and deeper understanding of Chinese and extend and refine their communication skills. The course focuses on the interrelationship of language and culture, and equips students with the skills needed to function in an increasingly globalised society, a culturally and linguistically diverse local community, and provides them with the foundation for life-long language learning. Relevant and engaging tasks, delivered through a range of appropriate contexts and topics, develop literacy in the Chinese language as well as extend literacy development in English.

<table>
<thead>
<tr>
<th>Chinese Second Language ATAR (A1CSL, A2CSL and ATCSL)</th>
<th>COST: $25.00 per unit</th>
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<tbody>
<tr>
<td><strong>Prerequisites:</strong></td>
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<tr>
<td>☑️ A or B Grade in Year 10 Chinese</td>
<td></td>
</tr>
<tr>
<td>☑️ Category 3 OLNA</td>
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</tbody>
</table>

The focus for this unit is **Teenagers**. Students build on their skills, knowledge and understandings through the study of the unit content. They further develop their communication skills in Chinese and gain a broader insight into the language and culture.

**Contexts:**
- The individual
- The Chinese speaking communities
- The changing world

**Global issues:**
- The impact of international influences on Chinese speaking countries
- Economic growth and its impact
- Environmental issues

**Chinese communities overseas:**
- Adapting to new cultures (education, leisure, lifestyle)
- The maintenance of Chinese culture in non-Chinese cultural contexts

**Year 11, 2015**

**Unit 1**

**Year 12, 2016**

**Unit 3**

**Global issues:**
- The impact of international influences on Chinese speaking countries
- Economic growth and its impact
- Environmental issues

**Chinese communities overseas:**
- Adapting to new cultures (education, leisure, lifestyle)
- The maintenance of Chinese culture in non-Chinese cultural contexts

**Contexts:**
- The individual
- The Chinese speaking communities
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**Global issues:**
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- Adapting to new cultures (education, leisure, lifestyle)
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**Contexts:**
- The individual
- The Chinese speaking communities
- The changing world

**Global issues:**
- The impact of international influences on Chinese speaking countries
- Economic growth and its impact
- Environmental issues

**Chinese communities overseas:**
- Adapting to new cultures (education, leisure, lifestyle)
- The maintenance of Chinese culture in non-Chinese cultural contexts

**Contexts:**
- The individual
- The Chinese speaking communities
- The changing world
### Topics
- Having fun
- Student’s daily life
- Technology and leisure

### Topics
- Relationships
- Celebrations and traditions
- Communicating in a modern world

## Unit 2
**The focus for this unit is 我们去旅行吧！ (Travel – let’s go).** Students further develop their skills, knowledge and understandings through the study of the unit content. They extend their communication skills in Chinese and gain a broader insight into the language and culture.

**Contexts:**
- The individual
- The Chinese speaking communities
- The changing world

**Topics:**
- Tales of travel
- Western Australia as a travel destination
- China as a travel destination

## Unit 4
**The focus for this unit is 有什么打算？ (What next?).** Students consolidate their skills, knowledge and understandings through the study of the unit content. They extend and refine their communication skills in Chinese and gain a broader and deeper understanding of the language and culture.

**Contexts:**
- The individual
- The Chinese speaking communities
- The changing world

**Topics:**
- Reflecting on my life and planning my future
- The environment
- Current Issues

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### Chinese Background Language ATAR (A1CBL, A2CBL and ATCBL)

COST: $25.00 per unit

### Prerequisites:
- A or B Grade in Year 10 Chinese
- Category 3 OLNA

The Chinese: Background Language ATAR course builds on and further develops a student’s language capability through engagement with the Chinese-speaking communities, locally and overseas, and through the study of contemporary texts, topics and issues. The course affords students the opportunity to strengthen their personal connections to the Chinese culture and language, and enhances the development of their bilingual competence and bicultural identity. The course focuses on the interrelationship of language and culture, and further enhances the skills students possess to function in an increasingly globalised society, a culturally and linguistically diverse local community, and continues to build the foundation for life-long language learning.

Relevant and engaging tasks, delivered through a range of appropriate topics, texts and issues, develop literacy in the Chinese language as well as extend literacy development in English.

### Year 11, 2015
- Young people and their relationships
- Traditions and values in a contemporary society
- The changing nature of work
- The individual as a global citizen
- Chinese identity in the international context

### Year 12, 2016
- Students will build onto the Year 11 course and repeat the same content, perspectives and contexts
- Personal investigation – reflect on their own learning and their own personal and cultural identity by making links with their heritage. The personal investigation allows...
Perspectives:

- Personal (individual identity)
- Community (connections with Chinese-speaking communities locally, regionally and worldwide)
- International (connections with the world as a global citizen)

Contexts:

- Social and Community settings (such as home, family, school, workplace, the internet)
- Contemporary Literature and the Arts
- Media (such as television, newspapers, radio, the internet)

students to further build upon the language skills and intercultural understandings developed through the course content.

Application for enrolment in a Chinese language course

All students wishing to study a WACE language course are required to complete an application for permission to enrol in a WACE language course in the year prior to first enrolment in the course, to ensure that students select the course best suited to their linguistic background and educational needs. Information about the process, including an application form, is sent to schools at the end of Term 2.

Further guidance and advice related to enrolments in a language course can be found on the Authority website at www.scsa.wa.edu.au

English ATAR (A1ENG, A2ENG and ATENG) COST: $25.00 per unit

Prerequisites:

- ✓ A or B Grade in English
- ✓ Category 3 OLNA

The English ATAR course focuses on developing students' analytical, creative, and critical thinking and communication skills in all language modes, encouraging students to critically engage with texts from their contemporary world, the past, and from Australian and other cultures. Through close study and wide reading, viewing and listening, students develop the ability to analyse and evaluate the purpose, stylistic qualities and conventions of texts and to enjoy creating imaginative, interpretive, persuasive and analytical responses in a range of written, oral, multimodal and digital forms.

<table>
<thead>
<tr>
<th>Year 11, 2015</th>
<th>Year 12, 2016</th>
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<tbody>
<tr>
<td>Unit 1</td>
<td>Unit 3</td>
</tr>
<tr>
<td>Students explore how meaning is communicated through the relationships between language, text, purpose, context and audience. This includes how language and texts are shaped by their purpose, the audiences for whom they are intended, and the contexts in which they are created and</td>
<td>Students explore representations of themes, issues, ideas and concepts through a comparison of texts. They analyse and compare the relationships between language, genre and contexts, comparing texts within and/or across different genres and modes. Students recognise and analyse</td>
</tr>
</tbody>
</table>
received. Through responding to and creating texts, students consider how language, structure and conventions operate in a variety of imaginative, interpretive and persuasive texts. Study in this unit focuses on the similarities and differences between texts and how visual elements combine with spoken and written elements to create meaning. Students develop an understanding of stylistic features and apply skills of analysis and creativity. They are able to respond to texts in a variety of ways, creating their own texts, and reflecting on their own learning.

the conventions of genre in texts and consider how those conventions may assist interpretation. Students compare and evaluate the effect of different media, forms and modes on the structure of texts and how audiences respond to them. Understanding of these concepts is demonstrated through the creation of imaginative, interpretive, persuasive and analytical responses.

Unit 2

Students analyse the representation of ideas, attitudes and voices in texts to consider how texts represent the world and human experience. Analysis of how language and structural choices shape perspectives in and for a range of contexts is central to this unit. By responding to and creating texts in different modes and media, students consider the interplay of imaginative, interpretive, persuasive and analytical elements in a range of texts and present their own analyses. Students critically examine the effect of stylistic choices and the ways in which these choices position audiences for particular purposes, revealing and/or shaping attitudes, values and perspectives. Through the creation of their own texts, students are encouraged to reflect on their language choices and consider why they have represented ideas in particular ways.

Students examine different interpretations and perspectives to develop further their knowledge and analysis of purpose and style. They challenge perspectives, values and attitudes in texts, developing and testing their own interpretations through debate and argument. Through close study of texts, students explore relationships between content and structure, voice and perspectives and the text and context. This provides the opportunity for students to extend their experience of language and of texts and explore their ideas through their own reading and viewing. Students demonstrate understanding of the texts studied through creation of imaginative, interpretive, persuasive and analytical responses.

English as an Additional Language or Dialect ATAR (A1ELD, A2ELD and ATELD)  
COST: $15.00 per unit

Prerequisites:
 ✓ A or B grade in Year 10 ESL  
 ✓ Category 3 OLNA

The EAL/D courses are designed for students who speak another language or dialect as their first or ‘home’ language. EAL/D focuses on development of the competent use of Standard Australian English (SAE) in a range of contexts. The EAL/D ATAR course develops academic English skills to prepare students for tertiary study.
Eligibility for enrolment in English as an Additional Language/Dialect

The EAL/D ATAR course is available to students who speak English as a second language or as an additional language or dialect, and whose use of SAE is restricted. The course may provide English language or dialect support for students to the end of Year 11. English as an Additional Language or Dialect eligibility criteria do not apply to the Year 11 period of enrolment.

The specific eligibility criteria for enrolment into Year 12 in the course are set out below. Students who fulfil any of these conditions are eligible to enrol. Such students need to complete an Eligibility Application Form and forward it, with supporting documentation, through their school/college, to the School Curriculum and Standards Authority prior to enrolment. Copies of this form are available on the School Curriculum and Standards Authority website (www.scsa.wa.edu.au) on the EAL/D course page.

The EAL/D course will be available to a student in Year 12:

- whose first language is not English and who has not been a resident in Australia or another predominantly English speaking country for a total period of more than seven years immediately prior to 1 January of the year of enrolment into Year 12, AND for whom English has not been the main medium of communication and/or instruction for more than seven years immediately prior to 1 January of the year of enrolment into Year 12
- who is Aboriginal or Torres Strait Islander, or from Cocos Island or Christmas Island, for whom SAE has been the medium of instruction, but for whom SAE is an additional language/dialect, and whose exposure to SAE is primarily within the school context
- who is deaf or hard-of-hearing and communicates using signing, such as Auslan, as their first language
- whose first language is not English and who was born outside Australia and has had little or no formal education prior to arriving in Australia
- whose first language is not English and who was born outside Australia or in a remote part of Australia and has had a disrupted formal education whose first language is not English and who has been a resident in Australia for more than seven years prior to 1 January of the year of enrolment into Year 12, but who has had little or disrupted formal education in SAE, resulting in significant disadvantage.

**NOTE:** If a student other than a Year 12 student applies to enrol to sit for the WACE examination, they must meet the eligibility requirements.

<table>
<thead>
<tr>
<th>Year 11, 2015</th>
<th>Year 12, 2016</th>
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<tbody>
<tr>
<td><strong>Unit 1</strong></td>
<td><strong>Unit 3</strong></td>
</tr>
<tr>
<td>Unit 1 focuses on investigating how language and culture are interrelated and expressed in a range of contexts. A variety of oral, written and multimodal texts are used to develop understanding of text structures and language features. The relationship between these structures and features and the context, purpose and audience of texts is explored. The unit will enhance students’ confidence in creating texts for different purposes and across all language modes in both real and imagined contexts. It will broaden their understanding of the</td>
<td>Unit 3 focuses on analysing how language choices are used to achieve different purposes and effects in a range of contexts. SAE language skills are developed so that they can be used to describe, inform, express a point of view and persuade for different purposes and audiences. The ways in which language choices shape meaning and influence audiences are explored through the study and creation of a range of oral, written and multimodal texts. The representation of ideas, attitudes and values and how these vary across cultures and</td>
</tr>
<tr>
<td>Sociocultural and sociolinguistic elements of SAE and develop skills for research and further academic study.</td>
<td>within different contexts, particularly the Australian context, is analysed and evaluated. Effective and independent research skills are consolidated throughout the unit.</td>
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<tr>
<td>Unit 2</td>
<td>Unit 4</td>
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<tr>
<td>Unit 2 focuses on analysing and evaluating perspectives and attitudes presented in texts and creating extended texts for a range of contexts. SAE language skills for effective communication in an expanding range of contexts are consolidated. The use of cohesive text structures and language features is developed. The unit focuses on developing planning and editing skills to create extended oral, written and multimodal texts. Attitudes, values and culturally based assumptions within texts are identified, analysed and compared. Strategies for collecting, analysing, organising and presenting ideas and information are refined.</td>
<td>Unit 4 focuses on analysing, evaluating and using language to represent and respond to issues, ideas and attitudes in a range of contexts. By extending and consolidating language and communication skills, critical use of SAE for a range of contexts, purposes and audiences is developed. Independent and collaborative investigation and analysis are used to explore how language and texts achieve specific purposes and effects. Extended oral, written and multimodal texts and presentations are created, adapted and refined for a variety of contexts, purposes and audiences. Effective research strategies and referencing protocols are used to present ideas, information, conclusions, arguments and recommendations.</td>
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</table>

**Economics ATAR (A1ECO, A2ECO and ATECO)**  
**Cost:** $15.50 per unit  

**Prerequisites:**  
- A or B grade in Society and Environment in Year 10  
- Category 3 OLNA  

Economics explores the choices which all people, groups and societies face as they confront the ongoing problem of satisfying their unlimited wants with limited resources. The Economics ATAR course aims to develop students’ ability to analyse the allocation, utilisation and distribution of scarce resources that determine our wealth and wellbeing. The study of Economics provides a framework for examining society’s issues and identifying possible solutions which assist decision making. The emphasis of the course is on the Australian economy.

<table>
<thead>
<tr>
<th>Year 11, 2015</th>
<th>Year 12, 2016</th>
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<tbody>
<tr>
<td><strong>Unit 1 - Microeconomics</strong></td>
<td><strong>Unit 3 – Australia and the global economy</strong></td>
</tr>
<tr>
<td>This unit explores the theory that markets are an efficient way to allocate scarce resources, using real world markets with an emphasis on the Australian economy. When the forces of demand and supply do not allocate and price resources in a way that society would regard as efficient, equitable or sustainable, market failure can occur. Students examine examples of market failure along with a range of government policy options that can be applied to achieve more desirable outcomes. Students are also</td>
<td>The unit explores the linkages between economies and the concepts of globalisation, trade liberalisation and protection in relation to the Australian economy. Students examine Australia’s trade, the recording of international transactions and the impact of these transactions on the Australian economy. Students examine the effects of changes in Australia’s economic transactions with the rest of the world using recent (the last ten years) and contemporary (the last three years) economic data, together with</td>
</tr>
</tbody>
</table>
introduced to the language of economics and the use of theories and models to explain and interpret economic events and issues.

Unit 2 - Macroeconomics

This unit explores the government’s role in a modified market economy and Australia’s recent (the last ten years) and contemporary (the last three years) macroeconomic performance. The cyclical fluctuations in the level of economic activity result in changes in the levels of output, income, spending and employment in the economy which, in turn, have implications for economic growth, inflation and unemployment. Students examine the role of government, through its spending and taxing powers, which can affect the allocation and price of resources, and the level of economic activity by targeting economic objectives.

Unit 4 – Economic policies and management

The unit explores how economic policies and actions, such as fiscal policy, monetary policy and microeconomic policy operate in the pursuit of the Australian Government’s economic objectives. Students examine the effects of the operation of policies in Australia using economic models along with recent (the last ten years) and contemporary (the last three years) economic data. Students apply the language, theories and tools of economics to develop a critical perspective on the role of these policies in the current Australian Government policy mix.

Geography ATAR (A1GEO, A2GEO and ATGEO)  COST: $25.00 per unit

Prerequisites:
- A or B grade in Society and Environment in Year 10
- Category 3 OLNA

The study of the Geography ATAR course draws on students’ curiosity about the diversity of the world’s places and their peoples, cultures and environments. It provides students with the knowledge and understanding of the nature, causes and consequences of natural and ecological hazards, international integration in a range of spatial contexts, land cover transformations, and the challenges affecting the sustainability of places. In the ATAR course, students learn how to collect information from primary and secondary sources, such as field observation and data collection, mapping, monitoring, remote sensing, case studies and reports.

<table>
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<tr>
<th>Year 11, 2015</th>
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<tbody>
<tr>
<td>Natural and ecological hazards</td>
<td>Unit 3 – Global environmental change</td>
</tr>
<tr>
<td>This unit focuses on understanding how these hazards and their associated risks are perceived and managed at local, regional and global levels. Risk management, in this particular context, refers to prevention, mitigation and preparedness. Prevention is concerned with the long-term aspects of hazards, and focuses on avoiding the risks associated with their reoccurrence. Mitigation is about reducing or eliminating the impact if</td>
<td>This unit focuses on the changing biophysical cover of the Earth’s surface, the creation of anthropogenic biomes and the resulting impacts on either global climate or biodiversity. Land cover transformations have changed both global climate and biodiversity through their interaction with atmospheric and ecological systems. Conversely, climate change and loss of biodiversity are producing further transformations in land cover. Through applying the concept of sustainability, students are given the opportunity to examine and evaluate a program designed to address the negative effect of land cover change. Aspects of physical, environmental</td>
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</table>
the hazard does happen. Preparedness refers to actions carried out prior to the advance notice of a hazard to create and maintain the capacity of communities to respond to, and recover from, natural disasters. Preparedness starts at the local community level, but may branch out to national and international levels through measures such as planning, community education, information management, communications and warning systems.

Contexts:
- Consequences of plate tectonic movement, for example earthquakes, volcanoes, tsunamis
- Atmospheric issues, for example global warming, cyclones, air quality.

<table>
<thead>
<tr>
<th>Unit 2 – Global networks and interconnections</th>
<th>Unit 4 – Planning sustainable places</th>
</tr>
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<tbody>
<tr>
<td>This unit focuses on the process of international integration (globalisation) and is based on the reality that we live in an increasingly interconnected world. It provides students with an understanding of the economic and cultural transformations taking place in the world today, the spatial outcomes of these processes, and their political and social consequences. This is a world in which advances in transport and telecommunications technologies have not only transformed global patterns of production and consumption but also facilitated the diffusion of ideas and elements of cultures. The unit explains how these and human geography provide students with an integrated and comprehensive understanding of the processes related to land cover change, their local, regional and global environmental consequences, and possible sustainable solutions.</td>
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<tr>
<td>Challenges exist in designing urban places to render them more productive, vibrant and sustainable. How people respond to these challenges, individually and collectively, will influence the sustainability and liveability of places into the future. While all places are subject to changes produced by economic, demographic, social, political and environmental processes, the outcomes of these processes vary depending on local responses, adaptations and planning practices.</td>
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<tr>
<td>Urban planning involves a range of stakeholders who contribute to decision making, including government agencies, development planners, architects, engineers, and community members. The unit explores the role of these stakeholders in creating sustainable urban environments.</td>
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<tr>
<td>The Earth's surface is constantly changing and all environments are, to a greater or lesser extent, being modified by human activity. Students examine the processes causing change in land cover. The scale at which these processes are occurring is so extensive that very few truly 'natural' environments still exist and most are now, to some degree, anthropogenic in nature. Human action has altered local and regional climates and hydrology, damaged ecosystem services, contributed to the loss of biodiversity and altered soils.</td>
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</table>

This unit begins with an overview of land cover change drawn from different regions and countries. Two depth studies provide greater detail. The first study focuses on the interrelationship between land cover and either global climate change or biodiversity loss. The second study focuses on the evaluation of a local land cover change initiative designed to address either climate change or biodiversity loss.

In undertaking these depth studies, students develop an understanding of the use and application of geographical inquiry, tools such as spatial technologies, fieldwork and other skills, to investigate human–environment systems.
advances in transport and communication technology have lessened the friction of distance and have impacted at a range of local, national and global scales. Cultural groups that may have been isolated in the early twentieth century are now linked across an interconnected world in which there is a 'shrinking' of time and space. Of particular interest are the ways in which people adapt and respond to these changes.

Contexts:
- Sustainable use of resources – comparisons between nations.
- The diffusion, adoption and adaptation of one of the following elements of culture – fashion, sport, music, religion, architecture or political & social issues.

There will be a blend of classroom based learning and fieldwork. A variety of mapping and practical skills will be integrated into this course. It is expected that students may attend a camp.

Human Biology ATAR (A1HBY, A2HBY and ATHBY)  
COST: $22.50 per unit

Prerequisites:
- A or B Grade achievement in Year 10 Biological Science
- An understanding of the Year 11 content is assumed knowledge for students in Year 12. Students in Year 12 should have completed Unit 1 and 2 before completing Unit 3 and 4.
- Category 3 OLNA

The Human Biology ATAR course gives students a chance to explore what it is to be human—how the human body works, the origins of human variation, inheritance in humans, the evolution of the human species and population genetics. Through their investigations,
students research new discoveries that increase our understanding of human dysfunction, treatments and preventative measures.

Practical tasks are an integral part of this course and develop a range of laboratory skills; for example, biotechnology techniques. Students learn to evaluate risks and benefits to make informed decisions about lifestyle and health topics, such as diet, alternative medical treatments, use of chemical substances and the manipulation of fertility.

<table>
<thead>
<tr>
<th>Year 11, 2015</th>
<th>Year 12, 2016</th>
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<tbody>
<tr>
<td><strong>Unit 1 – The functioning human body</strong></td>
<td><strong>Unit 3 – Homeostasis and disease</strong></td>
</tr>
<tr>
<td>This unit looks at how human structure and function supports cellular metabolism and how lifestyle choices affect body functioning.</td>
<td>This unit explores the nervous and endocrine systems and the mechanisms that help maintain the systems of the body to function within normal range, and the body’s immune responses to invading pathogens. The complex interactions between body systems in response to changes in the internal and external environments facilitate the maintenance of optimal conditions for the functioning of cells. Feedback systems involving the autonomic nervous system, the endocrine system and behavioural mechanisms maintain the internal environment for body temperature, body fluid composition, blood sugar and gas concentrations within tolerance limits. The structure and function of the endocrine system, including the glands, hormones, target organs and modes of action, can demonstrate the many interactions that enable the maintenance of optimal cellular conditions. The structure and function of the autonomic nervous system, and its relationship with other parts of the nervous system, can be linked to the roles each play in maintaining homeostasis of internal environmental conditions. Comparing and contrasting the endocrine and nervous systems can highlight the roles of each in homeostasis. Humans can intervene to treat homeostatic dysfunction and influence the quality of life for individuals and families. Different body systems have mechanisms, including physical and chemical barriers, that protect the body against invasion by pathogens. The non-specific actions of the body can be aided by the use of antibiotics and antiviral drugs to counter the invasion or reduce the effect of the pathogen. Specific resistance mechanisms involve the recognition of invading pathogens and produce long-lasting immunity. Vaccinations can result in immunity to infection by exposure to attenuated versions of the pathogens.</td>
</tr>
</tbody>
</table>
### Unit 2 – Reproduction and inheritance

This unit provides opportunities to explore, in more depth, the mechanisms of transmission of genetic materials to the next generation, the role of males and females in reproduction, and how interactions between genetics and the environment influence early development. The cellular mechanisms for gamete production and zygote formation contribute to human diversity. Meiosis and fertilisation are important in producing new genetic combinations.

The transfer of genetic information from parents to offspring involves the replication of deoxyribonucleic acid (DNA), meiosis and fertilisation. The reproductive systems of males and females are differentially specialised to support their roles in reproduction, including gamete production and facilitation of fertilisation. The female reproductive system also supports pregnancy and birth. Reproductive technologies can influence and control the reproductive ability in males and females. Cell division and cell differentiation play a role in the changes that occur between the time of union of male and female gametes and birth. Disruptions to the early development stages can be caused by genetic and environmental factors: inheritance can be predicted using established genetic principles. The testing of embryos, resulting from assisted reproductive technologies, is conducted for embryo selection, and the detection of genetic disease. The application of technological advances and medical knowledge has consequences for individuals and raises issues associated with human reproduction.

Students investigate an aspect of a given problem and trial techniques to collect a variety of quantitative and qualitative data. They apply simple mathematical manipulations to quantitative data, present it appropriately, and discuss sources and implications of experimental error. They also consider the limitations of their procedures and explore the ramifications of results that support or disprove their hypothesis. They are encouraged to use ICT in the analysis and interpretation of their data and presentation of their findings.

### Unit 4 – Human variation and evolution

This unit explores the variations in humans in their changing environment and evolutionary trends in hominids. Humans can show multiple variations in characteristics due to the effect of polygenes or gene expression. The changing environment can influence the survival of genetic variation through the survival of individuals with favourable traits. Gene pools are affected by evolutionary mechanisms, including natural selection, migration and chance occurrences.

Population gene pools vary due to interaction of reproductive and genetic processes and the environment. Over time, this leads to evolutionary changes. Gene flow between populations can be stopped or reduced by barriers. Separated gene pools can undergo changes in allele frequency, due to natural selection and chance occurrences, resulting in speciation and evolution. Evidence for these changes comes from fossils and comparative anatomy and biochemical studies. A number of trends appear in the evolution of hominids and these may be traced using phylogenetic trees.

The selection pressures on humans have changed due to the control humans have over the environment and survival.
Mathematics: Applications ATAR (A1MAA, A2MAA and ATMAA)

COST: $20.00 per unit

Prerequisites:
☐ Category 3 OLNA Numeracy
☐ Learning Area Grade A or B in Year 10 and
☐ Pathway 1 Grade C or better in Year 10 or
☐ Pathway 2 Grade A in 2nd semester of Year 10

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

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

<table>
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<tr>
<th>Year 11, 2015</th>
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<tbody>
<tr>
<td>Unit 1</td>
<td>Unit 3</td>
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<tr>
<td>Contains the three topics:</td>
<td>Contains the three topics:</td>
</tr>
<tr>
<td>• Consumer arithmetic</td>
<td>• Bivariate data analysis</td>
</tr>
<tr>
<td>• Algebra and matrices</td>
<td>• Growth and decay in sequences</td>
</tr>
<tr>
<td>• Shape and measurement</td>
<td>• Graphs and networks</td>
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</tbody>
</table>

‘Consumer arithmetic’ reviews the concepts of rate and percentage change in the context of earning and managing money, and provides a context for the use of spreadsheets. ‘Algebra and matrices’ continues the Year 7–10 study of algebra and introduces the new topic of matrices. The emphasis of this topic is the symbolic representation and manipulation of information from real-life contexts using algebra and matrices. ‘Shape and measurement’ extends the knowledge and skills students developed in the Year 7–10 curriculum with the concept of similarity and associated calculations involving simple and compound geometric shapes. The emphasis in this topic is on applying these skills in a range of practical contexts, including those involving three-dimensional shapes.

‘Bivariate data analysis’ introduces students to some methods for identifying, analysing and describing associations between pairs of variables, including using the least-squares method as a tool for modelling and analysing linear associations. The content is to be taught within the framework of the statistical investigation process. ‘Growth and decay in sequences’ employs recursion to generate sequences that can be used to model and investigate patterns of growth and decay in discrete situations. These sequences find application in a wide range of practical situations, including modelling the growth of a compound interest investment, the growth of a bacterial population, or the decrease in the value of a car over time. Sequences are also essential to understanding the patterns of growth and decay in loans and investments that are studied in detail in Unit 4. ‘Graphs and networks’ introduces students to the language of graphs and the way in which graphs, represented as a collection of points and interconnecting lines, can be used to analyse everyday situations, such as a rail or social network.
### Unit 2

Contains the three topics:
- Univariate data analysis and the statistical investigation process
- Applications of trigonometry
- Linear equations and their graphs.

‘Univariate data analysis and the statistical investigation process’ develop students’ ability to organise and summarise univariate data in the context of conducting a statistical investigation. ‘Applications of trigonometry’ extends students’ knowledge of trigonometry to solve practical problems involving non-right-angled triangles in both two and three dimensions, including problems involving the use of angles of elevation and depression and bearings in navigation. ‘Linear equations and their graphs’ uses linear equations and straight-line graphs, as well as linear-piece-wise and step graphs, to model and analyse practical situations.

### Unit 4

Contains the three topics:
- Time series analysis
- Loans, investments and annuities
- Networks and decision mathematics.

‘Time series analysis’ continues students’ study of statistics by introducing them to the concepts and techniques of time series analysis. The content is to be taught within the framework of the statistical investigation process. ‘Loans, investments and annuities’ aims to provide students with sufficient knowledge of financial mathematics to solve practical problems associated with taking out or refinancing a mortgage and making investments. ‘Networks and decision mathematics’ uses networks to model and aid decision making in practical situations.

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**Mathematics: Methods ATAR (A1MAM, A2MAM and ATMAM)**  
**COST:** $20.00 per unit

**Prerequisites:**
- ✔️ Category 3 OLNA Numeracy
- ✔️ Learning Area Grade A in Year 10 and
- ✔️ Pathway 1 Grade A or B in 2nd semester of Year 10

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

### Year 11, 2015

Contains the three topics:
- Functions and graphs
- Trigonometric functions
- Counting and probability.

Unit 1 begins with a review of the basic algebraic concepts and techniques required for a successful introduction to the study of functions and calculus. Simple relationships between variable quantities are reviewed, and these are used to introduce the key concepts of a function and its graph. The study of probability and statistics begins in this unit with a review of the fundamentals of probability, and the introduction of the

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### Year 12, 2016

Contains the three topics:
- Further differentiation and applications
- Integrals
- Discrete random variables.

The study of calculus continues by introducing the derivatives of exponential and trigonometric functions and their applications, as well as some basic differentiation techniques and the concept of a second derivative, its meaning and applications. The aim is to demonstrate to students the beauty and power of calculus and the breadth of its applications. The unit includes integration, both as a process that
concepts of conditional probability and independence. The study of the trigonometric functions begins with a consideration of the unit circle using degrees and the trigonometry of triangles and its application. Radian measure is introduced, and the graphs of the trigonometric functions are examined and their applications in a wide range of settings are explored.

reverses differentiation and as a way of calculating areas. The fundamental theorem of calculus as a link between differentiation and integration is emphasised. Discrete random variables are introduced, together with their uses in modelling random processes involving chance and variation. The purpose here is to develop a framework for statistical inference.

<table>
<thead>
<tr>
<th>Unit 2</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contains the three topics:</td>
<td>Contains the three topics:</td>
</tr>
<tr>
<td>• Exponential functions</td>
<td>• The logarithmic function</td>
</tr>
<tr>
<td>• Arithmetic and geometric sequences and series</td>
<td>• Continuous random variables and the normal distribution</td>
</tr>
<tr>
<td>• Introduction to differential calculus.</td>
<td>• Interval estimates for proportions.</td>
</tr>
</tbody>
</table>

In Unit 2, exponential functions are introduced and their properties and graphs examined. Arithmetic and geometric sequences and their applications are introduced and their recursive definitions applied. Rates and average rates of change are introduced and this is followed by the key concept of the derivative as an ‘instantaneous rate of change’. These concepts are reinforced numerically (by calculating difference quotients), geometrically (as slopes of chords and tangents), and algebraically. This first calculus topic concludes with derivatives of polynomial functions, using simple applications of the derivative to sketch curves, calculate slopes and equations of tangents, determine instantaneous velocities, and solve optimisation problems.

The logarithmic function and its derivative are studied. Continuous random variables are introduced and their applications examined. Probabilities associated with continuous distributions are calculated using definite integrals. In this unit, students are introduced to one of the most important parts of statistics, namely, statistical inference, where the goal is to estimate an unknown parameter associated with a population using a sample of that population. In this unit, inference is restricted to estimating proportions in two-outcome populations. Students will already be familiar with many examples of these types of populations.

| Mathematics: Specialist ATAR (A1MAS, A2MAS and ATMAS) | COST: $20.00 per unit |

**Prerequisites:**
- ✔️ Category 3 OLNA Numeracy
- ✔️ Learning Area Grade A in Year 10 and
- ✔️ Pathway 1 Grade A in 2nd semester of Year 10

**NOTE:** This course is taken concurrently with the Mathematics Methods course.

Mathematics Specialist is an ATAR course which provides opportunities, beyond those presented in the Mathematics Methods ATAR course, to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. The Mathematics Specialist ATAR course contains topics in functions and calculus that build on and deepen the ideas presented in the Mathematics Methods ATAR course as well as demonstrate their application in many areas. The Mathematics Specialist ATAR course also extends understanding and knowledge of statistics and introduces the topics of vectors, complex numbers and matrices. The Mathematics Specialist ATAR course is the only ATAR mathematics course that should not be taken as a stand-alone course.
### Year 11, 2015

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Year 12, 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contains the three topics:</td>
<td>This unit contains the three topics:</td>
</tr>
<tr>
<td>1.1 Combinatorics</td>
<td>3.1 Complex numbers</td>
</tr>
<tr>
<td>1.2 Vectors in the plane</td>
<td>3.2 Functions and sketching graphs</td>
</tr>
<tr>
<td>1.3 Geometry</td>
<td>3.3 Vectors in three dimensions</td>
</tr>
</tbody>
</table>

The three topics in Unit 1 complement the content of the Mathematics Methods ATAR course. The proficiency strand of Reasoning, from the Year 7–10 curriculum, is continued explicitly in the topic Geometry through a discussion of developing mathematical arguments. This topic also provides the opportunity to summarise and extend students’ studies in Euclidean Geometry, knowledge which is of great benefit in the later study of topics such as vectors and complex numbers. The topic Combinatorics provides techniques that are very useful in many areas of mathematics, including probability and algebra. The topic Vectors in the plane provides new perspectives on working with two-dimensional space and serves as an introduction to techniques which can be extended to three-dimensional space in Unit 3. These three topics considerably broaden students’ mathematical experience and therefore begin an awakening to the breadth and utility of the subject. They also enable students to increase their mathematical flexibility and versatility.

### Year 12, 2016

<table>
<thead>
<tr>
<th>Unit 3</th>
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</thead>
<tbody>
<tr>
<td>The Cartesian form of complex numbers was introduced in Unit 2, and in Unit 3, the study of complex numbers is extended to the polar form. The study of functions and techniques of calculus begun in the Mathematics Methods ATAR course is extended and utilised in the sketching of graphs and the solution of problems involving integration. The study of vectors begun in Unit 1, which focused on vectors in one- and two-dimensional space, is extended in Unit 3 to three-dimensional vectors, vector equations and vector calculus, with the latter building on students’ knowledge of calculus from the Mathematics Methods ATAR course. Cartesian and vector equations, together with equations of planes, enables students to solve geometric problems and to solve problems involving motion in three-dimensional space.</td>
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</table>

<table>
<thead>
<tr>
<th>Unit 4</th>
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<tbody>
<tr>
<td>In this unit, the study of differentiation and integration of functions is continued, and the techniques developed from this and previous topics in calculus are applied to the area of simple differential equations, in particular in biology and kinematics. These topics serve to demonstrate the applicability of the mathematics learnt throughout this course. Also in this unit, all of the students’ previous experience in statistics is drawn together in the study of the distribution of sample means. This is a topic that demonstrates the utility and power of statistics.</td>
</tr>
</tbody>
</table>
Modern History ATAR (A1HIM, A2HIM and ATHIM)  
COST: $50.00 per unit

Prerequisites:
- A or B grade in Society and Environment in Year 10
- Category 3 OLNA
- C grade or better in Modern History ATAR Unit 1 and Unit 2

Studying the Modern History ATAR course enables students to become critical thinkers and helps inform their judgements and actions in a rapidly changing world. Students are exposed to a variety of historical sources, including government papers, extracts from newspapers, letters, diaries, photographs, cartoons, paintings, graphs and secondary sources, in order to determine the cause and effect, and the motives and forces influencing people and events. Through the process of historical inquiry, students are encouraged to question and evaluate historical sources; identify various representations and versions of history; use evidence to formulate and support their own.

<table>
<thead>
<tr>
<th>Year 11, 2015</th>
<th>Year 12, 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1 – Understanding the modern world</td>
<td>Unit 3 – Modern nations in the 20th century</td>
</tr>
</tbody>
</table>
| This unit examines developments of significance in the modern era, including the ideas that inspired them and their far-reaching consequences. Students examine one development or turning point that has helped to define the modern world. Students explore crucial changes, for example, the application of reason to human affairs; the transformation of production, capitalism and consumption, transport and communications; the challenge to social hierarchy and hereditary privilege, and the assertion of inalienable rights; and the new principles of government by consent. Through their studies, students explore the nature of the sources for the study of modern history and build their skills in historical method through inquiry. The key conceptual understandings covered in this unit are: what makes an historical development significant; the changing nature and usefulness of sources; the changing representations and interpretations of the past; and the historical legacy of these developments for the Western world and beyond. Contexts:  
  - The focus of this unit will centre on either 20th century America (between the wars) or Japan (Meiji Restoration).
  - The American unit will look at issues such as Prohibition, Ku Klux Klan, Role of Women, Depression,  |
| This unit examines the characteristics of modern nations in the 20th century; the crises that confronted nations, their responses to these crises and the different paths nations have taken to fulfil their goals. Students study the characteristics of one nation. Students investigate crises that challenged the stability of government, the path of development that was taken and the social, economic and political order that was either established or maintained. Students examine the ways in which the nation dealt with internal divisions and external threats. They emerge with a deeper understanding of the character of a modern nation. The key conceptual understandings covered in this unit are the reliability and usefulness of evidence; cause and effect; continuity and change; significance; empathy; contestability; and changing representations and interpretations. Contexts - One of the following electives will be studied:  
  - Australia 1918 to 1955 (from the end of the First World War to the ALP split);  
  - China 1935 to 1989 (from the Long March to the Tiananmen massacre). |
<table>
<thead>
<tr>
<th>Unit 2 – Movements for change in the 20th century</th>
<th>Unit 4 – The modern world since 1945</th>
</tr>
</thead>
<tbody>
<tr>
<td>This unit examines significant movements for change in the 20th century that led to change in society, including people's attitudes and circumstances. These movements draw on the major ideas described in Unit 1, have been connected with democratic political systems, and have been subject to political debate. Through a detailed examination of one major 20th century movement, students investigate the ways in which individuals, groups and institutions have challenged existing political structures, accepted social organisation, and prevailing economic models, to transform societies. The key conceptual understandings covered in this unit are: the factors leading to the development of movements; the methods adopted to achieve effective change; the changing nature of these movements; and changing perspectives of the value of these movements and how their significance is interpreted.</td>
<td>This unit examines some significant and distinctive features of the modern world within the period 1945–2001 in order to build students' understanding of the contemporary world – that is, why we are here at this point in time. These include changes to the nature of the world order: shifting international tensions, alliances and power blocs; the emergence of Asia as a significant international political and economic force, and the nature of engagement by and with Australia; the nature of various conflicts and regional and international attempts to create peace and security. Students study one of these features. As part of their study, they should follow and make relevant connections with contemporary events. The key conceptual understandings covered in this unit are: causation; continuity and change; historical significance and changing perspectives and interpretations of the past; and contestability.</td>
</tr>
</tbody>
</table>

Contexts:
- The focus in this unit will centre on Fascism – in particular Nazi Germany and Adolf Hitler. Issues looked at will include – Post WW1 Germany; What is Fascism?; Hitler the man; Key leaders eg Himmler and Hess; Domestic policy under Fascism; the Holocaust.
Physical Education Studies ATAR (A1PES, A2PES and ATPES)  

COST: $70.00 per unit

Prerequisites:
- A or B Grade in Year 10 Physical Education Studies
- Category 3 OLNA

Physical Education Studies contributes to the development of students’ physical, social and emotional growth. In the Physical Education Studies ATAR course students learn about physiological, psychological and biomechanical principles, and apply these to analyse and improve personal and group performances in physical activities. Throughout the course, students learn through integrated written, oral and active learning experiences. The course also provides students with opportunities to develop skills that will enable them to pursue personal interests and potential in physical activity as athletes, coaches, officials, administrators and/or volunteers.

The list of possible sports at Lynwood SHS is: AFL, Badminton, Basketball, Hockey, Netball, Soccer, Softball, Swimming, Tennis, Touch and Volleyball.

NOTE: A Physical Education uniform is also required.

<table>
<thead>
<tr>
<th>Year 11, 2015</th>
<th>Year 12, 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1</strong></td>
<td><strong>Unit 3</strong></td>
</tr>
<tr>
<td>The focus of this unit is to explore anatomical and biomechanical concepts, the body’s responses to physical activity, and stress management processes, to improve the performance of themselves and others in physical activity.</td>
<td>The focus of this unit is to provide opportunities for students to build upon their acquired physical skills and biomechanical, physiological and psychological understandings to improve the performance of themselves and others in physical activity.</td>
</tr>
<tr>
<td><strong>Unit 2</strong></td>
<td><strong>Unit 4</strong></td>
</tr>
<tr>
<td>The focus of this unit is to identify the relationship between skill, strategy and the body in order to improve the effectiveness and efficiency of performance.</td>
<td>The focus of this unit is to extend the understanding by students of complex biomechanical, psychological and physiological concepts to evaluate their own and others’ performance.</td>
</tr>
</tbody>
</table>

Physics ATAR (A1PHY, A2PHY and ATPHY)  

COST: $20.00 per unit

Prerequisites:
- A Grade in Year 10 Physical Science
- An understanding of the Year 11 content is assumed knowledge for students in Year 12. Students should have completed Unit 1 and 2 before doing Unit 3 and 4.
- Category 3 OLNA

In the Physics ATAR course students will learn how energy and energy transformations can shape the environment from the small scale, in quantum leaps inside an atom’s electron cloud, through the human scale, in vehicles and the human body, to the large scale, in interactions between galaxies. Students have opportunities to develop their investigative skills and use analytical thinking to explain and predict physical phenomena.

Students plan and conduct investigations to answer a range of questions, collect and interpret data and observations, and communicate their findings in an appropriate format. Problem-solving and using evidence to make and justify conclusions are transferable skills that are developed in this course.
<table>
<thead>
<tr>
<th>Year 11, 2015</th>
<th>Year 12, 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1 – Thermal, nuclear and electrical physics</strong></td>
<td><strong>Unit 3 – Gravity and electromagnetism</strong></td>
</tr>
<tr>
<td>An understanding of heating processes, nuclear reactions and electricity is essential to appreciate how global energy needs are met. In this unit, students explore the ways physics is used to describe, explain and predict the energy transfers and transformations that are pivotal to modern industrial societies. Students investigate heating processes, apply the nuclear model of the atom to investigate radioactivity, and learn how nuclear reactions convert mass into energy. They examine the movement of electrical charge in circuits and use this to analyse, explain and predict electrical phenomena.</td>
<td>Field theories have enabled physicists to explain a vast array of natural phenomena and have contributed to the development of technologies that have changed the world, including electrical power generation and distribution systems, artificial satellites and modern communication systems. In this unit, students develop a deeper understanding of motion and its causes by using Newton’s Laws of Motion and the gravitational field model to analyse motion on inclined planes, the motion of projectiles, and satellite motion. They investigate electromagnetic interactions and apply this knowledge to understand the operation of direct current motors, direct current (DC) and alternating current (AC) generators, transformers, and AC power distribution systems. Students also investigate the production of electromagnetic waves.</td>
</tr>
<tr>
<td>Contexts that can be investigated in this unit include technologies related to nuclear, thermal, or geothermal energy, the greenhouse effect, electrical energy production, large-scale power systems, radiopharmaceuticals, and electricity in the home; and related areas of science, such as nuclear fusion in stars and the Big Bang theory.</td>
<td>Contexts that can be investigated in this unit include technologies, such as artificial satellites, navigation devices, large-scale power generation and distribution, motors and generators, electric cars, synchrotron science, medical imaging, and related areas of science and engineering, such as sports science, amusement parks, ballistics and forensics.</td>
</tr>
<tr>
<td>Through the investigation of appropriate contexts, students understand how applying scientific knowledge to the challenge of meeting world energy needs requires the international cooperation of multidisciplinary teams and relies on advances in ICT and other technologies. They explore how science knowledge is used to offer valid explanations and reliable predictions, and the ways in which it interacts with social, economic, cultural and ethical factors. Students develop skills in interpreting, constructing and using a range of mathematical and symbolic representations to describe, explain and predict energy transfers and transformations in heating processes, nuclear reactions and electrical circuits. They develop their inquiry skills through primary and secondary investigations, including analysing heat transfer, heat capacity, radioactive decay and a range of simple electrical circuits.</td>
<td>Through the investigation of appropriate contexts, students explore the ways in which models and theories related to gravity and electromagnetism, and associated technologies, have developed over time and through interactions with social, economic, cultural and ethical considerations. They investigate the ways in which science contributes to contemporary debate about local, regional and international issues, including evaluation of risk and action for sustainability, and recognise the limitations of science to provide definitive answers in different contexts. Students develop their understanding of field theories of gravity and electromagnetism through investigations of motion and electromagnetic phenomena. Through these investigations, they develop skills in relating graphical representations of data to ...</td>
</tr>
</tbody>
</table>
Students develop an understanding of motion and waves which can be used to describe, explain and predict a wide range of phenomena. Students describe linear motion in terms of position and time data, and examine the relationships between force, momentum and energy for interactions in one dimension.

Students investigate common wave phenomena, including waves on springs, and water, sound and earthquake waves. Contexts that can be investigated in this unit include technologies such as accelerometers, motion detectors, global positioning systems (GPS), energy conversion buoys, music, hearing aids, echo locators, and related areas of science and engineering, such as sports science, car and road safety, acoustic design, noise pollution, seismology, bridge and building design. Through the investigation of appropriate contexts, students explore how international collaboration, evidence from a range of disciplines and many individuals, and the development of ICT and other technologies have contributed to developing understanding of motion and waves and associated technologies. They investigate how scientific knowledge is used to offer valid explanations and reliable predictions, and the ways in which it interacts with social, economic, cultural and ethical factors. Students develop their understanding of motion and wave phenomena through laboratory investigations. They develop skills in relating graphical representations of data to quantitative relationships between variables, and they continue to develop skills in planning, conducting and interpreting the results of primary and secondary investigations.

The development of quantum theory and the theory of relativity fundamentally changed our understanding of how nature operates and led to the development of a wide range of new technologies, including technologies that revolutionised the storage, processing and communication of information. In this unit, students examine observations of relative motion, light and matter that could not be explained by existing theories, and investigate how the shortcomings of existing theories led to the development of the special theory of relativity and the quantum theory of light and matter. Students evaluate the contribution of the quantum theory of light to the development of the quantum theory of the atom, and examine the Standard Model of particle physics and the Big Bang theory.

Contexts that can be investigated in this unit include technologies, such as photo radar, fibre optics, DVDs, GPS navigation, lasers, modern electric lighting, medical imaging, nanotechnology, semiconductors, quantum computers and particle accelerators, and astronomical telescopes such as the Square Kilometre Array. Other contexts may include black holes, dark matter, and related areas of science, such as space travel and the digital revolution.

Through the investigation of appropriate contexts, students explore the ways in which these models and theories, and associated technologies, have developed over time and through interactions with social, economic, cultural and ethical considerations. They investigate the ways in which science contributes to contemporary debate about local, regional and international issues, including evaluation of risk and action for sustainability, and they recognise the quantitative relationships between variables, using lines of force to represent vector fields, and interpreting interactions in two and three dimensions. They continue to develop skills in planning, conducting and interpreting the results of primary and secondary investigations and in evaluating the validity of primary and secondary data.
limitations of science to provide definitive answers in different contexts.

Through investigation, students apply their understanding of relativity, black body radiation, wave/particle duality, and the quantum theory of the atom, to make and/or explain observations of a range of phenomena, such as atomic emission and absorption spectra, the photoelectric effect, lasers, and Earth’s energy balance. They continue to develop skills in planning, conducting and interpreting the results of investigations, in synthesising evidence to support conclusions, and in recognising and defining the realm of validity of physical theories and models.

### Western Australian University Admissions

**Summary of Changes/Key Messages in 2014**

General admission requirements for all Western Australian public universities:

- Meet WACE requirements as prescribed by the School Curriculum and Standards Authority
- Obtain a sufficiently high ATAR score to gain a place in the desired course (including via concession)
- Achieve the selected university’s requirement for English Language Competence:
  - Scaled mark of at least 50 in stage 2 or stage 3 English, Literature or EALD, or
  - Meet university specific concessions where a scaled mark of 50 has not been achieved (see additional admission considerations for each university below), or
  - Demonstrate competence through the Special Tertiary Admissions Test (STAT).
- Satisfy any prerequisites or special requirements for preferred courses.

**ATAR bonus for Languages other than English**

From 2014 all Western Australian public universities offer an ATAR bonus to WACE students who undertake a language other than English in Year 12. 10% of a student’s final scaled score in an approved Languages course, including those completed as a private candidate, will be added to that student’s Tertiary Entrance Aggregate (TEA). The ATAR will be calculated on the improved TEA.

**TISC has published the requirements for 2017** (for 2014 Year 10s), in consultation with the four public universities. Students will receive a copy of this document as part of the Year 10 course counselling process.

Students must study ATAR courses and sit the external examination to obtain a scaled score to use in their ATAR.

Biology ATAR and Human Biology ATAR may both be used in the ATAR.
There are no unacceptable combinations between ATAR mathematics courses: Mathematics: Applications ATAR; Mathematics: Methods ATAR or Mathematics: Specialist ATAR. Scaled scores from only two mathematics courses may be used in the ATAR.

Only ATAR English courses: English ATAR; Literature ATAR; and English as an Additional Language/Dialect ATAR may be used to satisfy the universities' competence in English requirement.

Curtin University

Additional admission considerations
- Where English language competence is not achieved by a scaled mark of at least 50, a concession will be awarded when a student achieves a standardised exam score or a standardised moderated school score of 55 or above in stage 2 or stage 3 English, Literature or EALD.

Alternative admission requirements
- **Step Up to Curtin Entry Program** – allows for students from regional areas, who are indigenous or from an educational, social or financially disadvantaged background, to gain entry to the university if their ATAR is between 60.00 to 69.95.
- **UniReady Enabling Program** – access to a free five week summer or one semester full time online program where students undertake units required to satisfy Curtin’s minimum admission requirements. Entry is by application and only for certain courses.
- **Enabling Course in Science, Engineering and Health** – access to a free one year full time program for students who wish to undertake studies leading to a degree course at Curtin which has specific subject prerequisites.
- Complete an appropriate AQF qualification (Certificate IV, Diploma and Advanced Diploma) as a stepping stone to university (conditions apply).

Students whose academic achievement has been compromised or disadvantaged by circumstances outside their control can apply for special consideration entry.

Edith Cowan University (ECU)

Additional admission considerations – English language competence
- English language competence will be achieved where a student gains a final school letter grade of A, B, or C in two units in English, Literature or English as an additional Language/ Dialect (Stage 2 or above) studied in Year 12.

Additional admission considerations – Portfolio Entry:
- Studied at least 3 subjects at stage 2 or 3 plus 1 subject at Stage 1. The portfolio pathway allows students to be considered for entry to undergraduate courses.

Alternative admission pathways
- University Preparation Course - may be able to be completed in a nine week summer mode
- Indigenous University Orientation Course (IUOC)
- University Preparation Course (Education Assistant Program)
- University Preparation Course (Education Assistant: Special Needs)
Murdoch University

Additional admission considerations
- Where English Language Competence is not achieved by a scaled mark of at least 50, a concession will be awarded when a student achieves a standardised exam score or a standardised moderated school score of 55 or above in stage 2 or stage 3 English, Literature or EALD.

Alternative admission pathways
- Entry Awards – guaranteed admission for selected students
- Media and Creative Portfolio Entry – to gain entry to certain media and arts courses
- On-Track – free 14 week equity focused program for students who don’t qualify for entry through other pathways to gain entry into Murdoch University.
- Murdoch University Preparation Course – a preparation course for students who may not have achieved the admission requirements for Murdoch University
- Indigenous Programs – contact the Kulbardi Aboriginal Education Centre

The University of Western Australia (UWA)

UWA has a new course structure, with students entering the university from 2012 having a choice of five three-year undergraduate courses: Bachelor of Arts; Bachelor of Commerce; Bachelor of Design; Bachelor of Science; or Bachelor of Philosophy (Honours).

Additional admission considerations
- An ATAR of at least 80 has been set for all degrees, except for the Bachelor of Philosophy (Honours) where a minimum of 98 is required. Assured places: Law (98); Medicine/Dentistry (99); Engineering (92)
- Where English language competence is not achieved by a scaled mark of at least 50, a concession will be awarded when a student achieves a standardised exam score or a standardised moderated school score of 60 or above in stage 2 or stage 3 English, Literature or EALD.

Alternative admission pathways
- Foundation and Preparatory Programs
- UWay allows students whose academic achievement has been adversely affected by certain disadvantages to be considered for admission.
- Broadway UWA allows students with an ATAR of 75 or above from a Broadway-identified school to receive an offer.
- Fairway UWA allows selected students with an ATAR of 70 or above to gain entry to the University through participation in a program of support and activities throughout Year 12. Conditions apply.
- Provisional Entry Scheme for indigenous students who achieve an ATAR of 75 or more can be considered for entry to most degree courses.
- Applications for special consideration may be made if exceptional circumstances have hindered a student in attaining a sufficient score. Conditions apply.

The University of Notre Dame of Australia

Admission to The University of Notre Dame Australia is by direct application, comprising of an application form and supporting documentation, to the University. The selection process for Notre Dame is based on personal qualities, motivation and academic potential; contribution to church, school and community life; academic records (including ATAR) and interview. Students who do not meet the normal minimum entry requirements may consider the
University’s alternative entry pathways (Tertiary Enabling Program and Foundation Year) as a stepping stone to the course of choice.

*The information was deemed correct as at 30 April 2014 based on the information supplied by each university. In all instances please contact the universities directly to seek clarification regarding entry requirements.*

### University Contact Information

- **Curtin University of Technology**
  
  Careers and Prospective Students  
  Bentley Campus  
  BENTLEY WA 6012  
  Website: [http://futurestudents.curtin.edu.au/](http://futurestudents.curtin.edu.au/) or the Support Centre on 9266 1000

- **University of Notre Dame Australia**
  
  Prospective Students  
  Admissions and Marketing  
  Mouat Street  
  FREMANTLE WA 6160  
  T: 9433 0531  
  Website: [www.notredame.edu.au](http://www.notredame.edu.au) or 9433 0533

- **Edith Cowan University**
  
  Student Recruitment Centre  
  Building 2  
  Edith Cowan University  
  JOONDALUP WA 6027  
  T: 134 328 or 6304 6304  
  Website: [http://www.ecu.edu.au/future-students/overview](http://www.ecu.edu.au/future-students/overview)

- **University of Western Australia**
  
  Prospective Students Office  
  NEDLANDS WA 6097  
  T: Admissions Centre on 6488 2477  
  Website: [www.studyat.uwa.edu.au](http://www.studyat.uwa.edu.au)

- **Murdoch University**
  
  Office of Community Relations  
  MURDOCH WA 6150  
  T: 9360 6147  
  Website: [http://www.murdoch.edu.au](http://www.murdoch.edu.au)  
  Prospective Students  
  Ph: 1300 687 3624  
Students applying for public University entrance in 2017 will do so via the Tertiary Institutions Services Centre (TISC) website. Students will access their WACE examination results through the TISC website in late December 2016. University offers will start in January 2017.

http://www.tisc.edu.au/static/home.tisc?cid=134100
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Pathway Two - Training WA / Alternative University Entrance

Students seeking this pathway must:

- Ensure Six Courses are selected in Year 11 and Year 12;
- Ensure one of these six is a CERT II Course;
- Select 1-3 ATAR courses (if pre-requisites met) from the Pathway One course selection list;
- Ensure at least One List A and One List B course is selected;

Reminder:

The GENERAL Pathway includes the following sub-pathways:

- GENERAL (ALT ENTRY to UNI) – pick 2-4 General courses and 1-3 ATAR courses and one Cert II program (compulsory).
- GENERAL (Training) – pick 5 General courses and one Cert II program (compulsory).
- FOUNDATION (Training) – pick 3 Foundation courses and 1-2 General courses and one Cert II program (compulsory).
- LEAF SSEP (Training) – set program as outlined in LEAF section (Pathway Two section of this booklet).

Some students with special needs will have a modified Pathway to suit their requirements. This will be facilitated by the Learning Support Coordinator.

<table>
<thead>
<tr>
<th>Sub-pathway</th>
<th>Foundation courses</th>
<th>General courses</th>
<th>ATAR courses</th>
<th>Certificate II or higher</th>
<th>Endorsed Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternative Entry to UNI Training</td>
<td>0</td>
<td>2-4</td>
<td>1-3</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Foundation</td>
<td>3</td>
<td>1-2</td>
<td>0</td>
<td>1-2</td>
<td>1-2</td>
</tr>
<tr>
<td>LEAF SSEP</td>
<td>1-2</td>
<td>1-3</td>
<td>0</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>
### General Pathway Courses 2015-2016
for Alternative Entry to University and/or Training

<table>
<thead>
<tr>
<th>List A</th>
<th>Courses</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Business Management and Enterprise</td>
<td>G1BME, G2BME</td>
<td>GTBME</td>
</tr>
<tr>
<td></td>
<td>Career and Enterprise</td>
<td>G1CAE, G2CAE</td>
<td>GTCAE</td>
</tr>
<tr>
<td></td>
<td>Children, Family and the Community</td>
<td>G1CFC, G2CFC</td>
<td>GTCFC</td>
</tr>
<tr>
<td></td>
<td>Chinese: Second Language</td>
<td>G1CSL, G2CSL</td>
<td>GTCSL</td>
</tr>
<tr>
<td></td>
<td>English</td>
<td>G1ENG, G2ENG</td>
<td>GTENG</td>
</tr>
<tr>
<td></td>
<td>English as an Additional Language or Dialect</td>
<td>G1ELD, G2ELD</td>
<td>GTLED</td>
</tr>
<tr>
<td></td>
<td>Geography</td>
<td>G1GEO, G2GEO</td>
<td>GTGEO</td>
</tr>
<tr>
<td></td>
<td>Health Studies</td>
<td>G1HEA, G2HEA</td>
<td>GTHEA</td>
</tr>
<tr>
<td></td>
<td>Visual Arts</td>
<td>G1VAR, G2VAR</td>
<td>GTVAR</td>
</tr>
</tbody>
</table>

| List B                          | Courses                                         | Year 11      | Year 12   |
|                                 | Applied Information Technology                   | G1AIT, G2AIT | GTAIT     |
|                                 | Building and Construction                        | G1BCN, G2BCN | GTBCN     |
|                                 | Design – Technical Graphics                      | G1DEST, G2DEST | GTDEST   |
|                                 | Food Science and Technology                      | G1FST, G2FST | GTFST     |
|                                 | Human Biology                                    | G1HBY, G2HBY | GTHBY     |
|                                 | Materials Design and Technology – Wood           | G1MDTW, G2MDTW | GTMDTW   |
|                                 | Mathematics: Essential                           | G1MAE, G2MAE | GTMAE     |
|                                 | Outdoor Education                                | G1OED, G2OED | GTOED     |
Pathway Two – Training WA
Individual Course Descriptions Year 11/12

Applied Information Technology (G1AIT, G2AIT, GTAiT)  COST: $40.00 per unit

Prerequisites:
✓ OLNA Category 2

The Applied Information Technology General course provides students with the knowledge and skills to use a range of computer hardware and software to create, manipulate and communicate information in an effective, responsible and informed manner. Students develop an understanding of computer systems; the management of data; and the use a variety of software applications to investigate, design, construct and evaluate digital products and digital solutions. The course offers pathways to further studies and a range of technology-based careers and a set of skills that equip students for the 21st century and give them an appreciation of the impact of information technology on society.

<table>
<thead>
<tr>
<th>Year 11, 2015</th>
<th>Year 12, 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1 – Personal Communication</td>
<td>Unit 3 – Media information and communication technologies</td>
</tr>
<tr>
<td>The focus of this unit is to enable students to use technology to meet personal needs. Students develop a range of skills that enable them to communicate using appropriate technologies and to gain knowledge that assists in communicating within a personal context.</td>
<td>The emphasis of this unit is on the use of digital technologies to create and manipulate digital media. Students use a range of applications to create visual and audio communications. They examine trends in digital media transmissions and implications arising from the use of these technologies.</td>
</tr>
</tbody>
</table>

Unit 2 – Working with Others | Unit 4 – Digital technologies in business |
| The focus of this unit is to enable students to use a variety of technologies to investigate managing data, common software applications and wireless network components required to effectively operate within a small business environment. They examine the legal, ethical and social impacts of technology within society. | The emphasis of this unit is on the skills, principles and practices associated with various types of documents and communications. Students identify the components and configuration of networks to meet the needs of a business. Students design digital solutions for clients, being mindful of the various impacts of technologies within legal, ethical and social boundaries. |

Building and Construction (G1BCN, G2BCN, GTBCN)  COST: $50.00 per unit

Prerequisites:
✓ OLNA Category 1 or 2

The Building and Construction General course encompasses the skills and applications of many of the trades and professions in the construction industry. Students have the opportunity to develop and practise skills that contribute to creating a physical environment, while acquiring an understanding of the need for sustainability, and an awareness of community and environmental responsibilities. Students will learn and practise building processes and technologies, including principles of design, planning and management.
<table>
<thead>
<tr>
<th>Year 11, 2015</th>
<th>Year 12, 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1</strong></td>
<td><strong>Unit 3</strong></td>
</tr>
<tr>
<td>This unit introduces students to the considerations required in building design and explores properties of common, natural or pre-made construction materials, their mechanical properties and use in construction. Students realise differences in structure and materials used. Basic plan drawing and reading is practised with application in building, in addition to the skills in areas of content, such as working with construction materials, spatial perception and computation and levelling. The unit explores processes drawn from building projects. Students work with a variety of materials and develop a range of practical skills.</td>
<td>This unit explores properties of common construction materials (timber, metals, concrete, grout, brickwork, block work, insulation, mortar and paint); their mechanical properties under load and flexural actions; and their use in construction. Concepts in space and computation are developed. Students practice reading drawn/drafted information as applied to building. Documentation for small projects is developed. The unit explores processes in contexts drawn from building, landscaping, earthwork, projects involving different energy use, and the recycling of building materials.</td>
</tr>
<tr>
<td><strong>Context:</strong></td>
<td><strong>Context:</strong></td>
</tr>
<tr>
<td><em>Occupational health and safety</em></td>
<td><em>Constructing a model of a stick roof then building the roof on their 2 year project house.</em></td>
</tr>
<tr>
<td><em>Procedures for working on a jobsite</em></td>
<td><em>Sheeting their roof including fascia’s, gutters and downpipes.</em></td>
</tr>
<tr>
<td><em>Begin the building of a 2 year project to build a small house – establishing the site, carrying out site works, footing construction, basic brickwork and constructing the floor.</em></td>
<td><em>Occupational health and safety, including working at heights.</em></td>
</tr>
<tr>
<td><strong>Unit 2</strong></td>
<td><strong>Unit 4</strong></td>
</tr>
<tr>
<td>This unit explores properties of common, natural and pre-made construction materials, their production, mechanical properties under direct loads (tension or compression) and use in construction. Concepts in space and computation are developed. Basic plan reading is practised with application in building, as well as skills in areas of content, such as working with materials, spatial perception and computation and levelling. The unit explores processes in contexts drawn from building projects. Students work with a variety of materials and develop a range of practical skills.</td>
<td>This unit builds upon the understandings of building materials, structures and structural components and the evaluation of combinations of various materials to sustain the strength of structural components. The methods and materials used in connecting building elements are explored. Further design considerations are studied. Drawing/drafting skills are refined and practised with application to more complex building issues. New criteria are incorporated in the specifications of design projects and skills are practised in these areas of content. Service networks, economics and recycling are studied. The unit explores processes in contexts drawn from building, landscaping, and earthwork projects, involving environmental issues of building waste disposal, water and sewerage treatment.</td>
</tr>
<tr>
<td><strong>Context:</strong></td>
<td><strong>Context:</strong></td>
</tr>
<tr>
<td><em>Constructing wall frames of 2 year project house, using a variety of materials to clad and line the walls.</em></td>
<td><em>Constructing the joinery of their 2 year project house, including the door frames, window frames and sashes, and second fixing; taking their house to lock up and practical completion.</em></td>
</tr>
</tbody>
</table>
The Business Management and Enterprise General course focuses on establishing and operating a small business in Australia and aims to provide students with an understanding of the knowledge and skills of the processes and procedures required for generating business ideas and turning them into a viable business venture. Factors that impact on business innovation and success, business planning, and legal aspects of running a small business are examined. Students engage in the running of a small business, or participate in business simulations, to develop practical business skills and to develop financial and business literacy. Through the consideration of real businesses and scenarios, students develop knowledge, understanding and skills that enable them to analyse business opportunities, develop proposals and make sound, ethical business decisions. The course equips students to participate proactively in the world of business, behave responsibly and demonstrate integrity in business activities.

<table>
<thead>
<tr>
<th>Year 11, 2015</th>
<th>Year 12, 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1</strong></td>
<td><strong>Unit 3</strong></td>
</tr>
<tr>
<td>The focus of this unit is on establishing a small business in Australia. Opportunities are provided to explore business start-ups and to recognise the factors that contribute to business success. Entrepreneurship and innovative thinking are introduced, generating ideas and proposals that may be suitable for business ventures. These proposals are then developed into a business plan.</td>
<td>The focus of this unit is on success in business at a national level. It explores what it takes to be successful beyond the initial start-up stage. Students investigate the features of successful marketing campaigns and report on how businesses succeed and prosper through methods, such as expansion in products, market share or diversification. The unit explores how the marketing plan contributes to the overall business plan.</td>
</tr>
<tr>
<td><strong>Unit 2</strong></td>
<td><strong>Unit 4</strong></td>
</tr>
<tr>
<td>The focus of this unit is on operating a small business in Australia. The unit is suited to the running of a small business in the school or local environment, or to the use of business simulations. The concepts of innovation, marketing and competitive advantage and the key factors that influence consumer decision-making are introduced. Legal aspects of running a small business, including rights and responsibilities of employer and employee, are investigated.</td>
<td>The focus of this unit is on business growth and the challenges faced by businesses expanding at a national level. The unit explores issues in the business environment, including the importance of intellectual property in protecting business ideas. The unit addresses the significance of employee motivation and the development of a business plan in the overall success of expansion.</td>
</tr>
</tbody>
</table>

Career and Enterprise (G1CAE, G2CAE, GTCAE)

<table>
<thead>
<tr>
<th>Prerequisites:</th>
<th>COST: $40.00 per unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ OLNA Category 1 or 2</td>
<td></td>
</tr>
</tbody>
</table>

Career education involves learning to manage and take responsibility for personal career development. The Career and Enterprise General course involves recognising one’s individual skills and talents, and using this understanding to assist in gaining and keeping work. The course develops a range of work skills and an understanding of the nature of work. Key components of the course include: the development of an understanding of different
personality types and their link to career choices; entrepreneurial behaviours; learning to
learn; and the exploration of social, cultural and environmental issues that affect work,
workplaces and careers.

<table>
<thead>
<tr>
<th>Year 11, 2015</th>
<th>Year 12, 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1</strong></td>
<td><strong>Unit 3</strong></td>
</tr>
<tr>
<td>The focus of this unit is exploring work and networks. Students develop an understanding of aspects of work, such as part-time, full-time, flexi hours, volunteer work and unemployment. They learn that positive self-esteem and self-management are required to access work opportunities and acquire skills to build careers. Students learn the basic organisation and roles associated with different workplace structures.</td>
<td>This unit focuses on adopting a proactive approach to securing and maintaining work. It involves self-management, using work search tools and techniques, developing career competencies, and accessing learning opportunities, which are essential for career building. An assessment is made of the multidimensional operation and organisation of workplaces. The legal, ethical and financial considerations underpinning corporate and individual rights and responsibilities and the resolution of conflict are examined. Career portfolios are presented in a professional manner and reflect organisation of detailed records of work, training and learning experiences, especially those related to securing and maintaining work.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Unit 2</strong></th>
<th><strong>Unit 4</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The focus of this unit is entry-level work readiness. Students explore the attributes and skills necessary for employment, and identify their personal strengths and interests, and the impact these have on career development opportunities and decisions. Students examine the organisation of workplaces within a chosen industry area and learn about the rights and responsibilities of employees and employers in entry-level jobs. A record of work, training and learning experiences is required for inclusion in a career portfolio.</td>
<td>This unit explores issues associated with career management, workplaces and influences and trends in times of change. Work, training and learning experiences provide opportunities to extend students’ knowledge and skills in anticipation of responding to change and maintaining an edge. These experiences are documented in career portfolios, using an increasing range of information technology skills.</td>
</tr>
</tbody>
</table>

**Children, Family and Community (G1CFC, G2CFC, GTCFC)**

**COST:** $45.00 per unit

**Prerequisites:**

☑  **OLNA Category 2**

The Children, Family and the Community General course focuses on factors that influence human development and the wellbeing of individuals, families and communities. Students explore the health of individuals and communities and the protective and preventative strategies that impact on growth and development. They engage in shared research, examine goal setting, self-management, decision making, communication and cooperation skills when creating products, services or systems that will assist individuals, families and communities to achieve their needs and wants. Contemporary Australian issues or trends relating to families and communities at the state and national level are examined in practical ways. These units are taught with a Food focus.
Students can only pick one context – Caring for Others **OR** Living Independently.

<table>
<thead>
<tr>
<th>CONTEXT: Caring for Others</th>
<th>Year 11, 2015</th>
<th>Year 12, 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1: Families and Relationships</strong></td>
<td>The focus of this unit is on family uniqueness. Students will learn how the child’s growth and development is influenced by both biological and environmental factors. Topics will include maternal health, neonatal care, family life, family history and traditions, and healthy lifestyles.</td>
<td><strong>Unit 3: Building On Relationships</strong></td>
</tr>
<tr>
<td><strong>Unit 2: Our Community</strong></td>
<td>The focus of this unit is on families, relationships and living in communities. Students explore the health of infants and children and the preventative strategies that impact on their growth and development. Topics will include aspects on play and leisure, health and safety, roles and responsibilities and networks and services.</td>
<td><strong>Unit 4: My Place in the Community</strong></td>
</tr>
</tbody>
</table>

**OR**

<table>
<thead>
<tr>
<th>CONTEXT: Living Independently</th>
<th>Year 11, 2015</th>
<th>Year 12, 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1: Families and Relationships</strong></td>
<td>The focus of this unit is on family uniqueness. Students will learn how the adolescent’s growth and development is influenced by both biological and environmental factors. Students investigate aspects of family life, family types and differences, cultural diversity, self-management, taking responsibility and community life, from an adolescent’s point of view.</td>
<td><strong>Unit 3: Building On Relationships</strong></td>
</tr>
<tr>
<td><strong>Unit 2: Our Community</strong></td>
<td>The focus of this unit is on families, relationships and living in communities. Students explore the health of adolescents and the preventative strategies that impact on growth and development. The focus for this unit includes aspects of working safely with others, roles and responsibilities, goals and decision-making, networks and services, building relationships and community resources.</td>
<td><strong>Unit 4: My Place in the Community</strong></td>
</tr>
</tbody>
</table>
Prerequisites:
- C grade in Year 10 Chinese
- OLNA Category 2

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 11, 2015</strong></td>
<td><strong>Year 12, 2016</strong></td>
<td><strong>Year 12, 2016</strong></td>
<td><strong>Year 12, 2016</strong></td>
</tr>
<tr>
<td>The focus for this unit is 青少年 (Teenagers). Through the study of the unit content, students develop skills, knowledge and understandings to communicate in the Chinese language and gain an insight into the culture.</td>
<td>The focus for this unit is 课余生活 (Things to do). Through the study of the unit content, students develop skills, knowledge and understandings to communicate in the Chinese language and gain an insight into the culture.</td>
<td>The focus for this unit is 我们的世界 (My world, your world!). Students continue to develop skills, knowledge and understandings through the study of the unit content. They extend their communication skills in Chinese and gain further insight into the culture.</td>
<td>The focus for this unit is 我们去旅行吧! (Travel – let's go!). Students continue to develop skills, knowledge and understandings through the study of the unit content. They extend their communication skills in Chinese and gain further insight into the culture.</td>
</tr>
</tbody>
</table>
| Contexts:  
- The individual  
- The Chinese speaking communities  
- The changing world  | Contexts:  
- The individual  
- The Chinese speaking communities  
- The changing world  | Contexts:  
- The individual  
- The Chinese speaking communities  
- The changing world  | Contexts:  
- The individual  
- The Chinese speaking communities  
- The changing world  |
| Topics:  
- My daily routine  
- Daily life of young people in a Chinese speaking community  
- Technology in daily life  | Topics:  
- Having fun  
- Leisure in a Chinese speaking community  
- Technology and leisure  | Topics:  
- Destination China  
- Welcome to Australia  
- Travel in a Modern World  | Topics:  
- Destination China  
- Welcome to Australia  
- Travel in a Modern World  |

COST: $25.00 per unit
Further guidance and advice related to enrolments in a language course can be found on the Authority website at www.scsa.wa.edu.au

Design – Technical Graphics (G1DEST, G2DEST, GTDEST)  COST: $30.00 per unit

Prerequisites:
☑ OLNA Category 2

In the Design General Course students develop skills and processes for current and future industry and employment markets. Students are equipped with the knowledge and skills to understand design principles and processes, analyze problems and devise innovative strategies through projects. The Design General course also emphasizes the scope of design in trade based industries allowing students to maximize vocational pathways.

<table>
<thead>
<tr>
<th>Year 11, 2015</th>
<th>Year 12, 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1 – Design fundamentals</td>
<td>Unit 3 – Product Design</td>
</tr>
</tbody>
</table>
| The focus of this unit is to introduce design process and practice. Students learn that design can be used to provide solutions to design problems and communication needs. They are introduced to basic design skills and a range of techniques within a defined context to demonstrate control over the elements and principles of design.  
  • freehand sketching and presentation techniques to include rendering skills, tone and line work; CAD and instrument drawing skills; 2D/3D introduction, study tools and equipment, drawing layout, conventions, orthographic projection, perspective drawing and engineering drawing.  
  • The skills developed through this unit will be brought together in designing, drawing and rapid prototyping of a hand held electronic device. | The focus of this unit is product design. Students learn that the commercial world is comprised of companies, requiring consumer products, services and brands for a particular audience. They are introduced to the concept of intellectual property. Using the design process, they create products/services, visuals and/or layouts with an awareness of codes and conventions. They use relevant and appropriate production skills and processes, materials and technologies relevant to the design.  
  • promotional products, for example, lunch boxes, drink bottles; ergonomic design, for example, hair dryers, shavers; kitchen appliances, for example, toasters, could be re-designed to appeal to a broader demographic; motor vehicle styling, component parts, architecture, mechanical, geometric figures. |
| Unit 2 – Personal design | Unit 4 – Cultural design |
| The focus of this unit is personal design. Students learn that they visually communicate aspects of their personality, values and beliefs through their affiliations and their manipulation of personal surroundings and environments. Students explore design elements and principles and | The focus of this unit is cultural design. Students learn that society is made up of different groups of people who share diverse values, attitudes, beliefs, behaviours and needs, and that different forms of visual communication transmit these values and beliefs. Students are encouraged to create |
the design process in a project communicating something of themselves. Students increase familiarity with basic production skills and processes, materials and technologies.

- Students will use their skills to design a personal logo and incorporate it into a wrist watch design.

- Students will design a public recreation building that will appeal to a specific cultural group.

**English (G1ENG, G2ENG, GTENG)**

**COST:** $25.00 per unit

**Prerequisites:**
- C Grade in English
- OLNA Category 2 for Literacy

The English General course focuses on consolidating and refining the skills and knowledge needed by students to become competent, confident and engaged users of English in everyday, community, social, further education, training and workplace contexts. The course is designed to provide students with the skills to succeed in a wide range of post-secondary pathways by developing their language, literacy and literary skills. Students comprehend, analyse, interpret, evaluate and create analytical, imaginative, interpretive and persuasive texts in a range of written, oral, multimodal and digital forms.

<table>
<thead>
<tr>
<th>Year 11, 2015</th>
<th>Year 12, 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1</strong></td>
<td><strong>Unit 3</strong></td>
</tr>
</tbody>
</table>
| Unit 1 focuses on students comprehending and responding to the ideas and information presented in texts. Students:  
- employ a variety of strategies to assist comprehension  
- read, view and listen to texts to connect, interpret and visualise ideas  
- learn how to respond personally and logically to texts by questioning, using inferential reasoning and determining the importance of content and structure  
- consider how organisational features of texts help the audience to understand the text  
- learn to interact with others in a range of contexts, including everyday, community, social, further education, training and workplace contexts  
- communicate ideas and information clearly and correctly in a range of contexts  
- apply their understanding of language through the creation of texts for different purposes. | Unit 3 focuses on exploring different viewpoints presented in a range of texts and contexts. Students:  
- explore attitudes, text structures and language features to understand a text’s meaning and purpose  
- examine relationships between context, purpose and audience in different language modes and types of texts, and their impact on meaning  
- consider how perspectives and values are presented in texts to influence specific audiences  
- develop and justify their own interpretations when responding to texts  
- learn how to communicate logically, persuasively and imaginatively in different contexts, for different purposes, using a variety of types of texts. |
Unit 2 focuses on interpreting ideas and arguments in a range of texts and contexts. Students:
- Analyse text structures and language features and identify the ideas, arguments and values expressed
- Consider the purposes and possible audiences of texts
- Examine the connections between purpose and structure and how a text’s meaning is influenced by the context in which it is created and received
- Integrate relevant information and ideas from texts to develop their own interpretations
- Learn to interact effectively in a range of contexts
- Create texts using persuasive, visual and literary techniques to engage audiences in a range of modes and media.

Unit 4 focuses on community, local or global issues and ideas presented in texts and on developing students’ reasoned responses to them. Students:
- Explore how ideas, attitudes and values are presented by synthesising information from a range of sources to develop independent perspectives
- Analyse the ways in which authors influence and position audiences
- Investigate differing perspectives and develop reasoned responses to these in a range of text forms for a variety of audiences
- Construct and clearly express coherent, logical and sustained arguments and demonstrate an understanding of purpose, audience and context
- Consider intended purpose and audience response when creating their own persuasive, analytical, imaginative, and interpretive texts.

English as an Additional Language or Dialect (G1ELD, G2ELD, GTELD)

Cost: $15.00 per unit

Prerequisites:
- OLNA Category 2 for Literacy

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

Eligibility for enrolment in English as an Additional Language/Dialect

The EAL/D ATAR course is available to students who speak English as a second language or as an additional language or dialect, and whose use of SAE is restricted. The course may provide English language or dialect support for students to the end of Year 11. English as an Additional Language or Dialect eligibility criteria do not apply to the Year 11 period of enrolment.

The specific eligibility criteria for enrolment into Year 12 in the course are set out below. Students who fulfil any of these conditions are eligible to enrol. Such students need to complete an Eligibility Application Form and forward it, with supporting documentation, through their school/college, to the School Curriculum and Standards Authority prior to enrolment. Copies of this form are available on the School Curriculum and Standards Authority website (www.scsa.wa.edu.au) on the EAL/D course page.

The EAL/D course will be available to a student in Year 12:
• whose first language is not English and who has not been a resident in Australia or another predominantly English speaking country for a total period of more than seven years immediately prior to 1 January of the year of enrolment into Year 12, AND for whom English has not been the main medium of communication and/or instruction for more than seven years immediately prior to 1 January of the year of enrolment into Year 12

• who is Aboriginal or Torres Strait Islander, or from Cocos Island or Christmas Island, for whom SAE has been the medium of instruction, but for whom SAE is an additional language/dialect, and whose exposure to SAE is primarily within the school context

• who is deaf or hard-of-hearing and communicates using signing, such as Auslan, as their first language

• whose first language is not English and who was born outside Australia and has had little or no formal education prior to arriving in Australia

• whose first language is not English and who was born outside Australia or in a remote part of Australia and has had a disrupted formal education whose first language is not English and who has been a resident in Australia for more than seven years prior to 1 January of the year of enrolment into Year 12, but who has had little or disrupted formal education in SAE, resulting in significant disadvantage.

**NOTE:** If a student other than a Year 12 student applies to enrol to sit for the WACE examination, they must meet the eligibility requirements.

<table>
<thead>
<tr>
<th>Year 11, 2015</th>
<th>Year 12, 2016</th>
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</thead>
<tbody>
<tr>
<td><strong>Unit 1</strong></td>
<td><strong>Unit 3</strong></td>
</tr>
<tr>
<td>Unit 1 focuses on responding to and creating extended texts in familiar contexts in SAE. By using the language modes, students engage with familiar and some unfamiliar texts, including literary texts. Language skills for effective communication in SAE in most social, familiar and some community situations are developed. The unit will enable students to create extended oral, written and multimodal texts with a degree of accuracy in structure, language and register. Strategies for collecting, organising and presenting ideas and information continue to be developed.</td>
<td>Unit 3 focuses on investigating how language and culture are interrelated and expressed in a range of contexts. A variety of oral, written and multimodal texts are used to develop understanding of text structures and language features. The relationship between these structures and features and the context, purpose and audience of texts is explored. The unit will enhance students’ confidence in creating texts for different purposes and across all language modes in both real and imagined contexts. It will broaden their understanding of the sociocultural and sociolinguistic elements of SAE and develop skills for work and further study.</td>
</tr>
<tr>
<td><strong>Unit 2</strong></td>
<td><strong>Unit 4</strong></td>
</tr>
<tr>
<td>Unit 2 focuses on responding to and creating connected extended texts in personal, social, community and workplace contexts in SAE. The ability to use SAE language skills to communicate for a range of purposes is evident in the creation of oral, written and multimodal texts required in the workplace and some academic contexts. Some cultural assumptions are explored and explained</td>
<td>Unit 4 focuses on analysing and evaluating perspectives and attitudes presented in texts and creating extended texts for a range of contexts. SAE language skills for effective communication in an expanding range of contexts are consolidated. The use of cohesive text structures and language features is developed. The unit focuses on developing planning and editing skills to</td>
</tr>
</tbody>
</table>
through the study of a variety of texts, including popular and literary texts. Strategies for collecting, organising and presenting ideas and information are consolidated. create extended oral, written and multimodal texts. Attitudes, values and culturally based assumptions within texts are identified, analysed and compared. Strategies for collecting, analysing, organising and presenting ideas and information are refined.

Food Science and Technology (G1FST, G2FST, GTFST)
COST: $135.00 per year includes Qualification – refer page 92

Prerequisites:
✓ OLNA Category 1 or 2

The Food Science and Technology General course provides opportunities for students to explore and develop food-related interests and skills. Food impacts on every aspect of daily life and is essential for maintaining overall health and wellbeing. Students organise, implement and manage production processes in a range of food environments and understand systems that regulate food availability, safety and quality. Knowledge of the sensory, physical, chemical and functional properties of food is applied in practical situations. Students investigate the food supply chain and value-adding techniques applied to food to meet consumer and producer requirements. Principles of dietary planning, adapting recipes, and processing techniques, are considered for specific nutritional needs of demographic groups. Occupational safety and health requirements, safe food handling practices, and a variety of processing techniques, are implemented to produce safe, quality food products. This course may enhance employability and career opportunities in areas that include nutrition, health, food and beverage manufacturing, food processing, community services, hospitality and retail.

In addition students will achieve a Certificate II Community Services qualification (see VET section) over a period of two years which will assist students to gain confidence and knowledge standards required for entry level jobs.

<table>
<thead>
<tr>
<th>Year 11, 2015</th>
<th>Year 12, 2016</th>
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</thead>
<tbody>
<tr>
<td><strong>Unit 1 – Food Choices and Health</strong></td>
<td><strong>Unit 3 – Food Science</strong></td>
</tr>
<tr>
<td>Students investigate balanced diet and apply nutrition concepts that promote healthy eating. They devise food products and healthy meals and snacks that meet individual needs, working independently and in teams.</td>
<td>This unit explores lifestyle and economic issues that influence food choices and investigate a range of diet related health conditions. Students develop expertise with technology and communication skills to implement strategies to design food products and use a variety of foods and processing techniques to produce safe, quality food products.</td>
</tr>
<tr>
<td><strong>Unit 2 – Food for Communities</strong></td>
<td><strong>Unit 4 – The Undercover Story</strong></td>
</tr>
<tr>
<td>Focuses on factors that influence adolescent food choices as well as explore nutrition related health concerns. Student work on a range of staple foods and adapt basic recipes to achieve specific dietary requirements. They demonstrate a variety of workplace procedures, processing techniques and food handling practices.</td>
<td>Students will explore processing techniques and principles of food presentation. They investigate the food supply chain and value adding techniques applied to food to meet consumer requirements. They also examine wellbeing of individuals and cultural traditions.</td>
</tr>
</tbody>
</table>
Geography (G1GEO, G2GEO, GTGEO)  

**COST:** $25.00 per unit

**Prerequisites:**
- C grade or better in Year 10 Society and Environment
- C grade or better in Year 11 Geography (General) for Year 12
- OLNA Category 2

In the Geography General course students learn how to collect information from primary and secondary sources, such as field observation and data collection, mapping, monitoring, remote sensing, case studies and reports. Geography as a discipline values imagination, creativity and speculation as modes of thought. It develops students’ knowledge about the interconnections between places and explores the spatial patterns and processes related to environments at risk, and to the protection of such environments through management at local, regional and global levels.

There will be a particular emphasis on fieldwork and practical work in class, with a focus on geographical skills and process of enquiry.

<table>
<thead>
<tr>
<th>Year 11, 2015</th>
<th>Year 12, 2016</th>
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</thead>
<tbody>
<tr>
<td><strong>Unit 1 – Geography of environments at risk</strong></td>
<td><strong>Unit 3 – Natural and ecological hazards</strong></td>
</tr>
</tbody>
</table>
| This unit explores the spatial patterns and processes related to environments at risk, and to the protection of such environments through management at local, regional and global levels. In the local area, in specific regions and globally, people pose threats to the environment as they attempt to meet their needs. Individuals and/or groups can have conflicting viewpoints about particular environments. This can place environments at risk. Sustainable solutions need to be developed for these environments. Students develop the knowledge, understandings and skills in this unit that are relevant to the world in which they live and which are also appropriate to careers in the environmental protection/rehabilitation, urban and regional development, and tourism industries. Context – students will complete a depth study of one of the following environments at risk:  
  - Catchment – Canning River  
  - World Biome – Tropical Rainforest  
  - A tourist destination or attraction  
  - A region such as Perth, a mining town. | Natural and ecological hazards represent potential sources of harm to human life, health, income and property, and may affect elements of the biophysical, managed and constructed elements of environments. This unit focuses on understanding how these hazards and their associated risks are perceived and managed at local, regional and global levels. Risk management, in this particular context, refers to prevention, mitigation and preparedness. Prevention is concerned with the long term aspects of hazards and focuses on avoiding the risks associated with their reoccurrence. Mitigation is about reducing or eliminating the impact if the hazard does happen. Preparedness refers to actions carried out prior to the advance notice of a hazard to create and maintain the capacity of communities to respond to, and recover from, natural disasters. Preparedness starts at the local community level but may branch out to national and international levels through measures, such as planning, community education, information management, communications and warning systems. Context – students will complete 2 depth studies as follows:  
  - Natural hazard – bush fire, cyclones  
  - Ecological hazard – cane toad, feral cats |
Unit 2 – Geography of people and places
This unit explores the natural and cultural characteristics of a region, the processes that have enabled it to change over time and the challenges it may face in the future. Students develop the knowledge, understanding and skills that will enable them to understand and apply the concept of a region to other regions in different scales.

Unit 4 – Global networks and interconnections
This unit focuses on the process of international integration (globalisation) and is based on the reality that we live in an increasingly interconnected world. It provides students with an understanding of the economic and cultural transformations taking place in the world today, the spatial outcomes of these processes, and their political and social consequences. This is a world in which advances in transport and telecommunications technologies have not only transformed global patterns of production and consumption, but also facilitated the diffusion of ideas and cultures. The unit explains how these advances in transport and communication technology have lessened the friction of distance and have impacted at a range of local, national and global scales. Cultural groups that may have been isolated in the early twentieth century are now linked across an interconnected world in which there is a ‘shrinking’ of time and space. Of particular interest are the ways in which people adapt and respond to these changes.

Context – students will complete 2 depth studies as follows:
- Globalization – Nike, McDonalds
- Cultural adaptation – fashion, music

Health Studies (G1HEA, G2HEA, GTHEA)
COST: $25.00 per unit

Prerequisites:
☑ OLNA Category 2

In this General course students explore health as a dynamic quality of life. They will consider the way in which beliefs and attitudes influence health decisions and learn how to plan and take action that will promote their own and the health of others. They examine the impact of social and environmental factors on health and use inquiry skills to investigate and respond to relevant issues. The course also provides students with opportunities to develop skills that will enable them to pursue careers in health promotion, research or community health care.

<table>
<thead>
<tr>
<th>Year 11, 2015</th>
<th>Year 12, 2016</th>
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</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Unit 3</td>
</tr>
<tr>
<td>This unit focuses on personal health and wellbeing and what it means to be healthy. Students explore factors which influence their health, and design action plans to improve health and achieve set goals. Key consumer health skills and concepts, and the relationship between beliefs, attitudes, values and health behaviour, and the impact</td>
<td>This unit focuses on building students’ knowledge and understandings of health determinants and their interaction and contribution to personal and community health. Students define and consolidate understandings of health promotion and are introduced to key health literacy skills. Students expand on their understanding of</td>
</tr>
</tbody>
</table>
of social and cultural norms, are introduced. Key self-management and interpersonal skills required to build effective relationships are explored. Health inquiry skills are developed and applied to investigate and report on health issues.

the impact of beliefs on health behaviour and continue to develop personal and interpersonal skills which support health. Inquiry skills are consolidated and applied, including the ability to identify trends and patterns in data.

Unit 2
This unit focuses on personal health and introduces the many factors which influence health. The notion of prevention is central to this unit, and students explore actions, skills and strategies to cope with health influences and improve health. In addition to health determinants, the influence of cognitive dissonance on decision making and the role of communities in shaping norms and expectations are explored. Self-management and cooperative skills are examined and students continue to develop and apply health inquiry skills.

Unit 4
This unit focuses on the impact of health determinants on personal and community health. The concept of community development and the importance of participation and empowerment is introduced. Students learn about Australia’s National Health Priority Areas (NHPAs) and preventive strategies to reduce risk and contribute to better health. The use of social marketing in health is explored and students are introduced to emotional intelligence as a mechanism for perceiving, controlling and evaluating emotions. Students continue to refine inquiry skills as they address relevant issues and produce insightful and well-researched reports.

Human Biology (G1HBY, G2HBY, GTHBY)  COST: $22.50 per unit

Prerequisites:

☑ Minimum C grade in Year 10 Science
☑ An understanding of the Year 11 content is assumed knowledge for students in Year 12. Students should have completed Unit 1 and 2 before doing Unit 3 and 4.
☑ OLNA Category 2

The Human Biology General course gives students a chance to explore how the human body works. Students focus on bones, muscles, nerves and hormones, and how they maintain the body to act in a coordinated manner. The causes and spread of disease and how humans respond to invading pathogens are studied, as well as the role of males and females in the process of reproduction.

Students investigate the body systems through real or virtual dissections and practical examination of cells, organs and systems. They research contemporary treatments for dysfunctions of the body systems and are encouraged to use ICT to interpret and communicate their findings in a variety of ways. Second-hand data is used to investigate transmission of diseases from a historical perspective and recent global incidences.

<table>
<thead>
<tr>
<th>Year 11, 2015</th>
<th>Year 12, 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1 – Healthy body</td>
<td>Unit 3 - Coordination</td>
</tr>
<tr>
<td>This unit explores how the systems of the human body are interrelated to help sustain functioning to maintain a healthy body. Cells are the basic structural and functional units of the human body. Materials are exchanged in a variety of ways within and between the internal and external environment to supply inputs and remove</td>
<td>This unit explores bones, muscles, nerves and hormones and how they maintain the body to act in a coordinated manner. The structure and function of the musculoskeletal system provides for human movement, balance and growth as the result of coordinated actions. This is brought about by the interaction of the musculoskeletal</td>
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</tbody>
</table>

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outputs for life processes. The respiratory, circulatory, digestive and urinary systems control the exchange and transport around the body of materials required for efficient functioning. The lifestyle choices we make can have consequences for the optimal functioning of these systems. Humans can intervene to treat dysfunction and influence the quality of life of the individual. Students investigate the body systems through real or virtual dissections and practical examination of cells, organs and systems. They research contemporary treatments for dysfunctions to the body systems and are encouraged to use ICT to interpret and communicate their findings in a variety of ways.

<table>
<thead>
<tr>
<th>Unit 2 - Reproduction</th>
<th>Unit 4 – Infectious disease</th>
</tr>
</thead>
<tbody>
<tr>
<td>This unit explores the role that males and females have in reproduction, including contraception, and the issues of sexually transmitted infections. Students learn about the reproductive systems of males and females and how they are specialised in many different ways to produce differentiated gametes (eggs and sperm) and ensure the chances of fertilisation and implantation are more likely. The healthy development of the embryo and foetus can be monitored, and technologies available will be presented. Where there are instances of infertility, options available for couples, along with associated risks, will be considered, in addition to lifestyle choices that can affect fertility. Sexually transmitted infections will be researched, and effects, treatments and ways to minimise infection will be examined. Students apply their knowledge to construct a deoxyribonucleic acid (DNA) model and demonstrate cell division processes. They are encouraged to use ICT to interpret and communicate their findings in a variety of ways.</td>
<td>This unit explores the causes and spread of disease and how humans respond to invading pathogens. Disease is caused by various pathogens that are transmitted between individuals and populations in many different ways. Prevention of transmission of disease can be achieved by adopting good hygiene practices at a personal, domestic and workplace level. The body responds naturally to disease in several ways. These actions of the body can be assisted by the use of medications, such as antibiotics, and the use of vaccines. Improvement in technology and transportation has resulted in humans becoming less geographically isolated, resulting in the transmission of disease becoming an increasing global issue. The frequency of particular diseases in geographical areas is dependent upon population density and standards of sanitation and health services. Students investigate transmission of diseases using second-hand data from a historical perspective and recent global incidences. They consider how data is used to inform personal decisions and community responses related to disease prevention and control. They are encouraged to use ICT to interpret and communicate findings in a variety of ways.</td>
</tr>
</tbody>
</table>
The Materials Design and Technology General course is a practical course. Students can choose to work with metal, textiles or wood, with the design and manufacture of products as the major focus. Students have the opportunity to develop and practice skills that contribute to creating a physical product, while acquiring an appreciation of the application of a design process, and an understanding of the need for materials sustainability. Students will learn and practice manufacturing processes and technologies, including principles of design, planning and management.

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 3</th>
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<tbody>
<tr>
<td>Students interact with a variety of items that have been specifically designed to meet certain needs. Students are introduced to the fundamentals of design. They learn to communicate various aspects of the technology process by constructing what they design. Throughout the process, students learn about the origins, classifications, properties and suitability for purpose of the materials they are using, and are introduced to a range of production equipment and techniques. They develop materials manipulation skills and production management strategies, and are given the opportunity to realise their design ideas through the production of their design project.</td>
<td>Students develop an understanding of the elements and fundamentals of design and consider human factors involved in the design, production and use of their projects. They develop creative thinking strategies and work on design projects within specified constraints. Students learn about the classification and properties of a variety of materials and make appropriate materials selection for design needs. Students learn about manufacturing and production skills and techniques. They develop the skills and techniques appropriate to the materials being used and gain practice in planning and managing processes through the production of design project. They learn about risk management and ongoing evaluation processes.</td>
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<table>
<thead>
<tr>
<th>Unit 2</th>
<th>Unit 4</th>
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<tbody>
<tr>
<td>Students interact with products designed for a specific market. They use a range of techniques to gather information about existing products and apply the fundamentals of design. Students learn to conceptualise and communicate their ideas and various aspects of the design process within the context of constructing what they design. Throughout the process, students learn about the origins, classifications, properties and suitability for end use of materials they are working with. Students are introduced to a range of technology skills and are encouraged to generate ideas and realise them through the production of their design projects. They work within a defined environment and learn to use a variety of relevant technologies safely and effectively.</td>
<td>Students learn about the nature of designing for a client, target audience or market. Students apply an understanding of the elements and fundamentals of design and consider human factors involved in their design projects. Students learn about the nature, properties and environmental impacts related to a variety of materials and production techniques. They develop creative thinking strategies, work on design projects within specified constraints and consider the environmental impacts of recycling of materials. Students extend their understanding of safe working practices and contemporary manufacturing techniques and develop the knowledge, understanding and skills required to manage the processes of designing and manufacturing.</td>
</tr>
</tbody>
</table>
Students, in consultation with teachers, select projects of interest and then design and make products suitable for a specific market.

Mathematics: Essential (G1MAE, G2MAE, GTMAE)  
COST: $20.00 per unit

Prerequisites:
- OLNA Category 2 – Numeracy
- Learning Area Grade C or better in Year 10
- Pathway Grade C or better in Year 10

The Mathematics Essential General course focuses on using mathematics effectively, efficiently and critically to make informed decisions. It provides students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning and community settings. This course provides the opportunity for students to prepare for post-school options of employment and further training.

<table>
<thead>
<tr>
<th>Year 11, 2015</th>
<th>Year 12, 2016</th>
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<tbody>
<tr>
<td><strong>Unit 1</strong></td>
<td><strong>Unit 3</strong></td>
</tr>
<tr>
<td>This unit includes the following four topics:</td>
<td>This unit includes the following four topics:</td>
</tr>
<tr>
<td>- Basic calculations, percentages and rates</td>
<td>- Measurement</td>
</tr>
<tr>
<td>- Using formulas for practical purposes</td>
<td>- Scales, plans and models</td>
</tr>
<tr>
<td>- Measurement</td>
<td>- Graphs in practical situations</td>
</tr>
<tr>
<td>- Graphs</td>
<td>- Data collection</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Unit 2</strong></th>
<th><strong>Unit 4</strong></th>
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<tbody>
<tr>
<td>This unit includes the following four topics:</td>
<td>This unit includes the following three topics:</td>
</tr>
<tr>
<td>- Representing and comparing data</td>
<td>- Probability and relative frequencies</td>
</tr>
<tr>
<td>- Percentages</td>
<td>- Earth geometry and time zones</td>
</tr>
<tr>
<td>- Rates and ratios</td>
<td>- Loans and compound interest</td>
</tr>
<tr>
<td>- Time and motion</td>
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</tbody>
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Outdoor Education (G1OED, G2OED, GTOED)  
COST: $60.00 per unit

Prerequisites:
- Swim 200 metres
- OLNA Category 2

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, sailing, 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. 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.

NOTE: Students will need a PE uniform.
<table>
<thead>
<tr>
<th>Year 11, 2015</th>
<th>Year 12, 2016</th>
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</thead>
<tbody>
<tr>
<td>Unit 1 – Experiencing the outdoors:</td>
<td>Unit 3 – Building confidence in the outdoors:</td>
</tr>
<tr>
<td>Snorkelling/Kayaking</td>
<td>Sailing</td>
</tr>
<tr>
<td>Students are encouraged to engage in outdoor adventure</td>
<td>Students understand planning and</td>
</tr>
<tr>
<td>activities. An experiential</td>
<td>organisational requirements necessary for</td>
</tr>
<tr>
<td>approach is used to discover what being active in the</td>
<td>them to participate in safe, short-duration</td>
</tr>
<tr>
<td>environment is all about. Students are introduced to</td>
<td>excursions/expeditions. Students participate</td>
</tr>
<tr>
<td>outdoor adventure activities where they can develop</td>
<td>in outdoor adventure activities where they</td>
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<tr>
<td>and improve technical skills and apply</td>
<td>develop and improve their technical skills,</td>
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<td>appropriate practices to ensure safe</td>
<td>apply appropriate practices to ensure safe</td>
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<tr>
<td>participation. They understand basic planning and</td>
<td>participation, and begin to develop survival</td>
</tr>
<tr>
<td>organisational requirements necessary for them to</td>
<td>skills. Students develop personal skills</td>
</tr>
<tr>
<td>participate in safe, short duration excursions/expeditions</td>
<td>related to flexibility in coping and adapting to</td>
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<tr>
<td>in selected outdoor activities. They begin</td>
<td>change and in monitoring such things as the</td>
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<tr>
<td>developing skills in roping and navigation. Students</td>
<td>elements in an environment, or the</td>
</tr>
<tr>
<td>are introduced to personal skills and interpersonal</td>
<td>participation of individuals in activities and</td>
</tr>
<tr>
<td>skills, including self-awareness, communication and</td>
<td>expeditions. Features and relationships in</td>
</tr>
<tr>
<td>leadership. Features of natural environments and</td>
<td>natural environments are examined. Weather</td>
</tr>
<tr>
<td>examples of local environmental management and ‘Leave No</td>
<td>components, patterns and forecasting are</td>
</tr>
<tr>
<td>Trace’ principles are introduced.</td>
<td>introduced. Students develop a greater</td>
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<tr>
<td><strong>Excursion/expedition:</strong> To establish optimal</td>
<td>understanding of human interactions with</td>
</tr>
<tr>
<td>teaching, learning and assessment situations for this</td>
<td>nature, past and present. Sustainability is</td>
</tr>
<tr>
<td>unit, students participate in a single-day snorkelling</td>
<td>introduced and local issues are examined.</td>
</tr>
<tr>
<td>excursion to Rottnest Island and an overnight kayak</td>
<td></td>
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<td>ing expedition on the Moore River at Guilderton.</td>
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<tr>
<td>Unit 2 – Facing challenges in the outdoors:</td>
<td>Unit 4 – Outdoor Leadership: Mountain</td>
</tr>
<tr>
<td>Orienteering/Bushwalking</td>
<td>Biking</td>
</tr>
<tr>
<td>This unit offers the opportunity to engage in</td>
<td>Students consider planning and</td>
</tr>
<tr>
<td>a range of outdoor activities that pose</td>
<td>organisational requirements necessary for</td>
</tr>
<tr>
<td>challenges and encourage students to step</td>
<td>them to participate in positive and safe, short-duration</td>
</tr>
<tr>
<td>outside their comfort zone. Students consider planning</td>
<td>excursions/expeditions in selected outdoor activities.</td>
</tr>
<tr>
<td>and resource requirements related to extended</td>
<td>Students engage in outdoor activities where they</td>
</tr>
<tr>
<td>excursions/short-duration expeditions. They are</td>
<td>develop and improve their technical skills, and apply</td>
</tr>
<tr>
<td>introduced to simple risk assessment models to assist</td>
<td>appropriate practices to ensure safe</td>
</tr>
<tr>
<td>decision making and apply safe practices to cope with</td>
<td>participation. They continue to develop</td>
</tr>
<tr>
<td>challenging situations and environments. They develop</td>
<td>navigational skills and respond to an</td>
</tr>
<tr>
<td>time management and goal setting skills to work</td>
<td>emergency in the outdoors. Students focus on</td>
</tr>
<tr>
<td>with others and explore strategies for building group</td>
<td>developing commitment, tolerance,</td>
</tr>
<tr>
<td>relationships. They understand the main styles of</td>
<td>resilience, and conflict resolution skills. Students</td>
</tr>
<tr>
<td>leadership and how to use strategies to promote effective</td>
<td>lead briefing and debriefing sessions and appraise their</td>
</tr>
<tr>
<td>groups. Features of natural environments and</td>
<td>own and others’ leadership skills. Students continue to</td>
</tr>
<tr>
<td>components of the weather are introduced.</td>
<td>forecast weather and apply strategies to minimise</td>
</tr>
<tr>
<td>Conservation, biodiversity and</td>
<td>human impact on natural environments. They explore</td>
</tr>
<tr>
<td></td>
<td>sustainable</td>
</tr>
</tbody>
</table>
environmental management plans are also introduced.

**Excursion/expedition:** To establish optimal teaching, learning and assessment situations for this unit, students participate in a single-day excursion to Bickley/Victoria Reservoirs and an overnight bushwalking expedition near the Murray River, Dwellingup. Students may also gain a Senior First Aid Certificate during this unit.

**Visual Arts (G1VAR, G2VAR, GTVAR)**

**COST:** $145.00 per year includes Qualification – refer page 97

**Prerequisites:**

- OLNA Category 1 or 2

In the Visual Arts General course, students engage in traditional, modern and contemporary media and techniques within the broad areas of art forms. The course promotes innovative practice. Students are encouraged to explore and represent their ideas and gain an awareness of the role that artists and designers play in reflecting, challenging and shaping societal values. Students are encouraged to appreciate the work of other artists and engage in their own art practice.

<table>
<thead>
<tr>
<th>Year 11, 2015</th>
<th>Year 12, 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1 - Experiences</strong></td>
<td><strong>Unit 3 - Inspirations</strong></td>
</tr>
<tr>
<td>The focus for this unit is experiences. Students develop artworks based on their lives and personal experiences, observations of the immediate environment, events and/or special occasions. They participate in selected art experiences aimed at developing a sense of observation. Students discover ways to compile and record their experiences through a range of art activities and projects that promote a fundamental understanding of visual language. They use experiences to develop appreciation of the visual arts in their everyday lives. Students acquire various skills using processes of experimentation and discovery. Imaginative picture making is primarily concerned with experiences of the self and of the immediate environment, including aspects of family life, social activities, communal occasions and other shared activities. Ample scope for free, imaginative interpretation and experimentation with materials is provided.</td>
<td>The focus for this unit is inspirations. Students become aware that artists gain inspiration and generate ideas from diverse sources, including what is experienced, learned about, believed in, valued, imagined or invented. The breadth of this focus allows choice of learning contexts that are related to students’ interests. In this unit, students develop their knowledge and understanding of visual language and apply this to both art making and art interpretation. Through exploration, investigation and experimentation, they develop skills in inquiry, recording observations and manipulating media to create artworks in selected art forms. Students, through research and/or first-hand experience of artworks and art making, actively engage in perception, research, reflection and response and consider the ways in which artists, past and present, have been inspired to develop artworks. They are given opportunities to present or exhibit their work, to describe their source(s) of inspiration and to evaluate the process and success of their finished artworks.</td>
</tr>
<tr>
<td>Unit 2 - Explorations</td>
<td>Unit 4 - Investigations</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>The focus for this unit is explorations. Students explore ways to generate and</td>
<td>The focus for this unit is investigations. Students explore and develop ideas through</td>
</tr>
<tr>
<td>develop ideas using a variety of stimulus materials and explorations from their local</td>
<td>the investigation of different artists, art forms, processes and technologies. Students</td>
</tr>
<tr>
<td>environment. They use a variety of inquiry approaches, techniques and processes</td>
<td>investigate spontaneous and analytical styles of drawing, experimenting with a range of</td>
</tr>
<tr>
<td>when creating original artworks. When exploring ideas and approaches to art</td>
<td>media and techniques. They further develop their knowledge and understanding of visual</td>
</tr>
<tr>
<td>making, students investigate the work of other artists. They learn to identify</td>
<td>language and apply this to both art making and art interpretation.</td>
</tr>
<tr>
<td>stylistic features of art forms from different times and places and explore ways to</td>
<td>In particular, students explore the expressive potential of media techniques and</td>
</tr>
<tr>
<td>manipulate art elements and principles to generate, develop and produce their own</td>
<td>processes, considering their inherent qualities in the development and presentation of</td>
</tr>
<tr>
<td>artwork. In developing subject matter for artworks, students explore ways to express</td>
<td>their artworks. They investigate ways to document their thinking and working practices,</td>
</tr>
<tr>
<td>personal beliefs, opinions and feelings. They manipulate a variety of media and</td>
<td>refining their reflection and decision-making skills.</td>
</tr>
<tr>
<td>materials in a range of art forms, recording and reflecting on their artistic</td>
<td>In this unit, students investigate a variety of artworks and media to further develop</td>
</tr>
<tr>
<td>achievements.</td>
<td>their understanding of the creative process and learn how to apply new analytical and</td>
</tr>
<tr>
<td></td>
<td>production skills and techniques in the communication of their own ideas.</td>
</tr>
</tbody>
</table>
# General Pathway Courses - Foundation 2015-2016

for further Training and/or Employment

<table>
<thead>
<tr>
<th>List A</th>
<th>Courses</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>English - Foundation</td>
<td>F1ENG, F2ENG</td>
<td>FTENG</td>
</tr>
<tr>
<td></td>
<td>English as an Additional Language or Dialect - Foundation</td>
<td>F1ELD, F2ELD</td>
<td>FTELD</td>
</tr>
<tr>
<td></td>
<td>Health, Physical and Outdoor Education - Foundation</td>
<td>F1HPO, F2HPO</td>
<td>GTHPO</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>List B</th>
<th>Mathematics: Foundation</th>
<th>F1MAT, F2MAT</th>
<th>FTMAT</th>
</tr>
</thead>
</table>

**English - Foundation (F1ENG, F2ENG, FTENG)**

**COST:** $25.00 per unit

**Prerequisites:**

- **OLNA Category 1 for Literacy**

The English Foundation course aims to develop students’ skills in reading, writing, viewing, speaking and listening in work, learning, community and everyday personal contexts. This course is for students who have not demonstrated the literacy standard in the OLNA. Such development involves an improvement in English literacy, where literacy is defined broadly to include reading ability, verbal or spoken literacy, the literacy involved in writing, and visual literacy. Students undertaking this course will develop skills in the use of functional language conventions, including spelling, punctuation and grammar. Good literacy skills are required for comprehending and producing texts; for communicating effectively in a learning or working environment, or within a community; or for self-reflection; and for establishing one’s sense of individual worth.

Units 1-4 are being developed to suit the needs of students at Lynwood SHS. Below is a comprehensive list of suggested modules that may be included. The modules will be linked to the Certificate II in Skills for Work and Vocational Pathways where possible.

<table>
<thead>
<tr>
<th>Year 11, 2015</th>
<th>Year 12, 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1</strong></td>
<td><strong>Unit 3</strong></td>
</tr>
<tr>
<td><strong>Literacy for work</strong></td>
<td><strong>Literacy for work</strong></td>
</tr>
<tr>
<td>Suggested modules include:</td>
<td>Suggested modules include:</td>
</tr>
<tr>
<td>• becoming workplace ready: writing a job application, preparing for a job interview, addressing selection criteria</td>
<td>• becoming workplace ready: writing a job application, preparing for a job interview, addressing selection criteria</td>
</tr>
<tr>
<td>• pathways to employment: further study, study-work links, apprenticeships, certificates, part-time jobs</td>
<td>• pathways to employment: further study, study-work links, apprenticeships, certificates, part-time jobs</td>
</tr>
<tr>
<td>• workplace structures: likely duties, trade-</td>
<td>• workplace structures: likely duties, trade-</td>
</tr>
</tbody>
</table>
specific language, toolbox meetings, interpreting instruction manuals, leadership hierarchies

- work standards and behaviour: accepted work standards, dress codes, punctuality, ethical behaviour in workplace relations
- occupational safety and health: policy documents, accident reports, investigating problems
- work satisfaction: employment, career pathways, ambitions, goals, income, expenditure, fulfilment
- fly-in, fly-out (FIFO): advantages and disadvantages, social impact, working hours, drug and alcohol testing.

Literacy for community participation
Suggested modules include:
- attending cultural events (music/arts festivals, markets, tidy days, fun runs): aspects of personal health and safety, legal issues, audience protocols, sense of community, organisation
- civic participation: getting on the electoral roll, voting in elections, rights versus duties
- supporting your local community: volunteer work, animal shelters, blood donations, Heart Foundation
- accessing and utilising organisations: service and support organisations, the Royal Society for the Prevention of Cruelty to Animals (RSPCA), Centrelink, community libraries, Tenants Advice Service, Sexual Assault Research Centre (SARC), Headspace
- participating in a sporting club: playing, supporting, organising
- small group research on a community/social issue: how to avoid drug use; street safety; urban development, parks and amenities.

Literacy for everyday personal contexts
Suggested modules include:
- using public transport: timetables, fares, behaviour, safety
- maintaining a household: budgeting, maintenance, shared accommodation, making a home, cooking, cleaning
• making a home, cooking, cleaning
• obtaining a driver's licence: driving lessons, permits, family assistance, costs, practice vehicles, responsibilities
• purchasing a vehicle: advertising, transfer of ownership, finance, licensing, insurance, maintenance, responsible driving
• shopping online: convenience, availability, finance, safety issues
• travel: planning a trip, itinerary, means of travel, accommodation, expenditure
• applying for a passport: obtaining birth certificate, evidence of citizenship, photo ID, peer ID
• cyber literacy/negotiating the internet: blogs, websites, chat sites, Twitter, phone apps
• moving house, moving state: sense of purpose, timing departure and arrival, packing, discarding, transport, removal, unpacking
• understanding yourself: learning style; values and attitudes; ambitions.

**Literacy for learning**

Suggested modules include:

• applying for further education: traineeships, post Year 12 entry, alternate tertiary entry, apprenticeships
• representations in the media: how certain attitudes and values imbue articles/news items
• text analysis: analysis of the values and attitudes that inform texts encountered in this course and beyond (novels, newspapers, magazines, television programs, websites, film and documentary)
• film-making: how to make a short film or documentary, camera use, film-making software, purpose, context, audience
• research topic: surveys, interviews, data collection and analysis, findings and conclusions
• advertising: how to advertise, how to interpret advertising, use of language, conventions, visuals
• obtaining a driver's licence: driving lessons, permits, family assistance, costs, practice vehicles, responsibilities
• purchasing a vehicle: advertising, transfer of ownership, finance, licensing, insurance, maintenance, responsible driving
• shopping online: convenience, availability, finance, safety issues
• travel: planning a trip, itinerary, means of travel, accommodation, expenditure
• applying for a passport: obtaining birth certificate, evidence of citizenship, photo ID, peer ID
• cyber literacy/negotiating the internet: blogs, websites, chat sites, Twitter, phone apps
• moving house, moving state: sense of purpose, timing departure and arrival, packing, discarding, transport, removal, unpacking
• understanding yourself: learning style; values and attitudes; ambitions.

**Literacy for learning**

Suggested modules include:

• applying for further education: traineeships, post Year 12 entry, alternate tertiary entry, apprenticeships
• representations in the media: how certain attitudes and values imbue articles/news items
• text analysis: analysis of the values and attitudes that inform texts encountered in this course and beyond (novels, newspapers, magazines, television programs, websites, film and documentary)
• film-making: how to make a short film or documentary, camera use, film-making software, purpose, context, audience
• research topic: surveys, interviews, data collection and analysis, findings and conclusions
• advertising: how to advertise, how to interpret advertising, use of language, conventions, visuals
• writing fiction: turning fact into fiction
writing fiction: turning fact into fiction through story, storyboards, short stories, photo-stories
public speaking: to inform, to advise, to protest, to entertain
graphics: exploring the use of charts, diagrams, emoticons, graphs, posters, cartoons, comics, graphic novels, computer games.

<table>
<thead>
<tr>
<th>Unit 2</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>As per Unit 1</td>
<td>As per Unit 3</td>
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</tbody>
</table>

**English as an Additional Language or Dialect - Foundation** (F1ELD, F2ELD, FTELD)  
*COST: $15.00 per unit*

**Prerequisites:**
- ✔️ OLNA Category 1 for Literacy

The EAL/D Foundation course is designed for students who speak another language or dialect as their first or ‘home’ language and who have not demonstrated the literacy standard in the OLNA. EAL/D focuses on the mechanics of Standard Australian English (SAE) and its use in the community, the workplace or in further education or training. Practical, relevant tasks delivered through a range of engaging contexts teach students to become effective communicators, code switching between languages or dialects successfully.

**Eligibility for enrolment in English as an Additional Language/Dialect**

The EAL/D ATAR course is available to students who speak English as a second language or as an additional language or dialect, and whose use of SAE is restricted. The course may provide English language or dialect support for students to the end of Year 11. English as an Additional Language or Dialect eligibility criteria do not apply to the Year 11 period of enrolment.

The specific eligibility criteria for enrolment into Year 12 in the course are set out below. Students who fulfil any of these conditions are eligible to enrol. Such students need to complete an Eligibility Application Form and forward it, with supporting documentation, through their school/college, to the School Curriculum and Standards Authority prior to enrolment. Copies of this form are available on the School Curriculum and Standards Authority website ([www.scsa.wa.edu.au](http://www.scsa.wa.edu.au)) on the EAL/D course page.

The EAL/D course will be available to a student in Year 12:

- whose first language is not English and who has not been a resident in Australia or another predominantly English speaking country for a total period of more than seven years immediately prior to 1 January of the year of enrolment into Year 12, AND for whom English has not been the main medium of communication and/or instruction for more than seven years immediately prior to 1 January of the year of enrolment into Year 12
who is Aboriginal or Torres Strait Islander, or from Cocos Island or Christmas Island, for whom SAE has been the medium of instruction, but for whom SAE is an additional language/dialect, and whose exposure to SAE is primarily within the school context

who is deaf or hard-of-hearing and communicates using signing, such as Auslan, as their first language

whose first language is not English and who was born outside Australia and has had little or no formal education prior to arriving in Australia

whose first language is not English and who was born outside Australia or in a remote part of Australia and has had a disrupted formal education whose first language is not English and who has been a resident in Australia for more than seven years prior to 1 January of the year of enrolment into Year 12, but who has had little or disrupted formal education in SAE, resulting in significant disadvantage.

NOTE: If a student other than a Year 12 student applies to enrol to sit for the WACE examination, they must meet the eligibility requirements.

<table>
<thead>
<tr>
<th>Year 11, 2015</th>
<th>Year 12, 2016</th>
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</thead>
<tbody>
<tr>
<td><strong>Unit 1</strong></td>
<td><strong>Unit 3</strong></td>
</tr>
<tr>
<td>Unit 1 focuses on developing communication skills in a range of familiar contexts across the language modes of Standard Australian English (SAE). There is a particular focus on developing oral communication skills. Age-appropriate texts and explicit teaching are used to develop vocabulary, grammar, language learning strategies and understanding. This includes the comprehension and retrieval of key information from simple familiar texts. The unit will enable students to apply their knowledge and understanding as they create simple texts that express their needs, opinions and ideas. The thematic focus for this unit is <strong>moving between cultures</strong>. Drawing on first language skills and understandings, students investigate concepts related to home, personal, social and study situations, and develop an understanding of the features of common everyday communicative texts. They learn that language is adapted to suit audience and purpose as they work with a variety of simple everyday texts: oral, print, visual and multimodal, to further their understanding of the interrelationship of language and culture. Students engage with common realia to develop their language skills and</td>
<td>Unit 3 focuses on students responding to and creating cohesive texts in familiar contexts in Standard Australian English (SAE). Students engage with familiar and some unfamiliar texts to develop language skills for effective communication in SAE in most social, familiar and some community situations. The unit enables students to create oral, written and multimodal texts with a degree of accuracy in structure, language and register. Strategies for collecting, organising and presenting ideas and information continue to be developed. The thematic focus for this unit is <strong>life skills</strong>. Students continue to acquire SAE in order to present themselves-and build relationships with peers and others in the wider community and workplace. They investigate similarities and differences between their first cultures, language and dialects and other Australian cultures. Students explore topics such as personal safety, managing relationships, educational opportunities, occupational choices, occupational health and safety, conflict resolution and negotiation and handling discrimination in the workplace. They develop life skills to allow them to function successfully in the wider Australian society.</td>
</tr>
</tbody>
</table>
Sociocultural understandings.

**Unit 2**

Unit 2 focuses on continuing to develop communication skills in a range of contexts across the language modes of Standard Australian English (SAE). Through explicit teaching, the unit focuses on the consolidation of everyday vocabulary and the creation of connected oral, written and multimodal texts. Students respond to age-appropriate texts and follow models to produce simple texts in informal and rehearsed formal contexts. This unit will enable students to develop strategies for collecting, organising and presenting familiar ideas and simple information.

The thematic focus for this unit is **moving between cultures**. While exploring the differences between cultures, students make connections with, and build on, first language or dialect skills and understandings to continue to develop communication skills in SAE. Through investigating texts related to personal interests and exploration of the local environment, they consolidate their understandings of aspects of everyday life in different cultures. They use SAE to describe different cultural behaviours and to develop their understanding of texts.

Students work with relevant and engaging texts as they move towards being able to select and use language appropriate to situation, and to communicate effectively in their new language or dialect.

**Unit 4**

Unit 4 focuses on responding to and creating cohesive extended texts in personal, social, community and workplace contexts in Standard Australian English (SAE). The ability to use SAE language skills to communicate for a range of purposes and audiences is evident in the creation of oral, written and multimodal texts required in the workplace and some academic contexts. Some cultural assumptions are explored and explained through the study of a variety of texts. Strategies for collecting, organising and presenting ideas and information are consolidated.

The thematic focus for this unit is **life choices**. Using knowledge and skills from their existing languages and cultures, students continue to learn to use SAE to identify and examine current and future life choices. Through studying this unit, students develop an understanding of the importance of making informed decisions about how to interact in a variety of Australian contexts. Through the exploration of topics such as personal, educational, career, family, health and lifestyle choices, students learn about their rights and responsibilities and the opportunities available to them in the wider Australian community.

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**Health, Physical and Outdoor Education: Foundation**

(F1HPO, F2HPO, FTHPO)  
COST: $60.00 per unit

**Prerequisites:**

- OLNA Category 1 - numeracy

The course focuses on providing students with opportunities to develop skills and understandings related to a healthy lifestyle. This course is for students who have not demonstrated the numeracy standard in the OLNA. Through the development of health literacy, students are better equipped to make appropriate and well informed health related decisions and to develop knowledge, understanding and skills which support them to make a positive contribution to the health and wellbeing of themselves and others.

Students will learn about the factors influencing health, wellbeing and physical activity participation, and develop strategies to support them to make health enhancing decisions and adopt active and healthy pursuits, now and across the lifespan. The course supports the development of students’ literacy and numeracy skills and provides them with opportunities to
study in contexts such as health promotion, outdoor adventure activities and improving performance in individual and team games and sports.

NOTE: Students will need a PE uniform.

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 11, 2015</strong></td>
<td><strong>Core module – C11.1 Fitness for health</strong></td>
<td><strong>Core module – C11.2 Consumer health</strong></td>
<td><strong>Core module – C12.2 Health promotion</strong></td>
</tr>
<tr>
<td>This unit is comprised of one core module and eleven electives, of which a maximum of four are taught.</td>
<td>The focus of this core module is fitness. Students learn about the health-related components of fitness, and participate in various activities to measure their fitness. They also learn about the health and social benefits of being fit, and examine the key features of programs to improve fitness. Students design, implement and evaluate fitness programs for themselves and/or others which will deliver short and longer-term health benefits. Between two and four of the following:</td>
<td>The focus of this core module is consumer health. In particular, students are introduced to the essential knowledge and skills required to be a competent user of health services and products. Students learn about preventive healthcare approaches in Australia, options for health insurance, and key health literacy skills. They explore the meaning of preventive health and examine behavioural actions and strategies which</td>
<td>The focus of this core module is health promotion. Students explore the diverse influences on health and how health promotion initiatives aim to encourage and enable individuals and communities to increase control over these influences (often referred to as health determinants). Students review the factors that influence their health, and the impact of personal beliefs, attitudes</td>
</tr>
<tr>
<td><strong>Year 12, 2016</strong></td>
<td></td>
<td><strong>Core module – C12.1 Healthy lifestyles</strong></td>
<td></td>
</tr>
<tr>
<td>This unit is comprised of one core module and ten electives, of which a maximum of four are taught.</td>
<td>The focus of this core module is healthy lifestyles. Students learn about the important components of a healthy balanced lifestyle with a focus on nutrition, physical activity and other relevant health issues. Students review the notion of a balanced lifestyle and identify factors which contribute to creating balance. They reflect on their own personal health and analyse factors which influence health status. Unfortunately, some people are not able to enjoy the benefits of a healthy lifestyle due to factors which fall outside of their immediate control. Students examine these factors and identify and apply actions and strategies to improve personal health and wellbeing. Between two and four of the following:</td>
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</table>
protect and improve health. The features of Medicare and private health insurance are examined, and students undertake practical activities which familiarise them with health insurance options. Students also develop and consolidate knowledge and skills to locate, read and process health information, and to develop confidence and competence to engage with the healthcare system. The development of these important skills will support students to take an active role in the management of their own healthcare. Between two and four of the following:

- Aquatics
- Building resilience
- Coaching
- Expedition planning
- First aid
- Individual games and sports
- Team games and sports
- Officiating
- Outdoor adventure activities: skills and techniques
- Pre-driver and road safety education
- Recreation

and values on health behaviour. The meaning of health promotion as an approach to improve health is described, and different approaches aimed at improving personal health and the health status of communities are a focus. Students plan and implement school-based health promotion activities. Between two and four of the following:

- Coaching 2
- Expedition planning 2
- First aid 2
- Actions to improve health
- Individual games and sports 2
- Management of sporting injuries
- Minimising environmental impact
- Officiating 2
- Outdoor adventure activities: skills and techniques 2
- Team games and sports 2

Mathematics: Foundation (F1MAT, F2MAT, FTMAT)  
COST: $20.00 per unit

Prerequisites:

☑️ OLNA Category 1 - Numeracy

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

<table>
<thead>
<tr>
<th>Year 11, 2015</th>
<th>Year 12, 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1</strong></td>
<td><strong>Unit 3</strong></td>
</tr>
<tr>
<td>This unit provides students with the mathematical knowledge, understanding and skills to solve problems relating to addition and subtraction, length, mass, capacity and time. It involves the extraction of information from, and the interpretation of, various simple forms of data representation used in everyday contexts. The number formats in Unit 1 are whole numbers and money.</td>
<td>This unit provides students with the mathematical knowledge, understanding and skills relating to percentages and the link to fractions and decimals and the solving of problems relating to the four operations using whole number, fractions and decimals. Location, time and temperature, and shape and its relationship to design, are also covered in this unit.</td>
</tr>
<tr>
<td>Unit 2</td>
<td>Unit 4</td>
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<tr>
<td>This unit provides students with the mathematical knowledge, understanding and skills relating to fractions and decimals to solve problems relating to multiplication and division, perimeter, area and volume and qualitative probability from everyday contexts. The number formats in Unit 2 are whole numbers, money, fractions and decimals.</td>
<td>This unit provides students with the mathematical knowledge, understanding and skills relating to rates and ratios, and the connection between statistics and probability. The collection of mathematical concepts and thinking processes encountered in this and previous units culminates in the solving of comprehensive real life problems encountered in personal, workplace and community contexts.</td>
</tr>
</tbody>
</table>
All students in the General Pathway have to select at least one Certificate II or Certificate III qualification as part of their timetable for Year 11 and Year 12 as a WACE requirement.

All students will commit to the Certificate II or Certificate III qualification for 2 years – Year 11 and Year 12.

**Certificate II Community Services (Food Flavour)**

**Qualification cost is included in Food Science & Technology course - refer page 73**

**Prerequisites:**

- OLNA Category 1 or 2
- Enrol in the Food, Science & Technology General Course for Year 11 & 12

Certificate II in Community Services (Food Flavour Focus) will allow students undertaking this program to gain skills and knowledge required in the community service industry.

This qualification may provide an appropriate pathway into higher level qualifications, such as those in aged care, disability and home and community care.

**Occupational titles** may include:

- Assistant community services workers
- Care service employee
- Contact officers
- Customer service staff
- Domestic assistant
- Gardener/grounds person
- Home helper
- Housekeeping assistant
- Laundry assistant
- Night/community patrol workers
- Personal care assistant
- Provision of emergency relief
- Reception/front desk staff
- Support worker

<table>
<thead>
<tr>
<th>Core Units</th>
<th>Elective Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepare for work in the community sector</td>
<td>Deliver service to clients</td>
</tr>
<tr>
<td>Communicate with people accessing the services of the organisation</td>
<td>Distribute meals and refreshments to clients</td>
</tr>
<tr>
<td>Follow policies, procedures and programs of the organisation</td>
<td>Follow basic food safety practices</td>
</tr>
<tr>
<td>Work with others</td>
<td>Search and assess online information</td>
</tr>
<tr>
<td>Participate in WHS processes</td>
<td>Undertake basic administrative duties</td>
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<td></td>
<td>Support the activities of existing groups</td>
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</tbody>
</table>

**Certificate II Creative Industries (Media)**

**COST: $120.00 per year**

**Prerequisites:**

- OLNA Category 2

The Certificate II in Creative Industries (Media) is for students who are interested in understanding or seeking a career in the Creative Industries. Students will successfully complete four Media Productions over a two year period which will give them a solid...
understanding of the codes and conventions of Print, Sound and Film. The course allows students to explore a range of career choices in the following Creative Industries:

- Sound Engineer/Technician
- Computer Animated Graphics
- Graphic Designer
- Photographer
- Writing for Film/Television
- Scriptwriter
- Copywriter
- Editor
- Set/Stage Designer
- Lighting Technician
- Costume, Hair and Makeup Designer
- Storyboard Artist
- Producer
- Typographer
- Journalist
- Designer
- Visual Artist
- Sculptor
- Cartoonist
- Animator
- Visual Artist
- Sound Librarian
- Historian
- Camera person
- Director
- Advertiser
- Illustrator
- Human Resources
- Actor/Performer

<table>
<thead>
<tr>
<th>4 Core Units</th>
<th>4 Elective Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Develop and apply creative arts industry knowledge</td>
<td>- Follow a design process</td>
</tr>
<tr>
<td>- Work effectively with others</td>
<td>- Assist with basic camera shoot</td>
</tr>
<tr>
<td>- Follow occupational health &amp; safety procedures</td>
<td>- Perform basic vision and sound editing</td>
</tr>
<tr>
<td>- Apply critical thinking skills</td>
<td>- Organise and complete daily work activities</td>
</tr>
</tbody>
</table>

**Certificate II Engineering Pathways**

**COST:** $135.00 per year

**Prerequisites:**

☑ OLNA Category 1 or 2

☑ Some metalwork experience in Year 9 or Year 10.

Alignment to the Metal Trades:

- Metals and Engineering Trades
- Engineers
- Fitters and Turners
- Metal Machinists
- Sheet Metal Worker
- Boiler Maker Welders
- Panel Beaters

This two year course contains twelve units of competencies.

Set models will develop hand and machine skills to an industry standard. Welding and fabrication skills are central to the course.

Machining, the use of measuring devices and the ability to read detailed plans are important skills to any modern metal trade. Auto-cad drawing skills will be introduced.

Work Placement (see Endorsed Programs) - One work placement per year within a metal workshop is mandatory. These placements reinforce the workshop skills and practices.
This is a VET Industry Specific course and when completed will count towards WACE achievement and the C average requirement.

<table>
<thead>
<tr>
<th>5 Core Units</th>
<th>8 Elective Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Apply principles of Occupational Health and Safety in a work environment</td>
<td>• Interact with computing technology</td>
</tr>
<tr>
<td>• Develop a career plan for the engineering and manufacturing industry</td>
<td>• Use hand tools</td>
</tr>
<tr>
<td>• Undertake a basic engineering project</td>
<td>• Use power tools/hand held operations</td>
</tr>
<tr>
<td>• Participate in environmentally sustainable work practices</td>
<td>• Use engineering workshop machines</td>
</tr>
<tr>
<td></td>
<td>• Use electric welding machines</td>
</tr>
<tr>
<td></td>
<td>• Use oxy-acetylene and soldering equipment</td>
</tr>
<tr>
<td></td>
<td>• Use fabrication equipment</td>
</tr>
<tr>
<td></td>
<td>• Work in a team</td>
</tr>
</tbody>
</table>

**Certificate II Horticulture**  
**COST: $100.00 per year**

**Prerequisites:**
- OLNA Category 1 or 2
- Enrol in the LEAF Engagement Program

This qualification underpins a range of work functions and job roles that can lead to a horticultural trade qualification.

Job roles and titles vary across different industry sectors. Possible job titles relevant to this qualification include:
- Horticulture worker
- Horticulture assistant

<table>
<thead>
<tr>
<th>2 Core Units</th>
<th>13 Elective Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Participate in OHS processes</td>
<td>• Recognise plants</td>
</tr>
<tr>
<td>• Participate in environmentally sustainable work practices</td>
<td>• Assist with landscape construction work</td>
</tr>
<tr>
<td></td>
<td>• Lay paving</td>
</tr>
<tr>
<td></td>
<td>• Pot up plants</td>
</tr>
<tr>
<td></td>
<td>• Tend nursery plants</td>
</tr>
<tr>
<td></td>
<td>• Undertake propagation activities</td>
</tr>
<tr>
<td></td>
<td>• Install micro-irrigation systems</td>
</tr>
<tr>
<td></td>
<td>• Determine basic properties of soil and/or growing media</td>
</tr>
<tr>
<td></td>
<td>• Prune shrubs and small trees</td>
</tr>
<tr>
<td></td>
<td>• Plant trees and shrubs</td>
</tr>
<tr>
<td></td>
<td>• Treat weeds</td>
</tr>
<tr>
<td></td>
<td>• Treat plant pests, diseases and disorders</td>
</tr>
<tr>
<td></td>
<td>• Use hand tools</td>
</tr>
</tbody>
</table>
**Certificate II Information, Digital Media & Technology**  
**COST:** $75.00 per year

**Prerequisites:**
- OLNA Category 2

This qualification includes aspects of Information Technology such as personal computer use, word processing, Internet safety, spreadsheets, OH&S and using digital devices. This is a nationally recognised qualification delivered over a two year period that will assist in determining future studies and career development. Students can use this qualification as credit towards further study in Information Technology or other industry areas at any State Training Provider.

<table>
<thead>
<tr>
<th>Core Units</th>
<th>Elective Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Contribute to the health and safety of self and others</td>
<td>- Maintain IT equipment and consumables</td>
</tr>
<tr>
<td>- Participate in environmentally sustainable work practices</td>
<td>- Produce simple word processed documents</td>
</tr>
<tr>
<td>- Use computer operating systems and hardware</td>
<td>- Capture a digital image</td>
</tr>
<tr>
<td>- Operate application software packages</td>
<td>- Create and use spreadsheets</td>
</tr>
<tr>
<td>- Operate a digital media package</td>
<td>- Operate database applications</td>
</tr>
<tr>
<td>- Use social media tools for collaboration and engagement</td>
<td>- Install software applications</td>
</tr>
<tr>
<td>- Work and communicate in an IT environment</td>
<td>- Design basic organizational documents using computer packages</td>
</tr>
</tbody>
</table>

**Certificate III Music**  
**COST:** $120.00 per year

**Prerequisites:**
- OLNA Category 2
- Studied music in lower school and can play a musical instrument

This qualification will suit students who are interested in pursuing a career in the music industry.

<table>
<thead>
<tr>
<th>3 Core Units</th>
<th>Elective Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Follow occupational health and safety procedures</td>
<td>To be confirmed</td>
</tr>
<tr>
<td>- Implement copyright arrangements</td>
<td></td>
</tr>
<tr>
<td>- Work effectively in the music industry</td>
<td></td>
</tr>
</tbody>
</table>
Certificate II Skills for Work & Vocational Pathways  
**COST: $60.00 per year**

**Prerequisites:**
- ✔ OLNA Category 1
- ✔ Enrol in Foundation Pathway courses

This certificate is to develop further skills to prepare for workforce entry or vocational training pathways for students who have been identified as not meeting the literacy and numeracy standards as set by Schools Curriculum and Standards Authority.

<table>
<thead>
<tr>
<th>8 Core Units</th>
<th>6 Elective Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Use digital technology for routine workplace tasks</td>
<td>• Use whole numbers and money up to one thousand for work</td>
</tr>
<tr>
<td>• Use strategies to respond to routine workplace problems</td>
<td>• Produce simple word processed documents</td>
</tr>
<tr>
<td>• Use routine strategies for work-related learning</td>
<td>• Communicate in the workplace</td>
</tr>
<tr>
<td>• Calculate with whole numbers and familiar fractions, decimals and percentages for work</td>
<td>• Participate in work placement</td>
</tr>
<tr>
<td>• Estimate, measure and calculate routine metric measurements for work</td>
<td>• Use strategies to identify job opportunities</td>
</tr>
<tr>
<td>• Interact effectively with others at work</td>
<td>• Contribution to health &amp; safety of self and others</td>
</tr>
<tr>
<td>• Read and respond to routine workplace information</td>
<td></td>
</tr>
<tr>
<td>• Write routine workplace texts</td>
<td></td>
</tr>
</tbody>
</table>

Certificate II Sport & Recreation  
**COST: $100.00 per year**

**Prerequisites:**
- ✔ OLNA Category 2
- ✔ Completion of Year 8-10 Health and Physical Education course

This qualification reflects the role of individuals who apply the skills and knowledge to work in the sport and recreation industry in a generalist capacity. Likely functions for someone with this qualification include providing support in the provision of sport and recreation programs, grounds and facilities maintenance, routine housekeeping, retail and customer service assistance, administrative assistance and café service in locations such as fitness centres, outdoor sporting grounds or complexes or aquatic centres. All job roles are performed under supervision.

<table>
<thead>
<tr>
<th>Core Units</th>
<th>Elective Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Organise and complete daily work activities</td>
<td>• Assist in preparing &amp; conducting sport &amp; recreation sessions</td>
</tr>
<tr>
<td>• Provide First Aid</td>
<td>• Perform advanced level soccer skills</td>
</tr>
<tr>
<td>• Respond to emergency situations</td>
<td>• Perform advanced level soccer tactics &amp; strategies</td>
</tr>
<tr>
<td>• Develop and update sport, fitness and recreation industry knowledge</td>
<td>• Teach the intermediate skills of volleyball</td>
</tr>
<tr>
<td>• Follow work health and safety policies</td>
<td>• Teach the intermediate tactics &amp;</td>
</tr>
</tbody>
</table>

096
strategies of volleyball
- Develop and update knowledge of coaching practices
- Coach beginner or novice participants to develop fundamental motor skills
- Communicate effectively with others in a sport environment

Certificate II Tourism  
COST: $120.00 per year

Prerequisites:
- OLNA Category 2

This qualification will suit students who are interested in pursuing a career in the hospitality and tourism industry. There will be costs involved for First Aid and excursions.

This is a VET Industry Specific course and when completed will count towards WACE course achievement and the C Average.

<table>
<thead>
<tr>
<th>4 Core Units</th>
<th>7 Elective Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source and use information on the tourism and travel industry</td>
<td>Provide advice on Australian destinations</td>
</tr>
<tr>
<td>Interact with customers</td>
<td>Produce simple word processed documents</td>
</tr>
<tr>
<td>Show social and cultural sensitivity</td>
<td>Source and present information</td>
</tr>
<tr>
<td>Participate in safe work practices</td>
<td>Provide visitors information</td>
</tr>
<tr>
<td></td>
<td>Provide information and assistance</td>
</tr>
<tr>
<td></td>
<td>Provide first aid</td>
</tr>
<tr>
<td></td>
<td>Provide advice on International destinations</td>
</tr>
</tbody>
</table>

Certificate II Visual Art (Art)  
Qualification cost is included in Visual Arts General course – refer page 81

Prerequisites:
- OLNA Category 1 or 2
- Enrol in Visual Art General course for Year 11 & 12

This certificate attracts students who are interested in developing skills and knowledge in the Visual Arts, and who particularly benefit from an applied, practice-based program. The program integrates visual research and essential artist skills such as drawing and concept development. A mixture of core and elective units sees students engage in the design process; an integral method to which all Art & Design is made. The certificate also represents the first stage of a study pathway that provides a smooth transition to a TAFE institution. It is intended to set up students to engage in a wide range of contemporary arts skills and processes and to be exposed to current industry skills necessary to exist in a current “Arts” world.
Prospective Art Careers:
- Artist
- Graphical and Digital designer
- Graphic designer and publisher
- Pre-press
- Designer for industry
- Architectural draftsperson
- Fashion and Textile designer
- Animator
- Art Framer
- Jewellery and Object designer
- Interior designer
- Art Therapist
- Teacher
- Painter and Decorator
- Landscape designer
- Theatre
- Set and Costume designer

<table>
<thead>
<tr>
<th>4 Core Units</th>
<th>5 Elective units</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Make simple creative work</td>
<td></td>
</tr>
<tr>
<td>- Participate in OHS processes</td>
<td></td>
</tr>
<tr>
<td>- Source and use information relevant to own arts practice</td>
<td></td>
</tr>
<tr>
<td>- Use basic drawing techniques</td>
<td></td>
</tr>
<tr>
<td>- Develop ceramic skills</td>
<td></td>
</tr>
<tr>
<td>- Select and prepare creative work for exhibition</td>
<td></td>
</tr>
<tr>
<td>- Develop sculptural skills</td>
<td></td>
</tr>
<tr>
<td>- Develop printmaking skills</td>
<td></td>
</tr>
<tr>
<td>- Develop digital imaging skills</td>
<td></td>
</tr>
</tbody>
</table>

Certificate III Visual Art (Photography)  
COST: $135.00 per year

Prerequisites:
- OLNA Category 2

The Certificate III in Visual Arts: Photography will assist the student undertaking it to develop photographic techniques. They will cover the use of digital cameras, photo-editing software, printing, drawing skills, Occupational Health and Safety and learn the history and theory behind photography.

The course is delivered over two years with 6 units covered each year. The successful completion of this course will aid students in enrolling with a State Training Provider and give them useful skills when competing for employment.

There are 12 units in this course:

<table>
<thead>
<tr>
<th>4 Core Units</th>
<th>8 Proposed Electives units</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Participate in Occupational Health and Safety</td>
<td></td>
</tr>
<tr>
<td>- Develop drawing skills to communicate ideas</td>
<td></td>
</tr>
<tr>
<td>- Produce creative work</td>
<td></td>
</tr>
<tr>
<td>- Apply knowledge of history and theory to own arts practice.</td>
<td></td>
</tr>
<tr>
<td>- Develop digital imaging skills</td>
<td></td>
</tr>
<tr>
<td>- Explore the use of colour</td>
<td></td>
</tr>
<tr>
<td>- Document the work progress</td>
<td></td>
</tr>
<tr>
<td>- Follow a design process</td>
<td></td>
</tr>
<tr>
<td>- Produce digital images</td>
<td></td>
</tr>
<tr>
<td>- Explore and apply the creative design process to 2D forms</td>
<td></td>
</tr>
<tr>
<td>- Store finished creative work</td>
<td></td>
</tr>
<tr>
<td>- Select and prepare creative work for exhibition.</td>
<td></td>
</tr>
</tbody>
</table>
The Lynwood Environmental Academic Flexible (LEAF) Learning Program is a Senior School Engagement Program which was introduced to Lynwood SHS to cater for students who typically have not experienced success in lower school due to academic, attendance, behaviour or pastoral care issues.

This program is a discrete program delivered over 2 years – Year 11 & 12. To gain entry to this program a student will need to:

1. Complete and submit an application form
2. Participate in a selection interview
3. If offered a place, sign the LEAF Contract (with parent/guardian)
4. Abide by the contract & school rules to maintain their place in the program.

The set program includes:

60% Course units = 12 units
40% VET and Endorsed Programs = 8 units

<table>
<thead>
<tr>
<th>Year 11 – 2015</th>
<th>Year 12 – 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (General) Unit 1 &amp; 2 OR</td>
<td>English (General) Unit 3 &amp; 4 OR</td>
</tr>
<tr>
<td>English (Foundation) Unit 1 &amp; 2</td>
<td>English (Foundation) Unit 3 &amp; 4</td>
</tr>
<tr>
<td>Mathematics (Essential) Unit 1 &amp; 2 OR</td>
<td>Mathematics (Essential) Unit 3 &amp; 4 OR</td>
</tr>
<tr>
<td>Mathematics (Foundation) Unit 1 &amp; 2</td>
<td>Mathematics (Foundation) Unit 3 &amp; 4</td>
</tr>
<tr>
<td>Outdoor Education (General) Unit 1 &amp; 2</td>
<td>Outdoor Education (General) Unit 3 &amp; 4</td>
</tr>
</tbody>
</table>

**VET**

Certificate II Horticulture

**Endorsed Programs**

<table>
<thead>
<tr>
<th>Workplace Learning x 1</th>
<th>Workplace Learning x 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>PGOEP Off-campus Enrichment Program - Hiking (Cape to Cape)</td>
<td>CPLRST WA Recreational Skipper’s Ticket</td>
</tr>
<tr>
<td>PK4L+ Keys for Life - Plus</td>
<td>CPLES Expedition Sea trek</td>
</tr>
</tbody>
</table>
Endorsed Programs

An endorsed program is a learning program developed by a school, community organisation or private provider. These programs must be endorsed by the School Curriculum and Standards Authority and can contribute to the WACE.

There are four categories of endorsed programs:
• Workplace learning
• University
• Community organisation and
• Personal development

All endorsed programs are listed on the Council’s website at:


The following endorsed programs can be delivered at Lynwood SHS:

**Workplace Learning**

COST: $25.00 per programme

The Workplace Learning endorsed program provides an opportunity for a student to demonstrate, and develop increasing competence in, the core skills for work, often referred to as generic, transferable or employability skills. A student learns to apply and adapt the workplace skills that are necessary to understand and carry out different types of work, and that play a key role in lifelong learning.

Workplace Learning is an Authority-developed endorsed program that is managed by individual schools. To complete this endorsed program, a student works in one or more real workplace/s to develop a set of transferable workplace skills. The student must record the number of hours completed and the tasks undertaken in the workplace in the Authority’s Workplace Learning Logbook. The student must also provide evidence of their knowledge and understanding of the workplace skills by completing the Authority’s Workplace Learning Skills Journal after each 55 hours completed in the workplace.

**UMTCL10 Learning for Tomorrow (Murdoch University)**

COST: Nil

This is usually an option for Year 12 students if required. See Mrs Wright if available in 2016.
The Recreational Skipper’s Ticket (RST) is a compulsory qualification for people skippering a powered boat in WA with a motor greater than 6hp. It is compulsory for all WA Skippers. Developed by the Department of Transport (DoT), the RST ensures people in charge of vessels have the minimum skills and knowledge to protect themselves, their passengers and to share the waterways safely.
CPLES Expedition Sea Trek  
COST: $150.00 per Trek

Prerequisites:
☑️ Students must be at least 15 years of age
☑️ Students must be enrolled in Outdoor Education (General) for Year 12.
☑️ Students must hold the Department of Transport Recreational Skippers’ Ticket.

A Seatrek is an expedition involving five metre sailing boats equipped to sail along the WA coastline. These expeditions may be as simple as an overnight expedition on the Swan River or as complex as an eight day expedition through Shark Bay or around the coastal areas between Fremantle and Mandurah. The seatrek program involves both theory and practical components. Students are required to engage in sail training, navigation and advanced boat handling as well as undertake significant planning and preparation.

PGOEP Off-Campus Enrichment Program  
COST: $100.00 per programme

Prerequisites:
☑️ Students must be at least 15 years of age
☑️ Approval from School Curriculum and Standards Authority to deliver.

Off-campus Enrichment Program (PGOEP) is a personal development program designed to recognise the significant learning demonstrated by students who participate in an extended excursion such as a study tour to another country, participation in a sporting event such as Country Week or interstate educational tour. The trip must be of at least four days duration and involve preparation, participation and a report or summation of the learning at the conclusion. Students must commit a total of 90 hours to Off-campus Enrichment Program activities.

PK4L+ Keys for Life - Plus  
COST: $Nil

Prerequisites:
☑️ Students must be at least Year 10 age

Keys for Life is an award winning program for Year 10/11 students published by School Drug Education and Road Aware (SDERA). It is the Government’s road safety strategy for this age group and is supported by the Road Safety Council and the Department of Transport. Participating students start their licence at school while being taught about the importance of driving practice, gaining a licence, safer driving and safer cars, first aid, insurance, planning and decision making. Students passing the theory test at school are exempt from the Test and fee at a licensing centre.
Vocational Education and Training

What is VET?
The Vocational Education and Training (VET) sector provides training and education for specific vocational purposes. The VET sector caters for the majority of the population who need vocational skills for work and life. Because of persistent trade skills shortages in the Australian workforce, choosing a VET pathway provides the opportunity for future employment in an industry area with identified skills shortages. It also provides the opportunity for continued education and training post school.

What is the National VET System?
The national VET system is a nationally agreed system for recognizing qualifications which can only be delivered through a Registered Training Organization (RTO). Industry sectors determine and define the outcomes that are required from the training. The qualifications gained are recognized by employers and industry across Australia as people seek to enter or re-enter the workforce, upgrade existing skills or move into a new industry area. Vocational skills are called competencies and refer to the technical knowledge and broad process skills required to perform in a particular work context.

Learning outcomes in the VET sector
These outcomes are prescribed and required by the workplace, not by training or education. Knowledge identifies what a person needs to know to perform the work in an informed and effective manner.

Skills describe the application of the knowledge to situations where understanding is converted into a workplace outcome. These include cognitive, technical, creative, interpersonal, generic and communication skills.

Knowledge and skills are expressed in terms of autonomy, responsibility and accountability and range from predictable to unpredictable, known to unknown, routine to non-routine work contexts.

Many employers prefer to employ people with a nationally recognized VET qualification which is transferrable across all Australian states and territories. The learning outcomes in the VET sector differ to those assessed within the Western Australian Certificate of Education (WACE) courses.

How does VET contribute to the Western Australian Certificate of Education (WACE)?
As a part of the requirements for a WACE, a student must either:

- achieve an Australian Tertiary Admissions Rank (ATAR); and/or
- Successfully complete an Australian Qualifications Framework (AQF) Certificate II or higher, which will provide them with a VET qualification and support post school VET or employment.

Choosing to complete one or more VET qualifications in school will count towards the required number of C grades needed to achieve a WACE.
Qualifications explained

Certificates I and II

- Entry level courses
- Learn essential knowledge and skills required by industry as a worker with limited responsibility
- Often done at school

Certificate III

- Prepares for employment at junior to intermediate level
- Most apprenticeships and traineeships lead to qualification at this level

Certificate IV

- Gives broad knowledge in the chosen industry and substantial depth in some areas
- Prepares for limited responsibility for others in a supervisory role
- Some traineeships at this level

Diploma, Advanced Diploma and Associate Degree

- Prepare for working independently and solving technical issues
- Prepare for a management or supervisory role

Post school qualifications pathways

<table>
<thead>
<tr>
<th>School</th>
<th>Registered Training Organisation (RTO) VET qualifications</th>
<th>University qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Doctoral Degree</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Masters Degree</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bachelor Honours/Graduate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Certificate/Graduate Diploma</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bachelor Degree</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Advanced Dip/Associate Degree</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Diploma</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Certificate IV</td>
</tr>
<tr>
<td>Western Australian Certificate of Education</td>
<td>Certificate III</td>
<td></td>
</tr>
<tr>
<td>WACE courses and/or Vocational Education and Training (VET) qualifications</td>
<td>Certificate II</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Certificate I</td>
</tr>
</tbody>
</table>

VET in Schools Pathway Options

VET pathways provide students with the opportunity to continue their education and training post-school and can lead to the achievement of higher level qualifications such as Certificate III and IV or eventual university entry.
School Based Traineeships:

School based traineeships allow students in Years 11 and 12 to develop skills and get paid while they prepare for a career in the workforce. Students work towards secondary graduation and an industry recognised qualification.

Students enter into a legally binding contract between the employer, the student and parent/guardian to complete the traineeship.

Trainees enter into a contract with an employer in order to gain hands-on skills and work experience while earning a wage.

Aboriginal School Based Traineeships:

Aboriginal School Based Training helps students start an apprenticeship or traineeship whilst attending school. As an apprentice or trainee, students are employed by a group training organisation, which places them with host employers. Students spend time in the workplace with the host employers and time training with the training providers. Students are paid and gain skills for the real world.

Find out more by going to: www.apprenticentre.wa.gov.au
Students who are interested in applying for State Training Provider (TWA) courses are strongly advised to access the latest information from www.trainingwa.wa.gov.au.

Students will find detailed information on the website, but if more information or clarification is needed, then contact:

**The Career Centre**
166 Murray Street
Perth City
(Second floor, above Woolworths)

**Phone:** 13 23 98 or 1800 999 167  
**Email:** career.centre@dtwd.wa.gov.au  
**Web:** www.trainingwa.wa.gov.au/careercentre

**The links between State Training Providers and University:**

All Universities in Western Australia to a greater or lesser extent accept Training WA qualifications ie. Certificate IV and above, as admission for specific courses. The extent of this acceptance varies between Universities and courses and students should consult with the relevant university.

<table>
<thead>
<tr>
<th>Training WA</th>
<th>UNIVERSITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>Masters Degree</td>
</tr>
<tr>
<td>Graduate Diploma</td>
<td>Bachelor Degree</td>
</tr>
<tr>
<td>Advanced Diploma</td>
<td>Advanced Diploma</td>
</tr>
<tr>
<td>Diploma</td>
<td>Diploma</td>
</tr>
<tr>
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If you intend to follow this Pathway to University Admission then you are advised to consult with the Counsellors at the relevant University to identify which Training WA Courses are recommended.
Alternative University Entry Pathways

Please note:
1. Alternate Entry Programs are reviewed annually – check with the University for up to date Information.
2. Please see other Alternative Entry pathways in the additional information of the ATAR University Entrance section in this handbook.

Gaining Admission to University through Training WA
An Australian Tertiary Admissions Rank (ATAR) is not the only means of entry to University in Western Australia. Training WA can be your stepping stone to a University Education.

A significant number of Training WA graduates gain admission to Australian universities each year. Training WA graduates need to apply through the Tertiary Institutions Services Centre (TISC) for admission to the public universities, visit [www.tisc.edu.au](http://www.tisc.edu.au). Apply directly for admission to the University of Notre Dame Australia.

University Access via a Training Provider

At time of printing this chart shows the current entry requirements for each University for students applying after completing a state or private training provider Course. This needs to be checked for 2015 / 2016 as it can change annually.

Minimum Entry Requirement
The minimum entry requirement is the minimum level of educational achievement necessary to be eligible to apply for a place at a university. Achieving the minimum entry requirement does not guarantee entry to a particular course or that an applicant is competitive enough to be selected for a place at the university. Entry to courses is very competitive and some university courses have course prerequisites. Completing a diploma may increase your chance of selection.

Advanced Standing and Credit Transfer
Once you have gained admission into university, you may be eligible for advanced standing or credit for your previous studies. In many cases, the universities have determined which A STATE OR PRIVATE TRAINING PROVIDER WA qualification will earn you advanced standing or credit.

State or Private Training Provider or Private Registered Training Organisations (RTO's)
ECU accepts applications from students who have completed Certificate IV or above at a state or private training provider, or an equivalent level at a Business College. ECU has standing agreements with PIBT, Alexander, Martin, Beaufort and other RTO's.

Murdoch University
Applicants with State or Private Training Provider Qualifications

Applicants who have recently completed a STATE OR PRIVATE TRAINING PROVIDER Certificate Level IV, Advanced Certificate, Diploma, Associate Diploma, or Advanced Diploma with good grades are eligible to be considered for admission and can apply for advanced standing.

Curtin University
Applicants with Qualifications
- All STATE OR PRIVATE TRAINING PROVIDER Advanced Diploma, Associate Diploma, Diploma and Certificate IV awards as well as a number of advanced Certificate awards, satisfy Curtin's general matriculation requirement. The former two year certificate courses may also be considered for entry.
- Applicants with a Certificate Level must separately show that they have attained a satisfactory level of competency in English. A number of state training provider communication units are acceptable for this purpose. A list of qualifications that may be used to meet the English requirement is available from the Admission Office.
- Applicants should note that selection for a particular course may require completion of studies not covered in their course. Students intending to apply for Engineering Courses should consult with the Sub–Dean of the Faculty of Engineering.

  **Bridging Courses are also available at a number of Universities.**
Section 5 – School Based Systems to Support Student Success

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School Based Systems to Support Student Success

The success of every Year 11 and 12 student is monitored carefully using a range of information:

- Individual Attendance reports
- Individual Behaviour reports (positive and negative)
  - Letters of Commendation
  - Letters of Concern
  - Letters of Unsatisfactory Progress
  - Letters for Suspensions.
- Good Standing
  - Tracking spread sheet
  - Letters to parents
  - Contracts
- WACE Tracker
- School Achievement Information System (SAIS)
  - ATAR Predictor
  - Tracking graphs for each course unit
- School Curriculum and Standards Authority
  - NAPLAN data
  - OLNA data
  - Student registration information
  - Enrolment data
  - Achievement data
- Reporting to Parents
- Case Management notes for students at risk
  - attendance
  - behaviour
  - academic
  - family/friends
  - health & wellbeing

One of the key tools is the WACE Tracker. Students will check their WACE Tracker regularly throughout Year 11 and 12 to make sure they are on track to achieve their WACE by the end of Year 12. Targets and strategies will be set in consultation with their Academic Mentor.
Year 11 & 12 Mentoring

Every Year 11 & 12 student is allocated a mentor who will monitor their students’ progress and support them.

- Students are put into groups depending on their pathway:
  - ATAR
  - GENERAL
  - VETis – students going to TAFE 1-2 days per week
  - FOUNDATION
  - LEAF

- The mentors are usually the following people:
  - Mr Gary Anderson (Principal)
  - Mr Andrew Jack (Deputy Principal)
  - Mrs Colleen Wright (Head of Senior School)
  - Ms Sue Burgess (Careers & Vocational Education Coordinator)
  - Mr Des Sawyer (HoLA Society & Environment)
  - Mrs Alison Lethlean & Mr John Warren (LEAF)

- Students will have regular meetings with their mentor throughout Year 11 & 12.
- Students will make appointments with their mentors as required.
- The Year 11 Essential Skills Program provides an additional layer of information and support.
- The Year 12 Flexi Program provides ‘flexible’ time at school for mentor meetings/sessions to occur.
- Year 11 & 12 Coordinators and TAG teachers will know their students from lower school and continue to provide their support as required. It will be a team effort!

Year 11 Essential Skills Program

Year 11 students have one period of Essential Skills on their timetable in Year 11. This lesson will focus on the following:

1. Student success in Year 11 – checking progress on a regular basis
   - WACE Tracker
   - Student Achievement Information System (SAIS) graphs
   - ATAR Predictor
   - Setting goals and targets
   - Information re extra help ie Revision programs during holidays, etc.

2. Year 11 Assessment Overview
   - School Curriculum and Standards Authority
   - Senior School Assessment Policy
   - Course unit outlines

0112
- Assessment outlines

3. Study Skills
   - Use of Senior School Diary
   - Elevate Education workshops (Study Sensei, Time Management)
   - Useful websites with tips

4. Exam Preparation & Review

5. Information Skills – 2 periods in the library

6. Building Resilience in Young People
   - focus on Health & Wellbeing

7. RAC Workshops – Driver education

8. Private Study

**Year 11 Aspirations Program**

20 Year 11 students are selected and invited to be a part of this program each year:

The development of ABCN mentoring programs was in direct response to an idea raised by the Department of Education, and principals from high schools to provide opportunities for students to learn about different industries in Perth’s central business district (CBD).

The principals believed that this could happen by providing ongoing mentoring for students by business people working in a range of roles and businesses. This would raise awareness of the wider range of personal, educational and vocational choices for these students, through structured mentoring sessions by business people, within a group environment.

Mentors and students meet at the school initially then at different business venues for facilitated sessions over two to three school terms. Students are matched with a business professional from one of our member companies i.e Norton Rose Fulbright and Bankwest. Male students are matched with male mentors and female students with female mentors. The following is an example of the sessions:

1. Opening Tuesday T2, 9:00 am -10.30 am, Lynwood SHS
2. Session 1 Tuesday T2, 10:00 am to 1:00 pm, Norton Rose Fulbright
3. Session 2 Tuesday T2, 10:00 am to 1:00 pm, Bankwest
4. Session 3 Tuesday T3, 10:00 am to 1:00 pm, Norton Rose Fulbright
5. Session 4/Comp Tuesday T4, 10:00 am to 2:00 pm, Bankwest

During the program each session in the CBD is broken into shorter segments of time for the mentor and student partnership to have individual discussions, complete joint activities, participate in broader group discussions on issues such as goal setting, communications and interview skills, and finally present their work or findings to the group.
Year 12 students have one period a week of Essential Skills on their timetable. This period is usually Period 5 on Thursday each week. This period is used ‘flexibly’ as follows:

- Year 12 students will be allocated a group based on their pathway – ATAR, GENERAL, VET, FOUNDATION, LEAF.
- Year 12 students who are tagged as ‘repeat Year 11’ will have one period a week at school as a group with an allocated teacher. Student progress/success will be monitored closely.
- A Flexi-card is issued to each student for ID purposes indicating the student has permission to leave school grounds to travel home early as per the Flexi-program.
- The Flexi-program will be distributed to all students at the start of the year outlining what is happening week by week.
- A Flexi-at-home means the student will leave the school grounds at the end of TAG and travel home to do private study, catch up work and/or exam preparation.
- A Flexi-at-school means the student will remain at school and attend the scheduled session with Mrs Wright, Head of Senior School.

Extra Help For Students – In and Outside Of School

- Feeling stressed and/or depressed?
  - Talk to your parent/guardian
  - Go to your doctor
  - Talk to someone at school
    (TAG Teacher, Year Coordinator, Head of Senior School, your Academic mentor… they can refer you to Student Services - School Psychologist, School Chaplain, School Nurse, Learning Support Coordinator)
  - Websites that may be useful:

- Homework Club
  in Lynwood SHS Library
  after school
  Monday, Tuesday, Thursday and Friday

- IPASS for Year 12 ATAR students

  Year 12 teachers allocate additional time during Semester 2, Year 12 to prepare students for their WACE examinations. This could be before school, after school, during Recess or lunch breaks.
• Elevate Education http://au.elevateeducation.com/students/login
  
The Elevate Student Diary http://www.elevateeducation.com/diary
  - Setting your goal
  - Note-making planner
  - Homework Planner & Study Timetable
  - Exam/Assignment/Assessment Planner
  - Exam Debrief Form

• Student Box (a network to help you get through high school and into university) http://www.studentbox.com.au/


• Study Guides and Strategies http://studygs.net/index.htm

• Academic Task Force www.academictaskforce.com.au

• Academic Associates www.academicassociates.com.au

• Mastermind www.mastermindaustralia.com.au

• TEE Consultants www.teeconsultants.com.au

• School Curriculum and Standards Authority – for students (tips) http://www.scsa.wa.edu.au/internet/User_groups/Students

• School Curriculum and Standards Authority – past WACE examinations http://www.scsa.wa.edu.au/internet/Publications/Past_WACE_Examinations
  NB: these are based on the old Stage 2/3 courses
Alternative Possibilities

If a student is not achieving success at school, there are other options to consider. Please contact Colleen Wright, Head of Senior School or Sue Burgess, Careers & Vocational Education Coordinator on 9354 0600 for up to date information.

If a student decides to pursue another option other than full-time school, they will need to complete the Notice of Arrangements paperwork (see page 24) and submit it for approval to the Department of Education.

A student can apply for mid-year entry to a Training Provider to pursue full-time training in Semester 2 if they wish.

Some options that are typically available are:

Full-time training at a Training Provider

Training WA has a comprehensive website that students can use to investigate their options.


Using our online skills calculator can help you understand your own strengths and narrow down your course search to the ones that will suit you. Students can browse through the courses they have already met the entrance requirements for.

The Launch Pad Program – Central Institute of Technology

The Youth program is specially designed for students aged 15-18 years old. It takes a holistic view of student experience and development and therefore incorporates personal management, lifelong learning, employability, literacy and numeracy and career development skills.

Students who have successfully completed Launch Pad have gone on to:

- Traineeships – Hairdressing and Business
- Further training – Beauty therapy, Public Relations, Fitness, Music, Community Services, Business, Design Fundamentals, Sports Development and Residential Drafting
- Employment

If you are interested:

Central Institute of Technology
Leederville Campus
Contact Rebecca for information
Phone: 9202 4840
1300 300 822
www.central.wa.edu.au

Silver Trowel Trade Training

Silver Trowel is a private training provider who offers a range of qualifications in the Building and Construction industry.
Silver Trowel Trade Training  
RTO 51681  CRICOS Provider code: 02898C  
92 Mallard Way Cannington  WA  6107  
www.silvertrowel.com.au  
Ph:  +61 8 9453 0777  
Fax:  +61 8 9356 6144

PCYC

PCYC is a private training provider who can offer the following qualifications:

- Certificate I Automotive (at Kensington PCYC)
- Certificate I Retail
- Certificate I in Leadership

If you are interested, contact Jodie Ogden, Learning and Development Compliance Officer, PCYC Head Office, 12/275 Belmont Avenue, Cloverdale  WA 6105.

Ph: (08) 9277-4388  
Fax: (08) 9277-8411

Alta 1 College

Alta-1 is a school that provides alternative education, designed to engage young people between the ages of 15 to 19 years with an opportunity to complete secondary education.

The closest Alta-1 program currently operates from a church premise in Canning Vale.

If you want further information, visit their website www.alta-1.wa.edu.au or phone the Alta-1 office on 9403 8200.

Communicare Academy

Communicare Inc is a Registered Training Organisation trading as Communicare Education and Training.
We currently offer the following nationally recognised and accredited qualifications in Perth WA through the Communicare Academy:

- Certificate of General Education for Adults (Introductory)
- Certificate I of General Education for Adults
- Certificate II of General Education for Adults

Address: 28 Cecil Avenue
          CANNINGTON 6107

Website: www.communicare.org.au

Contact Details:
Telephone: 08 6350 1872
Fax: 08 9350 5770
E-mail: GThiele@communicare.org.au
Section 6 – Year 11 & 12 Information from the Authority

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Enrolments in Year 11 & 12 Courses at Lynwood SHS

At Lynwood SHS you will be enrolled in your selected WACE units, VET and/or endorsed programs with the Authority. Changes to enrolments will be made through Lynwood SHS.

Overseas full fee-paying students studying at Lynwood SHS will need to complete the Overseas full fee-paying student declaration form each year (2015 and 2016) and submit with appropriate payment to the School Curriculum and Standards Authority by early May.

The enrolment payments required in 2014:

- $450 (including GST of $40.91) for Year 12 students studying WACE course units.
- $200 (including GST of $18.18) for Year 11 students studying WACE course units.

Enrolment criteria for Foundation course units and Preliminary course units

**Foundation course units**

Students who have not demonstrated the minimum standard in the literacy component of the OLNA are eligible to enrol in the List A Foundation courses: English Foundation course, the English as an Additional Language or Dialect (EAL/D) Foundation course, and the Career and Enterprise Foundation course.

Students who have not demonstrated the minimum standard in the numeracy component of the OLNA are eligible to enrol in the List B Foundation courses: Mathematics Foundation course, the Applied Information Technology Foundation course and the Health, Physical and Outdoor Education Foundation course.

**Preliminary course units**

Preliminary courses provide a relevant option for students who cannot access the ATAR or General course content with adjustment and/or disability provisions, or who are unable to progress directly to training from school, or who require modified and/or independent
education plans. Preliminary courses are designed for students who have been identified as having a recognised disability under the Disability Discrimination Act 1992, and who meet the above criteria.

**Enrolment criteria for WACE language courses**

If you wish to study a WACE language course ie Chinese Background Speakers or Chinese Second Language, there is a form that needs to be completed to ensure you are permitted to enrol in the selected course.

Enrolment criteria considerations include residency in the country where that language is spoken and exposure to that language either at a school or in the home. It is your responsibility to ensure that the form is completed fully and accurately before it is submitted. The application form, stating the deadlines for submission, is available on the Authority website at [www.scsa.wa.edu.au/internet/Events_and_Forms/Application_Order_Forms](http://www.scsa.wa.edu.au/internet/Events_and_Forms/Application_Order_Forms). You should discuss your enrolment options with your careers counsellor.

**Enrolment criteria criteria for EAL/D as a Year 12 student**

If you do not speak Standard Australian English as your home language or are profoundly deaf and have had limited schooling in English or a limited period of residence in a country where English is not widely used, you may be eligible to enrol in EAL/D.

Eligibility criteria do not apply for this course in Year 11, but they do in Year 12.

There is a form that needs to be completed in Year 11 to ensure you are permitted to enrol in EAL/D in Year 12.

It is your responsibility to ensure the form is fully and accurately completed before it is submitted. The application form, stating the deadlines for submission, is available on the Authority website at [www.scsa.wa.edu.au/internet/Events_and_Forms/Application_Order_Forms](http://www.scsa.wa.edu.au/internet/Events_and_Forms/Application_Order_Forms). You should discuss your enrolment options with your EALD Teacher or Head of Senior School.

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**School Assessment**

**Grades and school marks**

To be assigned a grade in a WACE unit pair, you must have had the opportunity to complete your school’s education and assessment programs for the unit, unless there are exceptional circumstances that are acceptable to the school.

Teachers of Year 11 and Year 12 students submit results to the Authority at the end of the school year based on assessments such as classroom tests, in-class work, assignments, practical work and examinations.

You will receive a grade A, B, C, D or E for each unit pair you have completed, except for Preliminary (P) units, which are not graded. The notation of ‘U’ can be used non-final year students who, for reasons acceptable to the school, do not complete the assessment program. Only students who will be returning the following year to complete the assessment program can be awarded a ‘U’ notation.
You will also receive a school mark in the range 0 to 100 for each unit pair of an ATAR or General course (except Preliminary) you complete.

In Year 11 there may be occasions when you need to change your course enrolment at the completion of Semester 1 (e.g. you may nominate to transfer from an ATAR course to a General course). Only in these cases will you receive a grade and mark for each individual unit you have completed.

You will receive a ‘completed’ status instead of a grade for VETis course unit pairs. The notation ‘completed’ counts the same as a C grade. If you do not complete the requirements of a VETis course you will be awarded a ‘U’ notation (see above) and WACE credit may contribute as VET unit equivalence, depending on how much of the course you have finished.

Endorsed programs are not comprised of units, but a completed endorsed program is allocated one, two, three or four unit equivalents.

Grades are not assigned for Preliminary units. Student achievement is recorded as ‘completed’ or ‘not completed’. Course completion is determined by the school according to criteria set by the Authority.

Adjustment of grades and school marks
During the school year, the Authority uses several procedures to ensure that the grades awarded by different schools are comparable.

Grades assigned by Lynwood SHS are based on the Authority’s grade descriptions for each course. The grades you receive from LSHS are provisional until confirmed by the Authority. LSHS is required to advise you in writing if any changes are made to your provisional grades during the approval process. However, the Authority adjusts the grades assigned by a school only in exceptional circumstances.

Externally set tasks (EST)
An EST is a common task that all students enrolled in a General course and a Foundation course will do in Semester 1 of Year 12. The task is set by the Authority, completed by students under test conditions, and is worth 15 per cent of the final mark for that pair of units. ESTs are marked by your teacher using a marking key provided by the Authority. Preliminary courses do not include ESTs.

Authenticity of work
It is imperative that all work you submit for school assessment is your own. Any material that is included in your work that is not your own must be acknowledged appropriately.

Lynwood SHS’s assessment policy will outline the penalties for submitting another’s work as your own. Work which could not be considered your own could include, but is not limited to:

- copying someone’s work in part or in whole, and presenting it as your own
- buying, stealing or borrowing another person’s work and presenting it as your own
- paying someone to write or prepare work

Did you know?
All work submitted for assessment must be your own. If it is not, penalties apply.
• submitting work to which another person (such as a parent, tutor or subject expert) has contributed substantially
• using material directly from sources such as books, journals or the internet without reference to the source
• building on the ideas of another person without reference to the source
• using the words, ideas, designs or the workmanship of others in practical tasks (performance, production or portfolio) without appropriate acknowledgement
• using non-approved materials and/or equipment during an assessment task or examination
• assisting another student to engage in an activity that will enable that student to have an unfair advantage over other students.

All the work you submit as part of the WACE practical component (ATAR and General Units 3 and 4), must also be your own work. Any material included in your work that is not your own must be acknowledged appropriately.

Review of school assessments
LSHS must inform students in writing of their grades by a date specified annually by the Authority (usually in late October). If you believe that your grade and/or school mark is incorrect, you should make a request in writing to LSHS for a review of the result.
INTRODUCTION

The following guidelines have been developed so that students, parents and teachers are aware of their responsibilities in the assessment process.

The whole-school assessment policy and its individual course assessment policies and procedures must conform to School Curriculum and Standards Authority requirements for assessment and grading in Accredited Courses.

http://www.scsa.wa.edu.au/internet/Senior_Secondary/School_Based_Assessment

The following practices will be adopted in order to assist in the achievement of state wide comparability of school-based assessment and grading.

1. **Overview**
   
   Assessment assists teachers and schools in:
   
   [a] monitoring the progress of students and diagnosing learning difficulties
   [b] providing feedback to students on how they may improve their achievement
   [c] adjusting programs to ensure all students have the opportunity to achieve the intended outcomes
   [d] developing subsequent learning programs
   [e] reporting student achievement to parents
   [f] Whole school and system planning, reporting and accountability procedures.

   Assessment procedures must therefore be fair, valid, reliable, explicit and supportive of learning …

2. **Assessment guidelines**

   Senior Secondary School student assessment has guidelines set by the School Curriculum and Standards Authority. Adherence to these parameters is mandatory and a process of internal comparability must be practiced. A unit/course outline (including task deadlines) and an assessment outline must be provided to students at the commencement of the learning program.

3. **Student responsibilities**

   It is the student’s responsibility to:
   
   [a] complete the prescribed work requirements in each unit/course by the due date
   [b] complete all assessment tasks described in the assessment outline
   [c] maintain a folio of evidence for each unit/course studied and to make it available whenever it is required
   [d] maintain good attendance, conduct and progress, as per the Lynwood Senior High School ‘Code of Conduct' and Good Standing policy. A student who is absent for five periods/days or more per term is deemed to be at risk.
   [e] initiate contact with teachers concerning absence from class, missed assessments, extension requests and other issues pertaining to assessment.

4. **Staff Responsibilities**

   It is the responsibility of the teaching staff to:
   
   [a] develop a teaching/learning program that adheres to current School Curriculum and Standards Authority guidelines
   [b] provide students with an accredited syllabus document, a unit/course, access to grade related descriptors and an assessment outline at the commencement of the unit/course
   [c] ensure that assessments are fair, valid and reliable, explicit and supportive of learning.
   [d] maintain accurate records of student achievement, assessment and attendance
   [e] meet school and external timeframes for assessment and reporting
   [f] inform students and parents of academic progress and performance as by using a Notice of Unsatisfactory work/Behaviour or Notice of Commendation
ensure the security of assessment tasks.

The Notice of Unsatisfactory Work/Behaviour should be sent home immediately when:
  i) any piece of prescribed work or assessment task is not completed by the due date
  ii) a student does not achieve an acceptable level of performance in a test, assignment or practical task – for example, fails to demonstrate an outcome or achieves less than 55% in a test or is working below the expected Level.
  iii) a student is absent for an assessment without written explanation.
  iv) a student’s lack of attendance is adversely impacting on their progress.

Assess completed tasks and relay assessment information to the student promptly.

5. Absence from class/missed work
   [a] General
   If a student is absent from class, his/her ability to achieve to his/her potential is diminished. Extended periods of absence will result in lower levels of achievement. Absences may result in a student not fulfilling the requirements of the unit/course and thus may be deemed as unable to be assessed. Potential achievement will not be considered.
   [b] Scheduled assessment tasks
   Absence from scheduled assessment tasks (including tests, group work tasks and examinations) must be satisfactorily explained (to the Principal where necessary) by one of the following:
   • medical certificate
   • letter from parent
   • Telephone call from parent.

   Where possible, satisfactory explanation of the absence will enable the student to complete that assessment task, or a similar task and gain credit. Where possible, advance notification of absence is required. In cases where a student is unable to attend school to complete scheduled assessment tasks, and where appropriate supervision can be provided and assured, the student may be given permission to complete that task in an alternative venue.

   In cases where there is no satisfactory explanation of an absence from scheduled assessment tasks a mark of zero (0) is recorded for each task not attempted. Parents must be informed of this decision. As this will affect the over all grade.

   Prolonged absence
   where a student is unable to attend school for a lengthy period due to injury or illness, the school will endeavour to provide support to the student’s learning program.

6. Changing a Unit/course
   [a] Generally, it will not be possible to change courses after the first 20 school days of that unit/course, (each semester) as to do so would place the student at risk of not completing the requirements. The school will only consider unit/course changes in exceptional circumstances if it is feasible, and the changes must have parental support. Course changes must be negotiated through the deputy principal or a member of the school administration nominated by the principal.
   [b] Course changes should be completed by the end of Term one, except in exceptional circumstances.
   [c] Where a student changes school during a school year, credit for the completion of work in the same unit/course will be given upon the student and/or previous school supplying appropriate evidence.

7. Non-submission of evidence of achievement
   [a] General
An unit/course overview, including deadlines for submission of evidence, will be provided to each student at the commencement of the unit/course. Due dates will be clearly outlined and implemented. If an adjustment to a deadline is necessary, it will be made in close consultation with all students and clearly publicised. It is a teacher’s responsibility to manage the assessment schedule. It is a student’s responsibility to provide evidence of achievement by the published deadline. Parents/guardians will be notified in cases where concern for a student’s progress emerges.

Extensions
- Extensions may be given at the discretion of a teacher in consultation with the Head of Learning Area in cases of illness or significant personal problems – if applied for before the due date. If a student does not apply for or receive an extension then the consequences will be the same as for missed work when there is no satisfactory explanation of an absence.
- Generally, it will not be possible for students to seek an extension of deadlines for providing evidence of their achievement. In cases where work is not submitted on time, teachers will make their judgment on the evidence that is already available by the deadline.

8. Cheating, collusion and plagiarism

Cheating is when a student copies work of others or allows their work to be copied for an assessment.

Students shown to have cheated in assessed work or in examinations will not have that work accepted as valid evidence of their achievement.

Collusion is when a student submits evidence that is not his/her own work for assessment.

Plagiarism is when a student uses someone else’s words or ideas without acknowledging that they have done so (a work is essentially copied).

If work that is not the original product of that student is submitted for assessment, it will not be accepted as valid evidence of achievement (it will be deemed not to have been completed).

9. Examinations
All students enrolled in ATAR units must sit the school exam in these units as this forms part of the course assessment.

Regulations
When attending examinations, students must adhere to the regulations that pertain to that examination. Regulations will be issued with the examination timetable. Infringement will result in an appropriate penalty.

Attendance
Students must attend scheduled examinations. In exceptional circumstances, special alternative arrangements may be negotiated through the Principal prior to the examination date. Eg: Participating in family holidays will not be accepted as an exceptional circumstance.

Breach of Examination Rules

- Collusion between candidates:
  Cancellation of that Course paper of each person involved, together with an inspection of prior papers in any common examination for evidence of collusion.

- Possession of unauthorized materials in the examination room:
  Cancellation of all or part of a candidate’s paper where unauthorized materials are relevant to the Course being examined.
• **Markings on authorized materials in the examination room:**
  Cancellation of whole or part of a candidate’s paper, where markings in authorized materials are relevant to the Course being examined.

10. **Students requiring special consideration**
The school will ensure that students with special educational needs are catered for in an appropriate way and in accordance with School Curriculum and Standards Authority guidelines.

11. **Additional opportunity to complete a task**
   [a] **For Courses**
   Generally, students will be provided with an opportunity to show growth in their achievement through the completion of similar assessment tasks in the following course unit.

   [b] **For Courses:**
   In accordance with School Curriculum and Standards Authority guidelines students may be provided with an additional opportunity to complete a task if
   - the teacher agrees that it is feasible
   - the student has attempted other assessment tasks but requires an additional opportunity to demonstrate achievement of an outcome; and
   - the school agrees that it is feasible and desirable to provide an additional opportunity, so that a student may convert a U (Unfinished) to a grade.

If a U is converted to a grade, an updated Statement of Results will be issued at the end of the calendar year.

**Reporting**

Students will be kept informed of their progress throughout their unit/course. Teachers will assess completed tasks and provide prompt assessment feedback to the student.
Parents will be informed about a student’s progress regularly. Students and parents/guardians will be informed when it is identified that there is a risk of the student:
- not achieving their potential
- not completing the unit/course requirements
- being awarded a grade of D or E.

**Assessment Review and Appeal Process**

**Requirements for current WACE Graduation:** Because requirements are continually changing, please check website for current information.

---

**Homework and Study Guide**

**Student Diary 2015 and 2016**

It is important for Year 11 & 12 students to use their Student Diary every day. They should use it at school and home. The Senior School Diary is published by Elevate Education. It includes the following sections:
- Elevate – Setting Your Goal
- Term 1 – Class schedule; Term 1 Planner; Note Making Planners x 6; Weekly Planners with Study Timetables; Exam/Assignment/Assessment Planner; Exam/Assessment/Assignment Debrief Form.
- Term 2, 3 and 4 have the same templates repeated as above.
Students can access the Elevate Education website for details about how to use the pages in their diary at [www.elevateeducation.com/diary](http://www.elevateeducation.com/diary)

**Time Planning for Study**

Being able to manage time is a key study skill. What a student does with their time is essential to making sure they are not wasting time and being inefficient.

**How much time?**

A rough guide is that for every hour of class time a Year 11 & 12 student should do another hour of study time. An example:

<table>
<thead>
<tr>
<th>Course/s</th>
<th>Hours at school</th>
<th>Hours at home</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>English ATAR</td>
<td>4</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Mathematics ATAR</td>
<td>4</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Chemistry ATAR</td>
<td>4</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Human Biology ATAR</td>
<td>4</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Economics ATAR</td>
<td>4</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Career &amp; Enterprise GENERAL</td>
<td>4</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>24</strong></td>
<td><strong>24</strong></td>
<td><strong>48</strong></td>
</tr>
</tbody>
</table>

If a student is spending more than 4 hours a week ‘studying at home’ for a particular course and not getting satisfactory results, it may be because they are not using their time effectively. ‘Studying’ is more than just reading through notes the night before a test or exam.

The term ‘study’ is used to refer to all work done outside of class time – assignments, test and exam preparation, writing up laboratory reports, maintenance of notes, etc…

**Study as 4 parts:**

1. Organising subject matter efficiently through summaries, using lists, mind maps, flash cards, etc.
2. Getting ongoing day to day work and assignments done
3. Researching and revising work for examinations
4. Relating the learning to what you know already and extending further – doing extra reading or research in addition to what the teacher has delivered in the classroom.

A Study session is 1 hour long, made up of:

- 50 minutes – concentrated, uninterrupted quality application
- 10 minutes – break for some brisk exercise, refreshment, toilet break, phone, getting ready for next study session.
- It is important to rest their eyes from study during the break
- At times when they are a little tired, another strategy is to study for 25 minutes with a 5 minute break.

Before a student begins studying, they need to **prioritise** their study:

- Set themselves a specific task to achieve in each session
- Begin with subjects that have the most pressing deadlines and that they find the most difficult
• Use travel time to organise what they will study and in what order when they arrive home
• When they arrive home their purpose is set, they are in control
• They can apply themselves immediately.

In these study sessions:
• Drink a glass of water before they begin; it assists their concentration
• Break tasks down into smaller, more manageable ones; bit by bit
• Do daily summaries of work covered in class in their own words under main points
• Record their plan of attack for different problems; a logical series of steps or perhaps a list or flowchart
• Practice skills learned by doing problems, exercises and essays
• Do a 5 minute revision of what they have done in the session; it will embed it in their long term memory.

Create a Home Study Timetable

Study sessions just don't happen when they feel like doing them. They must be scheduled on an organised timetable to ensure success. Use the weekly study timetable in their school diary to get organised and follow the guidelines recommended by Elevate Education.

Some tips:
• Don’t study after 11 pm; it is ineffective time
• Their brain is tired
• Divide time equally between subjects
• Do hardest subjects first
• Do a 4-6 hour day on Saturday or Sunday; a revision session per subject is an excellent strategy weekly
• Put a copy on the fridge to keep parents informed, content and able to support
• Develop an effective system for managing the use technologies during study time, such as mobile phones, computers, television, playing games, etc, so they don’t cause distractions and interruptions
• Find a balance between study, exercise and leisure.
• Year 11 & 12 students are full-time school students. They should not exceed 10 hours per week of casual employment. Any more will impact on their study and success
• Allow 20 minutes on a Sunday night to set their priorities for the week ahead
• Revisit their study timetable every Sunday night and update… things change

If a student wants to achieve success in their chosen pathway, they need to put in the time and effort to achieve this success.
BEFORE THE EXAM WEEK:

1. Check your Examination Timetable carefully and let the Deputy Principal - Senior School - Mr Jack - know immediately if you have any clashes of exams.

2. It is compulsory to sit all your examinations and make a genuine attempt to complete the examination paper to the best of your ability. The genuine attempt will be judged by the exam marker.

3. If you will not be able to attend an examination due to a planned absence you must seek approval from the Deputy Principal prior to the Examination Week and negotiate alternative arrangements if possible. You will need to provide written evidence re the planned absence. There is no guarantee that the planned absence will be approved. It will depend on the circumstances eg funeral, medical operation, etc. It needs to be of a serious unavoidable nature.

DURING THE EXAM WEEK:

1. Exams must START PROMPTLY. All exams START TOGETHER at the beginning of the session. Make sure you arrive at least 10 minutes before the exam start time.

2. Check your TIMETABLE and make sure you know where the Exam is being held.

3. Students must provide EQUIPMENT and NOT BORROW during the Exam.

4. Only equipment specified by subject areas will be allowed on the desk during the Exam. Any containers to be used to carry equipment must be clear and see through. It is not the school’s responsibility to provide spare equipment if students arrive unprepared eg wrong calculator.

5. Students must NOT WRITE or use calculators during READING TIME.

6. Students MAY NOT TALK or COMMUNICATE with other students during the examinations.

7. Students MAY NOT leave the exam room unless they are accompanied by a teacher. [Students may only leave if they are ill or desperately need the toilet]. Students must stay in the examination room for the duration of the examination time. Students may not leave an examination early.

8. Students MAY NOT EAT during the exams.

9. Students MUST be in School Uniform during the exams.

10. Mobile phones must not be brought into the exam rooms under any circumstances. Students found with Mobile phones may have their exam cancelled.

11. Bags must be left at the front of the room and cannot be accessed during the exam.

12. In the event of SICKNESS OR MISADVENTURE:
   - Please contact the Deputy Principal immediately on 9354 0600.
   - In the case of Sickness you will need to provide a Doctor’s Certificate.
In the case of Misadventure you will need to provide a statement from an independent witness who is not related to you eg a police officer.
- The school will make a decision on how the issue will be addressed.

**ATAR Examinations**

This section is relevant to students who intend to enrol in ATAR Units 3 and 4 (typically Year 12 students).

**ATAR examinations**
The Authority sets, administers and marks ATAR examinations for ATAR Units 3 and 4 in all courses.

Each ATAR examination assesses the specific content, understandings, knowledge and skills described in the syllabus for the pair of units studied. Each syllabus is available on the relevant course page of the Authority website at [http://wace1516.scsa.wa.edu.au/#syllabus](http://wace1516.scsa.wa.edu.au/#syllabus)

All ATAR examinations have written papers and some also include practical, oral, performance or portfolio examinations. The practical ATAR examinations are held in the first week of the Term 3 school holidays, on weekends and the Queen’s Birthday public holiday and during the second and third weeks of Term 4. Written examinations will start on the first Monday in November.

ATAR examinations provide students and the wider community with confidence about the standards achieved at the end of Year 12. They also make it possible to compare the achievement of students, regardless of the school attended.

**Enrolling in examinations**
When you enrol in a Year 12 ATAR course, you will be automatically enrolled to sit the ATAR examination in that course.

If you are applying for university admission, you should check that your course selections meet the entry requirements. University admission information is available on the TISC website at [www.tisc.edu.au](http://www.tisc.edu.au).

**Special examination arrangements**
Special arrangements may be made if you have permanent or temporary disabilities that may disadvantage you in an examination situation. If your disability prevents you having reasonable access to an examination, LSHS must submit an application on your behalf. Information about how to do this will be made available to LSHS at the start of Year 12. Mrs Joyce Michael, Learning Support Coordinator usually manages this process for students with special needs.
Certification – What do you get at the end of Year 12?

This section is relevant to all students. It provides information regarding the reporting of results in Year 12.

Folio of achievement

At the end of senior secondary schooling, all students who have satisfactorily completed any WACE course unit, VET certificate or endorsed program will receive a folio of achievement. This folio may include one or more of the following:

- WACE
- WASSA
- WACE course report (ATAR courses only)
- Award certificates achieved

The WACE indicates that you have satisfied the requirements for WACE achievement (see page 4).

The WASSA formally records, where appropriate:

- the meeting of WACE requirements or a statement of literacy and numeracy
- exhibitions and awards granted
- WACE combined mark
- grades and marks achieved in course units
- VET qualifications
- endorsed programs successfully completed
- number of community service hours completed, if reported by your school
- results in WACE courses from previous years.

The WACE ATAR course report (ATAR courses only) records:

- school grades
- school marks
- raw examination marks
- standardised examination marks
- WACE combined mark
- State-wide distribution of combined marks
- the number of candidates receiving a combined mark in the pair of units.

A course that has a practical examination component will have the written and practical marks reported separately.

Exhibitions and Awards – At the end of Year 12

This section is relevant to all students who will achieve a WACE. It provides information about the exhibitions and awards granted by the Authority, which recognise individual excellence at the end of Years 11 and 12.

Your achievements in Year 11 and Year 12 will be used to determine if you are granted an award by the Authority.
Full details regarding exhibitions and awards are available on the Authority website at www.scsa.wa.edu.au/internet/Senior_Secondary/Exhibitions_and_Awards.

Eligibility for exhibitions and awards

To achieve a Beazley medal: WACE, a Beazley medal: VET, a general exhibition, a general exhibition (ATSI), a course exhibition, a VET exhibition, a certificate of excellence, a certificate of distinction or a certificate of merit, a student must:

- be an Australian citizen or a permanent resident of Australia
- have been enrolled as a full-time student\(^1\) in a registered secondary school
- have satisfied the requirements for a WACE at the time of the determination of the award/exhibition (except for course exhibitions and certificates of excellence).

Special general awards, special course awards, special VET awards, and special certificates of excellence may be awarded to students who do not meet the general eligibility criteria.

Peak awards

**Beazley medal: WACE**
The Beazley medal: WACE is awarded for excellence to the eligible student who achieves the top WACE award score which is used to rank students for general exhibitions (see below).

**Beazley medal: VET**
The Beazley medal: VET is awarded to the eligible student who has demonstrated the most outstanding performance in a VET Certificate II or higher and in their other WACE achievements.

Awards for outstanding achievement

**General exhibitions**
Forty awards, known as general exhibitions, are awarded to eligible students who obtain the highest WACE award score. The WACE award score is based on the average of five scaled examination scores in ATAR courses, calculated to two decimal places, with at least two from each of List A and List B.

**General exhibition (ATSI)**
One award, known as the general exhibition (ATSI), may be awarded to the Aboriginal and Torres Strait Islander student who is eligible and achieves the highest WACE award score. To be eligible for this award, the student must be an Aboriginal or Torres Strait Islander as defined by the Australian Bureau of Statistics. A student may receive both a general exhibition and the general exhibition (ATSI).

**Special general award**
A special general award is presented to a student not eligible for the award of a general exhibition because they have not satisfied the general criteria for eligibility, but who have otherwise achieved the requirements for the award of a general exhibition and whose WACE award score is not below the lowest score for which a general exhibition is awarded.

---

\(^1\) A full-time student is one who is enrolled in at least four full-year or equivalent WACE courses in a registered secondary school.
Awards for outstanding achievement in an ATAR course
These awards relate to ATAR courses only.

Course exhibitions (ATAR courses)
A course exhibition may be awarded to the eligible student obtaining the highest examination mark for each ATAR course, provided that at least 100 candidates sat the examination. To be eligible for a course exhibition, the student must have completed the pair of Year 12 units in the course in the year of the award and have not previously sat the WACE examination for that course.

Special course awards (ATAR courses)
A special course award may be presented to a candidate not eligible for a course exhibition because they have not satisfied the general criteria for eligibility but who have otherwise achieved the requirements for a course exhibition.

Certificates of excellence (ATAR courses)
Certificates of excellence are awarded to eligible candidates who are in the top 0.5 per cent of candidates in each ATAR course examination, based on the examination mark, or the top two candidates (whichever is the greater) in a course where at least 100 candidates sit the ATAR course examination. The number of certificates of excellence issued for each course is based on the number of candidates who sit the ATAR course examination. Where a course includes both written and practical components, the examination mark will be determined using an appropriate statistical process to combine the two examination marks.

To be eligible for a certificate of excellence, the student must have completed the pair of Year 12 units in the course in the year of the award and have not previously sat the WACE examination for that course.

Special certificate of excellence (ATAR courses)
A special certificate of excellence is awarded to candidates not eligible for the award of a certificate of excellence because they have not satisfied the general criteria for eligibility but who have otherwise achieved the requirements for the award of a certificate of excellence.

Awards for outstanding achievement in VET

VET exhibitions
A VET exhibition may be awarded to the eligible student who has demonstrated the most outstanding performance in an AQF VET Certificate II or higher and in their other course achievements. The student who is ranked first in the selection process for a VET certificate of excellence will be awarded the VET exhibition in that industry area.

Special VET awards
A special VET award may be presented to a student not eligible for the VET exhibition because they have not satisfied the general criteria for eligibility but who have otherwise achieved the requirements for a VET exhibition. Only one award will be available in an industry area.

Certificates of excellence (VET)
Certificates of excellence may be awarded to eligible Year 12 students who complete an AQF VET Certificate II or higher in one of the 13 training package industry areas and who are in the
top 0.5 per cent of candidates. The units of competency achieved for the certificate may have been undertaken in VETIs courses or other VET programs.

**Table 2: Training package industry areas in which certificates of excellence may be granted**

<table>
<thead>
<tr>
<th>Industry area</th>
<th>Training package code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automotive</td>
<td>AUR</td>
</tr>
<tr>
<td>Business Services</td>
<td>BSB</td>
</tr>
<tr>
<td>Community Services</td>
<td>CHC</td>
</tr>
<tr>
<td>Construction</td>
<td>CPC (or WA equivalent accredited courses)</td>
</tr>
<tr>
<td>Engineering</td>
<td>MEM</td>
</tr>
<tr>
<td>Health</td>
<td>HLT</td>
</tr>
<tr>
<td>Information and Communications</td>
<td>ICA</td>
</tr>
<tr>
<td>Music</td>
<td>CUS</td>
</tr>
<tr>
<td>Rural Production</td>
<td>AHC</td>
</tr>
<tr>
<td>Screen and Media</td>
<td>CUF</td>
</tr>
<tr>
<td>Sport and Recreation</td>
<td>SIS</td>
</tr>
<tr>
<td>Tourism, Hospitality and Events</td>
<td>SIT</td>
</tr>
<tr>
<td>Visual Arts, Craft and Design</td>
<td>CUV</td>
</tr>
</tbody>
</table>

*Industry areas to be updated annually. The industry areas in which 2016 awards will be granted will be updated in February 2016.

**Special certificate of excellence**

A special certificate of excellence (VET) may be presented to a student not eligible for the certificate of excellence (VET) because they have not satisfied the general criteria for eligibility but who have otherwise achieved the requirements for a certificate of excellence (VET).

**Awards for outstanding achievement in the WACE**

**Certificates of merit and certificates of distinction**

Certificates of merit and certificates of distinction recognise student achievement in the WACE and are dependent on the degree of difficulty of the courses and programs undertaken together with the student’s level of achievement. These awards will be based solely on the grades awarded to students by their schools.

A certificate of merit or a certificate of distinction is to be awarded to each eligible student who obtains:

- **Certificates of merit** ................................................................. 150–189 points
- **Certificates of distinction** ............................................................ 190–200 points
Table 3: Guide to the allocation of points for the certificates of merit and distinction

<table>
<thead>
<tr>
<th>Points (per unit)</th>
<th>ATAR courses</th>
<th>General courses</th>
<th>Foundation courses</th>
<th>VET qualifications</th>
<th>Points (per unit)</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>9</td>
<td>B</td>
<td></td>
<td>Cert IV+</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Replaces two Year 11 and four Year 12 units</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>8</td>
<td>A</td>
<td></td>
<td>Cert III</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Replaces two Year 11 and four Year 12 units</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>7</td>
<td>B</td>
<td></td>
<td></td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td>Cert II</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Replaces two Year 11 and two Year 12 units</td>
<td>6</td>
</tr>
</tbody>
</table>

**Year 12 Presentation Evening 2016 (LSHS Awards)**

**Course Awards**
The top student in each course who achieves at least an A grade will receive a course award. The runner-up student will be recognised.

**Special Awards**
Staff will nominate students for special awards based on criteria such as leadership skills, community service, teamwork, communication skills, sportsmanship, most improved, best all rounder.

**ATAR Dux**
The top student in the ATAR pathway who meets the Dux criteria.

**GENERAL/VET DUX**
The top student in the GENERAL pathway who meets the Dux criteria.
Section 7 – General School Information

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### School Term Dates and Bell Times

#### Term Dates – 2015

<table>
<thead>
<tr>
<th>Term</th>
<th>Dates</th>
<th>Holidays</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>Monday 2 February – Thursday 2 April</td>
<td>Friday 3 April - Sunday 19 April</td>
</tr>
<tr>
<td>Term 2</td>
<td>Monday 20 April - Friday 3 July</td>
<td>Saturday 4 July - Sunday 19 July</td>
</tr>
<tr>
<td>Term 3</td>
<td>Monday 20 July - Friday 25 September</td>
<td>Saturday 26 September - Sunday 11 October</td>
</tr>
<tr>
<td>Term 4</td>
<td>Monday 12 October - Thursday 17 December</td>
<td></td>
</tr>
</tbody>
</table>

#### Term Dates – 2016

<table>
<thead>
<tr>
<th>Term</th>
<th>Dates</th>
<th>Holidays</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>Monday 1 February – Friday 8 April</td>
<td>Saturday 9 April – Monday 25 April</td>
</tr>
<tr>
<td>Term 2</td>
<td>Tuesday 26 April - Friday 1 July</td>
<td>Saturday 2 July - Sunday 17 July</td>
</tr>
<tr>
<td>Term 3</td>
<td>Monday 18 July - Friday 23 September</td>
<td>Saturday 24 September - Sunday 9 October</td>
</tr>
<tr>
<td>Term 4</td>
<td>Monday 10 October - Thursday 15 December</td>
<td></td>
</tr>
</tbody>
</table>

Proposed dates only; not confirmed.

### Bell Times

Please note that there are no ‘warning bells’

<table>
<thead>
<tr>
<th>Period</th>
<th>Monday, Tuesday, Thursday, Friday</th>
<th>Wednesday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period 1</td>
<td>8.45</td>
<td>8.45</td>
</tr>
<tr>
<td>Start of Period 2</td>
<td>9:50</td>
<td>9:45</td>
</tr>
<tr>
<td>Start of Recess 1</td>
<td>10:50</td>
<td>10:45</td>
</tr>
<tr>
<td>Start of Period 3</td>
<td>11:15</td>
<td>11:10</td>
</tr>
<tr>
<td>Start of Period 4</td>
<td>12:15</td>
<td>12:10</td>
</tr>
<tr>
<td>Start of Recess 2</td>
<td>1:15</td>
<td>1:10</td>
</tr>
<tr>
<td>Start of TAG</td>
<td>1:40</td>
<td>No TAG</td>
</tr>
<tr>
<td>Start of Period 5</td>
<td>1.55</td>
<td>1:35</td>
</tr>
<tr>
<td>End of the day</td>
<td>2.55</td>
<td>2:35</td>
</tr>
</tbody>
</table>
### Year 11 Planner 2015

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Feb to 2 April</td>
<td>20 April to 3 July</td>
<td>20 July to 25 Sept</td>
<td>12 Oct to 17 Dec</td>
</tr>
<tr>
<td>9 weeks</td>
<td>11 weeks</td>
<td>10 weeks</td>
<td>10 weeks</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td><strong>OLNA - March</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Exams &amp; Catch up</td>
<td>Exams &amp; Catch up</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Exams &amp; Catch up</td>
<td><strong>OLNA - September</strong></td>
<td>Exams &amp; Catch up</td>
</tr>
<tr>
<td>8</td>
<td>Semester 2 courses commence</td>
<td></td>
<td>No classes. Parent/Teacher Interviews for students who are at risk re WACE achievement.</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Parent/Teacher interviews</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Break</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Year 12 Planner 2016

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Feb to 8 April</td>
<td>26 April to 1 July</td>
<td>18 July to 23 Sept</td>
<td>10 Oct to 15 Dec</td>
</tr>
<tr>
<td>10 weeks</td>
<td>10 weeks</td>
<td>10 weeks</td>
<td>10 weeks</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td><strong>Exams &amp; Catch up</strong></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td>Final review for WACE exams Receive Statement of Results Year 12 Breakfast Year 12 Final Assembly</td>
</tr>
<tr>
<td>2</td>
<td></td>
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<td>3</td>
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<td>4</td>
<td></td>
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</tr>
<tr>
<td>5</td>
<td><strong>OLNA - March</strong></td>
<td>Exams &amp; Catch up</td>
<td>WACE Exams</td>
</tr>
<tr>
<td>6</td>
<td>Exams &amp; Catch up</td>
<td>Exams &amp; Catch up</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Semester 2 courses commence</td>
<td><strong>OLNA - September</strong></td>
<td>Year 12 Presentation Evening</td>
</tr>
<tr>
<td>8</td>
<td></td>
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<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Parent/Teacher Interviews</td>
<td></td>
<td>WACE Practical Exams Exams &amp; Catch up</td>
</tr>
<tr>
<td>Break</td>
<td></td>
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</tr>
</tbody>
</table>
**Student Management and Pastoral Care**

Student Management and Pastoral Care is a priority at Lynwood SHS.

**Priority Area Context:**

**Projects**

<table>
<thead>
<tr>
<th>Period</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010 to 2012</td>
<td>‘At Lynwood SHS We Choose Respect’</td>
</tr>
<tr>
<td>2013 to 2015</td>
<td>Re-structuring of pastoral care: (1) Planning and pursuit of a dedicated Student Services Centre to better and more efficiently meet student needs. (2) Research and implement a Student Services structure that aligns with the classroom and is more positive, responsive and connected to student needs.</td>
</tr>
</tbody>
</table>

**Introduction:**

‘Overall school culture and ethos are reflected in positive student connection with the school’s formal and informal curricula. Student well-being and belonging are demonstrated through better attendance, positive behaviour and engagement. Better student management positively affects student achievement.’

The following major strategies have been identified:

- Continued development and implementation of a comprehensive and integrated student Pastoral Care plan that includes emphasis on school values and the building of student leadership and resilience.
- Enhancement of the Good Standing policy with an emphasis on Positive Standing and increased recognition of positive contributions.
- Continued emphasis on consistent application of policy implementation: Classroom Management and Instructional Strategies; student attendance; monitoring of student engagement and early Student Services intervention.
- Continued emphasis on modelling of school values by the entire school community.
- Planning and pursuit of a dedicated Student Services Centre to better and more efficiently meet student needs.
- Research and implement a Student Services structure that aligns with the classroom and is more positive, responsive and connected to student needs.
- Research and implement consistent Student Management practices and policies aligned with our partner Primary Schools with a vision to a seamless K-12 model of delivery.

**Achievement Targets**

- **Attendance**
  - Whole school attendance to be at 90+% by 2015.
  - Year 9 and 10 attendance to trend upward towards 90% by 2015.
  - Year 11 attendance to be above 90% from 2012 to 2014.

- **Behaviour and Engagement**
  - Behaviour referrals to diminish over 2012 to 2014.
  - Percentage of student Suspensions to remain below 7% of student population between 2012 and 2014.
  - Positive Standing and distribution of incentives to reflect an increasing trend.

- **School Culture**
  - Using the Curtin University survey of School Culture:
    - Instances of bullying and anti-social behaviour ratings are below 2 in a 5 point scale.
    - Instances of positive relationships with school community are in excess of a 3.5 in a 5 point scale.
- Year 12 attendance to trend towards 94% by 2014.
- Good Standing to reflect a decrease in the negative accumulation of points.
- Formal reports reflect attitude, behaviour and effort as a positive trend between 2012 and 2014.

Differential targets were set for each student cohort 2012-2016 at the start of 2012 and reviewed at the conclusion of 2012.

Student Management and Pastoral Care Structure for 2015:

<table>
<thead>
<tr>
<th>Whole school roles:</th>
<th>Deputy Principal - Lower School &amp; IEC</th>
<th>Deputy Principal - Senior School</th>
</tr>
</thead>
<tbody>
<tr>
<td>IEC Coordinator &amp; Head of Curriculum Jo Willesee</td>
<td>Michele Walker</td>
<td>Andrew Jack</td>
</tr>
<tr>
<td>Heads of Lower School</td>
<td>Eric Bani</td>
<td>Dean Coad</td>
</tr>
<tr>
<td>Heads of Senior School</td>
<td>Colleen Wright</td>
<td></td>
</tr>
<tr>
<td>Careers and Vocational Education</td>
<td>Sue Burgess</td>
<td>IEC Teacher Anne Velasquez</td>
</tr>
<tr>
<td>Careers and Vocational Education</td>
<td>Year 7 Coordinator Kent Chambers</td>
<td>Year 9 Coordinator Eric Bani</td>
</tr>
<tr>
<td>Careers and Vocational Education</td>
<td>Year 8 Coordinator Nicola Williams</td>
<td>Year 10 Coordinator Martin Barnett</td>
</tr>
<tr>
<td>Careers and Vocational Education</td>
<td>Year 11 Coordinator Hayatti Miller</td>
<td>Year 12 Coordinator Sacha Pryer</td>
</tr>
<tr>
<td>Learning Support Coordinator Joyce Michael</td>
<td>Student Council Marg Parleviet &amp; Kent Chambers</td>
<td></td>
</tr>
<tr>
<td>School Chaplain Loreto Bennetts</td>
<td>TAG Teachers</td>
<td></td>
</tr>
<tr>
<td>School Psychologist Mary Fraser</td>
<td>Students</td>
<td></td>
</tr>
<tr>
<td>School Nurse/s Vanessa Castel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aboriginal Education Worker Wayne McNamara</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Key partnerships with outside agencies and organizations to support our students:

- Australian Business Community Network (Aspirations Program, InterAct Program + other new opportunities as they arise)
- Communicare (Youth Connections provider)
- Elevate Education
- Curtin Linkup
- RACWA
- Strong Families and other support agencies for students and families at risk
- Regional office support staff ie School Attendance officer, Participation Coordinators.

The Student Management and Pastoral Care Committee have weekly meetings with the focus alternating between Lower School one week and Senior School the following week. Whole group meetings are held 1-2 times per term to focus on whole school strategies. A whole day of review and planning takes place in Term 4 each year. The members of the committee are:
HEAD/S OF LOWER SCHOOL – Dean Coad & Eric Bani
The Head of Lower School has responsibility for the overall welfare of Year 8-10 students in the school.

ATTENDANCE/CLERICAL OFFICER FOR LOWER SCHOOL – Bree Faranda
This person is based in the Lower School Student Services Office (D2). They manage lower school attendance data, late arrivals and early departures, Good Standing and any other duties required for lower school.

HEAD OF SENIOR SCHOOL – Colleen Wright
In collaboration with the Year 11 & 12 Coordinators and the CaVE Coordinator, the Head of Senior School provides counselling and special programs to Senior School students in relation to academic achievement and performance. The role is also to assist in positive and accurate transition for students entering years 11 & 12.

The Head of Senior School administers the Good Standing of Year 11 & 12 students and meets with students and parents to negotiate Good Standing contracts as required. The Head of Senior School is responsible for the Year 12 Flexi-Program and Year 11 Essential Skills program where students gain important knowledge and skills to improve their success in Senior School and their future pathways.

ATTENDANCE/CLERICAL OFFICER FOR SENIOR SCHOOL – Sarah Coates
This person is based in the Senior School Student Services Office (B10). They manage senior school attendance data, late arrivals and early departures, Good Standing and any other duties required for senior school.

THE YEAR COORDINATOR
The Year Coordinator has responsibility for the overall welfare of students has an important role in the school’s Pastoral Care System and is also involved in the co-ordination of TAG activities. The Year Coordinator provides a link between students, parents and members of the school community and attends to the personal and academic concerns of students.

<table>
<thead>
<tr>
<th>Year</th>
<th>Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Kent Chambers</td>
</tr>
<tr>
<td>8</td>
<td>Nicola Williams</td>
</tr>
<tr>
<td>9</td>
<td>Eric Bani</td>
</tr>
<tr>
<td>10</td>
<td>Martin Barnett</td>
</tr>
<tr>
<td>11</td>
<td>Hayatti Miller</td>
</tr>
<tr>
<td>12</td>
<td>Sacha Pryer</td>
</tr>
</tbody>
</table>
TEACHER ADVISORY GROUP (TAG)
TAG is designed to create a sense of belonging and provide for the pastoral care of students. Groups meet four times each week. During the students’ time at the school they will get to know their TAG teacher very well. This person will monitor the students’ progress and provide advice as required. A TAG is made up of approximately 20 students. Year Coordinators together with TAG teachers are also responsible for monitoring student attendance and Good Standing.

CAREERS & VOCATIONAL EDUCATION COORDINATOR (CaVE) – Sue Burgess
The Careers Officer provides all students with the opportunity to discuss and investigate individual career pathways. A series of career information sessions are provided to year 10 students to assist with their selection of Senior School courses. Senior School students are supplied with relevant entry requirement information for further education and/or employment. Students interested in Vocational Education and Training programs can contact the CaVE Coordinator for information on a variety of industry areas.

VET ASSISTANT – Lisa Winduss
This person provides administrative assistance to the Careers and Vocational Education Coordinator. They process VET enrolment and achievement data.

INTENSIVE ENGLISH CENTRE COORDINATOR – Joanne Willesee
This person oversees the running of the Intensive English Centre is collaboration with the Deputy Principal Lower School.

IEC STUDENT SUPPORT WORKER
This person provides support in the Intensive English Centre as required.

ABORIGINAL & ISLANDER EDUCATION OFFICER (AIEO) – Wayne McNamara
The Aboriginal and Islander Education officer assists individual students and liaises with teaching staff to provide greater opportunities for Indigenous students.

SCHOOL CHAPLAIN – Loreto Bennetts
The School has the services of a non-denominational Chaplain. Her role is not primarily a religious one but is to provide counselling and support to students and staff on matters relating to home and school. The Chaplain is available four days a week during school hours however appointments are preferred because some of her work is done outside hours of instruction. The Chaplain is available as a resource person in the classroom to talk on youth issues or things of a religious or spiritual nature. She also assists with excursions, camps and extra curricula activities.

Direct parent contributions, the local Churches, the school and the P&C Association fund the Chaplaincy at Lynwood Senior High School jointly. It is provided as a community service. Any teacher or parent or guardian who has a concern for the welfare of a student may make referrals to the Chaplain. Students can also self-refer, using an appointment system. Donations to support the work of the School Chaplain may be made at any time throughout the year at the school office.

SCHOOL PSYCHOLOGIST – Mary Fraser
The school has the services of a Psychologist who is available for counselling during normal school hours. Students may make appointments with the Psychologist to discuss problems either connected with their courses or for more personal matters. The Psychologist is also involved in the Student Services Team, the discipline structure and the transition program for Year 8 students.
The Psychologist is also available to discuss with parents any matters relating to their children and the school. Appointments may be made by telephoning the school.
COMMUNITY HEALTH NURSE – Vanessa Castel
The Community School Nurse is employed by the Department of Health but works closely with School (DoE) staff to promote healthy development and wellbeing so that students may reach their full potential.

As a member of the Pastoral Care team the Community Nurse aims to provide information, advice, referral and support for students. The support encourages development of knowledge, skills and behaviour and encourages the young person to cope with their health issues and make healthy lifestyle choices.

Individual students can seek information, guidance and support about a range of issues that may include:
- Coping with illness
- Feeling anxious, stressed or unhappy
- Healthy eating and nutrition
- Sexual health
- Healthy weight and body image
- Problems at home
- Smoking, alcohol and drug use
- Relationships
- Other Adolescent health concerns

Being informed helps students and/or parents make better choices.

LEARNING SUPPORT COORDINATOR – Joyce Michael
The Learning Support Coordinator coordinates support for students with Special Needs/Disabilities and Learning Difficulties to enable them to access the curriculum. The Learning Support Coordinator supervises a team of Education Assistants who work in the classroom alongside teachers to assist students in their learning and in completing class tasks. The Learning Support Coordinator is also a member of the Student Services team and liaises with parents, teachers, outside agencies and government departments to coordinate and access maximum support for students who require teaching and learning adjustments to enable them to achieve best outcomes in their schooling.

LEARNING SUPPORT PROGRAM LYNWOOD SENIOR HIGH SCHOOL

The key support for students with Special Needs/Disabilities and Learning Difficulties is through the development and implementation of Documented Plans, such as Individual Education Plans and Risk Management Plans. However, at Lynwood SHS, the Learning Support team, comprising the Learning Support Coordinator, Education Assistants and members of Student Services, provide a Learning Support program, comprising additional support for all students in a variety of ways.

Specifically, the Learning Support Coordinator, manages an effective and resourceful team of Education Assistants to support students in the areas and programs tabled below.

<table>
<thead>
<tr>
<th>Area of Support</th>
<th>Summary of Support provided</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Breakfast Club</td>
<td>Free healthy breakfast provided for students three mornings per week.</td>
<td>Refer to school Chaplain</td>
</tr>
<tr>
<td>2. Building Independent Skills Program</td>
<td>BIS training and excursions for development of social and independent life skills (including</td>
<td>Flyer and application form available from Learning Support Coordinator</td>
</tr>
</tbody>
</table>
| 3. Homework Club | **Homework Club** operates in the school library, 3-4pm every day except Wednesday.  
| | Teaching & support staff and volunteer tutors work with students to assist them with homework and additional study.  
| | Afternoon snack of Milo & biscuit is provided.  
| | Further information from the Learning Support Coordinator  
| 4. Facilitated Support Groups | **Rainbows-Spectrum** groups for students dealing with grief & loss;  
| | **3 Leaps Learning** groups dealing with health education aspects including protective behaviours, resilience, cyber bullying, interpersonal skills  
| | Application forms and parent consent forms are available from the Learning Support Coordinator  
| 5. Flag Team | Daily raising and lowering of Australian flag  
| | Monitor national requirements for Flag raising  
| | Maintenance of flag equipment  
| | Celebration of National Flag day (3 Sept)  
| | Focus activity for IEC students, but also offered to all students.  
| 6. MultiLit and Literacy & Numeracy support | One-on-one support through MultiLit Reading tutor program  
| | Wordshark & Numbershark program  
| | Mathletics  
| | Development of Numeracy resources for struggling students  
| | Further information available from the Learning Support Coordinator/ Reading Resource teacher  
| 7. Special Exam Arrangements | Special Exam Arrangements are set in place in accordance with SCaSA criteria  
| | Support staff provide exam supervision for students who meet the criteria for these arrangements (eg medical conditions, disability, extenuating circumstances).  
| | Visit SCSA website:  
| 8. Student Host program | All year 8 are rostered one day in the school year to act as student host to run errands for student services and office staff, carry out various office duties and assist with special school events.  
| | Other selected students can apply to join the Student Host Relief Team and have the opportunity to work as Student Host on additional days in the school year.  
| | Not applicable to Senior School students  

**Certificates and Good Standing**

Points are awarded to all participants who carry out their student host duties to a minimum satisfactory level.

<table>
<thead>
<tr>
<th>9. Transition support (school to work)</th>
<th>School to Work/Post Secondary options (includes work experience and referral to outside agencies)</th>
<th>Outside agencies can assist students with disabilities to complete work experience and find future employment places</th>
</tr>
</thead>
</table>

| 10. Volunteer & Mentor support | Volunteers and mentors provide support for students to help with schoolwork and study and offer emotional/social support. Volunteers may work with students individually (one-on-one support), or they may work with small groups of students (2-4). | There is a team of 20 Volunteers & Mentors at Lynwood SHS with a range of educational background, work experience and skills. |

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**School Health Centre**

The Health Centre is usually open before school. Students are encouraged to visit during scheduled recess and lunch breaks. Teacher permission to attend the Health Centre is required during class times. Students, parents and teachers are encouraged to make an appointment at the Health Centre for non-urgent matters.

**ACCIDENT/INJURY/ILLNESS:** The Health Centre provides an assessment and First Aid area. The facilities available do not allow for sick or injured students to be kept at school.

**MEDICATION:** If medication is required it must be supplied by parents/guardians. It is not legal for staff to issue medicine to students unless the correct documents are completed. Medicine must be clearly labelled with written instructions for its administration from a doctor. If there are any changes to medications, the nurse should be notified. Appropriate and responsible use of medications is encouraged and for this reason it is not normal practice for the nurse to administer medication (including paracetamol), without an assessment.

If students are sick we will attempt to contact parents asking them to pick up their children. If we cannot reach you or your listed alternatives and we believe your child may be at risk an ambulance will be called. We urge parents to make sure we have current contact numbers.

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**School Dental Service**

Throughout Western Australia, the School Dental Service provides free general and preventative care for school students from Pre-Primary to Year 11. For high school students your primary school Dental Therapy Centre continues to offer enrolment and treatment for you. Appointments are usually posted to your home. Please notify your clinic of any change to your postal address. If you are new to the area please phone Bannister Creek Dental Therapy Centre, situated on the grounds of the Bannister Creek Primary School - Purley Crescent Lynwood - 9451 1761 to discuss your continued dental care.
Parents are asked to update any medical or other information affecting their child from that given on the enrolment form. In the case of emergencies, it is vital that the school has up-to-date parent contact and emergency contact information. Please notify the school immediately on 9354 0600 if there is a change of any important information such as medical conditions, address and/or phone number.

Parents & Citizens Association [P&C]

Every parent is urged to join the P&C so that the views of the parents and their students are well represented. The P&C is involved in several areas. Four members of the P&C are elected to the School Council that reviews school policy and endorses the school budget. The P&C also has representatives on the following committees: School Finance, YouthCARE (Chaplaincy), and the Grounds and Facilities Committee.

In preference to organising fundraising activities during the year, the P&C appeals to all families to donate $10 per family in January. P&C meetings are held at the school on the second and eighth Tuesday of each term at 7.30pm in the school conference room, near the front office. The school can put you in touch with the P&C president if you require further information.

School Board

The School Board is made up of elected members and represents parents, students and staff. The School Board has the charter to review school policy and direction.

Parent Newsletters

Newsletters are emailed to parents/guardians twice per term. Local businesses that would like to include paid advertisements or local non-profit making clubs and groups should contact the school to discuss the inclusion of articles.

School Canteen

The school has a canteen run by the P&C. It provides wholesome food at a reasonable price. The Canteen depends on the voluntary help of parents and guardians. Without this assistance it would not be able to function. If parents are able to assist please contact the Canteen Supervisor on 9354 0626.

The Library

The library has an active education program embedded into the school curriculum to enable students to keep pace with the increasingly sophisticated information and communication technologies to become more effective independent learners. Students will be introduced to:

- Reading program – to consolidate skills and encourage the transition to more advanced literature.
- Note making – incorporating Stepping Out strategies, bibliography development.
- Computer networking principles – internet agreements, username, passwords, accessing and using the extensive school network, “X” drive data storage, network printing.
Applications – in context teaching incorporating Microsoft licensed products, the internet, inspiration, data downloading, importing and general skills development and extension, troubleshooting.

Equipment – Notebook computers and radio network, scanning, data projector set up and use, digital cameras, voice activated tape recorders.

Values Education – copyright, plagiarism, computer and password security and individual accountability.

**Intensive English Centre**

Learning English is a complex, challenging and lengthy process that may take up to seven years and often longer for individuals to achieve native speaker competence levels.

The Intensive English Centre (IEC) is located within Lynwood Senior High School. The IEC caters for newly arrived students between the ages of 12 – 16 years from culturally and linguistically diverse backgrounds learning English as an additional language or dialect. The IEC caters for a huge range of culturally and linguistically diverse students who enter public schools at different starting points, demonstrating vastly different learning rates and bringing with them widely varied life experiences.

IEC programs include a range of delivery models taught across the curriculum designed to meet students’ needs depending on how long they have been living in Australia, their English language proficiency, previous schooling history and their eligibility for access to the centre.

Key aims of the IEC education program are to develop students’ confidence, motivation, knowledge, skills and understandings of Standard Australian English (SAE) in the modes of listening, speaking, reading, viewing and writing to a competent level so they are able to effectively participate in mainstream schooling and assimilate into the Australian society in a wide range of social, cultural and academic contexts.

Students entering the IEC are assessed on arrival and placed into appropriate language classes. Class sizes between 12-16 students cater for individualised attention and explicit instruction accelerating Standard Australian English language acquisition. Expert IEC language teachers deliver specialist learning programs engaging students at the highest possible level.

Additionally the IEC has the support of specialist Ethnic Education Assistants (EEA’s) which allows new students an opportunity to settle into the schooling system by bridging cultural and linguistic barriers. All EEA’s speak languages other than English, many communicating in several different languages and/or dialects.

Specifically designed courses of study enhance your child’s effective transition to mainstream education. The IEC assists students by developing a sound understanding of Standard Australian English language, Australian culture and lifestyle thus building confidence to succeed. All IEC students have access to specialist subject areas and mainstream option classes in the areas of Society and Environment, Health and Physical Education, Visual Arts, Science, Information Technology and Library Studies. The IEC program at Lynwood SHS encourages early integration with the whole school staff and students resulting in a well rounded secondary education.
Attendance Policy


Consistent attendance and participation at school are essential factors in achieving social and academic learning outcomes. Schools that develop a supportive learning environment and an engaging and relevant curriculum create conditions conducive to regular school attendance.

Where a student is enrolled in a public school, the School Education Act 1999 requires that the student attends the school on site or an educational program of the school elsewhere as directed by the principal.

The parents of a child who is enrolled in a school are responsible under the Act for ensuring their child is attending on a daily basis.

The Principal is responsible for accurate recording, rigorous monitoring and implementing appropriate strategies to maintain satisfactory attendance of all students. This responsibility is delegated and shared with all staff.

**ATTENDANCE/ABSENTEES**

Parents are required to provide a written explanation for their child’s absence on the day the child returns to school. An absentee Post Box is provided in the student foyer for students to deposit these notes. Alternatively, parents may phone a member of the clerical staff on the absentee phone line 9354 0655 and leave a message or speak to a member of the clerical staff or send an SMS to 0407 425 577.

Students need to explain their absences within 5 days to avoid losing Good Standing points. If a student fails to meet this timeline they will lose Good Standing points as follows:

- Unexplained late/s – 1 point per day
- Unexplained whole day/s – 1 point per day
- Unexplained odd periods – 3 points per day

If students maintain 100% attendance or 100% explained absences in any month they will earn positive Good Standing points as follows:

- 100% attendance – 1 point per month
- 100% explained absences – 1 point per month
- Bonus points to TAG groups with the highest overall attendance % for each month

**PARENT CONTACT – RE ATTENDANCE**

As part of our attendance procedures, we will inform parents/caregivers about any unexplained absences and lateness by text message on parents' mobile phones (SMS) on the day of the absence. Messages are received at approximately 10.30am indicate that your child was not present when the roll was taken at the beginning of the day. Messages received in the afternoon indicate that your child has been absent from class without excuse at some stage later in the day.

An SMS message (text message) will be automatically sent to the mobile phone of parents. The messages will read as follows: “Lynwood SHS records show <Preferred Name><Family Name> is absent <Absent Date>. Pls TXT student name & reason or send note.”
The message will arrive on the phone displaying the number 0407 425 577. Parents are advised to store this number in their mobile phone under Lynwood Senior High School so that if a message arrives you know it came from the school.

We encourage parents to SMS (text message) back, although you may phone or send a note on the return of the student. If your child is absent and a reason has been provided, you will not receive an SMS. We also encourage parents to message the school as early as possible on the day on absence.

The Head of Senior School reviews the attendance of each Year 11 & 12 student every month. If your child’s attendance is <85% in a month, you will receive an attendance letter expressing concern and requesting feedback or a meeting to discuss actions to ensure regular attendance of 90-100% is resumed.

**LATE ARRIVALS**
Students who arrive at school from 8:55 am onwards need to sign in at the Senior School Office in B10. They should have a note indicating why they have arrived late. If not, they need to provide an explanation within 5 days to avoid losing any Good Standing points.

It is very important that students follow the correct procedure for late arrivals. If they fail to sign in on arrival at school, their absence until they arrive at school will be treated as truancy. This means they will lose 3 GS points on each day this occurs.

**EARLY LEAVE PASSES**
These can only be issued to students if a parent has written a note or has phoned the school to arrange the release of the student from school to attend an appointment that could not be booked out of school hours. Early departure slips should be completed before school, during recess or lunch breaks. Students do this via the Senior School office in B10.

It is very important that students follow the correct procedure for early departures. If they leave the school without signing out, this will be treated as truancy and impact on Good Standing as follows:

- Left the school without signing out – lose 3 GS points per day.
Lynwood Senior High School aims to develop in young people a sense of respect for themselves and others, personal and community responsibility and the ability to work within a set of clearly articulated rules. We encourage students to make positive choices to avoid negative consequences. We aim to monitor this through a system of Good Standing. All students will start each year with “Good Standing”.

Students maintain their Good Standing by meeting the school’s expectations in terms of satisfactory work standards, behaviour, attendance and dress. Students can achieve ‘Advanced’ Standing by consistently meeting the school’s expectations and striving for excellent work, behaviour, attendance and dress standards. Students are rewarded for contributing ‘extra’ to the school community by being leaders, participating in sporting teams, community service, etc. Students can earn positive Good Standing points as follows:

<table>
<thead>
<tr>
<th>Positive Contributions</th>
<th>Points gain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letters of Commendation &amp; Awards for excellent achievement (eg &gt;80%)</td>
<td>2 points each</td>
</tr>
<tr>
<td>Certificates of Recognition for ‘extra’ contributions to school community eg TAG representatives, Student Council, committee work, sporting teams, community service, debating team, etc</td>
<td>Up to 5 points each</td>
</tr>
<tr>
<td>100% attendance each month (tracked in TAG)</td>
<td>1 point per month</td>
</tr>
<tr>
<td>100% explained absences each month (tracked in TAG)</td>
<td>1 point per month</td>
</tr>
</tbody>
</table>

What does Advanced Standing mean?

- Students who don’t lose any Good Standing points during the year AND
- Gain positive Good Standing points during the year by making positive contributions to the school community.
- These students will be given ‘priority privilege’ for any special events/activities.
- These students will receive a Certificate and Movie Voucher at their final assembly for the school year.

Students start each year with zero points and will lose points by reports of breaches of school expectations. Please refer to the chart below for a summary of point’s loss:

<table>
<thead>
<tr>
<th>Offence</th>
<th>Points loss</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suspension/Internal suspension</td>
<td>10 points/5 points</td>
</tr>
<tr>
<td>Failure to complete assessment by due date</td>
<td>3 points</td>
</tr>
<tr>
<td>Truanting</td>
<td>3 points/occurrence</td>
</tr>
<tr>
<td>Mobile/ipod phone offence</td>
<td></td>
</tr>
<tr>
<td>1st breach</td>
<td>1 point</td>
</tr>
<tr>
<td>2nd breach</td>
<td>4 points</td>
</tr>
<tr>
<td>3rd breach</td>
<td>8 points</td>
</tr>
<tr>
<td>Computer/Internet misuse</td>
<td></td>
</tr>
<tr>
<td>Minor Offences - playing games in class</td>
<td>1st offence – 3 points MacBook confiscated for 1 day</td>
</tr>
<tr>
<td>Serious Offences - such as cyber bullying, pornography, network hacking etc, will be treated as a 3rd offence. May also result in suspension and police involvement.</td>
<td>2nd offence – 3 points MacBook confiscated for 1 week</td>
</tr>
<tr>
<td></td>
<td>3rd offence – 3 points MacBook confiscated permanently</td>
</tr>
<tr>
<td>Failing to comply with the school uniform policy</td>
<td>2 points each time</td>
</tr>
<tr>
<td>Unsatisfactory behaviour reports (excluding those related to incomplete or overdue assignments)</td>
<td>1 point/letter home</td>
</tr>
<tr>
<td>Late without a note from parent</td>
<td>1 point/lateness</td>
</tr>
<tr>
<td>Failure to provide an absentee note within 5 days of absence</td>
<td>1 point</td>
</tr>
</tbody>
</table>

What does loss of Good Standing mean?

In extreme cases the school can apply for exclusion from school, students will not be invited to any special events such as:

- School camps (arrangements for alternative assessments may be necessary)
- Reward excursions
- River cruises, Dinner dances, School ball
- Year 12 farewell breakfast and final assembly
- Special presentation evenings such as Soccer Presentation or Year 12 Presentation Evening
- Students will not be able to represent the school in sporting, debating or other teams
- Loss of MacBook
- Loss of Year 12 Flexi.

Students are able to negotiate the restoration of their Good Standing with the appropriate Deputy or Head of Senior School or Head of Lower School. This decision will be final and binding with no avenue for appeal.

Process for maintaining and/or regaining Good Standing:

- The Good Standing list is emailed to All Staff each week indicating the Good Standing Level of each student (see table below).
- Students are kept informed of their Good Standing Level via TAG each week.
- If a student has moved into the **Warning Zone**, a letter will be sent home. Students can take a proactive approach at this stage to regain any lost GS points in order to regain their positive Good Standing balance. If they are making very good progress in regaining their points, they may still be invited to special school events.
- If a student has moved into the **No Good Standing Zone**, a letter will be sent home. The student will lose their school MacBook. A case conference will be arranged to develop a plan to regain Good Standing status over at least 6 weeks. The plan will:
  - Focus on why the points were lost and how to change student actions/behaviours for the future to prevent reoccurrence
  - Be emailed to all Staff for their information and support
  - Include the use of Daily Reports to monitor student progress during the contract period and receive daily feedback from teachers/parents
  - Be reviewed at the appointed date

If a student maintains 20 consecutive positive days, they will move back into the warning zone. If they continue for another 10 days, they will regain their Good Standing level.

### Good Standing Levels - Summary

<table>
<thead>
<tr>
<th>Level</th>
<th>Criteria</th>
<th>Overview/Actions</th>
<th>Who</th>
</tr>
</thead>
</table>
| **Advanced - special privileges** (movie voucher) | Nil loss of GS points during year  
Letters of Commendation  
100% explained absences each month  
Maintain regular attendance all year  
WACE or School Report on track | A student with Advanced Standing will be invited to access special rewards during the school year ie Boost Juice Van, Coffee Van, etc.  
This student will be awarded a Good Standing certificate and movie voucher at the final assembly of the year. | Year Coordinator   |
| **Good Standing - normal privileges** (Reward Excursions) | Overall Good Standing balance is positive or zero. The student has lost some GS points during the year for minor issues. However, they have earned positive GS points to counteract the points lost. | A student with Good Standing can participate in normal School Events throughout the year.  
They must have Good Standing status at least 2 weeks prior to the School Event to qualify. **Note:** If a student loses their Good Standing within the 2 week period prior to an event and moves into the **Warning Zone**, they can still lose their right to participate in the school event. The student will need to be proactive in resolving their loss of Good Standing, but it will depend on the circumstances leading to the loss of Good Standing ie an unexplained absence -1 pt vs suspension -10 pts. | Head of School     |
|                                |                                                                         | A student with Good Standing will be invited to attend a reward excursion at the end of each term. | Year Coordinator   |
Warning zone
(no reward excursions)
May be invited to school events if making very good progress to regain points lost.
(10 consecutive positive days to move back into the Good Standing zone)

Warning zone. This student has a negative Good Standing balance. This student has multiple minor offences and may not be earning positive points through Letters of Commendation, Community Service, good behaviour, etc.
Letter to parents sent
A student with a negative GS balance will need to regain the points they have lost by addressing the issues/behaviours that have led to the loss of points. A Daily Report may be the tool used to monitor this process.
Admin assistant
Year Coordinator
Head of School

No Good Standing
- no privileges
(20 consecutive positive days to move back into the warning zone)

This student has a negative Good Standing balance. They have multiple offences where they have made little or no effort to resolve the points lost.
Letter/s to parents sent & MacBook withdrawn - for Years 10, 11 & 12 students
A student who has no Good Standing will need to regain their points as negotiated at their case conference. A plan will be developed to suit the situation i.e. Individual Behaviour Plan or Individual Attendance Plan. School support services/resources and outside agencies may be involved. Feedback will be given to teachers in writing as appropriate.
Admin assistant
Year Coordinator
Head of School

Disruptive behaviour & withdrawn
Internal suspension
Phone call/s to parents to convene meeting/s at school.
A student who has no Good Standing will need to regain their points as negotiated at their case conference. A plan will be developed to suit the situation i.e. Individual Behaviour Plan or Individual Attendance Plan. School support services/resources and outside agencies may be involved. Feedback will be given to teachers in writing as appropriate.
HoLA/Head of School/DP
Head of School/DP

Suspension
Serious attendance issues without reasonable explanation.
Continued offences (uniform, mobile phone/Ipod, meeting deadlines, computer) after school intervention/s.

Bullying and Harassment Policy

Rationale:

- Every individual has the right to belong and feel safe and comfortable in the school community.
- Every member of the school has the responsibility to ensure they behave in a manner that is respectful towards others.
- The school aims to develop student’s Social and Emotional Learning through a whole school approach in its structures, its pastoral care programme and in all classes.
- This school DOES NOT tolerate bullying or harassment in any form.

Definition:

Bullying is a repeated behaviour, that may be physical, verbal, and/or psychological, and where there is intent to cause fear, distress, embarrassment, or other harms to a person.

Bullying/Harassment can be:

- Physical aggression e.g. hitting, spitting, throwing objects
- Verbal aggression e.g. name calling, rumour spreading,
- Gesturing e.g. obscene gestures
- Extortion e.g. demands for money or property
- Exclusion eg. isolating others from groups
- Racism
- Electronic messages, cyber bullying
What should a student do?

- Tell the bully to stop annoying you and walk away from them
- Ignore their behaviour and walk away from them
- Show that it does not upset you
- Talk about it
- Tell your teacher, TAG teacher, Year Coordinator,
- Do not be intimidated by the “dobber” mentality as it just protects the bully

What should a staff member do?

- Take students’ concerns seriously
- Listen to students
- Follow up all reported incidents
- Record all incidents
- Report incidents to relevant staff e.g. TAG teachers, Year Coordinators, Lower School Managers and/or Deputy where necessary

Interventions and Consequences to bullying

- Students are encouraged to report all incidents of bullying.
- All staff will treat bullying seriously.

Staff will use a variety of strategies to deal with bullying such as:

- Mediation
- Isolation
- Detention
- Suspension
- Contracts
- Case Conferences
- Parent Meetings

It is important that Year 11 and 12 students report any issues to:

- TAG Teacher
- Year 11 Coordinator
- Year 12 Coordinator
- Academic mentor
- Head of Senior School
- Deputy Principal – Senior School
Uniform Policy

Our aim is to educate students and establish a positive identity for our school and students in a safe, stimulating and inclusive environment. All students are expected to be dressed in school uniform. We are very proud of our students and the uniform they wear. As a result of this, the uniform is linked with the school's Good Standing Policy.

AVAILABILITY
Quality, school approved uniforms are available from the Nell Gray School Uniform Shop which is situated on the school campus. The uniform shop carries a wide variety of student day wear and sports wear for all students, plus an interesting number of uniform accessories. The school has made every endeavour to keep the uniform prices competitive and the quality high, and has chosen Nell Gray Manufacturers to supply our needs. The uniform shop will be open in the last week of January 2015, in addition to on advertised days throughout the school year for parent and student convenience. A share of the shop’s profit is given to the P&C to benefit the student population. Please contact the uniform shop on 9270 4661 for 2014 prices and opening hours.

GENERAL INFORMATION
Clothing not on the uniform list (available from the front office) is not part of our school uniform except for the items listed below:

- Shoes and Footwear: Closed in shoes (especially for practical subjects), preferably black, joggers or sandals with backs (except in practical subjects).
- Socks: Predominantly white and plain.
- Physical Education or Special Sports Wear: Available in the same range in the uniform shop. For health reasons, students are required to change out of their sport’s uniform for their classroom work after Physical Education. Students with Physical Education in period one may wear their sports uniform to school but must change to the regular uniform at the end of the period.
- Jewellery: Minimal piercing is allowed. Jewellery may not be allowed in classes where safety is an issue.
- Headwear: Caps are encouraged for sun protection outside the classroom and will be available in the uniform shop. No caps are to be worn inside the classroom.
- Cultural: Alternatives to the uniform are allowed eg. Hijab, Abaaya, as long as they are in approved school colours: Please see the Head of Lower School in D2.
- Year 12’s have the privilege of wearing their designed “Leavers Jumper” for that year group.
- Years 10 and 11 have the privilege of wearing the school’s College Jacket, available from the uniform shop.

SCHOOL UNIFORM BANK
It is expected that every student will be in school uniform. Therefore, if for some reason students cannot wear their uniform, they may borrow on a short term basis what they need from the school’s uniform bank situated in the library.

The procedure to borrow items from the uniform bank:

- Before school, students check in with the library and borrow the items required. They leave their own clothing and Smart Rider Card with the librarians, to be collected on return of the borrowed items.
- After period five, students return to the library and collect their own clothing and Smart Rider Card after returning the borrowed items.
- A student may negotiate a longer term loan based on need.
A student will be quietly asked to go to the library to borrow what they need, if in period one, they are seen out of school uniform. This may impact on a student’s Good Standing.

All items in the uniform bank are cleaned through professional launderers after each wear.

**EXCURSIONS**

To ensure the safety of all students when they are away from the school campus, it is school policy that only students in school uniform may attend excursions unless otherwise organised. Students out of uniform on the day of the excursion will remain at school.

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**Mobile Phone Policy**

While we do not support the use of mobile phones at Lynwood Senior High School we accept that parents give their children mobile phones to enable them to be in contact to increase the feeling of safety. The increased ownership of mobile phones requires that school administrators, teachers, students and parents take steps to ensure that mobile phones are used responsibly.

Parents and students recognise that the school has a Duty of Care in relation to students. Mobiles must not be used to notify parents during the day. In all cases students wishing to contact parents during the day must report to Student Services. In order to carry mobile phones during school hours, all students must abide by the Acceptable Use of Mobile Phones Policy. This policy applies during school time including excursions, camps and extra curricular activities unless otherwise specifically requested.

**Acceptable Use of Mobile Phones Policy:**

- Mobile phones should not be brought to school without the parent’s/ carer’s knowledge
- Mobile phones will be turned off at all times while at school or on school based activities unless being used as part of a lesson with the use approved by the teacher.
- Under no circumstances are mobile phones to be taken into examinations or tests.
- The school cannot accept responsibility for the security of mobile phones.

**Inappropriate Conduct:**

It is accepted that there will be strong sanctions applied to those who breach the above conditions. The sanctions will include:

- Phones will be confiscated by a teacher, labelled with the student’s name and handed to Student Services. The phone may be picked up at the end of the day. Parents/carers will be notified that the phone was inappropriately used during school time. Students will lose Good Standing points as follows: 1 point for first offence, four points for second offence, eight points for third offence and eight points for each subsequent offence thereafter
- For a third offence the phone will remain in the school until picked up by a parent/guardian
- On a fourth and subsequent occasion the student may be suspended from school at the discretion of the Principal.
- A record of phone usage will be kept on school records
- Any student found with a mobile phone in exams or tests may be given a zero for that assessment item.
Students Driving to School

If a Year 11 or 12 student wishes to drive a vehicle to Lynwood SHS and park on school grounds, they must seek permission via completion of the ‘Student Driving to School Notification’ form. This form is available from the Senior School Office.

Lynwood Senior High School

Student Driving to School Notification

As part of Lynwood Senior High School’s Duty of Care we require notification of students driving to school. This enables the school, parents/guardians and the student to manage the safety and well-being of the student driving.

Students wishing to drive a vehicle to school need to be aware and agree to the following conditions:

1. The school has parking spaces for student parking at the rear of the school. Students are not to park in the front staff or visitor car parks.

2. The use of student vehicles is strictly forbidden during school time unless travelling to/from school managed programs.

3. Students who drive to school must accept the responsibility and conditions that go with it. Students must notify and register their car or motorised scooter with the Head of Senior School – Mrs Wright.

4. Drivers are to comply with all traffic rules. Offences under the Road Traffic Act may therefore be subject to police action. Within the school area drivers need to anticipate heavy pedestrian movement and drive appropriately.

5. There is a 40km per hour school zone restriction in the morning 7.30am – 9.00am and one in the afternoon 2.30pm – 4.00pm.

6. The school cannot permit the transporting of fellow students without the explicit written permission of your parents/caregivers and the parents/caregivers of your passenger/s.

____________________________________________________________________

Name: _______________________________      Date: _______________________

Driver’s Licence No: ______________________

VEHICLES TO BE DRIVEN

<table>
<thead>
<tr>
<th>CAR 1</th>
<th>CAR 2</th>
<th>OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make:</td>
<td>Make:</td>
<td>Make:</td>
</tr>
<tr>
<td>Model:</td>
<td>Model:</td>
<td>Model:</td>
</tr>
<tr>
<td>Colour of vehicle:</td>
<td>Colour of vehicle:</td>
<td>Colour of Vehicle</td>
</tr>
<tr>
<td>Registration:</td>
<td>Registration:</td>
<td>Registration:</td>
</tr>
</tbody>
</table>

Student signature: ___________________ Parent signature: ___________________

Year Coordinator’s signature: ___________________

Licence Sighted:  Yes [ ]  No [ ]
Computer Use Policy

The Role of Students
Students must use their computers and the school computer network responsibly. Communications on the information networks are often public and general school rules for student behaviour, conduct and standards will apply.

When using their MacBook/computer and accessing school information resources students must follow the policy and guidelines detailed in this document.

Any student who fails to honour this Code of Conduct may forfeit use of their MacBook/computer and access to the Internet and/or school network.

The Role of Parents or Guardians
Parents or guardians are required to take responsibility for conveying the importance of the policy guidelines in this document and other school policies to their children. They are also required to monitor their child’s use of the MacBook/computer, especially at home, including access to media and information sources.

The Role of Teaching Staff
School teaching staff will monitor appropriate care of the MacBooks/computers and use of the MacBooks in accessing curriculum information. They will also provide guidance and instruction to students in the appropriate use of such resources.

This includes staff facilitating student access to information on their MacBooks/computers in support of and to enrich the curriculum while taking into account the varied instructional needs, learning styles, abilities and developmental levels of students.

The Role of the School
The school commits to upholding the Usage Policy Guidelines and providing physical and financial resources to enable safe, educationally relevant access to the MacBooks/computers and relevant curriculum facilities for staff and students.

The school also has a responsibility to ratify information published on the internet by students, or the school, under the school's name meets legal requirements and community standards in relation to copyright and safety.

Authorisation and rules for home use
Students will be permitted to take their MacBooks home to complete assignments. This will be subject to approval by Parents/Guardians as indicated on the Home Usage Permission Letter and also by student compliance with the usage conditions outlined in this document.

Home usage will be granted subject to adherence to the following rules:

1. Students must bring their MacBook to school each day. It must be fully charged.
2. The Students must have their MacBook inside their protective sleeve and inside their school bag when travelling to and from school.
3. Students are responsible for the safe storage and care of their MacBook AT ALL TIMES. For example MacBooks must not be visible if left in a car, they must be placed in the boot; they must not be left overnight at friends' houses.
4. The MacBooks are school property, hence the school Network Agreement applies at ALL times.
5. Students must return the MacBooks to the school prior to terminating enrolment.
Since home use brings with it a risk of accidental damage or theft of the MacBook outside of the school, the Department has arranged insurance for the MacBooks. However this insurance only covers the MacBooks for use as outlined in this document and accompanying Home Usage Permission Letter. The MacBooks must be treated with great care.

If an insurance claim is partially or wholly rejected by the insurer due to non compliance with the guidelines, the school may seek to recover the cost associated with the loss or damage from parents or guardians.

**Guidelines for proper care of MacBook Security and Storage**

6. When the MacBook is being used away from school, students should avoid leaving it unattended or where it is visible to the public (e.g. in a vehicle). In these circumstances, the MacBooks can become a target for theft.

7. When the MacBook is at home please ensure that normal accepted domestic security practices are followed. This would include locking the windows and doors in the home when the dwelling is unattended.

**Transport and Handling Procedures**

Students will be required to purchase or use a school supplied protective sleeve in order to take home the MacBook. The school believes that these neoprene zip-up gloves are a better option than carry bags. These sleeves have sufficient padding to protect the MacBook from normal treatment.

When transporting the MacBook, students are to make sure that it is in the sleeve and in their school bag which must be securely closed. Students must carry their MacBook inside the sleeve and place this inside their school bag when leaving the school. Students must never remove the MacBook from its sleeve and place it directly into their school bag.

**Occupational Health and Safety Guidelines**

The basic health and safety guidelines for desktop computers also apply to MacBook use:

- Keep the upper arms relaxed at the side of the body
- Bend the elbows to around 90 degrees
- Keep the wrists straight
- Change position every 15-20 minutes and take a complete break to get up and move your body every 30-60 minutes.

Students with special needs will be catered for according to Department of Education guidelines.

**General Care of the MacBook**

The MacBooks are not owned by students but are on loan from the school. This requires students to maintain the MacBooks in good condition and to return them to the school when required.

In order to achieve this, students must follow some simple guidelines. Students must not:

- Do anything likely to cause damage to any equipment, whether deliberately or carelessly
- Vandalise equipment
- Mark or deface any equipment (e.g. writing on, engraving or attaching stickers)
Eat or drink near the MacBook
Attempt to repair equipment
Remove any covers or panels
Disassemble any part of the MacBook
Disable the operation of the MacBook
Insert anything other than school CDs or DVDs into the CD player

In addition, students must immediately report any malfunction or damage to the MacBook to the Network Administrator – Jonathan Francois. Procedures for repair and re-imaging will be given to students prior to the distribution of the MacBooks.

**Report of Loss or Damage**
The MacBooks are covered for warranty repairs and insurance cover against loss and damage for the duration of the program. However, insurance claims will only be honoured for loss or damage if reasonable care has been exercised by students.

In circumstances where deliberate damage or theft has occurred, then the incident will be required to be reported to the Police and action may be taken by the Department against the perpetrators or their parents/guardians to recover costs for repair to, or replacement of the MacBook.

Any loss or damage which occurs to the MacBook must be reported to the school as soon as practicable. If this occurs within the school, during school hours, the student must report the incident to the Network Administrator – Jonathan Francois immediately.

If loss or damage or theft occurs outside school hours, either the student, or their parent/guardian must report the incident to the school as soon as practicable. In cases of theft outside school hours, the student or parent/guardian must also report the incident to the Police. The police incident report number must also be communicated to the school for insurance claim purposes.

**Data management**
8. Saving or back-up of data is the student’s responsibility. To back up their work it is recommend that students purchase a USB flash drive or preferably, an external hard drive.

If a MacBook needs virtual repair, students will have access to 'stations' in the library where they may re-image their machine. Naturally re-imaging the MacBook will erase all data. Full procedures for virtual recovery will be published at a later date.

Staff will not accept data loss as an excuse for not handing in work on time.

**Printing**
Technical staff will provide access to network printers. Printing will be supervised by the teacher and charged in the usual manner. Students must arrange for this to be conducted during class time or at another time convenient for the classroom teacher.

Students should minimise printing at all times by print-previewing, editing on screen rather than on printouts and spell-checking before printing. Students should not load paper into printers without permission.
Students are not expected to print out work from the MacBook at home. All printing from the MacBook should be carried out at school.

**Virus protection**
The MacBooks are configured with anti-virus software which regularly and automatically checks for viruses on the MacBook. On the detection of a virus or the suspicion of a viral infection, the student must inform the Network Administrator Jonathan Francois.

**Acceptable Use Policy**
Any Acceptable Use Policy is a written agreement that formally sets out the rules of use of software, networks, printers and the Internet. All staff and students are accessing the Department of Education System and are bound by Department of Education rules of use.

Computer operating systems and other software have been set up to maximise the usefulness of the MacBook. Students are prohibited from:

- Bringing or downloading unauthorised programs, including games, to the school or run them on school computers. Online internet games are banned.
- Deleting, adding or altering any configuration files.
- Breaking software copyright. Copyright is to be observed at all times. It is illegal to copy or distribute school software. Illegal software from other sources is not to be copied to or installed on the school equipment.
- Deliberately introducing any virus or program that reduces system security or effectiveness.
- Attempting to log into the network with any user name or password that is not their own, or change any other person’s password.
- Revealing their network password to anyone except the system administrator. Students are responsible for everything done using their accounts and everything on their MacBooks. Since passwords must be kept secret, no user may claim that another person entered their home directory and did anything to cause school rules to be broken.
- Using or possessing any program designed to reduce network security.
- Entering any other person’s file directory or do anything whatsoever to any other person’s files.
- Attempting to alter any person’s access rights; or
- Storing the following types of files in their home directory, without permission from their teacher:
  - Program files
  - Compressed files
  - Picture files, unless they are required by a subject
  - Obscene material – pictures or text
  - Obscene filenames
  - Insulting material
  - Password-protected files
  - Copyrighted material.

**Access Security**
It is a condition of entry to the MacBooks for Students Project that students agree to the monitoring of all activities including their files, e-mail and Internet accesses.
Monitoring and Logging
A log of all access to the internet including e-mail will be maintained and periodically scanned to ensure that undesirable internet sites have not been accessed and that the content of e-mail remains within the guidelines described in this document.

Internet usage
Internet access is expensive and has been provided to assist students' education. Students must use it only with permission, and not in any unauthorised way.

Because the Internet is an unsupervised environment, the school has a responsibility to ensure that, as far as possible, material obtained from the Internet is not offensive or inappropriate. To this end, filtering software has been placed on the Internet links. In the end, however, it is the responsibility of individual students to ensure their behaviour does not contravene school rules or rules imposed by parents/guardians.

The school is aware that definitions of "offensive" and "inappropriate" will vary considerably between cultures and individuals. The school is also aware that no security system is perfect and that there is always the possibility of inappropriate material, intentionally and unintentionally, being obtained and displayed.

It is the responsibility of the school to;
- provide training on the use of the Internet and make that training available to everyone authorised to use the school's internet link
- take action to block the further display of offensive or inappropriate material that has appeared on the Internet links.

Students must not deliberately enter or remain in any site that has any of the following content:
- Nudity, obscene language or discussion intended to provoke a sexual response
- Violence
- Information about committing any crime
- Information about making or using weapons, booby traps, dangerous practical jokes or "revenge" activities

Students must:
- Follow school guidelines and procedures when preparing materials for publication on the web
- Not use material from other web sites unless they have permission from the person who created the material. If unsure, they should check with their teacher
- Not access any other material that their parents or guardians have forbidden them to see. If students encounter any such site, they must immediately turn off the MacBook and notify a teacher. They should not show the site to their friends first.
- Not bring mobile internet devices to school.

Chat lines (IRC, MIRC, ICQ etc)
Real-time chat programs (MIRC, ICQ) are not to be used by students unless instructed by a teacher.

Cybersafety
Parents will be aware of many incidents reported in the media regarding safety online. Personal information is easily tracked and harvested by those who know how, so it is important to keep as safe as possible while online.

Parents are encouraged to check the following sites online for further useful information: