

St Joseph's School



Subject Selection Handbook Year 11 2022

GENERAL INFORMATION

Year 11 and 12 represents a very important time in a young person's life. It is during this time that students commence the journey that will take them beyond school and to the world of work or to a wide range of post-school study or training options.

St Joseph's School offers a diversity of courses, giving students opportunities for preparing for a range of post-secondary pathways. There is a strong focus on meeting the needs of young adults and this requires that students have a greater responsibility for their decisions and are more self-directed in their study and organisation.

We want students to choose programmes that lead to success, not failure!

There is a very strong connection between the 'course of study' a student undertakes in Year 11/12 and the pathway students access following school. Subject selection needs to take into account the interest of the student, the subjects required to meet a pathway and the level of achievement required. Selection criteria into pathways are also different. Year 11/12 subjects required for university, are not necessarily those recommended for TAFE entry.

Staff will counsel, provide advice and recommend course selection for students. Changes to courses will be at the discretion of the school so choose carefully as you may not be permitted to change a course once you have commenced. Parents will be required to attend the course selection interviews.

This handbook outlines information about the courses that will be offered at St Joseph's School. Please read it carefully and take note of the entry and workload requirements so that you maximise your chances of success. If courses are selected by only a few students it may not be possible to run them.

Consider your course choices wisely. Think about your strengths and weaknesses, what you like to do, and what you do well. Consider also your post school intentions and what is important to you in a career.

Students need to consider the following factors when mapping out their Year 11/12 programmes of study:

1. What career/course would I like to pursue?
2. What are my realistic options after leaving school?
3. What are the entrance criteria for these options?
4. How can I use Year 11/12 to achieve the entrance criteria to my chosen career/course?

School Leaving Age:

From 2008 the school leaving age was increased to 17 years of age. This means that students must engage in one of the following options:

- Attend school in full time capacity
- Enrol full time in a training institution, e.g. TAFE, Private Registered Training Organisation (RTO) or Community Provider
- Obtain full time employment.

YEAR 10 – I DON'T KNOW WHAT I WANT TO DO

This is a complex decision, requiring a great deal of time and energy on the part of the students. St. Joseph's School provides assistance in making informed decisions regarding career and course options. Every Year 10 student will be given the opportunity to:

1. Complete an online assessment which assists with determining strengths and talents.
2. Have a one-on-one meeting with a course guidance counsellor and their parents
3. Listen to representatives talk from WA Universities and TAFE about course offering.
4. Visit Northam's Central Regional TAFE
5. Attend a school based Futures Day to talk with previous students, current Year 12's and gain further information on subject offerings and university pathways.

Most students will not have yet decided on a career path. This is not necessarily a problem and an attempt should be made to keep options open. Students should be aware, however, that many university and TAFE courses have pre-requisites of specific subjects in order to be considered for entry. NON-university pathway students must also select an area of interest in order to complete a minimum of five Year 12 General Courses, or Certificate II. This Certificate may be built upon or changed should their career pathway change throughout Year 11/12.

This Handbook provides a summary of all Year 11 courses offered by St. Joseph's School. It is also a reference point for Western Australian Certificate of Education (WACE) requirements, university and TAFE requirements and other vital information.

To get further current information about WACE and university/TAFE entrance, you are advised to visit the websites from relevant organisations, including:

- School Curriculum and Standards Authority (SCSA) – provides additional information about assessment and certification <https://scca.wa.edu.au/>
- Tertiary Institutions Service Centre (TISC) – regularly updates its website with information relevant to students who plan to attend a university in 2023. <http://www.tisc.edu.au/static/home.tisc>
- TAFE Admissions full time studies guide – provides information on full time courses offered each semester by all WA TAFE Colleges. <https://www.fulltimecourses.tafe.wa.edu.au/>
- TISC alternative Uni entry <https://www.tisc.edu.au/static/guide/alternative-entry-unis.tisc>

Advice and information about school pathways and courses are also available from students' individual teachers, House Coordinators and the Head of Secondary.

SENIOR SCHOOL COMMITMENT

Student Responsibilities

Enrolment in senior schooling carries certain obligations regarding behaviour, attendance, dress, attitude and effort. You are expected to be a role model for the younger students both in and out of the classroom.

Homework/Study Commitments

Before you decide on which type of course to study, you need to consider the type of commitment you are able to give out of school hours. Homework does not only consist of the work given to you by the teacher, but also of a self-directed component. This may include organising your notes, revision, research, exam study, practical study or additional tasks.

Students undertaking courses leading to an Australian Tertiary Admission Rank (ATAR), the ATAR courses pathway, need to do a minimum of three hours study, per course, per week, each and every week. That means if you are studying five such courses, you need to do a minimum of fifteen hours of homework and/or study per week.

Students undertaking a General/VET pathway need to do a minimum of 1.5 hours per course per week, each and every week. That means that a typical six course unit load requires a minimum of nine hours of homework and/or study per week.

Handing in Your Work on Time

It is vital in Year 11 and 12 that all assessment work is handed in on time, for all courses. Failure to do so jeopardises your grades, may result in a U (unfinished) notation - meaning the course does not count towards WACE completion requirements and does not allow you to achieve to your potential. It is also important to remember that D and E final grades do not count towards the WACE.

Attendance Commitment

Your attendance and participation in class is the key to achieving success. Studies show that students who attend school regularly are more likely to succeed at school. Aim for 100% attendance. The only acceptable reasons for absences are if you are sick or have a school activity, such as an excursion. Work commitments and holidays are not acceptable reasons for being absent from school. If you are going to be absent, see your teachers before your absence to collect work, ensuring that you keep up with your course work and study.

Medical Conditions Affecting School/Examination Performance

It is the responsibility of the student to notify the School of any medical condition that may affect performance as soon as they enrol or become aware of the condition. If special consideration is required in examinations or class, as a result of the medical condition, a medical certificate and/or other documentation must be provided to the Head of Secondary so that arrangements can be put in place. This is a School Curriculum and Standards Authority requirement.

Changing Courses

Course changes are discouraged. Changing courses after the year has begun will reduce your chances of success, as there is usually a prescribed body of content and assessment tasks that you will need to catch up on. Course changes can be avoided by:

- Choosing appropriate courses - note the minimum entrance required/pre-requisite grades
- Discussing any problems with your teacher and parents
- Working harder when the going gets tough; hand all work in on time, seek extra help and attend all classes.

Course changes need to be discussed with parents/guardians and will only be considered after appropriate documentation has been submitted to the Head of Secondary. Changes will only be permitted for sound educational reasons and only if space is available in the destination subject. Course changes may result in additional fees as well as the need to purchase new textbooks.

At the end of Year 11, your results will be reviewed and, in some cases, students will be interviewed by the Curriculum Coordinator or Head of Secondary regarding their suitability for that course.

The Western Australian Statement of Student Achievement (WASSA)

A WASSA is issued to all students at the completion of Year Twelve. It lists all courses, certificates and programmes students have completed in Year Eleven and Year Twelve.

The WAASA formally records as relevant:

- Achievement of WACE requirements.
- Achievement of the literacy (reading and writing) standard.
- Achievement of the numeracy standard.
- Achievement of awards.
- School grades, school marks and combined scores in ATAR courses.
- School grades and school marks in General and Foundation courses.
- Completed VET industry specific courses.
- Successfully completed VET qualifications and VET units of competency.
- Completed endorsed programmes.
- The number of community service hours undertaken (if reported by the school).

The Western Australian Certificate of Education (WACE)

The WACE is awarded by the School Curriculum and Standards Authority (SCSA) when students successfully meet the requirements of the WACE.

Students must:

- Demonstrate a minimum standard of literacy (reading and writing) and a minimum standard of numeracy. This is determined by the OLNA (Online Literacy & Numeracy Assessment) if a student has not pre-qualified via NAPLAN in Year Nine.
- Complete a minimum of 20 units, which may include unit equivalents attained through VET and/or endorsed programmes.. This requirement must include:
 - a minimum of ten Year Twelve units
 - four units from an English course, post-Year Ten, including at least one pair of Year Twelve units from an English learning area course
 - one pair of Year Twelve units from each of List A (arts/languages/social sciences) and List B (mathematics/science/technology) subjects
- Achieve at least 14 C grades or higher (equivalents) in Year Eleven and Year Twelve units, including at least 6 C grades (or equivalents) in Year Twelve units
- Complete
 - at least four Year Twelve ATAR courses OR
 - at least five Year Twelve General courses and/or ATAR courses or equivalent**OR**
 - a Certificate II (or higher) VET qualification in combination with ATAR, General or Foundation courses.

The Western Australian Certificate of Education (WACE) continued

ATAR EXAMINATIONS

In the context of ATAR courses in WACE, the term 'complete' requires a student to sit the ATAR course examination or has an approved sickness/misadventure application for not sitting the examination in that course. Students who do not sit the ATAR course examination will not have a course mark or grade recorded on the WASSA, nor will they receive an ATAR course report. The pair of units will not contribute to any WACE requirements. Note: for ATAR courses with practical components, students must complete both the written and practical examinations.

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FOUNDATION COURSES

Foundation courses do not contribute to meeting the WACE achievement requirements. Students taking foundation courses must complete a Certificate II or higher.

UNIT EQUIVALENCE

Unit equivalence can be obtained through VET qualifications undertaken as VET credit transfer and/or endorsed programmes. The maximum unit equivalence available 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 qualifications, or
- Up to four-unit equivalents through completion of endorsed programmes, or
- Up to eight-unit equivalents through a combination of VET qualifications and endorsed programmes, but with endorsed programmes contributing no more than four- unit equivalents.

VET QUALIFICATIONS

- A Certificate I is equivalent to two Year 11 units.
- A Certificate II is equivalent to two Year 11 and two Year 12 units.
- A Certificate III or higher is equivalent to two Year 11 and four Year 12 units.
- A partially completed Certificate III or higher is equivalent to two Year 11 and two Year 12 units (credit only allocated if the criteria for partial completion are met).
- For endorsed programmes, unit equivalence is identified on SCSSA's approved list of endorsed programmes.

In the context of VET in WACE, the term 'complete' requires that a student has been deemed competent in all units of competency that make up a full qualification.

Further details on the requirements of the WACE can be found at: <http://www.scsa.wa.edu.au/publications/wace-manual>.

SENIOR SECONDARY COURSE TYPES

All courses offered at St Joseph's School are governed by the syllabuses and assessment structures of the School Curriculum and Standards Authority. These syllabus statements are available from their website - <http://www.scsa.wa.edu.au/>

For all courses, teachers conduct assessment and award grades in accordance with the guidelines set out by the School Curriculum and Standards Authority. Students are awarded a grade at the end of each Year 11 and Year 12 course.

Students who wish to apply for a University course must study at least four ATAR courses. It is highly recommended that students select five ATAR courses in Year 11 for University entrance.

Types of Courses Offered

Three (3) types of courses are offered at St Joseph's School: School Curriculum and Standards Authority (SCSA) Developed Courses, Vocational Education and Training (VET) and SCSA Endorsed Courses.

- Courses – ATAR, General and Foundations (e.g. English and Mathematics)
- VET (e.g. Certificate II Business)
- Endorsed Program (e.g. Workplace Learning).

SCSA developed courses are assessed using Grade Related Descriptors and are graded A - E. VET Courses are assessed by students gaining credit towards a nationally recognised qualification (Certificate) within the Australian Qualifications Framework (AQF). SCSA Endorsed Courses are awarded "Unit Equivalence" - 55 hours = 1 Course Unit.

ATAR (Australian Tertiary Admission Rank)

ATAR Courses are for students who are aiming to go to university. These courses are examined by the School Curriculum and Standards Authority (SCSA). Student results in ATAR courses are used by the Australian Tertiary Admission Rank (ATAR). The ATAR is used to determine eligibility for university entrance. Students seeking to achieve an ATAR will need to complete a minimum of four Year 12 ATAR courses,

An ATAR course is offered at two year levels, each of which has a specified syllabus. The Year 11 syllabus comprises Units 1 and 2, and the Year 12 syllabus comprises Units 3 and 4. Students who do not sit the ATAR course examination will not have a course mark or grade recorded on their WASSA, nor will they receive an ATAR course report.

An Australian Tertiary Admission Rank (ATAR) is calculated using the school assessment and ATAR course examination results combined. Students' results from ATAR course examinations are used by the Tertiary Institutions Centre (TISC) to calculate a student's ATAR. The ATAR reports a student's rank position relative to all other students for a particular year. It ranges from 99.95 to zero and is derived from a student's Tertiary Entrance Aggregate (TEA). The TEA is calculated by adding the student's best four scaled scores, plus bonuses where applicable. The ATAR is used to determine eligibility for university entrance. Students seeking to achieve an ATAR will need to complete a minimum of four Year 12 ATAR courses, excluding unacceptable combinations (see TISC website at www.tisc.edu.au for information about Undergraduate Admission Requirements for School Leavers.

GENERAL Courses

These courses are not externally examined. Each general course, however, has an externally set task (EST) which is set by SCSA. General courses are for students who are typically aiming to enter further vocationally based training or the workforce straight from school. General courses may be used for alternative entry to some university courses. Information about specific alternative entry should be sought directly from universities.

The School also offers students studying General Courses a pathway to university by enrolling in 'Enabling Courses' upon completion of their schooling or through a Uni ready course through ViSN.

A General course is offered at two year levels, each with its own syllabus. The Year 11 syllabus comprises Units 1 and 2, and the Year 12 syllabus comprises Units 3 and 4. General courses are not examined by the Authority; however, they each have an Externally Set Task (EST) in Year 12 which is set by the Authority.

FOUNDATION Courses

These courses provide a focus on functional literacy and numeracy skills, practical work-related experience and the opportunity to build personal skills that are important for life and work. The Foundation courses are not designed, nor intended, to be an alternative senior secondary pathway. Foundation courses are for students who have not been able to demonstrate the minimum standard for literacy and/or numeracy before Year 11 and are unlikely to do so before the end of Year 12 without significant level of support.

VET (Vocation Education & Training)

These courses include a full VET qualification and should include workplace learning. VET courses contribute towards the WACE as course units. Qualifications undertaken through VET courses can be used to meet the Certificate II or higher requirements of the WACE. The workplace-learning component of the course contributes as unit equivalents towards the WACE. Students who intend to enrol in a TAFE or the workforce straight from school will choose the VET pathway. Some VET qualifications may be used for alternative entry to some university courses. Information about alternative entry should be sought directly from universities.

St Joseph's School does not run any in school certificate courses. Students enrol through Central Regional TAFE Northam and attend one day per week.

UNIQUE STUDENT IDENTIFIER (USI)

All students who choose to study a Certificate course must obtain a Unique Student Identifier (USI) number before enrolment can be processed. To obtain a USI, students should log onto: <http://www.usi.gov.au/pages/default.aspx>. Please note that either a Medicare Card or Birth Certificate details will be required when applying online.

ViSN (Virtual Schools Network)

ViSN provides students with the opportunity to engage in courses not available at their own school and, in doing so, helps them build their technology skills, their ability to work independently and expands their social network within the Catholic Education WA (CEWA) system.

ViSN courses are compliant with SCSA requirements and can be used toward the calculation of WACE. In other words, they are no different from the courses delivered in a face-to-face classroom. A ViSN course is one of the five or six courses that are a part of your total study programme.

ViSN currently offers many ATAR courses as well as specific Certificate II/III programs.

ENDORSED PROGRAMS

Endorsed programs provide access to areas of learning not covered by WACE courses or VET programs. They are delivered in a variety of settings and organisations. These programs contribute to the WACE as unit equivalents. Examples of endorsed programs include workplace learning, Cadets, School Educational Trips or exchange programs, the Endeavour experience etc.

TERTIARY ENTRANCE REQUIREMENTS

Students wishing to enter university will usually need to:

1. Qualify for the WACE
2. Attain competence in English
3. Satisfy course prerequisites
4. Obtain a sufficiently high ATAR

Completion of a Certificate IV or Diploma through the VET Programme can also gain university entry.

All universities offer alternative entry pathways. See later section: 'Further Information from Individual Universities' and go to each university's website for full details. The Tertiary Institution's Service Centre (TISC) also regularly updates their website with useful university information.

EXPLANATION OF ABOVE

1. WACE

Universities require students to demonstrate breadth of study. Students address this requirement by qualifying for the WACE. (See information on page 12/13)

2. COMPETENCE IN ENGLISH

Students must achieve the selected university's requirements for English Language Competence:

- Scaled mark of at least 50 in ATAR English, Literature or EALD, **OR**
- Meet university specific concessions where a scaled mark of 50 has not been achieved (see below) **OR**
- Demonstrate competence through the Special Tertiary Admissions Test (STAT)

Students can find out more information about university concessions and alternative admission pathways by visiting the websites of each university. Further information is available from the following websites:

Tertiary Institutions Service Centre (TISC) (www.tisc.edu.au)

3. PREREQUISITES

Many university courses specify that certain subjects must be undertaken by students in Year 12 as background knowledge needed to be able to apply to enter their particular course. Students need to achieve a scaled mark of at least 50 in the specified ATAR courses.

4. SUFFICIENTLY HIGH ATAR

TISC is responsible for the ranking of students for university entrance. An ATAR based on the school and examination score provided. SCSA provide the TISC with school and WACE examination results. Each course result is based 50% on school assessment and 50% on the examinations. Statistical adjustments are made to these results, the best 4 of which are added together to calculate a Tertiary Entrance Aggregate (TEA). The TEA is used to derive a student's ATAR.

The ATAR is a number between 99.95 and zero (0) that reports a student's position relative to all other standard Year 12 school leavers. An ATAR of 96 indicates that a student is in the top 4% of Year 12 school leavers. An ATAR of 96 equates to a scaled average of approximately 80%. TISC then offers university places based on the ranking. Students are not able to include certain combinations of courses in the calculation of their ATAR.

5. BONUSES

A Mathematics bonus of 10% of the scaled score in that subject also applies for each of Mathematics Methods and Mathematics Specialist and languages courses.

A 10 point bonus is awarded to the final ATAR score of students from St Joseph's School due to our regional location. (Eg. A student scoring and ATAR of 73 would have their rank increased to 83). Each university has their own specific requirements for this.

COURSE SELECTION INFORMATION

Meeting Prerequisites

It is important that students consider course prerequisites in making decisions about courses. At course selection interviews, the following achievement data will be considered:

- Previous grades and reports
- National Assessment Program - Literacy and Numeracy (NAPLAN)
- Previous Reports and Online Literacy and Numeracy Assessments (OLNA) results
- Teacher recommendations.

Year 10 students not achieving the required prerequisite grade will be ineligible to select those courses in Year 11. In some cases, course selection will need to be reviewed based on results in second semester. Students will be assisted by their House Coordinators and class teachers when deciding which course best suits their ability and interests.

- Students may enrol in a mix of ATAR courses, General Courses and VET Certificate courses to achieve a WACE (there are limits to the number of VET programmes and endorsed programmes that students can choose).
- All students study 6 courses (or the equivalent) in Year 11, with each course comprising 2 units. Therefore, a total of 12 semester-long units will be completed in Year 11. Most students will continue with these 6 courses (12 units) in Year 12, however, there is the option to take up a study period in place of one subject. Over the two years, students will be able to complete 24 units or the equivalent.
- Students who intend to apply to a university direct from school will complete at least 4 ATAR courses in Year 12 or a certificate in the VET Programme at Certificate IV or Diploma Level
- All students must complete one pair of List A units and one pair of List B units in Year 12 (See table 'WACE LIST A and LIST B SUBJECTS OFFERED AT St Joseph's').

All students must complete two English units in Year 11 and one pair of English units in Year 1

COURSE OFFERED AT ST JOSEPHS SCHOOL 2022

All students must study English and Religion & Life. These can be at either ATAR or General Level

ATAR COURSES = UNIVERSITY PATHWAY

LIST A ATAR

Religion and Life **COMPULSORY**

English **COMPULSORY**

Geography

Accounting & Finance (ViSN)

Graphic Design (ViSN)

Health Studies (ViSN) *

Modern History (ViSN) *

Politics and Law (ViSN) *

Economics (ViSN)

Italian: Second Language (ViSN)

Curtin Uni Ready (ViSN)

LIST B ATAR

Biology

Chemistry

Mathematics Applications

Mathematics Methods

Physical Education Studies

Physics

Earth and Environmental Science (ViSN)

Human Biology (ViSN)

Mathematics Specialist (ViSN)

Psychology (ViSN) *

GENERAL COURSES = TAFE, Workplace or Alternative University Entry

LIST A GENERAL

Religion and Life **COMPULSORY**

English **COMPULSORY**

Design- Photography

Cert II/III Business (ViSN)

Cert II Workplace Skills (ViSN)

LIST B GENERAL

Integrated Science

Maths Essential (Foundation as required)

Outdoor Education

Materials, Design & Technology – Wood

Food Science & Technology

Physical Education Studies

Please see separate TAFE booklet for certificates offered in 2022.

**SUBJECT SPECIFIC
INFORMATION –
DELIVERED FACE
TO FACE AT
SCHOOL**

BIOLOGY ATAR

(LIST B) Prerequisite – WA curriculum C grade Yr 10 Science

Students will explore biological concepts relating from microscopic organisms to ecosystems and the way biological systems interact and are interrelated. Fieldwork, laboratory activities, investigations and other research techniques will provide evidence-based information to analyse and problem solve biological questions.

In ATAR Biology, students will:

- Understand how biological systems interact and are interrelated
- Study the major biological concepts, theories and models
- Carry out fieldwork, laboratory and other research investigations, including the collection and analysis of qualitative and quantitative data and the interpretation of evidence
- Use sound, evidence-based arguments to explain ethical concepts

Year 11 (Units 1 and 2)

Unit 1 and 2 cover:

- describing biodiversity
- ecosystem dynamics
- environmental law and conservation
- cells as the basis for life
- multicellular organisms
- biotechnology

Year 12 (Units 3 and 4)

Unit 3 and 4 cover:

- mechanisms of heredity
- population dynamics
- theory of evolution
- natural selection
- homeostasis
- transmission and impact of infectious disease
- quarantine and agriculture
- environmental changes

The study of Biology ATAR will provide students with skills and understanding to be applied in a wide range of further education and careers. These fields include medicine, veterinary, food and agriculture, environmental and marine sciences, biosecurity and quarantine, biotechnology and eco-tourism.

Further information about this course is available on the [SCSA website](#).

CHEMISTRY ATAR

(LIST B) Prerequisite – WA curriculum B grade Yr 10 Science (Course A)

Chemistry aims to equip students with the knowledge, understanding and opportunity to investigate properties and reactions of materials. Students develop an understanding of the theories and models used to describe, explain and make predictions about chemical systems, structures and properties. It also enables students to relate chemistry to other sciences including biology, geology, medicine, molecular biology and agriculture and prepares them for future study in the sciences.

In ATAR Chemistry, students will:

- Understand the factors that affect chemical systems
- Appreciate chemistry as an experimental science that has developed through independent and collaborative research
- Become experts in conducting a range of scientific investigations
- Have the ability to critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions

Year 11 (Units 1 and 2)

Unit 1 and 2 cover:

- Atomic structure and bonding
- Energy changes and rate of reactions
- Properties of water
- Chemical calculations
- Acids and bases
- Organic chemistry

Year 12 (Units 3 and 4)

Unit 3 and 4 cover:

- Equilibrium
- Acids and bases
- Redox reactions
- Organic chemistry
- Chemical synthesis

The study of Chemistry ATAR will provide students with skills and understanding to be applied in a wide range of further education and careers. These fields include chemistry, pharmacy and medicine, dentistry, forensic science, and engineering. In addition, chemistry knowledge is valuable in many associated fields, such as art, winemaking, agriculture and food technology.

Further information about this course is available on the [SCSA website](#).

DESIGN - PHOTOGRAPHY

General Design Photography is a practical, hands on course where students learn photographic techniques and the principles of design and layout. Through a series of practical projects, students investigate the needs of clients and provide photographic and design solutions. The course provides students with the skills for current and future employment markets. With access to digital SLR cameras, lighting equipment and the Adobe Creative Suite, students have the opportunity to develop their photographic, editing and presentation skills.

In Design Photography students will

- Understand that design theory, audience response, and design principles are reflected in design.
- apply the design process to develop design solutions.
- use skills, techniques and methods to plan, construct and produce design creations.
- understand the relationship between design, society and culture.

Year 11 (Units 1 and 2)

Unit 1 and 2 cover:

- Design fundamentals
- Personal design

Year 12 (Units 3 and 4)

Unit 3 and 4 cover:

- Product design
- Cultural design

A student who studies this course develop skills and processes for current and future industry and employment markets. For most students the Design/Photography course will provide future leisure time activity that is interesting and challenging. The association of photography with art and journalism and other general media areas is also well known. Others will use their design/photographic skills at tertiary institutions or TAFE. It provides the students with collaborative, interpersonal and problem solving skills that are required in most workplaces.

Further information about this course is available on the [SCSA website](#).

ENGLISH ATAR

(LIST A) **Prerequisite – WA curriculum C grade Yr 10 English (Course A)**

The English ATAR course focuses on developing students' analytical, creative, and critical thinking and communication skills in all language modes. It encourages students to critically engage with texts from their contemporary world, with texts from the past, and with texts from Australian and other cultures.

In ATAR English students will:

- develop the ability to analyse and evaluate the purpose, stylistic qualities and conventions of texts
- enjoy creating their own imaginative, interpretive, persuasive and analytical responses
- engage critically and creatively with texts
- speak and write fluently in a range of contexts
- create a range of text forms

Year 11 (Units 1 and 2)

Unit 1 and 2 cover:

- How meaning is communicated through the relationships between language, text, purpose, context and audience
- How language, structure and conventions operate in a variety of imaginative, interpretive and persuasive texts
- How to write analytically and creatively
- Understanding of context
- The effect of stylistic choices
- Positioning of audience

Year 12 (Units 3 and 4)

Unit 3 and 4 cover:

- themes, issues, ideas and concepts through a comparison of texts
- language, genre and contexts, comparing texts within and/or across different genres and modes
- different interpretations and perspectives
- relationships between content and structure, voice and perspectives and the text and context.

A student who completes the English course would be well suited to studying a range of options at University, including politics, history, arts, education, communication, journalism, law, international relations and sociology. It is important to remember that in order to attain their WACE Certificate, students must achieve a minimum of a C grade in English.

Further information about this course is available on the [SCSA website](#).

ENGLISH GENERAL

(LIST A)

The English General 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 visual literary skills.

In General English students will:

- learn how the interaction of structure, language, audience and context helps to shape meaning
- apply their knowledge to create analytical, imaginative, interpretive and persuasive texts in different modes and media

Year 11 (Units 1 and 2)

Unit 1 and 2 cover:

- comprehending and responding to the ideas and information
- read, view and listen to texts to connect, interpret, and visualise ideas
- apply their understanding of language through the creation of texts for different purposes
- interpreting ideas and arguments in a range of texts and contexts
- creating texts using persuasive, visual and literary techniques

Year 12 (Units 3 and 4)

Unit 3 and 4 cover:

- exploring different perspectives
- attitudes, text structures and language features
- communicating logically, persuasively and imaginatively
- community, local or global issues and ideas
- synthesising information from a range of sources

A student who completes the English General course would be well placed for success in a variety of workplace environments. It is important to remember that in order to attain their WACE Certificate, students must achieve a minimum of a C grade in English.

Further information about this course is available on the [SCSA website](#).

FOOD SCIENCE & TECHNOLOGY General

(LIST B)

Students who desire to understand how the properties of food and how science and technologies are used to meet the needs of consumers and producers would enjoy this course. In the Food Science and Technology General course, students develop their interests and skills through the design, production and management of food-related tasks.

In General Food Science Technology students will:

- understand properties and purposes of food
- investigate, devise, and produce food products
- understanding food in Society
- understand the importance of safe and sustainable practices

Year 11 (Units 1 and 2)

Unit 1 and 2 cover:

- sensory and physical properties of food
- concepts that promote healthy eating
- safe workplace procedures, processing techniques and food handling
- food sources and the role of macronutrients and water
- labelling and packaging requirements

Year 12 (Units 3 and 4)

Unit 3 and 4 cover:

- societal, lifestyle and economic issues
- food products and processing systems
- occupational safety and health requirements, implement safe food handling
- principles of dietary planning
- equipment, resources and processing techniques

The Food Science and Technology General course best suits students who wish to enhance their employability and career opportunities in areas that include nutrition, health, food and beverage manufacturing, food processing, community services, hospitality, and retail.

Further information about this course is available on the [SCSA website](#).

GEOGRAPHY ATAR

(LIST A) **Prerequisite – WA curriculum C grade Yr 10 HASS**

The Geography ATAR course would appeal to students who have a curiosity about the diversity of the world's places and their peoples, culture and environments.

In ATAR Geography students will:

- use this knowledge to promote a more sustainable way of life and awareness of their surroundings
- address challenges including rapid environmental change, sustainability of places, and dealing with environments at risk
- learn how to collect information from various sources (fieldwork and data collection, mapping, monitoring, remote sensing, case studies and reports)

Year 11 (Units 1 and 2)

Unit 1 and 2 cover:

- the management of hazards
- the risk hazards posed to people and environments
- risk management is defined in terms of preparedness, mitigation and/or prevention
- the economic and cultural transformations taking place in the world
- the spatial outcomes of these processes and their social and geopolitical consequences – that will enable them to better understand the dynamic nature of the world in which they live

Year 12 (Units 3 and 4)

Unit 3 and 4 cover:

- the impacts of land cover transformations with particular reference to climate change or biodiversity loss
- the outcomes of processes vary depending on local responses and adaptations
- the causes and consequences of urbanisation as well as challenges that exist in metropolitan and regional centres and megacities

A student who completes the Geography course would be well suited to studying a range of options at University, including sustainability, town planning, surveying, engineering, marine biology, environmental law and Geographical Information Systems.

Further information about this course is available on the [SCSA website](#).

INTEGRATED SCIENCE GENERAL

(LIST B)

The Integrated Science course enables students to investigate science issues, in the context of the world around them. It incorporates aspects of biology, chemistry, geology and physics and can also include less traditional areas such as forensic science and biotechnology.

Integrated science encourages students to be questioning, reflective and critical thinkers about scientific issues.

In General Integrated Science students will:

- Answer questions about the natural and technological world
- Analyse information to find patterns and draw conclusions about science concepts
- Investigation, evaluate scientific problems
- Understand that science is a human activity involving the application of scientific knowledge
- Communicate understandings of science

Year 11 (Units 1 and 2)

Unit 1 and 2 cover:

- Biological and earth systems
- Atomic structure
- Mixtures and solutions
- Motion and forces

Year 12 (Units 3 and 4)

Unit 3 and 4 cover:

- Ecosystems
- Sustainability
- Species continuity and change
- Chemical reactions
- Energy

Studying Integrate Science General will provide students with skills and understanding to be applied in a wide range of further education and careers.

Further information about this course is available on the [SCSA website](#).

MATERIALS DESIGN AND TECHNOLOGY - WOOD

(LIST B)

Materials Design and Technology Wood is a practical course where students develop their depth of knowledge in the origins, production and end uses of wood. With flexibility to incorporate additional materials - this course is suited to those students who enjoy demonstrating their creative ideas through manipulating wood.

In General Materials Design and Technology students will:

- Apply a technology process
- Understand the use of materials
- Think independently and creatively
- Create material products of interest to specified standards
- Understand how materials impact the environment

Year 11 (Units 1 and 2)

Unit 1 and 2 cover:

- Classifications, workability of various types of wood
- Origins, properties and the end use of manufactured boards
- Skills and techniques manipulating materials
- Identification of common timber sizes and finishes
- Demonstrate skills using tools and machinery
- Safety and environmental sustainability

Year 12 (Units 3 and 4)

Unit 3 and 4 cover:

- Western Australian hardwoods
- Classification of adhesives for timber
- Types and classifications of finishes
- Common wood joints and fastening methods
- Project management
- Constraints and environmental impacts of recycling materials

The Material Design Technology courses are design to provide the foundation for those students who wish to prepare for a future career such as; cabinetmakers, Woodworking machine operators and furniture finishers.

Further information about this course is available on the [SCSA website](#).

MATHEMATICS APPLICATIONS ATAR

(LIST B) Prerequisite – WA curriculum C grade Yr 10 Mathematics

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.

Year 11 (Units 1 and 2)

Unit 1 and 2 cover:

- 'Consumer arithmetic' including rate and percentage change in the context of earning and managing money
- Algebra and matrices
- Shape and measurement
- Univariate data analysis and the statistical investigation process
- Applications of trigonometry Linear equations and their graphs

Year 12 (Units 3 and 4)

Unit 3 and 4 cover:

- Bivariate data analysis
- Growth and decay in sequences
- Graphs and networks
- Time series analysis
- Loans, investments and annuities
- Networks and decision mathematics

Mathematics Applications provides the Mathematical prerequisite for all non-Science based and general Science University courses, providing students with sound understanding of Finance and Decision Mathematics.

Further information about this course is available on the [SCSA website](#).

MATHEMATICS ESSENTIAL

(LIST B)

The ability to transfer mathematical skills between contexts is a vital part of learning in the Mathematics Essential General course, and reasoning includes critically interpreting and analysing information represented through graphs, tables, and other statistical representations to make informed decisions. For example, familiarity with the concept of a rate enables students to solve a wide range of practical problems, such as fuel consumption, travel times, interest payments, taxation, and population growth.

Year 11 (Units 1 and 2)

Unit 1 and 2 cover:

This unit includes the following four topics:

- Basic calculations, percentages and rates
- Using formulas for practical purposes
- Measurement
- Graphs

Year 12 (Units 3 and 4)

Unit 3 and 4 cover:

This unit includes the following four topics:

- Measurement
- Scales, plans and models
- Graphs in practical situations
- Data collection
- Probability and relative frequencies
- Earth geometry and time zones
- Loans and compound interest

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

Further information about this course is available on the [SCSA website](#).

MATHEMATICS METHODS

(LIST B) Prerequisite – WA curriculum B grade Yr 10 Mathematics (Course A)

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 (Units 1 and 2)

Unit 1 and 2 cover:

- Algebraic concepts and techniques required for a successful introduction to the study of functions and calculus
- Simple relationships between variable quantities
- Probability and statistics, conditional probability and independence
- Trigonometric functions
- Radian measure
- Exponential functions
- Arithmetic and geometric sequences and their applications
- Rates and average rates of change

Year 12 (Units 3 and 4)

Unit 3 and 4 cover:

- derivatives of exponential and trigonometric functions and their applications,
- differentiation techniques and the concept of a second derivative
- integration
- calculus as a link between differentiation and integration
- Discrete random variables
- modelling random processes involving chance and variation.
- The logarithmic function and its derivative.
- Continuous random variables
- Probabilities associated with continuous distributions are calculated using definite integrals
- statistical inference

Mathematics Methods provides a foundation for further studies at University in numerous disciplines in which mathematics and statistics have important roles. It is also advantageous for further studies in health and social sciences, and is a prerequisite for medicine.

Further information about this course is available on the [SCSA website](#).

OUTDOOR EDUCATION GENERAL

(LIST B) Prerequisite – Swimming ability must meet minimum requirements

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, canoeing and orienteering, roping.

In General Outdoor Education students will:

- Develop essential life skills and physical activity skills
- Have the opportunity to develop a comprehensive understanding of the environment and develop a positive relationship with nature

Year 11 (Units 1 and 2)

Unit 1 and 2 cover:

- Basic planning and organisational requirements necessary for them to participate in safe, short duration excursions/expeditions in selected outdoor activities
- Roping and navigation skills
- Time management and goal setting skills to work with others and explore strategies for building group relationships
- The main styles of leadership and how to use strategies to promote effective groups.
- Introduction of the features of natural environments
- Conservation, biodiversity and environmental management plans

Year 12 (Units 3 and 4)

Unit 3 and 4 cover:

- Personal skills related to flexibility in coping and adapting to change and in monitoring such things as the elements in an environment
- Features and relationships in natural environments
- Weather components, patterns and forecasting
- Outdoor leadership
- Navigational skills and respond to an emergency in the outdoors
- Commitment, tolerance, resilience, and conflict resolution skills
- Briefing and debriefing sessions and appraise their own and others' leadership skills
- sustainability projects and understand human responsibility for the environment

Students are required to attend one camp per year and are assessed on activities carried out at the camp.

A student who completes the Outdoor Education general course will be well suited to pursue personal interests and careers in outdoor pursuits, environmental management, or eco- tourism.

Further information about this course is available on the [SCSA website](#).

PHYSICAL EDUCATION STUDIES ATAR

(LIST B) Prerequisite – WA curriculum C grade Yr 10 Science

The Physical Education Studies ATAR course focuses on the complex interrelationships between motor learning and psychological, biomechanical and physiological factors that influence individual and team performance. Students engage as performers, leaders, coaches, analysts and planners of physical activity. Learning in the Physical Education Studies ATAR involves active participation in physical activities, and involves students in closely integrated written, oral and physical learning experiences.

In ATAR Physical Education Studies students will:

- Analyse the performance of themselves and others, apply theoretical principles and plan programs to enhance performance
- Develop skills and performance along with an understanding of physiological, anatomical, psychological, biomechanical and skill learning applications.

Year 11 (Units 1 and 2)

Unit 1 and 2 cover:

- 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.
- The relationship between skill, strategy and the body in order to improve the effectiveness and efficiency of performance.

Year 12 (Units 3 and 4)

Unit 3 and 4 cover:

- Provided 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.
- Extended understanding of complex biomechanical, psychological and physiological concepts to evaluate their own and others' performance.

A student who completes the Physical Education course will be provided with opportunities to develop skills that will enable them to pursue personal interests and explore potential careers as athletes, coaches, officials, administrators and/or volunteers. They will also be well suited to university study in the medical fields.

Further information about this course is available on the [SCSA website](#).

PHYSICS ATAR

(LIST B) Prerequisite – WA curriculum B grade Yr 10 Mathematics (Course A)
Prerequisite – WA curriculum B grade Yr 10 Science (Course A)

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

In General Physical Education Studies students will:

- Focus on the relationships between motor learning, and psychological, biomechanical and physiological factors that influence individual and team performance.
- Engage as performers, leaders, coaches, analysts and planners of physical activity.
- Understand that physical activity serves both as a source of content and data and as a medium of learning.
- Take part in a physical component and a written component.
- Learn about the importance of physical, social and emotional growth.

Year 11 (Units 1 and 2)

Unit 1 and 2 cover:

- Development of students' knowledge, understanding and application of anatomical, physiological and practical factors associated with performing in physical activities.
- The impact of physical activity on the body's anatomical and physiological systems. Students are introduced to these concepts which support them to improve their performance as team members and/or individuals.

Year 12 (Units 3 and 4)

Unit 3 and 4 cover:

- Simple movement, biomechanical, physiological, psychological, functional anatomy and motor learning concepts. The understanding of the relationship between skill, movement production and fitness will be further enhanced as students develop and improve.
- Assessment of movement competency and identify areas for improvement.
- Training principles, nutrition and goal setting concepts to enhance their own and others' performance in physical activity.

A student who completes the Physical Education general course will be well suited to job opportunities in the areas of leisure, recreation, education, sport development, youth work, health and medical fields.

Further information about this course is available on the [SCSA website](#).

RELIGION AND LIFE ATAR

(LIST A)

The Religion and Life ATAR course would appeal to students who are interested in understanding how religion influences, and is influenced by, society and people. At St Joseph's School, the Religion and Life Course is studied from a Catholic perspective.

In ATAR Religion and Life students will:

- Explore Christianity and investigate the characteristics of its origins, foundations, social influence and development over time
- Analyse the role Catholicism has played in society
- Understand the challenges and opportunities Catholicism faces
- Think about how religion is connected to everyday life
- Employ various inquiry and learning skills to investigate the interplay between religion and life

Year 11 (Units 1 and 2)

Unit 1 and 2 cover:

- The place of religion in society
- Religious belief, teaching, ritual and practice
- Structures and processes of a religion
- An important person and/or event in historical contexts
- The nature of a current issue and Catholicism's response

Year 12 (Units 3 and 4)

Unit 3 and 4 cover:

- Religious identity and purpose and how people interact with religion
- The life of a significant religious person
- A religious belief, teaching, ritual or practice and its development over time
- How religion uses a particular structure and/or process to address important issues
- The significance of a religious event or issue from the past
- Current issues and the interaction with religion

A student who completes the Religion and Life course would be well suited to studying a range of options at university, including anthropology, sociology, philosophy, history, law, community development and international relations.

Further information about this course is available on the [SCSA website](#).

RELIGION AND LIFE GENERAL

(LIST A)

The Religion and Life GENERAL course would appeal to students who are interested in exploring the relationship between religion, society and individuals. At St Joseph's School, the Religion and Life Course is studied from a Catholic perspective.

In General Religion and Life students will:

- Focus on religion as a human activity
- Understand the role religion plays in society and in the lives of people
- Examine the interplay between religion and life
- Develop religious inquiry and learning skills

Year 11 (Units 1 and 2)

Unit 1 and 2 cover:

- Religion as a human activity
- How people search for meaning in life
- The characteristics of religion
- Religion in historical contexts
- Current issues for religion
- Religion inquiry and learning skills

Year 12 (Units 3 and 4)

Unit 3 and 4 cover:

- The role religion plays in the lives of people
- How people interact with and respond to religion
- Religious identity
- An examination of the influence of religion on people
- How religious people interact with society
- The conducting of research and consolidation of skills required for processing information and communicating findings about religion and life

A student who completes the Religion and Life General course would be well suited to studying a range of options at TAFE which require communication, investigative and analytical skills.

Further information about this course is available on the [SCSA website](#).

