

*A strong community, creating opportunities
for personal excellence*



UPPER SCHOOL CURRICULUM



2024

ESPERANCE SENIOR HIGH SCHOOL

UPPER SCHOOL CURRICULUM

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INTRODUCTION

This handbook presents a summary of the courses available and other vital information necessary to make informed choices for students entering Senior School at Esperance Senior High School.

The handbook summarises what you need to know about the Western Australian Certificate of Education (WACE) in preparation for Year 11 and 12. It contains information on:



- Pathways
- Courses and Course units
- Vocational Education and Training (VET)
- Endorsed Programs
- Requirements to Achieve the WACE

I encourage you to read the information in this handbook carefully and discuss the contents with your parents/carers.

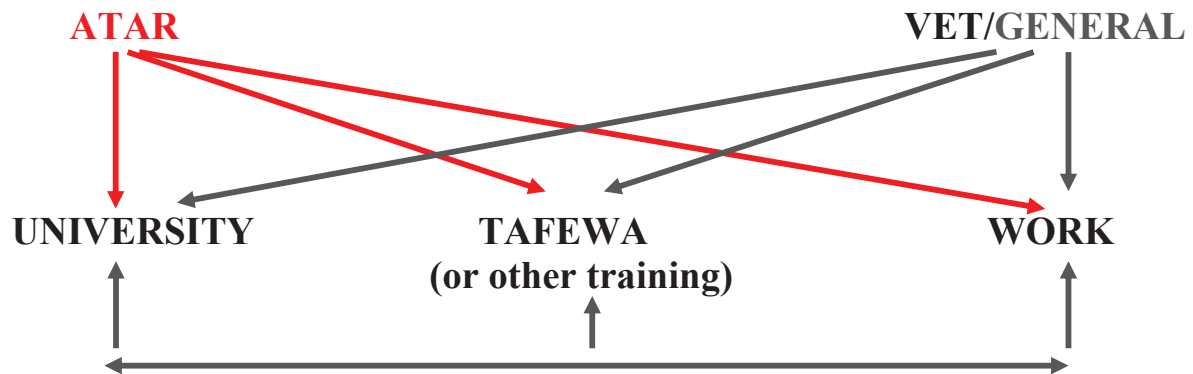
Please contact the school for further information regarding Course Selection or any aspect of Senior Schooling at Esperance Senior High School.

Ian Masarei
Principal

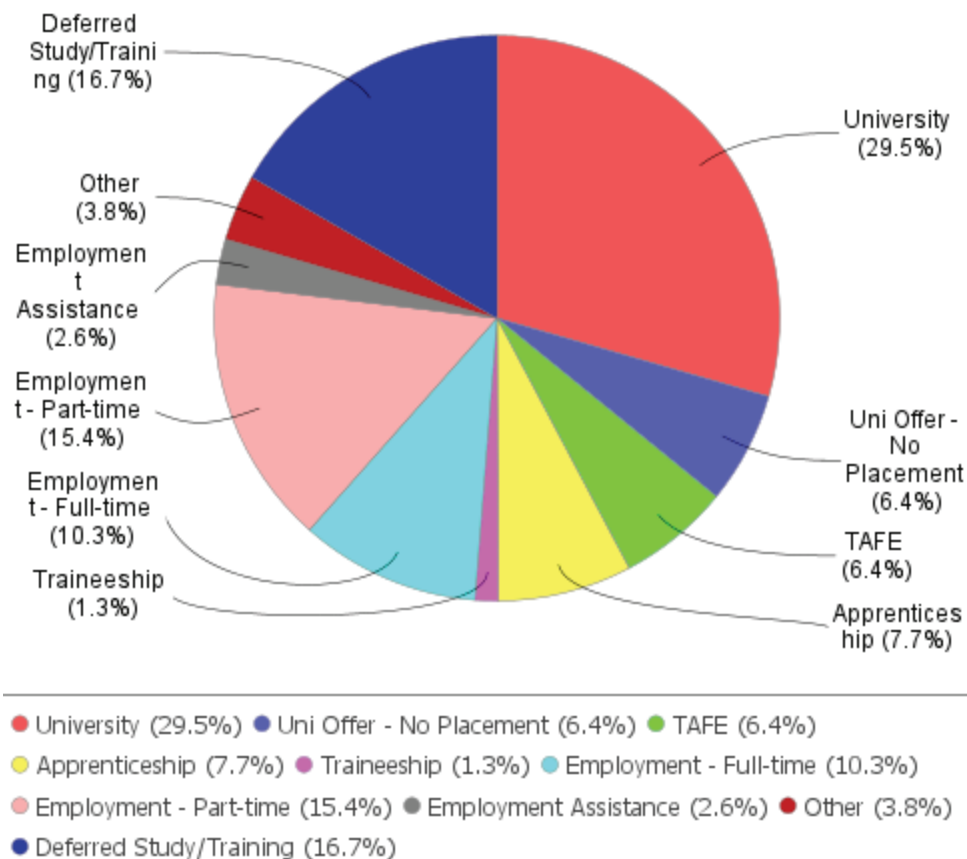
Please Note: All information in this booklet was correct at the time of printing, but is subject to change.

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UPPER SCHOOL PATHWAYS



Destination 2022



This graph summarises the chosen post-school destinations of 2021 Year 12 ESHS students going into 2022.

Please note: Data for 2022 Year 12 students into 2023 was not available at the time of printing this handbook.

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WESTERN AUSTRALIA CERTIFICATE OF EDUCATION (WACE)

At Esperance Senior High School, we aim for all of our Senior School students to achieve the Western Australian Certificate of Education at the end of Year 12. To achieve the WACE a student must satisfy the following requirements.

WACE requirements 2022 and beyond

- #### 1 General requirements

You must:

 - demonstrate a minimum standard of literacy (reading and writing) and a minimum standard of numeracy
 - complete a minimum of 20 units, or equivalents
 - complete
 - at least four Year 12 ATAR courses **OR**
 - at least five Year 12 General courses and/or ATAR courses or equivalent **OR**
 - a Certificate II (or higher) VET qualification in combination with ATAR, General or Foundation courses.
- #### 2 Literacy and numeracy standard

For the WACE literacy and numeracy standard you may:

 - pre-qualify through achieving Band 8 or higher in the reading, writing and numeracy tests of the Year 9 National Assessment Program – Literacy and Numeracy (NAPLAN), or;
 - demonstrate the minimum standard of literacy and numeracy by successfully completing the relevant components of the Online Literacy and Numeracy Assessment (OLNA) in Year 10, 11 or 12.
- #### 3 Breadth and depth

You must complete a minimum of 20 units, which may include unit equivalents attained through VET and/or endorsed programs. This requirement must include at least:

 - a minimum of ten Year 12 units, or the equivalent
 - four units from an English course, post-Year 10, including at least one pair of Year 12 units from an English learning area course
 - one pair of Year 12 units from each of List A (arts/languages/social sciences) and List B (mathematics/science/technology) subjects.
- #### 4 Achievement standard

You must achieve at least 14 C grades or higher (or equivalents) in Year 11 and Year 12 units, including at least six C grades (or equivalents) in Year 12 units.
- #### 5 Unit equivalents

Unit equivalents can be obtained through VET qualifications and/or endorsed programs. The maximum number of unit equivalents available through VET and endorsed programs is four Year 11 units and four Year 12 units with a maximum of four units with endorsed programs – two in Year 11 and two in Year 12.

Further information is available from the School Curriculum and Standards Authority website at <http://www.scsa.wa.edu.au>.

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HOW TO APPLY FOR UNIVERSITY AT THE END OF 2024

Students have a choice of six universities in Western Australia.

The University of Western Australia, Curtin University of Technology, Edith Cowan University, Murdoch University and Central Queensland University are public universities. They offer a wide range of courses and use a relatively common selection system involving four essential entrance requirements.

The University of Notre Dame is an independent Catholic University offering courses through its Schools of Arts and Sciences, Business, Law, Nursing and Midwifery, Education, Philosophy and Theology, Medicine and Health. The selection process for Notre Dame is based on academic performance, and 'Individual Factors' such as:

- Why are you applying to study at Notre Dame?
- Why have you chosen to study this degree?
- Tell us how you contribute, and how frequently, to community life?

Central Queensland University (CQU) opened a campus in Perth Central Business District in 2017. The campus offers a range of courses in areas like Business, Hospitality and Health Sciences.

1. SATISFYING WACE REQUIREMENTS

Generally, students will complete two years of senior secondary study, after which they can be awarded the WACE. This is based on the assumption that students will complete Year 12 as their final year of schooling (see WACE requirements information on page 4).

2. COMPETENCE IN ENGLISH

For university admission purposes, a student demonstrates competence in English by achieving the prescribed standard (generally a scaled score of at least 50) in one of these WACE courses: English ATAR, Literature ATAR or English as an Additional Language/Dialect (EALD) ATAR, through the Year 12 results they obtain in any calendar year.

English as an Additional Language/Dialect can only be taken by students who meet eligibility criteria set by the School Curriculum and Standards Authority. A number of concession arrangements are in place for those students who may fail to show English competence, according to the criteria described above. Further information is available on the Tertiary Institutions Service Centre's website at <http://www.tisc.edu.au>.

3. AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

The Australian Tertiary Admission Rank is used to rank students on the basis of their academic performance, relative to all other WA students of Year 12 school leaving age, as well as the number of people of Year 12 school leaving age in the population of this state. The ATAR ranges between zero and 99.95. An ATAR of 75.00 indicates that a student has an overall rating equal to or better than 75% of the Year 12 school leaving age population in Western Australia.

The ATAR also takes into account the number of students with a Tertiary Entrance Aggregate (TEA). The TEA is calculated by adding a student's best four scaled scores, including any bonuses (e.g. Mathematics Methods, Mathematics Specialist or a Language).

ATAR REQUIRED FOR UNIVERSITY COURSES

Depending on student demand, and the number of places available, the minimum ATAR required for selection into a particular course will vary from university to university, and from year to year. For example, there are a very limited number of places available in the veterinary studies course at Murdoch University, and the student demand is high. The result is that a high ATAR (and associated TEA) is required. However, for other courses such as Commerce at Curtin University, there are many more places available and therefore the cut-off ATAR required to get into this course is much lower.

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HOW TO APPLY FOR UNIVERSITY AT THE END OF 2024 (CONT.)

4. PREREQUISITES AND DESIRABLE SUBJECTS

Various university courses require a background in certain subjects at Year 12 level. Some courses may have prerequisite subjects; others may have preferred or highly recommended subjects. To find out more about these requirements, consult the University Admission 2023 booklet which is available through the TISC website at <http://www.tisc.edu.au> or the specific university handbook.

5. OTHER FORMS OF UNIVERSITY ENTRY

Many universities have developed alternative entry procedures such as Early Entry pathways, preparation programs and portfolio pathways. They also accept qualifications completed through State Training Providers (STPs). “More and more places are becoming available to students who have not taken the ATAR pathway. These options include Preparation Courses, admission through “Equivalent Studies”, enabling courses, portfolio entry and the like.”

CHOOSING THE ATAR PATHWAY - FACTORS TO CONSIDER

- What option(s) would you like to have at the end of your time in high school?
- What qualifications do you need for the career(s) you would like to pursue?
- What is your academic background?
- What pathways are you in for English, Science, Humanities and Mathematics?
- What were your Semester 1 exams results? Where do you rank in your year group?
- Are you prepared to do up to three hours of homework, assignment work, study and revision for each ATAR subject, each week, for the next two years?

CHOOSING THE VOCATIONAL PATHWAY - FACTORS TO CONSIDER

To be successful in a VET course, students will need to demonstrate qualities such as:

- Reliability
- Enthusiasm
- Initiative
- Positive Approach to Learning
- Capacity to Absorb/Respond to Advice
- Desire to Produce Quality Work
- Regular Attendance at the Workplace

There is a selection process for the limited number of VET places available, this is based upon:

- Interview
- Academic Achievement
- Program Suitability
- Attendance
- Behaviour

HOW TO UNDERTAKE TRAINING THROUGH A REGISTERED TRAINING ORGANISATION (RTO) AT THE END OF 2024

Entry requirements for Australian Qualification Framework (AQF) courses through a RTO are very different to the criteria used for entry to university. Essentially all AQF courses fall into one of two categories:

- Courses that require applicants to meet entrance requirements; and
- Competitive courses that require applicants to meet entrance requirements, plus address selection criteria (approximately 30% of the courses fall into this second category).

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HOW TO UNDERTAKE TRAINING THROUGH A REGISTERED TRAINING ORGANISATION (RTO) AT THE END OF 2024 *(CONT.)*

Entrance requirements describe the minimum level of achievement required for a student to obtain entry into a course. Achieving a certain standard with regard to NAPLAN and/or OLNA is often the prerequisite. In some instances it could be that the requirement is met through a lower AQF qualification. For example, a Certificate III in Disability Work will enable a person to enrol in Certificate IV in Disability Work.

STEPS TO ENSURE COURSE COUNSELLING MATERIAL IS COMPLIANT WITH CLAUSE 4.1 OF THE STANDARDS FOR RTO'S - 2015

The following direction is endorsed by both the Australian Skills Quality Authority (ASQA) and Training Accreditation Council (TAC) to assist schools work within the regulations of the Standards for RTOs, 2015, specifically Clause 4.1 'Provide accurate and accessible information to prospective and current students, when promoting VET offerings during the course counselling process.'

1. For schools that have signed a third party agreement with a RTO for the following academic year at the time of publication of course counselling handbooks, the publication must include the relevant RTO name, RTO code and logo under each advertised qualification specified in the agreement.

2. For schools that have not yet signed a third party agreement with a RTO for the following academic year at the time of publication of course counselling handbooks and have identified VET offerings in these publications:

a. it is important that no RTO name, RTO code or logo be published together with qualifications; and

b. the following statement must be included under the proposed qualification offering:

'At the time of publication, no agreements have been entered into with a Registered Training Organisation for the delivery of this qualification. On the basis of interest from students, the school will initiate a formal partnership agreement with a RTO for the delivery of the qualification.'

c. once a formal agreement has been established with a RTO for the delivery of a qualification, the publication of all marketing material must comply with Clause 4.1 of the Standards for RTOs, 2015 and include the RTO name, code and logo.

The regulators recognise the 'point in time' printing of hard copy handbooks and wouldn't consider this a regulatory issue if a third party agreement had not been signed prior to the time of print.

3. The advertising of profile funded courses, school based apprenticeship or traineeships should always include RTO name, code and logo.

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YEAR 10 PATHWAYS 2023 TO YEAR 11 PATHWAYS 2024

(English, Humanities and Social Science, Mathematics and Science)

ENGLISH		
2023 PATHWAY	TEACHER (Class)	2024 YEAR 11 OPTIONS
PATHWAY 1	Ms S French (10.1) Ms M Murphy (10.2) Ms S Verstappen (10.3)	A and B grade students could select English ATAR. C grade students should select English General.
PATHWAY 2	Ms S French (10.4) Mr L Hantzis (10.5)	A small number of high achieving students may be capable of ATAR - to be based on classroom teacher's recommendation. All other students should select English General.

HUMANITIES AND SOCIAL SCIENCES		
2023 PATHWAY	TEACHER (Class)	2024 YEAR 11 OPTIONS
PATHWAY 1	Mrs L Cassam (10.1) Mr C Dornan (10.2) Mr P Reading (10.3)	All students could select any ATAR Humanities and Social Sciences subject - Economics, Geography, Modern History.
PATHWAY 2	Mr P Turner (10.4) Ms K Reading (10.5) Mr C Dornan (10.6)	A small number of high achieving students may be capable of ATAR - to be based on classroom teacher's recommendation. General subjects available are Career & Enterprise and Business Management & Enterprise.

MATHEMATICS		
2023 PATHWAY	TEACHER (Class)	2024 YEAR 11 OPTIONS
PRE ATAR	Mr M Zani (10.1)	High A grade students could select Mathematics Specialist and/or Mathematics Methods. A grade students could select Mathematics Methods.
PRE ATAR	Miss S Higgins (10.2) Miss J Cassidy (10.3)	B and High C grade students could select Mathematics Applications. C grade students could select Mathematics Essentials.
PRE GENERAL	Mr H Barnetson (10.4) Mr M Morcombe (10.5)	Students could select Mathematics Essentials

SCIENCE		
2023 PATHWAY	TEACHER (Class)	2024 YEAR 11 OPTIONS
PATHWAY 1	Ms S Defrenne (10.1) Mr P Kruger (10.2)	A or B grade students in Biological and Chemical Sciences could select Chemistry, Biology or Human Biology. A grade students in Physical Sciences could select Physics.
PATHWAY 2	Mrs L Bell (10.3) Mrs R Van Den Heever (10.4) Mr D Macleay (10.5)	Students in this pathway cannot select Chemistry or Physics. A or B grade students in Biological Sciences could select Biology and Human Biology. All other students could select Integrated Science.

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UPPER SCHOOL COURSES OFFERED IN 2024

Whether or not a course is eventually offered will depend upon the level of student interest, availability of resources, personnel and timetable constraints etc.

COURSE NAME	YEAR 11 SUBJECT CODE	YEAR 12 SUBJECT CODE	PAGE
Animal Production Systems General	G1/2APS	GTAPS	20
Applied Information and Technology General	G1/2AIT	GTAIT	21
Automotive Engineering Technology General	G1/2AET	GTAET	23
Biology ATAR	AEBLY	ATBLY	33
Building and Construction General	G1/2BCN	GTBCN	15
Business Management and Enterprise General	G1/2BME	GTBME	21
Career and Enterprise General	G1/2CAE	GTCAE	29
Chemistry ATAR	AECHE	ATCHE	33
Children, Family and Community General	G1/2CFC	GTCFC	27
Design Photography General	G1/2DESP	GTDESP	23
Design ATAR	AEDES	ATDES	22
Economics ATAR	AEECO	ATECO	28
Emergency Service Cadets	CESGR/CESFS CESSR/CESFA	CESGR/CESFS CESSR/CESFA	14
Engineering Studies General	G1/2EST	GTEST	16
English Foundation	F1/2ENG	FTENG	24
English General	G1/2ENG	GTENG	24
English ATAR	AEENG	ATENG	24
Food Science and Technology General	G1/2FST	GTFST	26
Geography ATAR	AEGEO	ATGEO	28
Health Studies General	G1/2HEA	GTHEA	26
Human Biology ATAR	AEHBY	ATHBY	34
Integrated Science General	G1/2ISC	GTISC	32
Materials Design and Technology (Metals) (Jewellery) General	G1/2MDTMJ (Jewellery)	GTMDTMJ (Jewellery)	22
Materials Design and Technology (Metals) General	G1/2MDTM	GTMDTM	22
Materials Design and Technology (Wood) General	G1/2MDTW	GTMDTW	22
Materials Design and Technology (Textiles) General	G1/2MDTT	GTMDTT	27
Mathematics Applications ATAR	A1/2MAA	ATMAA	30
Mathematics Essentials General	G1/2MAE	GTMAE	30
Mathematics Foundation	FEMAT	FTMAT	31
Mathematics Methods ATAR	A1/2MAM	ATMAM	30
Mathematics Specialist ATAR	A1/2MAS	ATMAS	31
Modern History ATAR	AEHIM	ATHIM	29

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UPPER SCHOOL COURSES OFFERED IN 2024 (CONT.)

COURSE NAME	YEAR 11 SUBJECT CODE	YEAR 12 SUBJECT CODE	PAGE
Outdoor Education General	G1/2OED	GTOED	25
Physical Education Studies General	G1/2PES	GTPES	25
Physical Education Studies ATAR	AEPES	ATPES	25
Physics ATAR	AEPHY	ATPHY	34
Visual Art General	G1/2VAR	GTVAR	20
Visual Art ATAR	AEVAR	ATVAR	20

CERTIFICATE NAME	KEY	SUBJECT CODE	PAGE
Certificate II in Agriculture	**	AHC20116	14
Certificate II in Building and Construction	**	52824WA	15
Certificate II in Community Services	**	CHC22015	17
Certificate II in Engineering Pathways	#	MEM20422	16
Certificate II in Furniture Making Pathways	#	MSF20522	16
Certificate II in Music	#	CUA20620	19
Certificate II in Salon Assistant (Hairdressing)	**	SHB20216	18
Certificate II in Workplace Skills (Business)	#	BSB20120	17
Certificate III in Business	#	BSB30120	17
Certificate III in Music	#	CUA30920	19
Certificate IV in Preparation for Health and Nursing Studies	**	52895WA	18

SUBJECT CODE EXPLANATION

(#) School Based Certificate
 (**) South Regional TAFE
 (students will need to
 catchup on classes missed)

FESUB (F - Foundations)	(E - Year 11)	SUB - Subject Code	(No Exam)
FTSUB (F - Foundations)	(T - Year 12)	SUB - Subject Code	(No Exam)
GESUB (G - General)	(E - Year 11)	SUB - Subject Code	(No Exam)
GTSUB (G - General)	(T - Year 12)	SUB - Subject Code	(No Exam)
AESUB (A - ATAR)	(E - Year 11)	SUB - Subject Code	(Exam)
ATSUB (A - ATAR)	(T - Year 12)	SUB - Subject Code	(Exam)

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VOCATIONAL PROGRAMS

A Vocational Education and Training in Schools (VET) program allows a student to learn about industry pathways and gain skills that are relevant to industry needs. Success in a vocational program can lead to pathways such as immediate employment and further education through TAFE or university studies.

Enrolling in a Vocational Program allows a student to attain:

- Nationally Recognised Qualifications or Partial Qualifications Endorsed by Industry
- Real Life Experiences in a Workplace
- Western Australian Certificate of Education (WACE)

VET Courses offered at Esperance Senior High School are either delivered by South Regional TAFE - RTO Code 52790 or by the school under a partnership arrangement. South Regional TAFE courses are delivered from Monday - Friday, or in block weeks across the year. School delivered courses are delivered throughout the week. Details on courses are available on the next page as well as the school's website under Curriculum - Vocational Education and Training.

VET programs at Esperance Senior High School are comprised of the following components:

- Certificate II and/or III
- Workplace Learning
- English
- Mathematics
- General and/or Industry Specific Subjects

IMPORTANT NOTE: It is highly recommended students select one or two subjects as part of their upper school course, which are aligned with their certificate. Details of suitable subjects are included in this handbook.

The Workplace Learning 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 plays a key role in lifelong learning.

Developing competence in workplace skills assists an individual to gain employment, and in the longer term, to progress and contribute within the organisation or industry area in which they are employed.

APPLICATIONS FOR VET PROGRAMS

Students who have expressed interest in enrolling in a VET program should have already attended a pre-counselling session and gained a good insight into what is expected.

Students wanting to do a vocational program delivered through South Regional TAFE, will need to complete an online application in early Term 3. The school will provide opportunities for students to complete this online application during school, so that help and advice can be given. It is important to note, the online enrolment is compulsory and if not completed, students may miss out on a place with South Regional TAFE.

Students will need to attend one or more specific VET interviews traditionally held during Term 3, Week 1 - 3. For VET courses delivered at South Regional TAFE, students will also be interviewed by TAFE staff during Term 3, Week 9 and 10.

Students need to use the VET Application Pack which they can download from the school's intranet. The criteria against which they will be assessed is at the back of the application form. It is important that they prepare for their VET interview using the criteria as a guide, as they will be ranked against it.

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VOCATIONAL PROGRAMS *(CONT.)*

Students should have at least three VET industry preferences and arrange more than one VET specific interview to enhance their chances of gaining a place in one of their three preferences. They need to bring their completed VET Application Pack, resume and Semester 1 Report (or copies for additional interviews). While it is not compulsory that parents/carers attend, it is highly recommended. After the interview process, students are notified of the outcome. Unsuccessful students are also given feedback on their interview to assist them with later applications. They may also be placed on a waiting list for positions that may become available.

Some students may be offered places on a trial basis and their placement reviewed from time to time to assess their suitability to the course.

The VET streams offered at Esperance Senior High School are listed below. Please note that VET streams will only run if class sizes are viable. If you have any queries in relation to any of the courses, please feel free to contact any of the following ESHS staff.

VET Coordinator	Ms Cynnamon Harper
Agriculture	Mrs Jazmin Parker
Automotive	Mrs Cynnamon Harper, Mrs Molly Zanker
Building and Construction	Mrs Cynnamon Harper, Mrs Molly Zanker
Engineering Pathways	Mr Jason Wooldridge
Furniture Making Pathways	Mr Joseph Bezuidenhout
Business	Ms Cynnamon Harper, Mrs Samantha Haclin
Community Services	Ms Cynnamon Harper, Mrs Molly Zanker
Hairdressing	Ms Cynnamon Harper, Mrs Molly Zanker
Hospitality	Ms Cynnamon Harper, Mrs Molly Zanker
Music	Mrs Sarah Watchorn
Nursing	Ms Cynnamon Harper, Mrs Molly Zanker



Tate Bertola
2016 Winner of the Western
Australian Beazley Medal: VET

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CERTIFICATE ON OFFER - AGRICULTURE

PRIMARY INDUSTRY STUDIES - YEAR 11 AND YEAR 12

This program is a full time vocational course designed to provide practical background principles and operations of a working farm. Students spend approximately three days per week on the farm learning and practicing a structured range of farm skills, such as the operation and management of stock, crops and machinery. Demonstrations by the farm's Technical Officers are regularly given on specific aspects of farm practice. Class work and farm work is coordinated to consolidate theoretical studies in a practical manner. The course is conducted at Esperance Farm Training Centre and provides entry level training into careers in Farming, Land Care, Horticulture, Contracting, Agricultural Service Industries, Veterinary Nursing and Mining.

YEAR 11 SUBJECTS

(Units of Competency towards Certificate II in Agriculture)

ADWPL Workplace Learning

G1/2ENG English General

G1/2MAE Mathematics General

G1/2MDTM Materials Design
and Technology (Metals)

G1/2APS Animal Production Systems

CESGR General Rescue Skills/CESFS Fire Safety
Management Skills (alternate years)

CESSR Search and Rescue Management Skills/CESFA
First Aid and Emergency Care
Management Skills (alternate years)

YEAR 12 SUBJECTS

Certificate II in Agriculture

ADWPL Workplace Learning

GTENG English

OLNA Mathematics/English

GTMDTM Materials Design
and Technology (Metals)

GTAPS Animal Production Systems

CESGR General Rescue Skills/CESFS Fire Safety
Management Skills (alternate years)

CESSR Search and Rescue Management Skills/CESFA
First Aid and Emergency Care
Management Skills (alternate years)

AHC20116 CERTIFICATE II in AGRICULTURE (including ATAR)

Students have the opportunity to complete a AHC20116 Certificate II in Agriculture. This is a hands on course for anyone seeking to pursue a career in the Agricultural Industry. Participants will develop both theoretical and practical skills in operating a working farm in the areas of livestock and crop management; and Work Health and Safety. This course is designed to be at an entry level with additional on Farm practical experience, and Certificate delivery by SR TAFE. Students will also undertake Work Place Learning within the Agricultural Industry to further develop skills and develop networking opportunities for future industry partnerships.

SCHOOL BASED TRAINEESHIPS in AGRICULTURE

This course is available where students complete a combination of 16 weeks at Esperance Farm Training Centre and approximately 16 weeks in paid employment as a trainee. The students are enrolled at school in the following subjects:

- **Certificate II in Agriculture**
- **ADWPL Workplace Learning**
- **GTENG English**
- **G1/2MAE Mathematics**
- **G1/2APS Animal Production Systems**



To complete the requirements of a traineeship, students will also be enrolled in a Certificate II program with the South Regional TAFE and will complete their certificate alongside their Year 12 subjects. Places are dependent on gaining a traineeship and students will be subject to a selection interview. Where possible, students are encouraged to begin their traineeship in Year 11.

All of these programs are delivered under profile by South Regional TAFE - RTO Code - 52790 over two years.

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CERTIFICATE ON OFFER - AUTOMOTIVE

AUR20520 CERTIFICATE II in AUTOMOTIVE SERVICING TECHNOLOGY

Currently the school is unable to offer an Automotive certificate. This is primarily, due to staff shortages in this industry area. However, we are investigating options and will update students and parents/guardians later in the year if an Automotive certificate becomes available.

CERTIFICATE ON OFFER - BUILDING AND CONSTRUCTION

52893WA CERTIFICATE II in BUILDING AND CONSTRUCTION

The Building and Construction certificate encompasses the skills and applications of many of the trades and professions in the construction industry. There is a strong focus on employability skills and preparing students for a wide range of apprenticeship and traineeship opportunities within the construction field.

This is an entry-level course designed to provide learners with the opportunity to complete common core units that appear across multiple construction trade pathways including: Bricklaying, Solid plastering, Wall and Ceiling Lining, Wall and Floor Tiling, Concreting, Painting and Decorating, Carpentry, Joinery, and Roof Tiling.

Certificate II in Building and Construction is delivered under profile by South Regional TAFE - RTO Code 52790 - over one year. Students will attend TAFE one day per week. Students will be required to catch up on the school work missed during these times.

It is highly recommended that students select one or both of the following industry related subjects in conjunction with this certificate:

G1/G2BCN, GTBCN - Building and Construction General

G1/G2MDTW, GTMDTW - Materials Design and Technology (Wood) General



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CERTIFICATE ON OFFER - ENGINEERING PATHWAYS

MEM20422 CERTIFICATE II in ENGINEERING PATHWAYS

The qualification is intended for people interested in exposure to an engineering or related working environment with a view to entering into the employment in that area. This qualification will equip graduates with knowledge and skills which will enhance their prospects of employment in an engineering or related working environment.

This qualification applies to a learning and assessment environment where access to structured on-the-job learning in a workplace may not be available. The learning program should develop trade-like skills but not attempt to develop trade-level skills, and is centred around a major project.

The Certificate II in Engineering Pathways is delivered under a partnership arrangement with AIET (Australian Institute of Education and Training) - RTO 121314. This certificate is delivered over two years in Year 11 and Year 12.

It is highly recommended that students select one or both of the following industry related subjects in conjunction with this certificate:

G1/G2EST, GTEST - Engineering Studies General

G1/G2MDTM, GTMDTM - Materials Design and Technology (Metals) General



CERTIFICATE ON OFFER - FURNITURE MAKING PATHWAYS



MSF20522 CERTIFICATE II in FURNITURE MAKINGS PATHWAYS

The qualification is intended for people interested in exposure to a furniture making or related working environment with a view to entering into employment in that area.

This qualification delivers broad-based underpinning skills and knowledge in a range of furniture making tasks which will enhance the graduates' entry-level employment prospects for apprenticeships, traineeships or general employment in a furniture manufacturing environment or related workplace.

This qualification applies to a learning and assessment environment where access to structured on-the-job learning in a workplace may not be available. The Certificate II in Furniture Making Pathways is delivered under a partnership arrangement with AIET (Australian Institute of Education and Training) - RTO 121314. This certificate is delivered over two years in Year 11 and Year 12.

It is highly recommended that students select the following industry-related subject in conjunction with this certificate:

G1/G2MDTW, GTMDTW - Materials Design and Technology (Wood) General



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CERTIFICATE ON OFFER - BUSINESS

BSB20120 CERTIFICATE II in WORKPLACE SKILLS (BUSINESS)

BSB30120 CERTIFICATE III in BUSINESS

This stream is suited to students who wish to undertake a career in an office and/or retail environment. It equips students with the generic skills required to work in a business environment, where a wide variety of skills are needed, including customer service, communication, working in a team, using business equipment and ICT. Students will manage the Drop a Job Student Office, where they will provide services to staff and students at the high school. Students will be offered the opportunity to complete either a Certificate II or III over the two years. Students wishing to pursue the Certificate III pathway need to demonstrate the following skills: autonomous/independent worker, high level business and ICT skills, excellent time management skills, excellent organisational skills, strong verbal and written communication skills and an excellent school attendance rate.

Certificate II in Workplace Skills (Business) and Certificate III in Business is delivered under a partnership arrangement with Skills Strategy International - RTO Code 2401.

It is highly recommended that students select one or both of the following industry related subjects as part of their upper school course.

G1/G2AIT, GTAIT - Applied Information Technology General

G1/G2BME, GTBME - Business Management and Enterprise General



CERTIFICATE ON OFFER - COMMUNITY SERVICES

CHC22015 CERTIFICATE II in COMMUNITY SERVICES

Make a difference to people's lives every day you work. Begin your journey towards a rewarding career in Community Services with this introductory program.

This qualification will provide students with the practical skills and knowledge to participate in community organisations that seek to encourage and assist community groups to identify their needs, and plan and develop appropriate services and facilities to meet those needs.

Students will also develop skills in communication, information provision and processing, administration support, networking and group support. Successful completion of this qualification provides students with the opportunity to gain entry level positions in the community services sector, such as Aged Care, Childcare, Disability Support, Working with Aboriginal and Torres Strait Islander peoples and Youth Care.

Community Services is delivered via profile hours with South Regional TAFE (SRT) - RTO Code 52790 - over one year. Students will attend TAFE one day per week. Students will be required to catch up on the school work missed during these times.

It is highly recommended that students select the following industry related subject as part of their upper school course if they are interested in childcare.

G1/G2CFC, GTCFC - Children, Family and Community General



UPPER SCHOOL CURRICULUM

CERTIFICATE ON OFFER - HAIRDRESSING

SHB20216 CERTIFICATE II in SALON ASSISTANT

This course is suited to students who are eager to work as salon assistants and are competent in communicating in the workplace, interacting with and providing services to clients and assisting colleagues. They perform routine functions under direct supervision as part of a hairdressing team.

Hairdressing is delivered via profile hours with South Regional TAFE (SRT) - RTO Code 52790 - over one year. Students will attend TAFE one day per week. Students will be required to catch up on the school work missed during these times.



CERTIFICATE ON OFFER - HOSPITALITY

SIT20416 CERTIFICATE II in KITCHEN OPERATIONS

Currently the school is unable to offer a Hospitality certificate. This is primarily, due to staff shortages in this industry area. However, we are investigating options and will update students and parents/guardians later in the year if a Hospitality certificate becomes available.

CERTIFICATE ON OFFER - NURSING

52895WA CERTIFICATE IV in PREPARATION FOR HEALTH AND NURSING STUDIES

Interested in a career of caring and lifesaving opportunities. On successful completion of this course students will have the opportunity to either further their studies in Enrolled or Registered Nursing. This course will give you a sound knowledge about the human body and health, as well as the study skills to support your further learning. You will learn about anatomy, physiology, medical terminology, applied mathematics, physics, chemistry and study skills. Students will also develop an understanding on how microbiology is related to health care and the use of effective academic skills, including word-processed presentation of work.

Certificate IV in Preparation for Health and Nursing Studies is delivered via profile hours with South Regional TAFE - RTO Code 52790 - over one year. It is available to students in Year 12 who have demonstrated a proven academic track record. Students will attend TAFE one day per week. Students will be required to catch up on the school work missed during these times.

It is highly recommended that students select the following industry related subjects as part of their upper school course:

AEHBY/ATHBY - Human Biology ATAR
G1/2HEA/GTHEA - Health Studies



UPPER SCHOOL CURRICULUM

CERTIFICATE ON OFFER - MUSIC

CUA20620 CERTIFICATE II in MUSIC

This qualification, through RTO - 41549 - College of Sound and Music Production, is for those students who have an interest in music, are capable of playing an instrument AMEB Grade 1 or higher, and are keen to develop skills for the contemporary music industry.

This qualification is a good introduction to music in Upper School, and students will have the option to complete the Certificate over 2 years, or 'fast track' in Year 11 and then attempt to complete the Certificate III in Year 12. This also contributes to graduation and carries with it four total points towards the WACE - two Year 11, and two Year 12.

MUSIC GENERALIST

The 8 units covered in the Certificate II incorporate performance aspects while developing a broad sense of different roles and careers in the Music Industry (and all Creative Arts Industries) as well as incorporating some Sound Production skills and knowledge to record, mix and edit sound sources, and operate sound reinforcement equipment for live music events. Three of the units covered in the certificate can be used to complete the Certificate III if students decide to attempt that track.

CUA30920 CERTIFICATE III in MUSIC

This qualification is for those students who have an interest in music, are capable of playing an instrument at AMEB Grade 2 or higher, and are keen to develop skills for the contemporary music industry. The Certificate III in Music Industry allows for specialisations in performance, or a more general interest in music and the creative arts industries.

Over the 2 years (Year 11 and 12), students who complete 11 total units (including the four core/compulsory units), will receive their Certificate III in Music Industry - a nationally recognised Certificate - which will serve them well if they choose to continue their music studies beyond high school. This also contributes to graduation and carries with it six total points towards the WACE - two Year 11, and four Year 12.

PERFORMANCE SPECIALISATION

Depending on the electives chosen, Performance Specialisation students will work towards composing simple songs or musical pieces and preparing for performances, whilst developing improvisation skills, applying knowledge of genre to music making and performing music as part of a group or as a soloist.

MUSIC INDUSTRY GENERALIST

Incorporates aspects of the performance specialist course while developing a broad sense of different roles and careers in the Music Industry (and all Creative Arts Industries) as well as incorporating some Sound Production skills and knowledge to record, mix and edit sound sources, and operate sound reinforcement equipment for live music events.



UPPER SCHOOL CURRICULUM

YEAR 11 AND 12 CURRICULUM COURSES - AGRICULTURE

ANIMAL PRODUCTION SYSTEMS GENERAL

Year 11 - G1/2APS Year 12 - GTAPS

In the Animal Production Systems course, students learn about the sustainable use of natural resources, and the development, implementation, management, production, marketing and enterprise operations across a range of agricultural animal industries. Students explore, analyse and understand the ways that people manage natural resources such as plants, animals, climate, soil and water to meet personal and community needs. They analyse and evaluate food and fibre production systems, sustainable farming practices, agricultural technologies, consumer driven economics, agricultural ethics and effective product marketing.

EMERGENCY SERVICE CADETS

Year 11 - CESFA/CESFS Year 12 - CESFA/CESFS

CESFA - FIRST AID AND EMERGENCY CARE MANAGEMENT SKILLS

CESFS - FIRE SAFETY MANAGEMENT SKILLS

(AVAILABLE IN VET AGRICULTURE ONLY)

YEAR 11 AND 12 CURRICULUM COURSES - THE ARTS

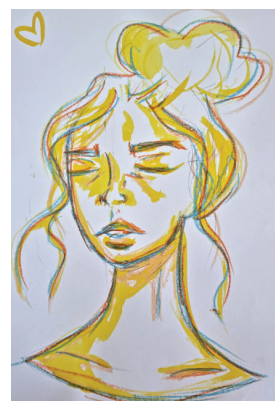
Students are able to select from the Visual Arts General or the Visual Arts ATAR course depending on the pathway they wish to take. Both courses are an in-depth study of visual arts, including both practical and written components.

UPPER SCHOOL ARTS			
CLASS	PREREQUISITES	YEAR 11 2024	YEAR 12 2024
Visual Arts General	Year 10 Art or Craft (or equivalent) e.g. Photography	G1/2VAR	GTVAR
Visual Arts ATAR	Strong result in Year 10 Art or Craft (or equivalent) Strong result in Year 10 English	AEVAR	ATVAR

VISUAL ARTS GENERAL

Year 11 - G1/2VAR Year 12 - GTVAR

Students engage in traditional, contemporary media and techniques within the broad areas of art forms. 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 while engaging in their own art practice. The Visual Arts General course has a large proportion of practical work, however students are required to complete written components as they research, create and reflect upon art works.



VISUAL ARTS ATAR

Year 11 - AEVAR Year 12 - ATVAR

In the Visual Arts ATAR course students are required to sit a written examination, along with a presentation of a resolved art work. Students engage in traditional, 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. The Visual Arts ATAR course allows students to develop aesthetic understandings and a critical awareness to appreciate and make informed evaluations of art through their engagement of their own art practice and the work of others.

UPPER SCHOOL CURRICULUM

YEAR 11 AND 12 CURRICULUM COURSES - BUSINESS AND COMPUTING

School Curriculum and Standards Authority subjects offered under the umbrella of the Business Information Technology Department are designed to equip the student with essential business skills and cater for a range of differing interests and abilities.

UPPER SCHOOL BUSINESS		
SUBJECT	YEAR 11 2024	YEAR 12 2024
Applied Information Technology General	G1/2AIT	GTAIT
Business Management and Enterprise General	G1/2BME	GTBME

APPLIED INFORMATION AND TECHNOLOGY GENERAL

Year 11 - G1/2AIT Year 12 - GTAIT

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, a set of skills that equip students for the 21st century, and give them an appreciation of the impact of information technology on society. This course would be an advantage for ATAR students.

BUSINESS MANAGEMENT AND ENTERPRISE GENERAL

Year 11 - G1/2BME Year 12 - GTBME

The Business Management and Enterprise General course gives students the opportunity to understand how vital business is to individuals and society, and how it impacts on many aspects of our lives. Business has a complex and dynamic organisational structure that requires a combination of skills, aptitude, creativity, initiative and enterprise to operate effectively.

In a constantly changing world, individuals, businesses and nations must adapt their position in an increasingly global economy and generate the wealth to sustain economic growth. To do this, business requires people with strategic vision who are enterprising, innovative and creative. This course focuses on the development of these skills within the business cycle, day-to-day running, continuing viability and expansion of a business. Exposure to a wide range of business activities, management strategies and an understanding of enterprise, helps students to appreciate the significance of their role as both participants and consumers in the business world.



UPPER SCHOOL CURRICULUM

YEAR 11 AND 12 CURRICULUM COURSES - DESIGN AND TECHNOLOGY

The prerequisite for all Design and Technology subjects is the successful completion of at least two lower school Design and Technology courses.

UPPER SCHOOL DESIGN AND TECHNOLOGY		
SUBJECT	YEAR 11 2024	YEAR 12 2024
Materials Design and Technology Metal General	G1/2MDTM	GTMDTM
Materials Design and Technology Metal (Jewellery) General	G1/2MDTMJ (Jewellery)	GTMDTMJ (Jewellery)
Materials Design and Technology Wood General	G1/2MDTW	GTMDTW
Building and Construction General	G1/2BCN	GTBCN
Automotive Engineering Technology General	G1/2AET	GTAET
Engineering Studies General	G1/2EST	GTEST
Design Photography General	G1/2DESP	GTDESP
Design ATAR	AEDES	ATDES

MATERIALS DESIGN AND TECHNOLOGY METALS GENERAL

Year 11 - G1/2MDTM Year 12 - GTMDTM

This Materials Design and Technology general course is a practical course, with the context of this course being Metalwork and Fabrication. 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 a need for materials sustainability. Students learn and practice manufacturing processes and technologies, including principles of design, planning and management. It is highly recommended that students undertake this course if they are enrolling in the Certificate II in Engineering, and the Certificate II in Automotive Servicing Technology.

MATERIALS DESIGN AND TECHNOLOGY METALS GENERAL

Year 11 - G1/2MDTMJ (Jewellery) Year 12 - GTMDTMJ (Jewellery)

This Materials Design and Technology course is a practical course, with the context of this course being Jewellery Making. Students have the opportunity to develop and practice skills that contribute to producing jewellery from silver and other materials, whilst also acquiring an understanding of the design process, and an appreciation of the need for materials sustainability. Students will learn and practice specific jewellery making manufacturing processes and technologies, including principles of design, planning and management.



MATERIALS DESIGN AND TECHNOLOGY WOOD GENERAL

Year 11 - G1/2MDTW Year 12 - GTMDTW

This Materials Design and Technology general course is a practical course, with the context of this course being Woodwork. 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 a need for materials sustainability. Students learn and practice manufacturing processes and technologies, including principles of design, planning and management. It is highly recommended that students undertake this course if they are enrolling in the Certificate II in Construction.

UPPER SCHOOL CURRICULUM

YEAR 11 AND 12 CURRICULUM COURSES - DESIGN AND TECHNOLOGY

BUILDING AND CONSTRUCTION GENERAL

Year 11 - G1/2BCN Year 12 - GTBCN

The Building and Construction course encompasses the skills and applications of many of the trades and professions in the construction industry. Students have the opportunity to develop and practice 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 practice building processes and technologies, including principles of design, planning and management. It is highly recommended that students undertake this course if they are enrolling in the Certificate II in Construction.



AUTOMOTIVE ENGINEERING TECHNOLOGY GENERAL

Year 11 - G1/2AET Year 12 - GTAET

In the Automotive Engineering and Technology general course, students develop skills and understandings relating to the component parts, accessories, systems and technologies of the automotive vehicle. Students develop the principles underpinning the operation of vehicle systems and subsystems. They also develop the knowledge and skills needed to service, maintain and repair these systems. Students develop effective communication, teamwork skills and environmental awareness when developing solutions to planning and managing automotive vehicle systems. It is highly recommended that students undertake this course if they are enrolling in the Certificate II in Automotive Servicing Technology.

ENGINEERING STUDIES GENERAL

Year 11 - G1/2EST Year 12 - GTEST

The Engineering studies general course is essentially a practical course focusing on real life contexts. Students apply a design process to research and present information about materials, engineering principles, concepts and ideas, and design proposals. Students develop their engineering technology skills in planning and implementing a process to manipulate tools and machines to produce a prototype of their designed solution. It is highly recommended that students undertake this course if they are enrolling in the Certificate II in Engineering.

DESIGN PHOTOGRAPHY GENERAL

Year 11 - G1/2DESP Year 12 - GTDESP

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, analyse problems and devise innovative strategies through projects. focused largely on the photography context. The Design General course also emphasises the scope of design in trade based industries, allowing students to maximise vocational pathways.

DESIGN ATAR

Year 11 - AEDES Year 12 - ATDES

In the Design ATAR course students develop skills and processes for current and future industry and employment markets. Student are equipped with the knowledge and skills to understand design principles and processes, analyse problems and possibilities, and devise innovative strategies within the photography and graphic design contexts. The Design ATAR course also emphasises the scope of design in professional industries allowing students to maximise university pathways.

UPPER SCHOOL CURRICULUM

YEAR 11 AND 12 CURRICULUM COURSES - ENGLISH

UPPER SCHOOL ENGLISH			
CLASS	PREREQUISITE	YEAR 11 2024	YEAR 12 2024
English Foundation	Completion of Year 10 Not Achieved Category 3 in OLNA	F1/2ENG	FTENG
English General	Completion of Year 10 Achieved Category 3 OLNA	G1/2ENG	GTENG
English ATAR	Successful in Year 10 Pathway One or highly successful in Pathway Two	AEENG	ATENG

ENGLISH FOUNDATION

Year 11 - F1/2ENG Year 12 - FTENG

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. There is flexibility to move from English Foundation to English General after Semester 1.

Students who have already achieved the literacy standard in OLNA are NOT eligible to enrol in English Foundation. Similarly, if they achieve the minimum standard of literacy in Semester 1 of Year 11, they are NOT eligible to continue in Semester 2 of that year.

ENGLISH GENERAL

Year 11 - G1/2ENG Year 12 - GTENG

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.

ENGLISH ATAR

Year 11 - AEENG Year 12 - ATENG

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.

UPPER SCHOOL CURRICULUM

YEAR 11 AND 12 CURRICULUM COURSES - HEALTH AND PHYSICAL EDUCATION

The Health and Physical Education learning area offers School Curriculum and Standards Authority (SCSA) subjects in 2023. The Physical Education Studies ATAR can be used for entrance to university. Students considering university, TAFE and/or employment that are interested in this area, and enjoy being physically active and outside, will benefit from the Health and Physical Education learning area subjects.

UPPER SCHOOL HEALTH AND PHYSICAL EDUCATION (HPE)			
SUBJECT	PREREQUISITE	YEAR 11 2024	YEAR 12 2024
Outdoor Education General	Successful Completion of Year 10 HPE	G1/2OED	GTOED
Physical Education Studies General	Successful Completion of Year 10 HPE	G1/2PES	GTPES
Physical Education Studies ATAR	Successful Completion of Year 10 HPE	AEPES	ATPES
Health Studies General	Successful Completion of Year 10 HPE	G1/2HEA	GTHEA

OUTDOOR EDUCATION GENERAL

Year 11 - G1/2OED Year 12 - GTOED

Through interaction with the natural world, Outdoor Education aims to develop an understanding of our relationships with the environment, others and ourselves. The Outdoor Education General course focuses on outdoor activities in a range of environments, including bushwalking, surfing, bodyboarding, canoeing, mountain biking, snorkeling 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.



PHYSICAL EDUCATION STUDIES GENERAL

Year 11 - G1/2PES Year 12 - GTPES

Physical Education Studies contributes to the development of students' physical, social and emotional growth. The Physical Education Studies General course provides students with opportunities to understand and improve performance through the integration of theoretical concepts and practical activities. Through engagement as performers, leaders, coaches, analysts and planners of physical activity, students may develop skills that can be utilised in leisure, recreation, education, sport development, youth work, health and medical fields.

PHYSICAL EDUCATION STUDIES ATAR

Year 11 - AEPES Year 12 - ATPES

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.

UPPER SCHOOL CURRICULUM

YEAR 11 AND 12 CURRICULUM COURSES - HEALTH AND PHYSICAL EDUCATION (CONT.)



HEALTH STUDIES GENERAL

Year 11 - G1/2HEA Year 12 - GTHEA

The Health Studies General course focuses on the study of health as a dynamic quality of human life. Students undertaking this course develop the knowledge, understanding and skills necessary to promote an understanding of the importance of personal and community action in promoting health. The influence of social, environmental, economic and biological determinants of health is a key focus of the course. Other course content includes the influence of beliefs, attitudes and values on health behaviour, and the importance of self management and interpersonal skills in making healthy decisions. Using an inquiry process, students draw on their knowledge and understandings of health concepts and investigate health issues of interest. Through this process, they develop research skills that can be applied to a range of health issues or concerns. This course will prepare students for career and employment pathways in a range of health and community service industries. Students will have the opportunity to develop key employability and life skills, including communication, leadership, initiative and enterprise. Inquiry skills will equip students to adapt to current and future studies and work environments.

YEAR 11 AND 12 CURRICULUM COURSES - HOME ECONOMICS

UPPER SCHOOL HOME ECONOMICS			
SUBJECT	PREREQUISITE	YEAR 11 2024	YEAR 12 2024
Children, Family and the Community General	Year 10 Child Care (recommended)	G1/2CFC	GTCFC
Food Science and Technology General	Year 10 Cafe Cuisine (recommended)	G1/2FST	GTFST
Materials, Design and Technology (Textiles) General	n/a	G1/2MDTT	GTMDTT

FOOD SCIENCE AND TECHNOLOGY GENERAL

Year 11 - G1/2FST Year 12 - GTFST

Food impacts every aspect of daily life and is essential for maintaining overall health and wellbeing. The application of science and technology plays an important role in understanding how the properties of food are used to meet the needs of consumers and producers. Food laws and regulations govern the production, supply and distribution of safe foods. Students develop practical food-related skills, understandings and attitudes that enhance their problem-solving abilities and decision-making skills.

In the Food Science and Technology General course, students develop their interests and skills through the design, production and management of food-related tasks. They develop knowledge of the sensory, physical, chemical and functional properties of food and apply these in practical situations. Students explore innovations in science and technology and changing consumer demands. New and emerging foods encourage the design, development and marketing of a range of products, services and systems.

Food and allied health sectors represent a robust and expanding area of the Australian and global employment markets. The Food Science and Technology General course enables students to connect with further education, training and employment pathways and enhances employability and career opportunities in areas that include nutrition, health, food and beverage manufacturing, food processing, community services, hospitality, and retail.

UPPER SCHOOL CURRICULUM

YEAR 11 AND 12 CURRICULUM COURSES - HOME ECONOMICS (CONT.)

CHILDREN, FAMILY AND THE COMMUNITY GENERAL

Year 11 - G1/2CFC Year 12 - GTCFC

The Children, Family and the Community General course focuses on factors that influence human development and the wellbeing of individuals, families and communities. Students develop an understanding of the social, cultural, environmental, economic, political and technological factors which have an impact on the ability of individuals and families to develop skills and lead healthy lives. They recognise how promoting inclusion and diversity among individuals, families and groups in society contributes to the creation of safe, cohesive and sustainable communities.

Through the study of developmental theories, students develop an understanding of human growth and the domains of development. Students are introduced to the diverse nature and interdependence of societal groups. They develop an appreciation of how the creation of environments that promote optimal growth and development of individuals, families and communities affect and influence society as a whole. Students investigate access to, and availability of, support services and review laws and regulations that govern the provision of such support.

Students explore products, services or systems that address issues, opportunities or challenges to meet the needs of individuals, families and communities. Students consider alternative perspectives, policies and practices when working individually or collaboratively. They use a range of skills to make informed decisions and consider actions at personal, family and community levels. Students communicate and interact with children, families and community groups in practical ways. Students understand that beliefs, values and ethics influence decisions made by individuals, families, and communities. This course caters for students seeking career pathways in areas, such as education, nursing, community services, childcare and health.

MATERIALS DESIGN AND TECHNOLOGY TEXTILES GENERAL

Year 11 - G1/2MDTT Year 12 - GTMDTT

The Materials Design and Technology General course is a practical course. The course allows teachers the choice to explore and use three materials learning contexts: metal, textiles and wood with the design and manufacture of products as the major focus. There is also the flexibility to incorporate additional materials from outside the designated contexts. This will enhance and complement the knowledge and skills developed within the course as many modern-day products are manufactured using a range of different material types. Students examine social and cultural values and the short-term and long-term impacts of the use and misuse of materials and associated technologies. Through this inquiry, experimentation and research, students develop their creativity and understanding of the society in which they live. Students have the opportunity to develop and practise 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 practise manufacturing processes and technologies, including principles of design, planning and management.

Working with materials, students develop a range of manipulation, processing, manufacturing and organisational skills. When designing with materials, they develop cognitive skills, such as solving problems, generating ideas, creative design strategies and communicating what they do. This makes them more technologically literate and, as consumers, enables them to make more informed decisions about the use and misuse of technology. This process enhances employability and may lead to further training and employment opportunities in areas that include textiles and clothing, manufacturing, design, built environment, science and engineering. The Materials Design and Technology General course aims to prepare all students for a future in a technological and material world by providing the foundation for lifelong learning about how products are designed and how materials are developed and used.



UPPER SCHOOL CURRICULUM

YEAR 11 AND 12 CURRICULUM COURSES - HUMANITIES AND SOCIAL SCIENCES (HASS)

Humanities and Social Sciences offer a range of both ATAR and non-ATAR subjects for students. Each subject aims to develop the student's empathy, creative and critical thinking skills, as well as their ability to analyse a range of sources and perspectives in order to better understand the different issues and opinions and make the most informed choices. The modern world demands people who can investigate, understand and apply different concepts quickly and in original ways. Humanities and Social Sciences allows students to develop their inquiry, communication, decision making and persuasive skills; qualities that modern businesses and societies increasingly value and depend upon.

UPPER SCHOOL HUMANITIES AND SOCIAL SCIENCES			
CLASS	PREREQUISITE	YEAR 11 2024	YEAR 12 2024
Economics ATAR	Successful Completion of Year 10 Pathway One or some Pathway Two students with Classroom Teacher's recommendation.	AEECO	ATECO
Geography ATAR		AECEO	ATGEO
Modern History ATAR		AEHIM	ATHIM
Curtin UniReady	C grade ATAR English or A grade General English	n/a	CURTIN
Career & Enterprise General	Successful Completion of Year 10	G1/2CAE	GTCAE

Note: Students intending to study these subjects must gain approval from their class teacher or the Humanities and Social Sciences Head of Department. Entry into these subjects is directly related to student achievement in Humanities and Social Sciences.

ECONOMICS

Year 11 - AEECO Year 12 - ATECO

Economics investigates the choices all people face as they try to solve the problem of satisfying their unlimited wants with limited resources. Students will develop skills that will help them to understand economics from a personal perspective to a global level. Students should study Economics if they are interested in careers such as: Accountant, Diplomat, Finance Manager, Stockbroker, Lawyer, Public Relations Officer, and or work in the Marketing field.

This course aims to develop student's ability to analyse the allocation, utilisation and distribution of scarce resources. It provides a framework for examining current issues and identifying solutions which assist with decision making. Students begin with learning about Microeconomics and Macroeconomics in Year 11 and move on to developing an understanding of Australia in Global Economy and Economic Policy in Year 12.

GEOGRAPHY

Year 11 - AECEO Year 12 - ATGEO

Geography gives students the opportunity to learn about the human and physical dimensions of the world through the study of people, places and environments and the interrelationships that exist in a rapidly changing world. Students will learn about their physical world, issues that are present and sustainable solutions to problems. Students should study Geography if they are interested in careers such as: Journalism, Engineering and Town Planning, or working in the fields of Agriculture, Tourism, Mining, Foreign Affairs or Trade.

In this course students develop essential practical skills such as collection of data, fieldwork, mapping, remote sensing, case studies and reports. Students begin by learning about Natural and Ecological Hazards and Global Networks and Interconnections in Year 11, and move to developing their geographic understanding of Global Environmental Change and Planning Sustainable Places.

UPPER SCHOOL CURRICULUM

YEAR 11 AND 12 CURRICULUM COURSES - HUMANITIES AND SOCIAL SCIENCES (HASS) *(CONT.)*

MODERN HISTORY ATAR

Year 11 - AEHIM Year 12 - ATHIM

Modern History makes meaning of the past to help understand the present. Modern History provides an insight and knowledge to the background and driving forces behind present local and global issues. Students will develop skills and knowledge to make informed judgments in a rapidly changing world. Students should study Modern History if they are interested in careers such as: Lawyer/Barrister, Management and Human Resources, Diplomatic and Government roles, Author, Legal Executive, Researcher, Travel Consultant, or working in the fields of the Media and the Arts.



In this course students are exposed to a range of historical sources in order to determine the cause and effects, the motives, and forces influencing people and events. Students are encouraged to question and evaluate historical sources, use evidence, and communicate their findings in a variety of ways. History provides the opportunity to read extensively and improve their critical writing skills. Students begin by learning about changes in the 20th century (Capitalism - the US Experience and Nazism) in Year 11 through to Modern History (Russia and the Changing European World) in Year 12.

CAREER AND ENTERPRISE

Year 11 - G1/2CAE Year 12 - GTCAE

This general course allows students to develop their career opportunities in a constantly changing digital and globalised world. Career and Enterprise aims to give students the knowledge, skills and understanding to help them to manage their own career choices in the future.

This course involves recognising individual skills and talents and using this understanding to assist in gaining and keeping work. It aims to develop a range of work skills and an understanding of the nature of work. In Year 11, students begin by increasing their knowledge of work and career choices, and the attributes and skills necessary for employment. They move on in Year 12 to learning how to adopt a proactive approach to securing and maintain work in a rapidly changing world, to provide students with the chance to be work ready.

CURTIN UNIREADY (Year 12 only)

Curtin UniReady is a SCSA endorsed program that contributes towards a student's WACE requirements. It gives students an opportunity to gain entry to a range of Curtin University courses, and gain a WACE without completing ATAR courses and exams. UniReady focuses on the transferable study and communication skills necessary for university. Units studied include: Fundamentals of Academic Writing, Foundations of Communications (Core Units), Introduction to Commerce and Introduction to Humanities.

Successful completion of Curtin UniReady allows students to achieve the equivalent of 70 ATAR and English competency. Entry to Curtin UniReady may be subject to a selection process. A minimum C grade in ATAR English or A grade in General English is a requirement.

UPPER SCHOOL CURRICULUM

YEAR 11 AND 12 CURRICULUM COURSES - MATHEMATICS

The five mathematics courses are differentiated, each focusing on a pathway that will meet the learning needs of a particular group of senior secondary students.

UPPER SCHOOL MATHEMATICS			
CLASS	PREREQUISITES	YEAR 11 2024	YEAR 12 2024
Mathematics Specialist & Methods ATAR	High A Grade Students	A1/2MAS & A1/2MAM	ATMAS & ATMAM
Mathematics Methods ATAR	A Grade Students	A1/2MAM	ATMAM
Mathematics Applications ATAR	B and High C Grade Students	A1/2MAA	ATMAA
Mathematics Essentials General	Achieved Category 3 in OLNA	G1/2MAE	GTMAE
Mathematics Foundation General	Not Achieved Category 3 in OLNA	F1/2MAT	n/a

MATHEMATICS ESSENTIAL GENERAL

Year 11 - G1/2MAE Year 12 - GTMAE

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.

MATHEMATICS APPLICATIONS ATAR

Year 11 - A1/2MAA Year 12 - ATMAA

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.

MATHEMATICS METHODS ATAR

Year 11 - A1/2MAM Year 12 - ATMAM

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. Mathematics Methods provides a foundation for further studies in disciplines in which mathematics and statistics have important roles. It is also advantageous for further studies in the health and social sciences.

In summary, this course is designed for students whose future pathways may involve mathematics and statistics and their applications in a range of disciplines at the tertiary level.

UPPER SCHOOL CURRICULUM

YEAR 11 AND 12 CURRICULUM COURSES - MATHEMATICS (CONT.)

MATHEMATICS SPECIALIST ATAR

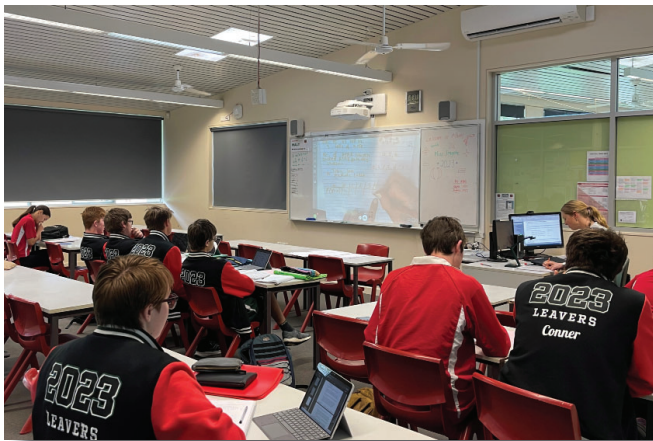
Year 11 - A1/2MAS Year 12 - ATMAS

This course 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. Mathematics Specialist contains topics in functions and calculus that build on and deepen the ideas presented in the Mathematics Methods course, as well as demonstrate their application in many areas. The Mathematics Specialist course also extends understanding and knowledge of statistics and introduces the topics of vectors, complex numbers and matrices. Mathematics Specialist is the only ATAR mathematics course that should not be taken as a stand-alone course and it is recommended to be studied in conjunction with the Mathematics Methods ATAR course, as preparation for entry to specialised university courses such as Engineering, Physical Sciences and Mathematics.

MATHEMATICS FOUNDATION

Year 11 - F1/2MAT Year 12 - FTMAT

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.



UPPER SCHOOL CURRICULUM

YEAR 11 AND 12 CURRICULUM COURSES - SCIENCE

UPPER SCHOOL SCIENCE			
CLASS	PREREQUISITES	YEAR 11 2024	YEAR 12 2024
Integrated Science	Year 10 Science - C grade or above	G1/2ISC	GTISC
Biology ATAR	Year 10 Biological Sciences - A or B grade	AEBLY	ATBLY
Chemistry ATAR	Year 10 Chemical Sciences - A or B grade	AECHE	ATCHE
Human Biology ATAR	Year 10 Biological Sciences - A or B grade	AEHBY	ATHBY
Physics ATAR	Year 10 Physical Sciences - A grade Year 10 Mathematics - A grade	AEPHY	ATPHY

INTEGRATED SCIENCE GENERAL

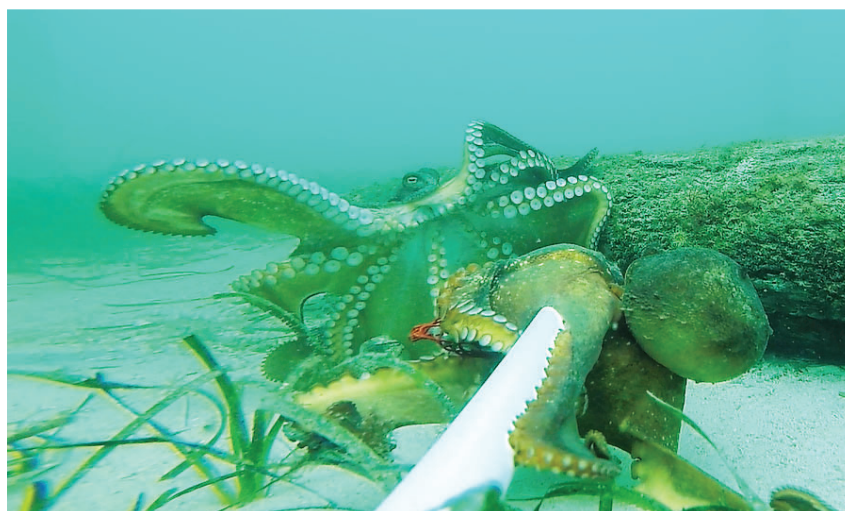
Year 11 - G1/2ISC Year 12 - GTISC

Science is a dynamic, collaborative human activity that uses distinctive ways of valuing, thinking and working to understand natural phenomena. The Integrated Science course encourages students to be questioning, reflective and critical thinkers about scientific issues.

The course is based on an integrated view of scientific knowledge that draws on the traditional disciplines of science and new scientific technology to enable students to investigate issues that are interesting and relevant in a modern world. This course provides opportunities for students to consider contemporary scientific developments which enable them to make informed judgments and decisions about questions that directly affect their lives and the lives of others.

The course is grounded in the belief that science is, in essence, a practical activity. It involves students in research that develops a variety of skills, including the use of appropriate technology, different methods of investigation and a sense of practical application.

This course enables students to investigate science issues, in the context of the world around them, and encourages student collaboration and cooperation. It requires them to be creative, intellectually honest, to evaluate arguments with scepticism and to conduct their investigations in ways that are ethical, fair and respectful of others. The Integrated Science General course is inclusive and aims to be attractive to students with a wide variety of backgrounds, interests and career aspirations.



UPPER SCHOOL CURRICULUM

YEAR 11 AND 12 CURRICULUM COURSES - SCIENCE (CONT.)

BIOLOGY ATAR

Year 11 - AEBLY Year 12 - ATBLY

Biology is the study of the fascinating diversity of life as it has evolved and as it interacts and functions. Investigation of biological systems and their interactions, from cellular processes to ecosystem dynamics, has led to biological knowledge and understanding that enable us to explore and explain everyday observations, find solutions to biological issues, and understand the processes of biological continuity and change over time.

Australian, regional and global communities rely on the biological sciences to understand, address and successfully manage environmental, health and sustainability challenges facing society in the 21st century. This course explores ways in which scientists work collaboratively and individually in a range of integrated fields to increase understanding of an ever-expanding body of biological knowledge. Students develop their investigative, analytical and communication skills through field, laboratory and research investigations of living systems and through critical evaluation of the development, ethics, applications and influences of contemporary biological knowledge in a range of contexts.

Studying the Biology course provides students with a suite of skills and understandings that are valuable to a wide range of further study pathways and careers. Understanding of biological concepts, as well as general science knowledge and skills, is relevant to a range of careers, including those in Medical, Veterinary, Food and Marine Sciences, Agriculture, Biotechnology, Environmental Rehabilitation, Biosecurity, Quarantine, Conservation and Eco-Tourism. This course will also provide a foundation for students to critically consider and to make informed decisions about contemporary biological issues in their everyday lives.

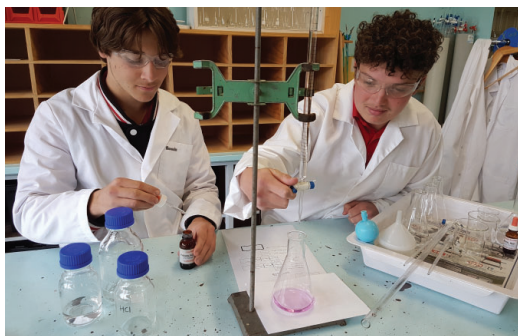
CHEMISTRY ATAR

Year 11 - AECHE Year 12 - ATCHE

Chemistry is the study of materials and substances, and the transformations they undergo through interactions and the transfer of energy. Chemists can use an understanding of chemical structures and processes to adapt, control and manipulate systems to meet particular economic, environmental and social needs.

Chemistry develops students' understanding of the key chemical concepts and models of structure, bonding, and chemical change, including the role of chemical, electrical and thermal energy. Students learn how models of structure and bonding enable chemists to predict properties and reactions, and to adapt these for particular purposes.

Studying Chemistry provides students with a foundation for undertaking investigations in a wide range of scientific fields and often provides the unifying link across interdisciplinary studies, that are valuable to a wide range of further study pathways and careers, including those in Forensic Science, Environmental Science, Engineering, Medicine, Dentistry, Pharmacy and Sports Science.



Additionally, chemistry knowledge is valuable in occupations that rely on an understanding of materials and their interactions, such as Art, Winemaking, Agriculture and Food Technology.

Some students will use this course as a foundation to pursue further studies in chemistry, and all students will become more informed citizens, able to use chemical knowledge to inform evidence-based decision making and engage critically with contemporary scientific issues.

UPPER SCHOOL CURRICULUM

YEAR 11 AND 12 CURRICULUM COURSES - SCIENCE (CONT.)

HUMAN BIOLOGY ATAR

Year 11 - AEHBY Year 12 - ATHBY

How does the human body function? Why does it work this way? How do we reproduce? Why are we different from each other but similar to our relatives? What effect will my choices have on my health? These are some of the questions people ask and these are the sorts of questions human biology tries to answer.

Students will learn about themselves, relating structure to function and how integrated regulation of systems and functions allows individuals to survive in a changing environment. They will be exposed to new discoveries that are increasing our understanding of variations between humans and the causes of dysfunction, which lead to new treatments and preventative measures.

An understanding of human biology will assist students in everyday life and will be valuable for a variety of career paths such as Medical and Paramedical fields, Food and Hospitality, Childcare, Sport and Social Work.

PHYSICS ATAR

Year 11 - AEPHY Year 12 - ATPHY

Physics is a fundamental science that endeavours to explain all the natural phenomena that occur in the universe. Physics has helped to unlock the mysteries of the universe and provides the foundation of understanding upon which modern technologies and all other sciences are based.

In this course, students gather, analyse and interpret primary and secondary data to investigate a range of phenomena and technologies using some of the most important models, laws and theories of physics, including the kinetic particle model, the atomic model, electromagnetic theory, and the laws of classical mechanics.

Students investigate how the unifying concept of energy explains diverse phenomena and provides a powerful tool for analysing how systems interact throughout the universe on multiple scales. Students learn how more sophisticated theories, including quantum theory, the theory of relativity and the Standard Model, are needed to explain more complex phenomena, and how new observations can lead to models and theories being refined and developed.

Students learn how an understanding of physics contributes to diverse areas in contemporary life, such as engineering, renewable energy generation, communication, development of new materials, transport and vehicle safety, medical science, an understanding of climate change, and the exploration of the universe.

Studying physics will enable students to become citizens who are better informed about the world around them and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues. The Physics course will also provide a foundation in physics knowledge, understanding and skills for those students who wish to pursue tertiary study in Science, Engineering, Medicine and Technology.

UPPER SCHOOL CURRICULUM

NOTES



UPPER SCHOOL CURRICULUM

2024

This handbook belongs to:

Contact Information

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Term Dates

Semester 1

Term 1	Wednesday 31st January - Thursday 28th March
Break	Friday 29th March - Sunday 14th April
Term 2	Monday 15th April - Friday 28th June
Break	Saturday 29th June - Sunday 14th July

Semester 2

Term 3	Monday 15th July - Friday 20th September
Break	Saturday 21st September - Sunday 6th October
Term 4	Monday 7th October - Thursday 12th December
Break	Friday 13th December - Tuesday 4th February 2025