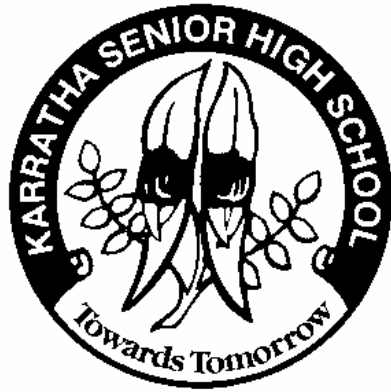


# Karratha Senior High School



## Senior School Course Selection 2011

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## Introduction

**As a Year 10 student**, you are about to be faced with some very challenging and important decisions. You will be required to make a decision as to whether you intend returning to school next year and participate in further study, or if you intend seeking employment.

**For those students in Year 11**, you have the opportunity to review your progress, ensure you are on track, and if necessary, make some changes to your present program prior to starting Year 12. It is expected that Year 11 students will continue the program of study that was selected last year as you prepared to enter senior school. For some however, this is an ideal time for you to review progress and make changes if absolutely necessary.

What you decide about your study program and how you perform will affect:

- ◆ the type of work you do;
- ◆ the hours you work;
- ◆ how much money you can earn;
- ◆ whether you find your work interesting; and
- ◆ the quality of your life outside of work.

There are many factors for you to consider:

- ◆ Do you want to continue to study at school?
- ◆ Are there jobs available that you would like to do?
- ◆ Would you like to go on to further education in a university, agricultural college, TAFE college, business college, drama school, etc?
- ◆ What minimum standard of education do you require to achieve your goals?
- ◆ Would you like to do a program where work placement is linked with school?
- ◆ What do you think is the best thing for you to do?

To help you decide, you need INFORMATION. The purpose of this booklet is to provide you with information about courses available at school and how they are organised, it will also provide an opportunity to learn about alternative programs and pathways.

Don't leave your search for information until it is too late. Start early by talking to your teachers, parents and friends about what you need to do to achieve your aspirations.

Counselling for senior school programs during Term 3 will help you to make informed decisions. Ask your Senior School Deputy, Year Coordinator, Student Services Coordinator or teachers if you need any additional information. Use the library to locate information about career choices and this handbook to learn about programs offered at Karratha Senior High School.

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## Pathways - Information Directory

PATHWAYS is counselling for senior school programs that assist Year 10 and 11 students make the most appropriate decisions about their educational pathways in senior school. Skilled teachers assist in this process by providing information and advice concerning senior school study programs. The final decision however, lies with each student based on a range of factors including results in lower school, aspirations and goals. Students require advice about senior school program selection so as they can:

- ◆ identify changes in education;
- ◆ be made aware of changes in career choices and the changing labour market;
- ◆ investigate prerequisites for possible careers; and
- ◆ understand how they can research more information about careers.

PATHWAYS counselling takes place early in term 3 with Year 10 students being assigned time to spend with a teacher advisor to discuss issues about their future education, aspirations and career goals. The main themes are:

- ◆ programs available at Karratha SHS;
- ◆ enrolling in senior school at Karratha SHS;
- ◆ awareness of WACE, TAFE and University requirements; and
- ◆ Job Testing - investigating interests, abilities and values.

Teacher advisors are available to answer student and parent questions and assist students in completing the senior school enrolment form.

**The information from the enrolment forms completed by all students will be used by the school to identify the study programs that will be offered the following year.**

## Choices Beyond Year 10

With recent changes to the School Leaving Age, all students are required to be in some form of education, approved training or employment until the end of the year they turn 17. Possible **options** are:

1. **Continue senior secondary studies at Karratha SHS.**
2. **Enrol in specialist courses at other institutions** – these could include agricultural or business colleges or other educational institutions.
3. **Apply for Traineeships/Apprenticeships** with private companies both locally and elsewhere; with government departments; through organisation such as Apprenticeships Australia and school-based part-time traineeships.
4. **Seek employment** by applying directly to companies. Students must complete a Notice of Arrangement if they go into full-time employment or a combination of training and employment.

Further information about the School Leaving Age requirements or Notice of Arrangement forms is available from [www.det.wa.edu/leavingage](http://www.det.wa.edu/leavingage) or Karratha SHS.

## Returning to Karratha SHS

Consider the following:

- ◆ What is your purpose in returning to school?
- ◆ In some courses, the work will be considerably harder and much more focussed so do not bite off more than you can chew!
- ◆ If you are in doubt about being able to handle a course, review your level of achievement in lower school and speak with your teacher about your likelihood of success.
- ◆ You should be thinking about a two year program – one that will be studied over Years 11 and 12.
- ◆ If you're aiming for tertiary entrance, you should select a minimum of five WACE courses in Year 11. You do not have to select six ATAR courses to obtain the highest possible Tertiary Entrance Aggregate.
- ◆ Choosing five or six courses with a WACE examination may broaden the possibilities for meeting university entry requirements. You may require particular pre-requisite courses for certain TAFE and tertiary studies.

**It's hard to succeed in senior school without effective study habits. The harder the courses, the more important your study plan becomes. If in doubt, see your course counsellor, Year Coordinator or school psychologist.**

## WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION (WACE)

The Western Australian Certificate of Education (WACE) is awarded to secondary school students who satisfy its requirements. Generally, students will complete two years of senior secondary study. **To be awarded WACE in 2011 and 2012 students must:**

	<b>2011</b>	<b>2012</b>
<b>Breadth and depth requirement</b>	<p><b>Complete at least 20 units, of which at least 10 must be from WACE courses</b></p> <p>The 20 units must include at least three two-unit combinations from different WACE courses and also include:</p> <ul style="list-style-type: none"> <li>○ four course units from the English learning area (English, Literature and/or EAL/D), studied over at least two years post Year 10 (at least two of these units must be completed in Year 12)</li> <li>○ at least one pair of course units from each of List A (arts/languages/social sciences) and List B (maths/science/technology) in their final year.</li> </ul>	<p><b>Complete a minimum of 20 course units or the equivalent.</b></p> <p>The 20 course units must include at least:</p> <ul style="list-style-type: none"> <li>○ four course units from English, Literature and/or English as an Additional Language/Dialect, studied during Year 11 and Year 12 (at least two of these units must be completed in Year 12)</li> <li>○ one pair of course units from each of List A (arts/languages/social sciences) and List B (maths/science/technology) completed in Year 12.</li> </ul>
<b>Achievement standard requirement</b>	<p><b>Achieve a C grade average or better across 10 course units</b></p> <p>These 10 units must include:</p> <ul style="list-style-type: none"> <li>○ the last two-unit combination completed in three different courses</li> <li>○ one unit from each of two other different courses</li> <li>○ units with the highest achievement to make up the balance of the 10 units.</li> </ul> <p>Endorsed programs and/or VET credit transfer can reduce the number of course units and courses required by up to 40%.</p>	<p><b>Achieve a C grade average or better across the best 16 course units of which at least 8 must be completed in Year 12.</b></p> <p>Endorsed programs and/or VET credit transfer (stand alone) can reduce the required number of course units by up to 6 units</p>
<b>English language competence</b>	<p><b>Achieve the standard for English language competence</b> as defined by work samples; typically this is a C grade or better in any Stage 1 or higher English unit.</p>	<p><b>Achieve a C grade or better in any Stage 1 or higher course unit from English, Literature and/or English as an Additional Language/Dialect</b> (except Stage 1 for English as an Additional Language/Dialect).</p>

Students enrolled in a pair of units in Stage 2 or Stage 3 courses must sit the WACE examination in that course, unless exempt. If a genuine attempt is not made in the WACE exit examination, the grade for units completed in that year will not contribute to their WACE.

## **Offerings by Karratha Senior High School:**

Karratha SHS will be offering the following:

- Curriculum Council developed courses
- Curriculum Council Endorsed Programs and Units of Competency (these include Workskills Program, Vocational Education and Training stand-alone courses, university, community organisation and personal development programs).

Other choices may include:

- A training program accredited under the Vocational Education and Training Act 1996 (this includes TAFEWA colleges and private registered training organisations).
- An apprenticeship or a traineeship.
- A combination of any of the above.

All WACE courses consist of units, with a syllabus outlining all requirements. Students are encouraged to study units appropriate to their level of development.

University bound students should complete a program of Stage 2 and Stage 3 courses over their senior school years.

Students interested in applying for TAFE, further education and training, or the workforce after completing their secondary education would generally select a combination of Stage 1 and Stage 2 units over their senior secondary years.

Some students may choose to select only Stage 1 units over their senior school years.

## LIST A and LIST B Courses

The lists below reflect the various categories of courses that are offered by the Curriculum Council. List A are the arts, languages, and social sciences and List B are mathematics, science, and technology. Students must choose at least one course from each list.

LIST A			
AIS	Aboriginal and Intercultural Studies	FRE	French
ABL	Aboriginal Languages of W.A.	GEO	Geography
HIA	Ancient History	GER	German
CAE	Career and Enterprise	HEA	Health Studies
CFC	Children, Family and Community	IND	Indonesian: Second Language
CSL	Chinese: Second Language	ITA	Italian
VCS	Community Services (VET)	JSL	Japanese: Second Language
VCA	Creative Industries: Art (VET)	LIT	Literature
VME	Creative Industries: Media (VET)	MPA	Media Production and Analysis
VMU	Creative Industries: Music (VET)	HIM	Modern History
DAN	Dance	MUS	Music
DRA	Drama	PAE	Philosophy and Ethics
ECO	Economics	PAL	Politics and Law
ENG	English	VAR	Visual Arts
ELD	English as an Additional Language	WPL	Workplace Learning
LIST B			
ACF	Accounting and Finance	FST	Food Science and Technology
APS	Animal Production Systems	VHO	Hospitality (VET)
AIT	Applied Information Technology	HBS	Human Biological Science
VAU	Automotive (VET)	VIT	Information Technology (VET)
AET	Automotive Engineering & Technology	ISC	Integrated Science
AVN	Aviation	MMT	Marine and Marine Technology
BIO	Biological Sciences	MDT	Materials, Design & Technology
BCN	Building and Construction	MAT	Mathematics
BME	Business Management & Enterprise	MAS	Mathematics Specialist
VBS	Business Services (VET)	OED	Outdoor Education
CHE	Chemistry	PES	Physical Education Studies
CSC	Computer Science	PHY	Physics
VCO	Construction (VET)	PPS	Plant Production Systems
DES	Design	VPI	Primary Industries (VET)
EES	Earth and Environmental Science	PSY	Psychology
EST	Engineering Studies	VTO	Tourism (VET)

It is very important when selecting a course for study that attention is paid to what would be expected as a **minimum entry level and what the teacher has recommended.**

## Study programs offered at Karratha SHS

The table below is a guide to the study programs that offer an appropriate pathway.

<b>Pathway</b>	<b>What should I study?</b>	<b>Requirements</b>
<b>Workforce</b>	<p>Study Stage 1 courses in Year 11 or a mixture of Stage 1 and Stage 2 in year 12.</p> <p>Apply for a School Based Traineeship</p>	Choose five courses plus Workplace Learning.
<b>TAFE or further education and training</b>	<p>Study Stage 1 courses in Year 11 or a mixture of Stage 1 and Stage 2 in year 12.</p> <p>Undertake a Certificate 1 or II VET pathway.</p> <p>Apply for School Based Traineeship.</p>	<p>Choose a combination of courses including Workplace Learning and a VET certificate offering.</p> <p>Select the Business or Engineering pathway.</p>
<b>Further training or university</b>	<p>Study a minimum of 4 or 5 Stage 1 or Stage 2 courses in year 11.</p> <p>Study a minimum of 4 or 5 stage 2 or Stage 3 courses in year 12.</p>	Choose six courses.
<b>University-bound</b>	<p>Study Stage 2 and Stage 3 units over Years 11 and 12. In year 11 do Stage 2 courses.</p> <p>In year 12, most if not all of the courses being studied should be at Stage 3.</p>	<p>Choose six courses.</p> <p>In year 12, sit Stage 2 or Stage 3 WACE examinations in at least 4 or 5 courses.</p>

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## Selecting Your Senior School Course

When selecting your course of study, consider should be given to the following:

### **GOALS**

If you have particular career goals, your selection will be guided in part by these goals. Use the Job Guide, TAFE Handbook, University Prospectuses or TISC University Admission 2012 and 2013 to help decide which courses you may require. If your career goals are not clear, then select a course that offers some flexibility, interest and a realistic chance of success. By doing this, you will be in a better position to reach your goals.

### **INTERESTS**

Some courses will no doubt appeal to you more than others. Students tend to achieve higher results if they are interested in the area of study. Read the course descriptions carefully and ask your teachers for more information on specific courses where needed.

### **EQUAL OPPORTUNITY**

There are very few (if any) jobs that cannot be done equally as well by women or men. When choosing your courses, don't limit your choices to the "typically male" or "typically female" courses. Women make great mechanics and men make great nurses! Consider your goals, aspirations, interests, abilities and choices, and try to push aside "gender expectations".

### **ABILITIES**

You should be careful not to take a course for which you are poorly prepared. Take courses that offer you a reasonable chance of success. Be guided what you have achieved in lower school.

## TERTIARY ENTRANCE REQUIREMENTS – entry to university

To apply for admission to a university, you will need to select at least four courses in Year 12 with an external WACE examination (Stage 2 and 3 courses.) The Year 11 courses are essential background and you should have achieved above average grades (e.g. a B grade) in your Year 10 subjects to do these. **Be guided by teacher recommendations when selecting courses as these are based on what you have shown you can do. It should not be about what you think you can do – it is about what you have shown you can do!!!**

To be considered for university admission as a school leaver an applicant must -

- meet the requirements for the [Western Australian Certificate of Education \(WACE\)](#) as prescribed by the Curriculum Council,
- achieve [competence in English](#) as prescribed by the individual universities,
- obtain a sufficiently high **Australian Tertiary Academic Ranking (ATAR)** for entry to a particular university and/or course, and
- satisfy any [prerequisites](#) or special requirements for entry to particular courses.

### Portfolio Pathway to Edith Cowan University (ECU)

In addition to the requirements outlined above, Edith Cowan University offers an additional pathway for entry by school leaver students.

Detailed information about the requirements for the Portfolio Entry Pathway to ECU may be obtained from Student Recruitment on 134 328 or [www.reachyourpotential.com.au](http://www.reachyourpotential.com.au).

### Portfolio Entry to Murdoch University

In addition to the requirements outlined above, Murdoch University offers a portfolio pathway for admission to the Bachelor degrees in Media, Mass Communication and in Digital Media. For more information see [www.murdoch.edu.au](http://www.murdoch.edu.au).

### University Application Procedures

Information about applying to the universities and admission to undergraduate courses will be sent to Year 12 students at their schools in August. Application will be via TISC's website.

The closing date for applications without incurring a late fee is normally the end of September. Offers of admission are made by the universities in the second half of January and in early February.

Full details regarding individual university entrance requirements and processes are available from the TISC website: <http://www.tisc.edu.au>.

Historically, the following courses have been offered by Karratha SHS:

- ◆ Chemistry
- ◆ English
- ◆ Geography
- ◆ Human Biological Science
- ◆ Mathematics
- ◆ Mathematics: Specialist
- ◆ Modern History
- ◆ Outdoor Education
- ◆ Physical Education Studies
- ◆ Physics
- ◆ Visual Arts

It is **strongly recommended** that students should study Stage 2 courses in Year 11 and Stage 3 courses in Year 12 in order to be competitive in achieving their ATAR.

The following course combinations cannot be used in calculating your ATAR. It may be possible to take both courses but only the result in one can be used to calculate your ATAR.

- ◆ Biological Sciences with Human Biological Science
- ◆ Chemistry with Integrated Science
- ◆ English with English as an Additional Language/Dialect
- ◆ English with Literature
- ◆ Physics with Integrated Science.

## Australian Tertiary Academic Ranking (ATAR)

The Australian Tertiary Academic Rank (ATAR) is the basis for admission to most university courses. You are ranked in order of merit based on your ATAR, which ranges between zero and 99.95. It reports your rank relative to all other WA students of school leaving age and takes into account the number of students with a Tertiary Entrance Aggregate (TEA) and the number of people of school leaving age in the WA population. An ATAR of 75.00 indicates that you have an overall rating equal to or better than 75% of the school leaving age population in Western Australia. The ATAR is calculated using scaled marks in courses. All Stage 2 or Stage 3 course results will be scaled to ensure fairness to all students.

The ATAR is derived from the Tertiary Entrance Aggregate (TEA). The TEA, which is out of 400, is calculated by adding the best four scaled scores in Stage 2 and Stage 3 courses. No course can be counted more than once.

In calculating the scaled score, equal weight is given to the final school score and the final examination score, except where courses are taken as a private candidate. Students studying courses are **strongly recommended** to attempt Stage 3 courses in Year 12. As an incentive for students to study courses at the more demanding Stage 3 level, an increment will be applied to these marks. After standardisation and statistical moderation has occurred, the combined unscaled marks at Stage 3 will be increased by 15 marks per course relative to the combined unscaled marks at Stage 2. After this, the marks in both stages are merged and scaled using Average Marks Scaling.

For *Mathematics and Mathematics: Specialist*, to encourage students to attempt the highest level of mathematics they are capable of, the following increments will be applied before scaling:

- ◆ Mathematics: Combined unscaled marks for 2A/2B - no increment; combined unscaled marks for 2C/2D + 10; combined unscaled marks for 3A/3B + 20; combined unscaled marks for 3C/3D + 30
- ◆ Mathematics: Specialist: Combined unscaled marks for 3A/3B – no increment; combined unscaled marks for 3C/3D + 10.

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For all universities you may accumulate scaled scores which contribute to your ATAR over five consecutive years.

TISC will construct a table to convert your TEA to an ATAR. The table takes into account the number of students with a TEA and the number of people of school leaving age in the state. This table is constructed annually.

The TISC website has a calculator which gives an indication of the Tertiary Entrance Score (TES) required to achieve a particular ATAR. The table can be used to roughly check an ATAR calculation. This may be a useful guide to relate your results to the minimum entry requirements to university courses, but it is only a guide as results vary from year to year.

For further information see the TISC website at [www.tisc.wa.edu.au](http://www.tisc.wa.edu.au).

There are five WA universities. TISC represents Curtin University, Edith Cowan University, Murdoch University and The University of Western Australia. Notre Dame is a private university.

- ◆ **Curtin University**, ([www.curtin.edu.au](http://www.curtin.edu.au)) with courses available in Perth, Esperance, Geraldton, Kalgoorlie, Karratha, Margaret River, Northam and Port Hedland.
- ◆ **Edith Cowan University**, ([www.ecu.edu.au](http://www.ecu.edu.au)) with campuses in Perth, Bunbury, Geraldton and South West locations.
- ◆ **Murdoch University**, ([www.choose.murdoch.edu.au](http://www.choose.murdoch.edu.au)) with campuses in Perth, Albany, Margaret River and Geraldton.
- ◆ **Notre Dame University**, ([www.nd.edu.au](http://www.nd.edu.au)) located at Fremantle and Broome.
- ◆ **University of Western Australia**, ([www.admissions.uwa.edu.au](http://www.admissions.uwa.edu.au)) with campuses in Perth, Albany, Margaret River and Geraldton.

Students who wish to apply to a university on completion of Year 12 need to be aware of a great deal of information. Students are strongly encouraged to contact the relevant university, making sure they are aware of all aspects of eligibility and the application process. Students may also wish to consider courses offered in other states by contacting the universities directly to find out admission requirements.

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## Vocational Education and Training

Vocational Education and Training (VET) is a vocationally oriented program for senior school students wishing to commence training towards a particular field of employment. It is not initially directed towards university entry but can articulate into university courses after completion of further certificate courses. VET courses combine on-the-job training and off-the-job training (school courses) for students to develop workplace skills.

Students can achieve a number of things by being enrolled in a VET course:

- ◆ Secondary Graduation (WACE)
- ◆ Nationally recognised qualifications
- ◆ A range of Nationally Recognised Competency Standards. (Competency Standards completed while at high school will gain Advanced Standing in TAFE's, Colleges or other Registered Training Organisations)

### APPRENTICESHIPS AND TRAINEESHIPS

Students can begin a training qualification in senior school at the same time as completing the Western Australian Certificate of Education (WACE) through: School Based Apprenticeship or School Based Traineeship. Students generally attend school for three days, have one day in the workplace and one day at a registered training organization.

Apprenticeships and traineeships combine practical experience at work with structured training that leads to a nationally recognized qualification.

#### **School Based Apprenticeships:**

School based apprenticeships allow students in senior school to start an apprenticeship while still at school. Students enter into a legal binding contract between the employer, the student and parent/guardian to complete the apprenticeship.

Apprenticeships are structured programs where students learn on the job and off the job by attending training at a TAFEWA college and/or school.

#### **School Based Traineeships:**

School based traineeships allow students in senior school to develop skills and get paid while they prepare for a career in the workforce. Students work towards WACE and an industry recognized qualification. Students enter into a legally binding contract between the employer, the student and parent/guardian to complete the traineeship.

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

As an apprentice or trainee, students are employed by a group training organisation, which places them with host employers. Students spend time in the workplace with the host employers and time training with the training providers. Students are paid for the time in the workplace.

**Find out more by going to:**

[www.apprenticentre.wa.gov.au](http://www.apprenticentre.wa.gov.au)

## Courses and Certificate Courses offered at Karratha SHS

English (compulsory)
Applied Information Technology
Building and Construction
Business Management & Enterprise
Business Services (VET Industry Specific)
Career & Enterprise
Chemistry
Children Family & the Community
Drama
Earth & Environmental Science
Economics
Food Science & Technology
Health Studies
Human Biological Sciences
Geography
Marine and Maritime Studies
Materials Design & Technology Metal
Materials Design & Technology Wood
Mathematics
Mathematics Specialist
Modern History
Music
Outdoor Education
Physical Education Studies
Physics
Visual Arts
Workplace Learning
<b>Certificate Courses</b>
Certificate I Engineering
Engineering Year 12

# COURSE DESCRIPTIONS

## **English**

Language plays a central role in human life: it provides a vehicle for communication, a tool for thinking, a means of creativity and a source of pleasure. In the English course, through the use of oral, written and visual communication texts, students examine the relationship between language and power, and learn how to become competent, reflective, adaptable and critical users of language. Students learn about the English language, how it works and how to use it effectively.

## **Applied Information Technology**

In this course, students use a range of computer hardware and software to create, manipulate and communicate information. Using a range of applications, students investigate, design, construct and evaluate ICT solutions in a range of environments. The result is a set of skills to equip the student for the 21st century and give them an appreciation of the impact of information technology on society in general.

## **Building and Construction**

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 practise creating a physical environment which is important in this age of environmental awareness. Students will learn and practise building processes and technologies, including principles of design, planning and management.

## **Business Management and Enterprise**

The course helps students to develop practical skills as well as knowledge and understanding of business activity by focussing on innovation, initiative and entrepreneurship. Course content ranges from the many facets of business to opportunities and issues faced by national and international business. This course uses real businesses and scenarios to develop financial and business literacy, whilst at the same time enhancing interpersonal and intrapersonal skills.

## **Business Services (VET Industry Specific)**

The VET industry specific Business Services course provides programs for the completion of Certificate I, II and III qualifications. It offers opportunities for students to access both long- and short-term employment opportunities. Students develop relevant technical, vocational and interpersonal competencies suitable for employment and further training in business as well as skills, knowledge and experiences that are transferable to other industry areas.

This course encourages students to engage with senior secondary education, fosters a positive transition from school to work and provides a structure within which students can prepare for further education, training and employment.

*\* Students selecting this course must also select Workplace Learning and Applied Information Technology.\**

## **Career and Enterprise**

Career education has moved towards learning to manage and take responsibility for personal career development before even leaving school. The Career and Enterprise course equips students with the tools to head confidently into an uncertain future. It begins with recognising individual skills and talents, and moves on to using this understanding to find work and keep it. All aspects of work and workplaces are explored, from entry level to working globally. Changing technology, employment patterns and economic restructuring are realities of the rapidly changing world of work students will be entering. Learning to deal with constant change through adaptability, enterprise and lifelong learning are vital

elements of the course, along with exploration of social, cultural and environmental issues.

## **Chemistry**

The Chemistry course equips students with the knowledge, understanding and opportunity to investigate properties and reactions of materials. Students predict chemical effects, recognise hazards and make informed, balanced decisions about chemical use and sustainable resource management. Investigations and laboratory activities develop an appreciation of the need for precision, critical analysis and informed decision making.

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

## **Children, Family & The Community**

The Children, Family and the Community course provides opportunities for students to develop an understanding of the diversity of the Australian society. Recognising this diversity and promoting inclusivity among the individuals, families and groups makes up our society and provides the foundation for a cohesive community. This course examines the factors that impact on the ability of individuals and families to develop skills that enable them to live independently or to care for others.

## **Drama**

The Drama course focuses on drama in practice and aesthetic understanding as students integrate their knowledge and skills. They engage in drama processes such as improvisation, play building, text interpretation, play-writing and dramaturgy which allow them to create original drama and interpret a range of texts written or devised by others. Their work in this course includes production and design aspects involving sets, costumes, makeup, props, promotional materials, stage management, front-of-house activities, and sound and lighting. Increasingly, students use new technologies such as digital sound and multimedia. They present drama to a range of audiences and work in different performance settings.

## **Earth and Environmental Science**

The Earth and Environmental Science course enables students to develop an appreciation that our planet is a global system made up of major reservoirs and that matter is constantly cycled over both short and long time periods within and between these reservoirs.

A multidisciplinary approach encourages students to be curious about the world around them and apply scientific principles to develop a balanced view of the challenges presented by the utilisation of resources and managing the effects on the environment. Students carry out practical investigations and have the opportunity to participate in field-based excursions that allow them to experience what they have learnt in class in a real world situation.

## **Economics**

The Economics course investigates the choices which all people, groups and societies face as they confront the ongoing problem of satisfying their unlimited wants with a limited amount of resources. The study of Economics supports an understanding of the nature of decision-making, our demands for the allocation of resources and how we distribute those

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resources. This is done in the context of the global economy and Australia's role as an international citizen.

### **Food Science and Technology**

The Food Science and Technology course provides opportunities for students to explore and develop food-related interests and passions to achieve personal and professional goals. To develop and apply enterprising and innovative ideas to food production, students are able to focus on a particular context: from a choice of; hospitality, nutrition and health promotion or product development.

### **Geography**

Geography is the study of physical and cultural environments from a spatial perspective. It provides students with the knowledge and skills to observe and describe places on the surface of the Earth, and from a spatial perspective analyse and provide explanations on human and physical phenomena and their complex interactions. They develop a range of skills that help them to understand the physical world, interpret the past, scrutinise the present and explore sustainable strategies for the future care of places.

### **Health Studies**

In this course, students will explore health as a dynamic quality of life. They will consider the way in which beliefs and attitudes influence health decisions and learn how to plan and take action that will promote their own and others' health. They examine the impact of social and environmental factors on health: healthcare systems, frameworks and theories relevant to a public health approach.

### **Human Biological Science**

The Human Biological Science course gives students a chance to explore what it is to be human—how the human body works, the origins of human variation, inheritance in humans, the evolution of the human species and population genetics. Through their investigations, students research new discoveries that increase our understanding of human dysfunction, treatments and preventative measures. Practical tasks are an integral part of this course and develop a range of laboratory skills, for example, biotechnology techniques. Students learn to evaluate risks and benefits to make informed decisions about lifestyle and health topics such as diet, alternative medical treatments, use of chemical substances and the manipulation of fertility. Scientific evidence is used to make informed decisions about controversial issues, such as stem cell research, obesity and euthanasia.

### **Marine and Maritime Studies**

Students will analyse factors related to contemporary marine environments and evaluate the impact that humans place on this natural resource. They explore navigation, meteorology, marine technology and communications to develop practical seamanship, and an appreciation of the related industries' marine environments. They consider opportunities of employment in recreational and commercial boating, and are provided with opportunities to apply practical skills within a wide range of related industrial contexts.

### **Materials Design & Technology – Wood and / or Metals**

This is a practical course where students can choose to work with wood and/ or metal in the design and manufacture of products. This is also a course about ideas, innovation and creativity. In order to do these well, student's research and test materials and use strategies to develop innovative and creative ideas. They apply skills of management in

planning and implementing a process, at the same time as they manipulate tools and machines to produce high-quality products.

## **Mathematics**

The Mathematics course has been created to offer all senior secondary students the opportunity to advance their mathematical skills, to build and use mathematical models, to solve problems, to learn how to conjecture and to reason logically, and to gain an appreciation of the elegance, beauty and creative nature of mathematics. Students use numbers and symbols to represent many situations in the world around them. They examine how mathematical methods associated with number, algebra and calculus allow for precise, strong conclusions to be reached, providing a form of argument not available to other disciplines.

The Mathematics course allows for multiple entry points to accommodate the diversity of students' mathematics development at the point of entry into senior school as well as the diversity of post school destinations.

Students can choose units based on their particular need: to develop their general mathematical skills for further training or employment, to enable university entry where further mathematics may not be essential, to prepare them for university courses where further mathematics studies is required or for preparation for higher level training in technical areas.

## **Mathematics Specialist**

The Mathematics: Specialist course provides a solid foundation for the many students who will continue their study of mathematics beyond the compulsory years of schooling. It has an emphasis on mathematical reasoning, modelling, recursion and the use of technology, in keeping with recent trends in mathematics education, and in response to the growing impact of computers and the internet. Students engage in posing and solving problems within mathematics itself, and thus appreciate mathematics as a creative endeavour.

This course is for university entry to specialist courses such as engineering, physical sciences and mathematics and is usually studied in conjunction with the Mathematics course.

## **Modern History**

Studying Modern History enables students to become critical thinkers and helps inform their judgements and actions in a rapidly changing world. Students are exposed to a variety of historical sources including artefacts, oral stories, film, diary extracts and other written accounts in order to determine the cause and effect, and the motives and forces influencing people and events. Through the process of historical inquiry, students are encouraged to question and evaluate historical sources; identify various representations and versions of history; use evidence to formulate and support their own interpretations; and communicate their findings in a variety of ways.

## **Music**

In the Music course, students have opportunities to develop and extend their musical understandings, abilities and potential in a range of contexts. The three contexts defined in the Music course are: Western Art Music, Jazz, and Contemporary Music. At Stage 1, students can study across one or more of these contexts, and include such topics as Music for Music Theatre, Music for Film and Television, and World and Indigenous Musics depending on their needs and interests. For Stages 2 and 3, students are required to

study one of the three contexts defined in the course. Through the study of aural, theory, composition and arrangement, cultural and historical analysis, and performance, students refine and develop their musicianship, engage in learning that develops music literacy and cultural awareness which reflects the world of performers, composers and audiences.

### **Outdoor Education**

Through interaction with the natural world, Outdoor Education aims to develop an understanding of our relationships with the environment, others and ourselves. The course focuses on outdoor activities in a range of environments including bushwalking, sailing, caving, climbing and orienteering. It provides students with an opportunity to develop essential life skills and physical activity skills, and an opportunity to develop a comprehensive understanding of the environment and develop a positive relationship with nature.

### **Physical Education Studies**

Physical Education Studies contributes to the development of student's physical, social and emotional growth. 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.

### **Physics**

In the Physics course, students investigate the natural and built world around them in a wide and interesting range of contexts. They discover how we exploit radioactivity in industrial testing and in the treatment of diseases, why we use different materials in heating and cooling systems, how we use electric and magnetic fields in machines, and how our understanding of light and sound waves helps us to communicate. Students will learn how energy and energy transformations can shape the environment from the small scale, in quantum leaps inside an atom's electron cloud, through the human scale, in vehicles and the human body, to the large scale, in interactions between galaxies. Students have opportunities to develop their investigative skills and use analytical thinking to explain and predict physical phenomena.

### **Visual Arts**

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

### **Workplace Learning**

The Workplace Learning course aims to prepare students for employment by providing them with knowledge about what is valued in a work environment. Employers value generic work skills which are transferable and vital in all forms of employment. These employability skills are developed over a lifetime and are valued in education, training, workplaces and the community. Participating in a supported structured workplace learning program based on employability skills and involving a number of different workplaces, assists students to make informed decisions about their futures. These decisions are vitally important for students to move successfully from school to further education,

training, employment and participation in the community.

## **CERTIFICATE COURSES**

### **Certificate I Engineering**

Certificate I Engineering program is customised to suit local industry needs and incorporates Certificate I from the Metals and Engineering Training Package. Students will have the equivalent of three course units to complete core competencies from this Training Package.

Students will do the equivalent of 6 courses. The other courses in this pathway are:

- English
- Mathematics
- Building and Construction
- Workplace Learning

### **Engineering Pathway Year 12**

Pre-requisite – Certificate I in Engineering

Engineering Pathway Year 12 course is designed to consolidate the student's previous learning and introduce more in depth concepts and skills.

Students will follow a program of study involving the following elements:

- English
- Mathematics
- Materials Design & Technology, Metal
- Building and Construction
- Workplace learning

There is a selection process for both programs of study. Students wishing to apply need to submit a portfolio containing:

1. copies of previous school reports and projects completed;
2. evidence of their genuine interest in design and technology subjects through lower and upper school and successful completion of lower school units in metalwork and CAD;
3. evidence of a willingness to tackle all theoretical/written work to the best of their ability (through completion of lower and senior school design and technology subjects);
4. evidence of the student's ability to work in a team and practice safe work habits, and
5. evidence of the student achieving *Consistently* in the attitude and organisation attributes in lower and senior school reports.

**Portfolios applications for Certificate I Engineering and Engineering Pathway Year 12 are to be submitted to the Deputy Principal – Senior School by Friday 6 August 2010.**

## Important Senior Schooling Information

Students will receive the Senior Secondary Student Assessment Policy and a calendar of important dates at the start of 2011.

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### PRINTOUT OF RESULTS

A Statement of Results will be issued by the Curriculum Council to all students who complete at least one course unit or endorsed program in their final year of schooling. This records:

- ◆ grades achieved in course units
- ◆ examination result, school result and WACE score for each course
- ◆ achievement of VET units of competency and VET qualifications
- ◆ achievement of endorsed programs
- ◆ completion of WACE requirements
- ◆ achievement of Curriculum Council English Language Competence
- ◆ coverage of breadth of study requirements
- ◆ Curriculum Council awards.

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### APPEALS AND GRIEVANCES

#### *Appeals Against the Process*

If a student believes the grade or the numerical school assessment awarded is incorrect, they may ask the school to review the assessment. Students are required to make written application, requesting a review, within five days of the release of assessments to students by the school. An assessment review does not require that the school re-mark a student's work. It is intended to determine whether:

- ◆ the weightings specified by the school in its assessment program conform with Curriculum Council guidelines
- ◆ assessment procedures conform with the school's stated assessment program
- ◆ there are any computational or clerical errors in determining the assessment.

A teacher's judgement about the worth of individual assessment tasks will not be subject to review.

If, after an assessment review has been completed at the school, a student still believes that the Curriculum Council assessment guidelines were not followed then the student may lodge an appeal with the Curriculum Council. The appeal is made on the prescribed form, available from the school or the Curriculum Council, and forwarded to the Curriculum Council by a specified date each year. Students pay a fee when an appeal is made.

The Curriculum Council will request a school to re-determine assessments only if the school did not follow the Curriculum Council assessment guidelines.

#### *Appeals Against a Teacher Assessment*

The grounds for appeal are:

- ◆ whether competency has been achieved and it's demonstrated it was made incorrectly
- ◆ assessment was not made in accordance with the assessment plan.

The appeal forms are available from the Senior School Deputy and Year Coordinator and must be lodged within 10 days of the date of the assessment.

#### *Grievances*

Grievances in relations to teachers, treatment of students, matters of equity and social justice should be documented in writing and delivered to the Principal. Upon receipt of grievances and appeals, a panel of three, consisting of either the Principal, Senior School Deputy, Year Coordinator or Student Services Coordinator will be convened to deal with the grievance/ appeal between the students and teacher.

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### **MUTUAL RECOGNITION**

Karratha SHS will recognise all Certification or Statements of Attainment issued by another RTO and align the relevant competencies to the student's current training program. Students need to contact the VET Program Coordinator to initiate this process.

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### **RECOGNISED PRIOR LEARNING**

Skills recognition enables students to gain recognition for knowledge, skills and attitudes acquired formally or informally outside the school. You should apply to the VET Coordinator to commence this process.

Upon application, a student is able to enter into Recognition of Prior Learning (RPL) to determine skills in currency attained by the student with the aim of achieving skills pertaining to a particular course of training. An application form is available from the school VET office.

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### **PRIVACY AND ACCESS TO STUDENT RECORDS**

Karratha SHS is committed to maintaining the privacy of student, teachers and stakeholder information. Each student's right to privacy, dignity and confidentiality in all aspects pertaining to their course/training will be recognised, respected and protected.

Confidentiality is assured for problems that may arise during study or training. If there is a need to record any information aligned to the welfare or personal aspect arena, a confidential acknowledgement will be made on the documentation and it will be retained in a locked location.

With the exception of Registered Training Organisations and Curriculum Council, confidential information and records will not be disclosed to a third party without the signed permission of the student.

Students have the right to inspect their course/training or confidential file upon request. Karratha SHS reserves the right to be given adequate notice to present the requested files.

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### **FLEXIBLE LEARNING & ASSESSMENT**

Karratha SHS will ensure that the learning and assessment strategies designed for a course/training are suitable. If a student believes there may be an obstacle that affects their capacity to comply with course expectations/requirements they should approach their teacher, VET Program Coordinator, Year Coordinator and/or the Senior School Deputy as soon as possible. We encourage all students to discuss any concerns regarding learning and assessment requirements with their teacher. In cases where there is a need for a specific training/assessment plan, these will be developed in conjunction with the student.

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### **LITERACY & NUMERACY**

Karratha SHS is committed to supporting students in the development of literacy and numeracy with existing strategies in place to support students. If a student is concerned about their English language or numeracy competence and is experiencing difficulty completing their course/training, they should discuss this with their teacher or VET Coordinator. Processes will be put in place upon in the event that a need is shown.

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### **ACCESS & EQUITY**

All students will have fair access to training and assessment with equal rights applied. Karratha SHS assures all students that the relevant government legislation is strictly adhered to and that the diverse needs of students are identified and addressed. If you have any concerns about your rights to access and equity issues contact the Year Coordinator or Senior School Deputy.

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## Further Career Information and Advice

### CAREERS AND EDUCATION SITES

The information gained from the following list of websites may help students determine their post-school options.

#### **Apprenticeships and Traineeships**

[www.apprenticentre.wa.gov.au](http://www.apprenticentre.wa.gov.au)

#### **Australian Defence Force Academy**

[www.defencejobs.gov.au](http://www.defencejobs.gov.au)

#### **Australia wide job search**

[www.jobsearch.gov.au](http://www.jobsearch.gov.au)

#### **Career, employment, training information in Western Australia**

[www.getaccess.wa.gov.au](http://www.getaccess.wa.gov.au)

#### **Career research**

[www.careersonline.com.au](http://www.careersonline.com.au)

#### **Centrelink**

[www.centrelink.gov.au](http://www.centrelink.gov.au)

#### **Curtin University**

[www.curtin.edu.au](http://www.curtin.edu.au)

#### **Edith Cowan University**

<http://ecugreatcareers.com>

#### **Job Resources Australia**

[www.jobjuice.com.au](http://www.jobjuice.com.au)

#### **Murdoch University**

[www.murdoch.edu.au](http://www.murdoch.edu.au)

#### **My Future**

[www.myfuture.edu.au](http://www.myfuture.edu.au)

#### **OZJAC link**

[www.curriculum.edu.au](http://www.curriculum.edu.au) (Type 'OZJAC' in Search for easy access)

#### **TAFEWA course information**

[www.tafe.wa.gov.au](http://www.tafe.wa.gov.au)

#### **Tertiary Institutions Services Centre**

[www.tisc.edu.au](http://www.tisc.edu.au)

#### **University of Notre Dame**

[www.nd.edu.au](http://www.nd.edu.au)

#### **University of Western Australia**

[www.studyat.uwa.edu.au](http://www.studyat.uwa.edu.au)

**Vacancies Australia wide**

[www.seek.com.au](http://www.seek.com.au)

**Western Australian Government** (go to 'Education and Training')

[www.wa.gov.au](http://www.wa.gov.au)

You can seek extra information on career advice from the following:

CAREER REFERENCE INFORMATION at the Karratha SHS library

**INFORMATION MATERIALS**

- ◆ The Job Guide at [www.jobguide.dest.gov.au](http://www.jobguide.dest.gov.au).
- ◆ Year 12 – what next? At [www.year12whatnext.gov.au](http://www.year12whatnext.gov.au).
- ◆ Information on how universities, campuses and courses rate in [www.thegoodguides.com.au](http://www.thegoodguides.com.au).
- ◆ Current labour market information at [www.jobsearch.gov.au/joboutlook](http://www.jobsearch.gov.au/joboutlook).
- ◆ Information about apprenticeships, training and the labour market at [www.getatrade.gov.au](http://www.getatrade.gov.au).
- ◆ Apprenticeships at <http://www.australianapprenticeships.gov.au/>.
- ◆ Skills Info at <http://www.skillsinfo.gov.au/skills/Home.htm>.

Tertiary Institutions Service Centre, University Admission 2011 – Admission Requirements for School Leavers, [www.tisc.edu.au](http://www.tisc.edu.au)

Curriculum Council [www.curriculum.wa.edu.au](http://www.curriculum.wa.edu.au)

**Further Career or Employment Advice Services**

- ◆ The Career Advice Australia info line on 133873 or [www.australia.gov.au/careeradviceaustralia](http://www.australia.gov.au/careeradviceaustralia)
- ◆ The online career service, myfuture, at [www.myfuture.edu.au](http://www.myfuture.edu.au).
- ◆ Employment Directions Network at [www.employmentdirections.net.au](http://www.employmentdirections.net.au) or 136464 gives you access to the information and advice you need to make your way in the world of work.
- ◆ Indigenous Employment Services at [www.workplace.gov.au/indigenous/](http://www.workplace.gov.au/indigenous/).