This handbook should be read in conjunction with the SCSA 2015 YEAR 10 INFORMATION HANDBOOK which is also available on the Hampton website at www.hampton.wa.edu.au

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The WACE requirements

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

To achieve a WACE a student must satisfy the following:

General requirements

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

Breadth and depth

Students will complete a minimum of 20 course units or the equivalent. This requirement must include at least:

- a minimum of 10 Year 12 units or the equivalent
- two completed Year 11 English units and one pair of completed Year 12 English units
- one pair of Year 12 course units from each of List A (arts/languages/social sciences) and List B (mathematics/science/technology).

Achievement standard

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

Unit equivalence can be obtained through Vocational Education and Training (VET) programs and/or endorsed programs. The maximum unit equivalence available through these programs is eight units – four Year 11 units and four Year 12 units. Students may obtain unit equivalence as follows:

- up to eight unit equivalents through completion of VET programs, or
- up to four unit equivalents through completion of endorsed programs, or
- up to eight unit equivalents through a combination of VET and endorsed programs, but with endorsed programs contributing no more than four unit equivalents.

The amount of unit equivalence allocated to VET and endorsed programs is as follows:

- VET qualifications
  - Certificate I is equivalent to two Year 11 units
  - Certificate II is equivalent to two Year 11 and two Year 12 units
  - Certificate III or higher is equivalent to two Year 11 and four Year 12 units
- Endorsed programs – unit equivalence is identified on the Authority’s approved list of endorsed programs.
Academic Standards Policy Years 10, 11 and 12

A. All students in Year 10 need to achieve C grades to enable their transition into Year 11. A competent grading for certificate courses will count equally as a C grade per certificate course.

B. Students enrolled in the extension classes need to achieve a B grade or better to select that course as part of their ATAR course in Year 11. As these selections are made following the semester 1 results, the course selections will be based on the semester 1 report. However, if the student then achieves a B grade by the end of semester 2 in an extension course, an ATAR selection in the course can be re-selected.

C. Students in Year 11 must achieve a minimum of 8 C grades to progress to Year 12.

Students with officially diagnosed learning disabilities or other students with exceptional circumstances may be exempt from the requirements as set out in part A of this policy. The course councillors will always have discretion over individual circumstances that may influence a student’s situation.
Introduction

Hampton Senior High School has a history of excellence in academic and vocational studies catering for students aged from 12-17 years. For several years Hampton Senior High School has been presented with a Top Public School Award for outstanding Year 12 Results.

Hampton’s values are Aspire, Innovate, Achieve and we seek to create future career opportunities for our students.

Our Senior School pathways in Years 11 and 12 lead to:

- Possible university entrance
- Possible vocational training courses
- Possible direct entry to work

This handbook provides students and their parents with an understanding of pathway information, details of specific courses and Senior Schooling at Hampton Senior High School. Students and parents are advised to consider carefully all of the options available at Hampton and to make themselves familiar with the contents of this Curriculum Handbook, as well as all other information available to them.

The school offers a comprehensive counselling program to assist in making these important decisions. Details are outlined in this handbook. Parents are an important part of this process and they are asked to be active participants in information sessions and counselling interviews.

Labor, Omnia, Vincit is a Latin phrase meaning hard work conquers all. Effort and commitment will be required at the senior level of education but the study skills learnt should help throughout life.

School Charges

Contributions and Charges

All enrolments in Senior School courses and certificates require an upfront charge to be paid to the school. All Year 11 and 12 courses attract COMPULSORY charges. Some subject are more expensive to run and thus deemed high cost options. The cost to enrol in each course is noted in the course details in this handbook. Our charges are comparable to those charged by other schools.

A minimum 50% deposit is required for each course before placement can be secured and this should be paid at the conclusion of the counselling session. Arrangements to pay the balance should be booked at the same time.

Timed payment plans are available.

Secondary Assistance Scheme

The Western Australian Department of Education provides an allowance to assist eligible families with secondary schooling costs. To be eligible for the allowance, the parent/guardian must hold a Centrelink or Veterans’ Affairs card.
The allowance consists of two components.

$115 Clothing Allowance, paid directly to the parent/guardian or transferable to the school
$235 Education Program Allowance, paid directly to the school

Application forms are to be completed at the school in Term 1.

For further information contact either Hampton Senior High School Admin Services on 9270 5700 or the Department of Education on 9264 4516.

**Course Selection Process**

The enrolment process used to help students select appropriate courses will consist of a number of stages including:

**Career Education**

Students will explore career pathways in a comprehensive program that runs weekly during Semester One of the school year.

**Senior School Curriculum Handbook**

This booklet contains information on:

- The courses offered, prerequisites and future related areas of study
- Senior Schooling at Hampton Senior High School
- The West Australian Certificate of Education

**Parent Information Evening**

Parents will be invited to attend a Parent Information Evening. The Principal and experienced staff will address parents and students about course selection and pathway options available for 2015.

**Course Selection Interviews**

The Course Counselling Team will issue appointments to meet with parents and students to assist with the course selection process. Students will be given guidance about which of the following pathways suits their needs and abilities – TAFE/Vocational, University or Enterprise Education.

Students will be asked to submit their course selections and reserves.

In some cases, course selection will need to be reviewed based on results in second semester.

**Students must attend an interview before they can be enrolled in courses in Year 11.**
Achievement Data

Parents are often uncertain whether their child is capable of meeting the prerequisites required by certain courses.

At course selection interviews, the following achievement data will be considered:

- Semester 1 Reports
- NAPLAN/ MSE results
- OLNA results
- Teacher Recommendations (based on the work habits and achievement observed by the students’ teachers).

Finalising Subject Selection

Hampton Senior High School offers a range of courses and vocational subjects. In some cases, this may involve flexible delivery with other schools. However, like all schools, the courses offered will only run if they are viable i.e. a sufficient number of students choose the subject.

If students choose a course that is not viable for 2016, they will be contacted regarding their reserve choices indicated on their initial subject selection sheet.

General Information for Students and Parents

Student Responsibilities

Enrolment in Senior Schooling carries certain obligations regarding behaviour, attendance, dress, attitude and effort. As part of the enrolment process students will be asked to sign an agreement indicating that they are prepared to accept these obligations. Parents will also be asked to sign the agreement.

Full Year Commitment Required

When choosing subjects for Year 11 students are making a commitment to study those subjects for the entire year. It is advisable to follow a Year 11 course through to the end of Year 12. This can be particularly important with Certificate Courses.

Changing Courses

Course changes are discouraged. Changing courses after the year has begun will reduce chances of success, as there is usually a prescribed body of content and assessment tasks that will need to be completed.

Course changes need to be discussed with parents/guardians and will only be considered after appropriate documentation has been submitted to the Deputy Principal. Changes will only be permitted for sound educational reasons and only if space is available in the destination subject. Course changes may result in an increase in course fees.

At the end of Year 11 student achievement and pathways will be reviewed and in some cases students will be interviewed by the Year Coordinator or Deputy Principal. The minimum standard for
students in university pathway courses is to have attained a scaled score of 50% across at least 4 university pathway courses from their Year 11 results.

**Attendance Commitment**

Attendance and participation in class is the key to achievement success. Studies show that students who attend school regularly are more likely to succeed at school. Students should aim for 100% attendance. When students know they are going to be absent, they should notify their teachers and Year Coordinator before the absence to collect work to ensure that they keep up with their studies. They may need to provide the school with a medical certificate if they are away for an assessment.

**Homework/Study Commitment**

All Senior School pathways and courses require the completion of homework. It is recommended that students in ATAR courses need to complete a minimum of 3 hours study per course per week. Homework does not only consist of work given by the teacher, but includes a self-directed component. This may be organising notes, revision, research and exam study. Hampton Senior High School offers Senior School students a Mentor class which aims to provide assistance for students to complete assessment tasks. Homework classes are also offered.

**Assessment Guidelines**

Students are required to hand all assessment work in on time for all Courses. Failure to do so jeopardises your grades, and does not allow you to achieve to your potential. Consequences for incomplete or late assignments are outlined in Hampton Senior High School Assessment Guidelines. It is recommended that parents and students read this information carefully.

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**Summary of Courses at Hampton Senior High School**

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Proudly Independent
## The Arts Learning Area

### Pathways for Dance

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11 (A or B Grades)</th>
<th>Year 12</th>
<th>Post School – University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dance -Gifted &amp; Talented</td>
<td>Dance -Gifted &amp; Talented</td>
<td>Dance ATAR</td>
<td>Dance ATAR</td>
<td>Performer, Choreographer(WAAPA), Dance Teacher, Dance Education, Arts Admin &amp;Management, Exercise &amp; Sports Science, Arts Director, Studio Manager</td>
<td></td>
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<tr>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11 (C Grade)</th>
<th>Year 12</th>
<th>Post School - TAFE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performing Arts – Movement &amp; Drama</td>
<td>Performing Arts – Movement &amp; Drama</td>
<td>Dance -Dare to Dance</td>
<td>Dance General</td>
<td>Dance General</td>
<td>Dancewear &amp; Supplies, Retail, Small Business Operator, Costume Design, Marketing &amp; Promotions</td>
<td></td>
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</tbody>
</table>

### Dance ATAR

Cost: $122

The Dance ATAR course acknowledges the interrelationship between practical and theoretical aspects of dance – the making and performing of movement and the appreciation of its meaning. Through critical decision-making in individual and group work, movement is manipulated and refined to reflect the choreographer’s intent. Students use a wide range of creative processes, such as improvisation and the use of choreographic elements and devices and draw on their own physicality and the interpretation of existing work of others to create unique dance works. They investigate how technologies are used to extend and enhance dance design. They also learn how dance styles and forms are historically derived and culturally valued. Through dance, students experience an intrinsic sense of enjoyment and have an opportunity to achieve a high level of movement skills.

### Dance General

Cost: $112

The Dance General course acknowledges the interrelationship between practical and theoretical aspects of dance – the making and performing of movement and the appreciation of its meaning. Through decision-making in individual and group work, students use a wide range of creative processes, such as improvisation and the use of choreographic elements and devices to create dance works. They also learn how dance styles and forms are historically derived and culturally valued. Through dance, students experience an intrinsic sense of enjoyment and have an opportunity to achieve a high level of movement skills.
**THE ARTS LEARNING AREA**

### PATHWAYS FOR DRAMA

**Drama: ATAR, General**

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11 (A or B Grades)</th>
<th>Year 12</th>
<th>Post School – UNIVERSITY</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Specialist Performing Arts - Drama</td>
<td>Drama ATAR</td>
<td>Performing, Director, Script Writer, Dramaturgy, Musical Theatre, Stage Manager, Set Design &amp; Construction, Lighting Design, Sound Design, Drama Teacher, Drama Education, Arts Administration &amp; Management, Drama Therapy</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Drama</td>
<td>Drama ATAR</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Year 11 (A or B Grades)</td>
<td>Year 12</td>
<td>Post School – TAFE</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Performing Arts – Drama &amp; Movement</td>
<td>Drama</td>
<td>Performing Arts – TAFE</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Drama</td>
<td>Drama General</td>
<td>Performing Arts, Coordination and Communication, Marketing and Public Relations</td>
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<td></td>
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<td></td>
<td>Drama</td>
<td>Drama General</td>
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</tbody>
</table>

#### Drama ATAR

Cost: $120

The Drama ATAR 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, playwriting and dramaturgy. This allows them to create original drama and interpret a range of texts written or devised by others by adapting the theoretical approaches of drama practitioners like Stanislavski and Brecht. Students’ work in this course includes production and design aspects involving directing, scenography, costumes, props, promotional materials, and sound and lighting. Increasingly, students use new technologies, such as digital sound and multimedia. They present drama to make meaning for a range of audiences and adapt their drama to suit different performance settings. The focus in this course is on both individual and ensemble performance, as well as the roles of actor, director, scenographer, lighting designer, sound designer, costume designer and dramaturge.

#### Drama General

Cost: $100

The Drama General 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, playwriting and dramaturgy. This allows them to create original drama and interpret a range of texts written or devised by others by adapting the theoretical approaches of drama practitioners like Stanislavski and Brecht. Students’ work in this course includes production and design aspects involving directing, scenography, costumes, props, promotional materials, and sound and lighting. Increasingly, students use new technologies, such as digital sound and multimedia.
multimedia. They present drama to make meaning for a range of audiences and adapt their drama to suit different performance settings. The focus in this course is primarily on ensemble performance and team work.

### The Arts Learning Area

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<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11 (A or B Grades)</th>
<th>Year 12</th>
<th>Post School – UNIVERSITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative Studio Arts – Media &amp; Visual Art</td>
<td>Media</td>
<td>Media</td>
<td>Media</td>
<td>Media ATAR</td>
<td>Media ATAR</td>
<td>Web Design, Marketing Communications, Journalism, Radio, Public Relations, Video Editing, Games Technology, Multimedia Design, Advertising, Film &amp; Video, Photo media, Game Design &amp; Culture, Broadcasting, Screen Studies &amp; Animation Technology</td>
</tr>
<tr>
<td>Creative Studio Arts – Media &amp; Visual Art</td>
<td>Media</td>
<td>Media</td>
<td>Media</td>
<td>Media General</td>
<td>Media General</td>
<td>Film &amp; Television, Screen Studies &amp; Animation, 3D Animator, Video Editing, Technical Artist</td>
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**Media Production and Analysis ATAR**  
Cost: $66  
The Media Production and Analysis ATAR course aims to prepare students for a future in a digital and interconnected world by providing the skills, knowledge and understandings to tell their own stories and interpret the stories of others. Students are encouraged to explore, experiment and interpret their world, reflecting and analysing contemporary life, while understanding that this is done under social, cultural and institutional constraints. Students, as users and creators of media products, consider the important role of audiences and their context. This course focuses on the application of media theory in the practical process.

**Media Production and Analysis General**  
Cost: $66  
The Media Production and Analysis General course aims to prepare students for a future in a digital and interconnected world by providing the skills, knowledge and understandings to tell their own stories and interpret the stories of others. Students are encouraged to explore, experiment and interpret their world, reflecting and analysing contemporary life, while understanding that this is done under social, cultural and institutional constraints. Students, as users and creators of media products, consider the important role of audiences and their context. This course focuses on the application of media theory in the practical process.
products, consider the important role of audiences and their context. This course focuses on the development of technical skills in the practical process.

### The Arts Learning Area

#### Pathways for Visual Arts

<table>
<thead>
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<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11 (A or B Grades)</th>
<th>Year 12</th>
<th>Post School - University</th>
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</thead>
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<tr>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11 (B or C Grades)</th>
<th>Year 12</th>
<th>Post School - TAFE</th>
</tr>
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</table>

**Visual Arts ATAR**

Cost: $130

In the Visual Arts ATAR 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. 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.

**Visual Arts General**

Cost: $110

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

### Pathways for English

**English:** ATAR, General, Foundation  
**English as an Additional Language or Dialect:** ATAR

<table>
<thead>
<tr>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
<th>Post School – University</th>
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</thead>
</table>
| English General (C Grade in Year 8 and 9) narrative, imaginative, information, work based texts  
• issues associated with adolescence, post-compulsory schooling, work, further study and being members of the adult world.  
• grammar and spelling | English Foundation (Students who do not pass OLNA)  
Focus is skill building in relation to their everyday and work needs. | English General (Students who achieve OLNA pass and C or satisfactory in Year 11 and do not require ATAR).  
English Foundation (Students who do not pass OLNA) | Employment or TAFE  
Employment |
| Students who achieve A and B grades in Year 8 & 9 and/or have demonstrated competency in NAPLAN scores | English General (Students who pass OLNA and have C grade in Year 10)) | English General  
Focus is on developing skills to assist their participation in work and society. | TAFE or Further study |
| English Extension (University bound students) narrative, imaginative, information, texts that persuade, texts that reinforce and/or challenge attitudes and values  
• analytical essays | English ATAR Students who completed English Extension and achieved OLNA pass. | English ATAR | University Pathway |

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English ATAR Cost: $65
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.

English General Cost: $65
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 Foundation Cost: $65
The English Foundation course aims to develop students’ skills in reading, writing, viewing, speaking and listening in work, learning, community and everyday personal contexts. This course is for students who have not demonstrated the literacy standard in the OLNA. Such development involves an improvement in English literacy, where literacy is defined broadly to include reading ability, verbal or spoken literacy, the literacy involved in writing, and visual literacy. Students undertaking this course will develop skills in the use of functional language conventions, including spelling, punctuation and grammar. Good literacy skills are required for comprehending and producing texts; for communicating effectively in learning or working environment, or within a community; or for self-reflection; and for establishing one’s sense of individual worth.
**English as an Additional Language/Dialect ATAR**

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

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

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

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

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

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

### Pathways for Health & Physical Education

**Health Studies**: ATAR, General  
**Physical Education Studies**: ATAR, General  
**Certificate Courses**

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
<th>Post School</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Physical Education (GPE)</td>
<td>GPE</td>
<td>GPE</td>
<td>GPE</td>
<td>Phys Ed Studies General (C Grade minimum)</td>
<td>Phys Ed Studies General ((C Grade minimum)</td>
<td>TAFE Recreation, Fitness, Sports Administration type occupations</td>
</tr>
<tr>
<td></td>
<td>Recreation (General and Fitness)</td>
<td>Recreation (General and Fitness) (C Grade)</td>
<td>Cert II Sport and Recreation</td>
<td>Cert II Sport and Recreation or Cert II Sport Coaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Ed</td>
<td>Health Ed</td>
<td>Extension Health</td>
<td>Health Studies General</td>
<td>Health Studies General</td>
<td>Health Studies ATAR</td>
<td>TAFE Health industry occupations</td>
</tr>
</tbody>
</table>

**Health Studies ATAR**  
Cost $65  
In this ATAR course students explore health as a dynamic quality of life. They examine the impact of social, environmental, economic and biomedical determinants on health and their collective contribution to health disparities, as well as exploring approaches to address barriers which prevent groups from experiencing better health. Students apply inquiry skills to examine and analyse health issues, develop arguments and draw evidence-based conclusions. The course also provides students with opportunities to develop skills that will enable them to pursue careers in health promotion, research or community health care.

**Health Studies General**  
Cost $65  
In this General course students explore health as a dynamic quality of life. They will consider the way in which beliefs and attitudes influence health decisions and learn how to plan and take action that will promote their own and the health of others. They examine the impact of social and environmental factors on health and use inquiry skills to investigate and respond to relevant issues.
The course also provides students with opportunities to develop skills that will enable them to pursue careers in health promotion, research or community health care.

**Physical Education Studies ATAR**

Cost $65

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. Students learn through integrated written, oral and active learning experiences. Students have opportunities to develop skills that enable them to pursue personal interests and potential in physical activity as athletes, coaches, officials, and/or volunteers.

**Physical Education Studies General**

Cost $65

Physical Education Studies contributes to the development of students’ physical, social and emotional growth. The 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 develop skills that can be utilised in leisure, recreation, education, sport development, youth work, health and medical fields.

**Certificate II Sport and Recreation**

Cost $90

This course focuses on a variety of practical and theoretical activities. It lends itself to an integrated approach between practical experiences, theoretical work, the environment and engagement by self and others through links with community agencies. Students of this course should gain a better understanding of themselves through exposure to a range of sports based activities. Students should have a keen interest in a broad range of sporting and recreational contexts and be prepared for a significant theoretical component of the course.

**Certificate II Sport Coaching**

Cost $90

This qualification reflects the role of individuals who apply the skills and knowledge to be competent in delivering a basic instruction session for sport. Students of this course should gain a better understanding of themselves through exposure to a range of sport coaching based activities. The course will lean heavily on working in the fields of netball and basketball coaching. Students should have a keen interest in a broad range of sporting and recreational contexts and be prepared for a significant theoretical component of the course.

**Certificate II Outdoor Recreation**

Cost $90

This course focuses on a variety of practical and theoretical activities. The course lends itself to an integrated approach between practical experiences, theoretical work, the environment and engagement by self and others through links with community agencies. Students of this course should gain a better understanding of themselves through exposure to a range of challenging activities in varied outdoor settings. A desire to participate in open water activities and to be a competent swimmer is essential. There are also two compulsory three day camps to attend during this course which will incur additional charges.
### PATHWAYS FOR SOCIETY AND ENVIRONMENT

<table>
<thead>
<tr>
<th></th>
<th>Year 7</th>
<th>Year 8, Year 9</th>
<th>Year 10 Pathways</th>
<th>Year 11</th>
<th>Year 12</th>
<th>Further Study</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Course</strong></td>
<td>Introduction to Senior School</td>
<td>Year 10 General</td>
<td>Geography General</td>
<td>Geography General</td>
<td>TAFE</td>
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</tr>
<tr>
<td></td>
<td>Year 10 General</td>
<td></td>
<td>Modern History General</td>
<td>Modern History General</td>
<td>University</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Year 10 Extension</td>
<td></td>
<td>Extension Course Aiming for direct entry to University</td>
<td>Modern History ATAR</td>
<td>Geography ATAR</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Modern History ATAR</td>
<td>Geography ATAR</td>
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</table>

**Geography ATAR**  
Cost $65

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

**Modern History ATAR**  
Cost $65

Studying the Modern History ATAR course enables students to become critical thinkers and helps inform their judgments and actions in a rapidly changing world. Students are exposed to a variety of historical sources, including government papers, extracts from newspapers, letters, diaries, photographs, cartoons, paintings, graphs and secondary sources, in order to determine the cause and effect, and the motives and forces influencing people and events. Through the process of historical inquiry, students are encouraged to question and evaluate historical sources; identify various representations and versions of history; use evidence to formulate and support their own interpretations; and communicate their findings in a variety of ways.
Modern History General  
Cost $65  
Studying the Modern History General course exposes students to a variety of historical sources, including government papers, extracts from newspapers, letters, diaries, photographs, cartoons, paintings, graphs and secondary sources, in order to understand the historical narrative including cause and effect, and the forces influencing people and events. Through the process of historical inquiry, students are encouraged to question 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.

Geography General  
Cost $65  
In the Geography General course students learn how to collect information from primary and secondary sources, such as field observation and data collection, mapping, monitoring, remote sensing, case studies and reports. Geography as a discipline values imagination, creativity and speculation as modes of thought. It develops students’ knowledge about the interconnections between places and explores the spatial patterns and processes related to environments at risk, and to the protection of such environments through management at local, regional and global levels.
# PATHWAYS FOR INFORMATION COMMUNICATION TECHNOLOGY

**Accounting and Finance:** General  
**Applied Information Technology:** ATAR, General  
**Business Management and Enterprise:** ATAR,  
**Computer Science:** ATAR, General  

<table>
<thead>
<tr>
<th>Certificate Courses</th>
<th>Year 7 and Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11 (A or B Grades)</th>
<th>Year 12</th>
<th>Post School – UNIVERSITY</th>
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</thead>
<tbody>
<tr>
<td>Specialist ICT</td>
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<td></td>
<td>Game Developer, Systems Analyst and other IT specific careers</td>
</tr>
<tr>
<td>Online Media &amp; Publishing</td>
<td>Gaming</td>
<td>Applied Information Technology General</td>
<td>Applied Information Technology General</td>
<td></td>
<td>Business Owner, Manager, Advertising, Marketing</td>
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<tr>
<td>Business</td>
<td>Business Management &amp; Enterprise ATAR</td>
<td>Business Management &amp; Enterprise ATAR</td>
<td>Accounting &amp; Finance General</td>
<td>Accounting &amp; Finance General</td>
<td>Accountant, Finance Careers</td>
<td></td>
</tr>
<tr>
<td>Certificate II Business (all year)</td>
<td>Certificate II Information, Digital Media &amp; Technology</td>
<td>Certificate II Information, Digital Media &amp; Technology</td>
<td>Animator, IT Technician, Help Desk, Graphic Design.</td>
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</tr>
<tr>
<td>Certificate II Business</td>
<td>Certificate II or III Business</td>
<td>Clerical, Receptionist</td>
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</tr>
<tr>
<td>Certificate II Financial Services</td>
<td>Certificate II Financial Services</td>
<td>Office Assistant.</td>
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</tbody>
</table>
Applied Information and Technology ATAR Cost $60
The Applied Information Technology ATAR 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 of software applications to investigate, design, construct and evaluate digital products and digital solutions. Students investigate client-driven issues and challenges, devise solutions, produce models or prototypes and then evaluate and refine the developed digital product and solution. The course offers pathways to further studies and a range of technology-based careers, and a set of skills that equip students for the 21st century and give them an appreciation of the impact of information technology on society.

Applied Information and Technology General Cost $60
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 of software applications to investigate, design, construct and evaluate digital products and digital solutions. The course offers pathways to further studies and a range of technology-based careers and a set of skills that equip students for the 21st century and give them an appreciation of the impact of information technology on society.

Business Management and Enterprise General Cost $60
The Business Management and Enterprise General course focuses on establishing and operating a small business in Australia and aims to provide students with an understanding of the knowledge and skills of the processes and procedures required for generating business ideas and turning them into a viable business venture. Factors that impact on business innovation and success, business planning, and legal aspects of running a small business are examined. Students engage in the running of a small business, or participate in business simulations, to develop practical business skills and to develop financial and business literacy. Through the consideration of real businesses and scenarios, students develop knowledge, understanding and skills that enable them to analyse business opportunities, develop proposals and make sound, ethical business decisions. The course equips students to participate proactively in the world of business, behave responsibly and demonstrate integrity in business activities.

Computer Science General Cost $60
In the Computer Science General Course students are introduced to the fundamental principles, concepts and skills within the field of computing. They learn how to diagnose and solve problems while exploring the building blocks of computing. Students explore the principles related to the creation of computer and information systems; software development; the connectivity between computers; the management of data; the development of database systems; and the moral and ethical considerations for the use of computer systems. This course provides students with the practical and technical skills that equip them to function effectively in a world where these attributes are vital for employability and daily life in a technological society.

Certificate II in Business Cost $90
This course is aimed at Year 11 students, providing them with accreditation in a range of ICT skills such as creating business documents, presentations and spreadsheets and workplace skills such as
organisation and team work. It is delivered through 12 Units of Competency requiring demonstration of practical skills throughout the year. This basic level course leads to a Certificate III in Business. Students selecting this course can continue this pathway in Year 12 with a valuable Certificate III in Business. This pathway would be relevant for all students as further study and all workplaces require digital literacy with a sound knowledge of business documentation.

Certificate III in Business  
Cost $90
Building on the skills from a Certificate II in Business, students produce business documents at a higher level in an integrated manner. They commence with a strong focus on Workplace Safety and Health which all young workers should be knowledgeable of when they commence their employment. Students are expected to demonstrate their ability to work independently and in a team. These skills must be demonstrated. Students who complete this course would be well placed to continue studies at TAFE with a range of Certificate IV courses such as Business Administration. Allied areas include: event management, marketing, real estate management, hospitality. This can lead to studies at Diploma level or transfer to University degrees.

Certificate II in Information, Digital Media and Technology  
Cost $90
This program is aimed at year 11 students for WACE graduation and to give those seeking a career in IT or tertiary studies in IT a strong foundation in introductory hardware, networking, and even programming and web design skills. The course is delivered in an online environment, using a Virtual PC simulator for some concepts. The course is monitored by the external provider, thus requiring regular progress throughout the course. Students selecting this course can continue this pathway in Year 12 with a valuable Certificate III in Information, Digital Media and Technology. This pathway would be relevant for students who are considering a career in IT network management or IT related careers such as programming, web design, IT security.

Certificate III in Information, Digital Media and Technology  
Cost $90
This program is aimed at year 11 or 12 students who have previously attained a Certificate II. This program is aimed at those seeking a career in IT or tertiary studies in IT to provide a strong foundation in networking, and the choice of electives in either hardware or programming and web design. The course is delivered in an online environment, using a Virtual PC simulator for some concepts. The course is monitored by the external provider, thus requiring regular progress throughout the course.
Students who complete this course would be well placed continue an IT pathway at TAFE with a range of Certificate IV courses such as programming, network management. This can lead to studies at Diploma level or transfer to University degrees.
<table>
<thead>
<tr>
<th>Year 7, 8 &amp; 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
<th>Post School</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Group Australian Curriculum content</td>
<td>Extension Group Students doing Australian Curriculum Content</td>
<td>Mathematics Methods</td>
<td>Mathematics Methods</td>
<td>Double mathematics for university entry to specialist courses such as Engineering, Physical Sciences and Mathematics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mathematics Specialist</td>
<td>Mathematics Specialist</td>
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<tr>
<td></td>
<td></td>
<td><strong>Prerequisite:</strong> High A Grade</td>
<td><strong>Prerequisite:</strong> High A Grade</td>
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</tr>
<tr>
<td>General Group Australian Curriculum content</td>
<td>Extension Group Students doing Australian Curriculum Content</td>
<td>Mathematics Methods</td>
<td>Mathematics Methods</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Prerequisite:</strong> High A Grade</td>
<td><strong>Prerequisite:</strong> C grade or higher in Year 11</td>
<td>Single mathematics for university courses where further math is likely to be needed. Also suitable for preparation for higher level training in technical areas</td>
</tr>
<tr>
<td>General Group Australian Curriculum content</td>
<td>Extension Group Students doing Australian Curriculum Content</td>
<td>Mathematics Applications</td>
<td>Mathematics Applications</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Prerequisite:</strong> B Grade or high C Grade</td>
<td><strong>Prerequisite:</strong> C grade or higher in Year 11</td>
<td>Single mathematics for university courses. Also suitable for preparation for higher level training in technical areas</td>
</tr>
<tr>
<td>General Group Australian Curriculum content</td>
<td>Extension Group Students doing Australian Curriculum Content Suitable for those students with D or E grades.</td>
<td>Mathematics Essential</td>
<td>Mathematics Essential</td>
<td>Single mathematics for students to develop general mathematical skills for further training or employment</td>
</tr>
<tr>
<td>General Group Australian Curriculum content</td>
<td>General Group Students doing Australian Curriculum Content</td>
<td>Mathematics Essential</td>
<td>Mathematics Essential</td>
<td>Single mathematics for students to develop general mathematical skills for further training or employment.</td>
</tr>
</tbody>
</table>
The four mathematics courses offered are differentiated, each focusing on a pathway that will meet the learning needs of a particular group of senior secondary students.

**Mathematics Methods ATAR**
Cost $43
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.

**Mathematics Specialist ATAR**
Cost $43
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 Applications ATAR**
Cost $43
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 Essential General**
Cost $43
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.
## SCIENCE LEARNING AREA

### PATHWAYS FOR SCIENCE

**Biology:** ATAR  
**Chemistry:** ATAR, General  
**Human Biology:** ATAR, General  
**Physics:** ATAR  
**Psychology:** ATAR, General

<table>
<thead>
<tr>
<th>Year 7, Year 8</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
<th>Post School</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Science</td>
<td>Extension Stream and General Science stream</td>
<td>Human Biology General</td>
<td>Social work, medical and paramedical fields, food and hospitality, childcare, sport science and health education</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Psychology General</td>
<td>Social work, Health Studies, Nursing, Youth work, Human Resource Management</td>
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<tr>
<td></td>
<td></td>
<td>Chemistry General</td>
<td>Health science careers, Forensic science, Environmental science, Engineering, Sustainability, Mining and Gas industries and Food technology.</td>
<td></td>
</tr>
<tr>
<td>General Science</td>
<td></td>
<td>Physics ATAR</td>
<td>Engineering (examples include: Metallurgical, Civil, Electrical, Chemical, Environment and Mechanical), Astronomy, Aviation, Physical Science</td>
<td></td>
</tr>
<tr>
<td>Applied Science Program</td>
<td></td>
<td>Prerequisites: Year 10 Extension Science Grade B and Extension Math Grade B minimum</td>
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</tr>
<tr>
<td>General Science</td>
<td></td>
<td>Chemistry ATAR</td>
<td>Medicine, Pharmacy, Engineering, Geology, Dentistry, Chemistry, Forensics, Biotechnology, Molecular Biology</td>
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</tr>
<tr>
<td>Applied Science Program</td>
<td></td>
<td>Prerequisites: Year 10 Extension Science Grade B minimum</td>
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<tr>
<td></td>
<td></td>
<td>Human Biology ATAR</td>
<td>Medicine, Nursing/Midwifery, Sport Science, Forensics, Health Science, Biotechnology, Biomedical Science, Occupational Therapy, Nutritional Studies</td>
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<td>Prerequisite: Year 10 Extension Science C grade minimum.</td>
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<td></td>
<td>Biology ATAR</td>
<td>Zoology, Genetics, Biotechnology, Ecology, Conservation, Environmental Studies, Sustainability Studies, Microbiology, Molecular Biology, Botany, Marine Studies</td>
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<tr>
<td></td>
<td></td>
<td>Prerequisite: Year 10 Extension Science C grade or above.</td>
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<td></td>
<td></td>
<td>Psychology ATAR</td>
<td>Psychology, Occupational Therapy, Social work, Health Studies, Medicine, Nursing, youth work, Human Resource Management</td>
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<tr>
<td></td>
<td></td>
<td>Prerequisite: Year 10 Extension Science Grade C minimum</td>
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</table>
**Biology ATAR**  
Cost $52  
A unique appreciation of life and a better understanding of the living world are gained through studying the Biology ATAR course. This course encourages students to be analytical, to participate in problem-solving and to systematically explore fascinating and intriguing aspects of living systems, from the microscopic level through to ecosystems.

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

**Chemistry ATAR**  
Cost $56  
The Chemistry ATAR course equips students with the knowledge, understanding and opportunity to investigate properties and reactions of materials. Theories and models are used to describe, explain and make predictions about chemical systems, structures and properties. Students recognise hazards and make informed, balanced decisions about chemical use and sustainable resource management. Investigations and laboratory activities develop an appreciation of the need for precision, critical analysis and informed decision making.

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

**Chemistry General**  
Cost $56  
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. This includes addressing the global challenges of climate change and security of water, food and energy supplies, and designing processes to maximise the efficient use of Earth’s finite resources.

This Chemistry General course will develop students' understanding of the key chemical concepts and models of structure, bonding, and chemical change, including the role of chemical, electrical and thermal energy. Learning will occur in practical contexts and involve the inquiry based approaches within the Science Laboratory.

**Human Biology ATAR**  
Cost $52  
The Human Biology ATAR course gives students a chance to explore what it is to be human—how the human body works, the origins of human variation, inheritance in humans, the evolution of the human species and population genetics. Through their investigations, students research new discoveries that increase our understanding of human dysfunction, treatments and preventative measures.

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

In the Human Biology General course, students learn about themselves, relating the structure of the different body systems to their function and understanding the interdependence of these systems in maintaining life. Reproduction, growth and development of the unborn baby are studied to develop an understanding of the effects of lifestyle choices. Students will engage in activities exploring the coordination of the musculoskeletal, nervous and endocrine systems. They explore the various methods of transmission of diseases and the responses of the human immune system. Students research new discoveries that help increase our understanding of the causes and spread of disease in a modern world.

Physics ATAR

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

Students plan and conduct investigations to answer a range of questions, collect and interpret data and observations, and communicate their findings in an appropriate format. Problem-solving and using evidence to make and justify conclusions are transferable skills that are developed in this course.

Psychology ATAR

In the Psychology ATAR course students will be introduced to psychological knowledge which supports an understanding of the way individuals function in groups. Students learn about major psychological models and theories, and the methods used to conduct scientific investigations in the discipline of psychology. Students apply research methods and ethical principles as they analyse data to illustrate how empirical procedures are used to examine phenomena, such as memory, attention, attitudes, personality and group behaviour. Acquiring this foundation of scientific method and critical thinking is a valuable skill which students can apply throughout their study, work and everyday lives.

Psychology General

In the Psychology General course students will be introduced to psychological knowledge which supports an understanding of the way individuals function in groups. Students learn about well-known psychological models and theories, and the methods used to conduct scientific investigations in the discipline of psychology. Acquiring this foundation of scientific method and critical thinking is a valuable skill which students can apply throughout their study, work and everyday lives.
## Technology and Enterprise Learning Area

### Pathways for Home Economics

**Children, Family and the Community:** General  
**Food Science and Technology:** ATAR, General, Preliminary

<table>
<thead>
<tr>
<th>Year &amp; 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Home Economics</td>
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<tr>
<td></td>
<td>Personal Life Skills (Sem 1)</td>
<td>Personal Life Skills (Sem 1)</td>
<td>Children, Family and the Community General Living Independently</td>
<td>Children, Family and the Community General Living Independently</td>
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<tr>
<td></td>
<td>Creative Leisure Crafts (Sem 2)</td>
<td>Creative Leisure Crafts (Sem 2)</td>
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<tr>
<td></td>
<td>About Babies and Children</td>
<td>Caring for Babies and Children</td>
<td>Children, Family and the Community General Caring for Others</td>
<td>Children, Family and the Community General Caring for Others</td>
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<tr>
<td></td>
<td>Cooking Up a Storm (Sem 1)</td>
<td>Foods of the World (Sem1)</td>
<td>Food Science and Technology General</td>
<td>Food Science and Technology General</td>
</tr>
<tr>
<td></td>
<td>Ready Steady Let’s Cook (Sem 2)</td>
<td>Easy Entertaining (Sem 2)</td>
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</table>

**Children, Family and the Community General**  
**Contexts:**  
- Living Independently: Cost $70  
- Caring for Others: Cost $70

The Children, Family and the Community General course focuses on factors that influence human development and the wellbeing of individuals, families and communities. Students explore the health of individuals and communities and the protective and preventative strategies that impact on growth and development. They engage in shared research, examine goal setting, self-management, decision making, communication and cooperation skills when creating products, services or systems that will assist individuals, families and communities to achieve their needs and wants. Contemporary Australian issues or trends relating to families and communities at the state and national level are examined in practical ways.

**Food Science and Technology General**  
Cost $180

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

### TECHNOLOGY AND ENTERPRISE LEARNING AREA

<table>
<thead>
<tr>
<th>PATHWAYS FOR DESIGN AND TECHNOLOGY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials Design and Technology: General</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 7 &amp; 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design &amp; Technology</td>
<td>Working with Wood</td>
<td>Working with Wood</td>
<td>Materials Design and Technology General</td>
<td>Materials Design and Technology General</td>
</tr>
<tr>
<td>Working with Metals</td>
<td>Working with Metals</td>
<td>Metals/Wood</td>
<td>Metals/Wood</td>
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</tbody>
</table>

**Materials Design and Technology General**

**Contexts:** Wood  
Metals  
Cost $85  
Cost $85

The Materials Design and Technology General course is a practical course. Students can choose to work with metal, textiles or wood, with the design and manufacture of products as the major focus. Students have the opportunity to develop and 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.
WIPT is the school’s name for its Vocational Education and Training [VET] program. It follows national guidelines aimed at facilitating the transition from school to the workplace. The WIPT Program is designed for motivated, enterprising and career focused students. It combines relevant school based education with nationally accredited training qualifications.

WIPT is coordinated by school-based staff who ensure a quality service to students. We ensure that our students are offered a learning culture that requires them to demonstrate -

- Responsibility and reliability
- Acquisition of industry-specific skills
- Commitment at school and in the workplace
- Core skills for work.

WIPT students spend three days a week at school. Special timetable arrangements must be made to accommodate this program. The following descriptions of the various courses indicate the typical subjects that students will study. The number of students involved and their career choice sometimes makes it necessary to alter these subjects.

The various strands are focused on industry areas where there is a strong labour market demand and good career prospects.

Graduating students are advantaged in terms of employment and access to State Training Providers (formerly TAFE) or other training organisations and in some cases may seek university entrance via alternative pathways.

Students also need to be aware that they will not be able to change out of this program once the year has started.

The WIPT Program will offer studies in a variety of areas or strands outlined in the following sections. **Cost $100**
### Year 11 WIPT Example PROGRAM

<table>
<thead>
<tr>
<th>School Course of study (COS)</th>
<th>Hours per Wk Mon Tues Wed</th>
<th>Units for WACE 11&amp;12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maths (compulsory)</td>
<td>3 hours + 1 consolidation</td>
<td>4</td>
</tr>
<tr>
<td>English (compulsory)</td>
<td>3 hours + 1 consolidation</td>
<td>4</td>
</tr>
<tr>
<td>Workplace Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Endorsed program</strong></td>
<td>1 hour</td>
<td>4 Maximum</td>
</tr>
<tr>
<td>(ADWPL)(compulsory)</td>
<td></td>
<td>Each 55 hours in the</td>
</tr>
<tr>
<td></td>
<td></td>
<td>workplace = one unit</td>
</tr>
<tr>
<td><strong>Off Campus Certificate</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>programs</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PAIS program 2 days TAFE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VETFS 1 day TAFE /1day work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SBT School based Traineeship</td>
<td>2 days</td>
<td>See below for details</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choice 1 COS</td>
<td>3 hours Example ART + 1</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>consolidation</td>
<td></td>
</tr>
<tr>
<td>Choice 2 COS/ certificate</td>
<td>4 hours Example Certificate II</td>
<td>Certificate</td>
</tr>
<tr>
<td></td>
<td>Business</td>
<td></td>
</tr>
</tbody>
</table>

#### Achievement standard

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

Unit equivalence can be obtained through Vocational Education and Training (VET) programs and/or endorsed programs.

The maximum unit equivalence available through these programs is eight units – four Year 11 units and four Year 12 units. Students may obtain unit equivalence as follows:

- up to eight unit equivalents through completion of VET programs, or
- up to four unit equivalents through completion of endorsed programs
- VET qualifications
- Certificate I is equivalent to two Year 11 units
- Certificate II is equivalent to two Year 11 and two Year 12 units
- Certificate III or higher is equivalent to two Year 11 and four Year 12 units.

#### Authority Developed Workplace Learning (ADWPL)  
**Cost $50**

Workplace Learning is an Authority-developed endorsed program that is managed by individual schools. To complete this endorsed program, a student works in one or more real workplace/s to develop a set of transferable core workplace skills. The student must record the number of hours completed and the tasks undertaken in the workplace in the Authority’s *Workplace Learning Logbook*. The student must also provide evidence of his/her knowledge and understanding of the
workplace skills by completing the Authority’s *Workplace Learning Skills Journal* after each 55 hours completed in the workplace. Unit equivalence is allocated on the basis of 1 unit equivalent for each 55 hours completed in the workplace, to a maximum of 4 units. The total number of hours completed in the workplace is reported on the student’s WASSA.

**Pre-requisite:** Successful completion year 10 and year 10 work experience

- Application for WIPT program

**Pathways:**
This course leads to:
- TAFE
- Employment pathways in all industry areas.

**WIPT students are able to apply for the following programs**

- PAIS
- Public Sector School-based Traineeships
- VETfS
- NON School Curriculum and Standards Authority Nationally Accredited Courses

**All students undertaking these programs are able to achieve WACE.**

**Pre-Apprenticeships in Schools (PAiS)**

**Charge:** Students may be expected to purchase personal protective clothing and texts/equipment

Students who are considering an apprenticeship after finishing school can apply for the PAiS program as it is a fantastic opportunity to get real experience in an industry area. The program allows try outs in different jobs in the same industry.

Training will be at a registered training provider and be linked to employers for work placement. All courses are nationally accredited certificate courses.

**Possible course options (Based on 2015)**

Training will be provided by a registered training provider two days per week and students attend block work placement. PAiS programs are available in the following industries:

- Automotive (heavy and light vehicle, auto body refinishing and repair, auto electrical)
- Building and Construction (wall and floor tiling, bricklaying, carpentry and joinery, ceiling fixing, plastering, painting)
- Education
- Food (cooking, pastry cook, bread baking)
- Hairdressing
- Horticulture (landscaping, nursery, turf, gardening)
- Furniture trades (cabinet making, furniture finishing, and upholstery)
- Metals and Engineering (plant, fabrication and mechanical fitting)

**NB Please note these courses are subject to change to change. They are run by Training Providers not Hampton Senior High School**
Pre-requisite for application

• Minimum C grades Year 10
• Application and interview process

Public Sector School–Based Traineeship Program:

Certificate II Government
Charge: Nil
The School–Based Traineeship program is a unique opportunity for high school students to undertake valuable employment-based training within the Western Australian State Government, earn a part-time wage and gain a formal qualification, all while completing their West Australian certificate of Education WACE.

Course Summary
Students are placed working in a Government agency 2 days per week and the program is completed over Years 11 and 12. Students attend school 3 days per week.
• Students will learn reception & administration
• Records and mail handling
• Customer service
• Word processing and data entry using a range of software

Pre-requisite for application

• Minimum C grades Year 10
• Application and interview process

Pathways:
This course leads to:
• Jobs in Clerical Level 1 entry positions Public Sector, reception, office work.

Vocational Education & Training for Schools (VETs)
Charge: Students may be expected to purchase personal protective clothing and texts/equipment
These are nationally accredited courses run by State Training Providers e.g. Polytechnic West or other institutions.
Students attend TAFE one day per week to complete part or full qualifications in courses offered for schools by the training provider. Students would then attend a work placement organised by the school on their other work placement day.

Possible course options (Based on 2015)

EXAMPLES
• Certificate II Spatial and Information Services
• Cert III Digital, Information and Technology
• Cert II Health Services
• Cert III Education Support
• Cert III Events
• Cert II Electrotechnology
• Cert II Building and Construction
**Pre-requisite for application**
- Minimum C grades Year 10
- Application and interview process

School based Non School Curriculum and Standards Authority (SCASA) certificate courses

<table>
<thead>
<tr>
<th>PATHWAYS FOR VET attending Other Training institutions</th>
<th>WIPT students only</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 10</strong></td>
<td><strong>Year 11</strong></td>
</tr>
<tr>
<td>Career Education</td>
<td>Pre-Apprenticeships in Schools (PAiS)</td>
</tr>
<tr>
<td>VET for Schools (VETfs)</td>
<td>VET for Schools (VETfs)</td>
</tr>
<tr>
<td>School-Based Traineeship Public Sector (2 years)</td>
<td></td>
</tr>
<tr>
<td>Certificate II Government ASBT/IYCP Traineeships</td>
<td></td>
</tr>
<tr>
<td>Certificate II Qualifications for Indigenous Students</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PATHWAYS FOR VET / ATTAINMENT SCHOOL BASED CERTIFICATES</th>
<th>VET/ ATAR &amp; Non ATAR students may apply</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 11</strong></td>
<td><strong>Year 12</strong></td>
</tr>
<tr>
<td>Beauty &amp; Personal Services In partnership with Central IT RTO</td>
<td>Certificate II Retail Skincare &amp; Make up SIB20110</td>
</tr>
<tr>
<td>ICT (In partnership with VETIS RTO)</td>
<td>Certificate II in Information, Digital Media and Technology</td>
</tr>
<tr>
<td>Sport &amp; Recreation (In partnership with YMCA RTO)</td>
<td>Certificate II Sport and Recreation</td>
</tr>
<tr>
<td></td>
<td>Certificate II Sport Coaching</td>
</tr>
</tbody>
</table>
LOV Beauty

Partnership between Central Institute of Technology and Hampton Senior High School

Certificates Pathways
Training Package SIB10

Year 11 & 12

Beauty pathway option 2 year duration

Year 11

Certificate II in Retail, Make-up and Skincare
SIB20110

Year 12

Certificate III Beauty
SIB30110

Beauty individual option 1 year duration

Students are able to study the Certificate II Retail, Make-up & Skincare as a year 11 or 12 student
Certificate II Retail, Make-up & Skincare SIB20110  
Cost $285  
This Certificate II qualification is designed to give you the education and training to launch your career as a makeup artist.

This entry level qualification is suitable for those wanting to work in pharmacy, cosmetic counter, beauty salons, home based or freelance makeup artist.

The course covers topics such as skin care, makeup application, pedicure, manicure, merchandising, communication and all the attributes required for a professional in this field.

Hampton Senior High School has its own training salon, LOV Beauty, where students will engage in workplace learning and training by staff qualified in the beauty industry. Students are able to work with paying clients as well as also assisting in community service through our volunteer program.

Certificate III Beauty SIB30110  
Cost $285  
This Certificate III qualification is designed to give you the education and training to launch your career as a beautician. This entry level qualification is suitable to those wanting to work in a small beauty salon or home business.

It is a pre-requisite to have achieved Certificate II RMS in order to complete the full Certificate III in beauty.

The Certificate III Beauty includes lash and brow tinting, waxing - facial and body, acrylic nails, communication and merchandising components.

All courses are auspiced through Central Institute of Technology.

Further information in regard to the Beauty Training Package can be found on WA Training website follow the link  https://training.gov.au/Training/Details/WRB04

Further information in regard to Central Institute of Technology polices refer to the link to the student guide below.

**Endorsed Programs**

An endorsed program is a significant learning program that has been developed for students in Years 10, 11 and 12. The program may have been developed by the Authority, or it may have been developed by a private provider, such as a university, community organisation, training institution, or a school, and subsequently endorsed by the School Curriculum and Standards Authority.

Endorsed programs address areas of learning not covered by courses.

Each endorsed program consists of a series of lessons, classes and/or activities designed to lead to the achievement of a common goal or set of learning outcomes. Endorsed programs can be delivered as part of the school curriculum or as extra-curricular activities.

All endorsed programs successfully completed and reported to the Authority:
- are listed on the student’s WASSA
- may contribute towards the breadth-and-depth requirement of the WACE
- may contribute towards the C grade requirement of the WACE.

For WACE purposes a student can count a maximum of 4 unit equivalents from endorsed programs, two in Year 11 and two in Year 12.

Each endorsed program is allocated one, two, three or four unit equivalents.

Further information about endorsed programs can be found at http://wace1516.scsa.wa.edu.au/endorsed/

**Appendix 3: WACE breadth-of-study list for the WACE in 2017 at Hampton SHS**

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

<table>
<thead>
<tr>
<th>List A (arts/languages/social sciences)</th>
<th>List B (mathematics/science/technology)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Management and Enterprise</td>
<td>Accounting and Finance</td>
</tr>
<tr>
<td>Children, Family and the Community</td>
<td>Applied Information Technology</td>
</tr>
<tr>
<td>Dance</td>
<td>Biological Sciences</td>
</tr>
<tr>
<td>Drama</td>
<td>Chemistry</td>
</tr>
<tr>
<td>English</td>
<td>Computer Science</td>
</tr>
<tr>
<td>English as an Additional Language or Dialect</td>
<td>Food Science and Technology</td>
</tr>
<tr>
<td>Geography</td>
<td>Human Biological Science</td>
</tr>
<tr>
<td>Health Studies</td>
<td>Materials Design and Technology</td>
</tr>
<tr>
<td>Media Production and Analysis</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Modern History</td>
<td>Mathematics: Specialist</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>Physical Education Studies</td>
</tr>
<tr>
<td></td>
<td>Physics</td>
</tr>
<tr>
<td></td>
<td>Psychology</td>
</tr>
</tbody>
</table>
INSTRUCTIONS FOR STUDENTS

1. BEFORE selecting your subjects:
   - Read the subject handbook.
   - Check pre-requisites for WACE subjects, University and Training WA courses.
   - Ask your teachers for their recommendations.
   - Discuss your selected subjects with your parents, subject teachers, Heads of Learning Area, Teachers-in-Charge, or Career Education Co-ordinator.

2. Make decisions about your subjects – organise your subjects as preferences 1 – 5, English is 6. Generally we recommend the following structure for the three pathways:

<table>
<thead>
<tr>
<th>University</th>
<th>Training WA or Employment</th>
<th>VET (WIPT)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose 6 Courses of Study OR</td>
<td>Choose 6 Courses of Study OR</td>
<td>Pre-Apprenticeships in Schools (PAiS) – Nominate preferred trade area OR</td>
</tr>
<tr>
<td>Choose 5 Courses of Study plus a Certificate Course</td>
<td>Choose 5 Courses of Study plus a Certificate Course OR</td>
<td>VET for Schools (VETfS) – Nominate preferred trade area OR</td>
</tr>
<tr>
<td></td>
<td>Choose 4 Courses of Study plus 2 Certificate Courses</td>
<td>Public Sector School Based Traineeship</td>
</tr>
</tbody>
</table>

3. Ensure that you have fulfilled the compulsory requirement to study English (Preference 6 on the form) and to study at least one course from List A and one course from List B.

4. Make decisions about your Reserve Courses. Select three courses as reserves.

5. Complete the Parent and Student signatures on the SENIOR SCHOOL AGREEMENT Section. It is important to note:
   a. Not all the subjects listed on your enrolment sheet may be available next year. The number of students selecting a particular subject will determine whether that subject is finally included.
   b. Every effort will be made to accommodate students with the subjects of their choice. However, due consideration needs to be given to teacher recommendations.
   c. Students should select subjects with the expectation they will study them for the full year. Course requirements make changes very difficult once the year has started.
1. **PATHWAY SELECTION**

   Please select the pathway you would like to study at Hampton Senior High School.

   _____________________________________________________________

2. **If you have selected a University or Training or Employment Pathway select:**

   a) your preferences 1 – 5;
   b) your preferred English course as preference 6; and
   c) your reserve preferences 1 – 3.

   **Preferences 1 – 5 and English**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>English (ATAR) English (General)</td>
</tr>
</tbody>
</table>

   **Reserve Preferences 1 – 3**

   | R1 | R2 | R3 |

3. **If you have selected VET (WIPT) select:**

   a) your preferences 1 – 2;
   b) your reserve preferences (One Course and One Certificate)
   c) your preferred INDUSTRY area of study.
   d) **ALL** WIPT students study Mathematics (Essentials) and English (General)

   **Preferences 1 – 2**

   | 1 | 2 |

   **Reserve Preferences 1 – 2**

   | R1 | R2 |
STUDENT SENIOR SCHOOL AGREEMENT

I ______________________________________ agree that if I am admitted to Year 11 at Hampton Senior High School I will fulfil the requirements of the Good Standing Policy and:

1. Obey all school rules.
2. Co-operate with all members of staff and treat all staff and other students in a courteous and considerate way at all times.
3. Attend school regularly and punctually as required by the regulations and the school rules.
4. Abide by the school dress code.
5. Complete all class and assigned work as required.
6. Attend tests and examinations at the scheduled times.

Student’s signature: ________________________________ USI Number: _____________________

PARENTAL AGREEMENT

1. I approve the subjects chosen by my daughter/son.
2. I am aware that all Upper School charges are compulsory and I agree to pay these charges in full by the end of Term 1 2016.

The school requires a 50% deposit prior to the allocation of students to classes. [Charges may be paid by cash, cheque or credit card. A regular periodic payment agreement is also available for the balance.]

Parent's/Guardian's signature: ____________________________ Date:________________

COUNSELLOR RECOMMENDATION ON PROPOSED PATHWAY & COURSE SELECTION

Student’s academic history indicates a reasonable chance of success. Yes/No

Student’s attendance is regular (90% or above) Yes/No

Counsellor Name: ____________________________ Date:________________

Deposit paid. Yes/No

Arrangements made to pay remainder of fees Yes/No

Office Signature ____________________________________________