

THORNLIE SENIOR HIGH SCHOOL

YEAR 11 :: 2018

Guide to Subject Selection



WELCOME

Senior School Choices

for Students at Thornlie SHS

Dear Students and Parents/Caregivers

Thornlie Senior High School has a proud history established over its more than 40 years of service to our students, of providing a challenging and rewarding range of Year 11 and 12 ATAR, General, VET and Big Picture Courses for our students as their work towards achieving their career goals.

At the end of Year 10 Thornlie students take a big step in their education and progress to Senior School studies to focus on Year 11 and 12 Courses that will provide the foundations for their move into university, training or the workplace at the end of their secondary education.

In the Senior Years students are carefully monitored and supported by their Year Coordinator, Deputy Principal - Senior School and Teachers to ensure they achieve their best possible grades and are well prepared to follow their career aspirations on successful completion of Year 12.

I invite you to explore this handbook and discover a broad array of courses, various modes of study and different campus/work options that have been carefully designed to meet your needs and assist you to achieve your aspirations.

Over the coming months, we will work directly with you to assist you in selecting an academic program that is relevant, fulfilling and challenging. I trust that you find this handbook informative and useful as you work through this important decision making process with the school.

Donna McDonald

Principal



SENIOR SCHOOL CHOICES

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HOW TO USE THESE BOOKLETS

This booklets, and the others enclosed in your packages present a summary of the rules for achieving a WACE in 2019, a list of the courses

The booklets do not stand-alone. Advice and information is available from the Deputy Principals, Year Coordinators, Careers Centre and our Course Advisory Team.

Course Advisory Team

Senior School Deputy Mr David Norcliffe

Manager of Operations Miss Lauren Findlay

VET Coordinator Mrs Linley Stewart

Additional Course Advisors

* Mr Glenn Henly
* Mr Gary Roberts
* Mrs Rhonda Roberts
* Ms Julue Friedlos

This **Guide to Subject Selection** identifies the selection requirements for Year 11 and 12 students, while a number of pages contain information regarding WACE requirements and sources of additional career information.

All Year 10 **(Year 11 in 2018**) students will work with a Course Advisory Teacher to select the best combination of courses for their chosen career pathway.

**NOTE: COURSE CHARGES**

*The course charges, which are listed within the Course Costs section of this booklet, are accurate at the time of printing but may vary slightly by the beginning of next year.*

**INTRODUCTION**

This handbook has been written to provide information to parents and students to enable them to make informed decisions about directions for Year 11 and 12 in 2018/19.

Changes to senior school secondary education are ongoing as the school system adjusts to raising of the school leaving age, the new courses, increasing competition for university and TAFE places, and changes in the employment scene as well as changes to the WACE requirements over the next few years.

Please note that the information contained in the booklet is current as of May 2017. If parents/guardians or students need to find out further developments they can access the Schools Curriculum and Standards Authority website – <http://www.scsa.wa.edu.au/> - to keep abreast of any changes that may occur.

**CHOOSING WISELY**

Students must consider choices wisely. All senior school students should ask themselves the following questions when selecting a course:

* What occupations are of interest?
* Which subjects do I need for the occupations that interest me?
* What are my subject pathways?
* What am I good at? What subjects do I find difficult?
* What are my current levels of achievement?

Forward planning is essential if you are to make the most of your opportunities. Take the time to access and research quality career information. It is very difficult to change subjects once the timetable has been set. The following guidelines may be helpful:

1. **Relate subjects to current career information.**

It is helpful to have a few career choices in mind before choosing subjects. If you are unsure about this at present, seek help in trying to choose a course that will keep several career options open to you.

1. **Find out about the full list of subjects the school offers.**

Check out each subject carefully. To do this it will be necessary to:

* Read the subject descriptions in this booklet;
* Talk to teachers and the Head of Learning Area for each subject;
* Talk to students currently enrolled in the subject; and
* Read the VET Courses and Policies booklet.

1. **Decide on the subjects that suit your requirements and abilities.**

Students need to remember that all ATAR courses will have an examination that must be taken if you wish to qualify for direct university entrance. Any General course will not have an examination but students need to remember that results for all units can count towards TAFE entry. Remember TAFE is a valid pathway to university and careers.

1. **Be prepared to ask for help.**

There are many people around to talk to –

* parents
* career education teachers
* TAFE and University admission officers
* Vocational Education & Training (VET) Program Coordinator
* Careers Reference Centre staff

Additional information may be obtained from <http://www.education.gov.au/job-guide>

**UNDERSTANDING YEARS 11 & 12**

On Monday 21 January 2013 the Premier and the Minister for Education announced reforms to the Western Australian Certificate of Education (WACE) which began for Year 11 students in 2015 and Year 12 students in 2016. The reforms were based on the report *The Western Australian Certificate of Education 2015: Responding and adapting* produced by the Senior School Curriculum and Certification Committee which was established by the Minister for Education to review the current WACE.

The Report proposed that from 2016, to achieve a WACE, students would need to:

* complete a Literacy and Numeracy Assessment to demonstrate a minimum standard;
* achieve an ATARor complete a Certificate II (or higher);
* complete two Year 11 English units and two Year 12 English units;
* complete at least one pair of Year 12 units from a List A course and one pair of Year 12 units from a List B course;
* complete at least 20 units (or equivalents), including a minimum of 10 Year 12 units; and
* achieve a minimum of 6 C grades in Year 11 units and 8 C grades in four pairs of Year 12 units (or equivalents).
* *Note 1: The achievement of an ATAR requires students to complete a minimum of four Year 12 ATAR courses.*
* *Note 2: Of the 20 units required for a WACE, up to a maximum of four Year 11 units and four Year 12 units may be substituted by VET programs and endorsed programs. A student may choose to substitute units with only VET programs (up to a total of eight units) OR with endorsed programs (up to a total of four units) OR with a combination of VET and endorsed programs (up to a total of eight units but with a maximum of four units with endorsed programs).*

For students entering year 11 at Thornlie SHS, there are two distinct pathways: (See page 11)

1. **ATAR COURSE**: for university bound students (must study *at least* 4 ATAR subjects)
2. **CERTIFICATE COURSE**: (including Workplace Learning) for students seeking employment or Training WA entrance.

The Year 11 Selection Booklet contains the details of these subjects.

All students should enrol in the Course **which best matches their previous level of achievement**.

Your current teachers can recommend which course is best suited to you.

**Please note that the subjects chosen for study in year 11 must continue to be studied in year 12.**

**ASSESSMENT IN SENIOR SCHOOL**

An assessment outline will be given to each student at the commencement of each course. To be assigned a grade for a subject a student must have had the opportunity to complete the education program and the assessment program for the course unit (unless there are exceptional and justifiable circumstances).

**Students who do not have the opportunity to complete the assessment program**

Some students may not be able to complete the assessment program for a course unit because they are unable to complete/submit one or more assessment tasks because of injury or illness, personal circumstances, cultural beliefs or a disability and/or specific learning disability

* If the reason for non-completion or non-submission is acceptable to the school, and sufficient evidence is available, then the teacher can make a professional judgement of the grade.

**Students who do not take advantage of the opportunity to complete the assessment program**

If a student has been provided with the opportunity to complete the assessment program for a course unit but does not use this opportunity for reasons that are not acceptable to the school (e.g. absence on the date of an in-class assessment task, absence on the due date of an out-of-class assessment task or late submission of an assessment task without exceptional and justifiable circumstances), then the school applies the appropriate strategy from its senior secondary assessment policy.

*(WACE Manual General Information for Senior Secondary Schooling 2017, page 19)*

*All assessment tasks must be handed in by the due date (as per Thornlie SHS Assessment Policy) to be eligible for full marks and improve your chances of graduating at the end of Year 12.*

**WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION (WACE)**

The WACE is a certificate that demonstrates significant achievement over Years 11 and 12.

**The WACE requirements**

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

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

**General requirements**

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

**Breadth and depth**

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

* 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.

**Achievement of a WACE**

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

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

Thornlie SHS offers courses that meet the needs and interests of our students in line with the resources we have available.

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

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

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

Permission for a student to change courses is a school decision; however, for a student to achieve course unit credits, a change can only be made early in Year 12, before the cut-off date set by the Authority; or in Year 11 after the completion of Unit 1, or at the end of Year 11 after the completion of Unit 2.

Unlike other WACE courses, Certificate course units are paired in both the Year 11 (Unit 1 and Unit 2) and the Year 12 (Unit 3 and Unit 4) syllabuses. Students who enroll in a Certificate Course in Year 11 must complete that Course in Year 12. Students will not be able to change out of a Certificate Course.

**The Western Australian Statement of Student Achievement (WASSA)**

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

**Literacy and Numeracy**

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

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

You can demonstrate the minimum standard:

* + through the Authority’s Online Literacy Numeracy Assessment (OLNA), or
  + if you demonstrate Band 8 or higher in your Year 9 NAPLAN, Reading, Writing and Numeracy tests.

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

There are three assessment components:

* + one 50‐minute, 45‐item multiple‐choice of Reading
  + one 50‐minute, 45‐item multiple‐choice of Numeracy, and
  + one 60‐minute, extended response in Writing of between 300 and 600 words.

If you have a language background other than English and arrived from overseas in the past year you may be able to delay sitting the OLNA. You should discuss your options with your careers counsellor. Disability provisions are available for students with significant conditions which may severely limit their capacity to participate in the OLNA. These students, after discussions with parents/carers and the school, may choose not to sit the OLNA. However, this would mean that these students could not achieve the WACE. Students should discuss their options with their careers counsellor.

**ENROLMENT CRITERIA FOR FOUNDATION COURSE UNITS & PRELIMINARY COURSE UNITS**

**Foundation course units**

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

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

**Preliminary course units**

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

**ENROLMENT CRITERIA FOR WACE LANGUAGE COURSES**

If you wish to study a WACE language course (excluding Aboriginal Languages of Western Australia), there is a form that needs to be completed to ensure you are permitted to enrol in the selected course.

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

**ENROLMENT CRITERIA FOR EAL/D AS A YEAR 12 STUDENT**

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

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

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

It is your responsibility to ensure the form is fully and accurately completed before it is submitted. The application form, stating the deadlines for submission, is available on the Authority website at [www.scsa.wa.edu.au/internet/Events\_and\_Forms/Application\_Order\_Forms](http://www.scsa.wa.edu.au/internet/Events_and_Forms/Application_Order_Forms).You should discuss your enrolment options with your year coordinator.

**VET PROGRAMS**

Vocational Education and Training Programs are recognised across Australia. VET programs can give you the opportunity to gain core skills for work and, in some cases, complete training in industry through Workplace Learning.

***If your educational program does not include four ATAR courses in Year 12, you will need to complete a Certificate II qualification or higher to achieve your WACE.***

A full list of the Certificate courses offered by Thornlie SHS begins from page 15 of this book.

Each course is a Training Package qualification in which Units of Competency are delivered and assessed. Workplace Learning is an important part of the delivery and assessment of qualifications. Completed Certificate courses count towards your WACE requirements.

At Thornlie SHS students are only permitted to study ***one*** Certificate course. This course can contribute up to four of the 20 units you need to achieve your WACE.

**Endorsed programs**

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

These programs can be delivered in a variety of settings by schools, community organisations, universities, training organisations and workplaces. Endorsed programs may replace up to two Year 11 course units and two Year 12 course units you need to achieve your WACE.

You should discuss endorsed programs opportunities with your careers counsellor.

**ATAR EXAMINATIONS**

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

Each ATAR examination assesses the specific content, understandings, knowledge and skills described in the syllabus for the pair of units studied. Each syllabus is available on the relevant course page of the Authority website at:

<http://www.scsa.wa.edu.au/internet/Senior_Secondary/Courses/WACE_Courses>.

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

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

**Enrolling in examinations**

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

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

**Special examination arrangements**

Special arrangements may be made if you have permanent or temporary disabilities that may disadvantage you in an examination situation. If your disability prevents you having reasonable access to an examination, your school must submit an application on your behalf. Information about how to do this will be made available to your school at the start of Year 12.

**TERTIARY ENTRANCE REQUIREMENTS**

***UP-TO-DATE INFORMATION WILL BE PUBLISHED ON THE TISC WEBSITE IN JULY 2017.***

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

1. meet the requirements for the [**Western Australian Certificate of Education (WACE)**](http://www.tisc.edu.au/static/guide/admission-req-sleaver.tisc) as prescribed by the Schools Curriculum and Standards Authority,
2. achieve [**competence in English**](http://www.tisc.edu.au/static/guide/admission-req-sleaver.tisc)as prescribed by the individual universities,
3. obtain a sufficiently high [**Australian Tertiary Admission Rank**](http://www.tisc.edu.au/static/guide/admission-req-sleaver.tisc) **(ATAR)** for entry to a particular university and/or course (Edith Cowan University may not require an ATAR for some pathways); and
4. satisfy any [**prerequisites**](http://www.tisc.edu.au/static/guide/admission-req-sleaver.tisc) or special requirements for entry to particular courses.

Portfolio Pathway University

In addition to the requirements outlined above, some universities offer an additional pathway for entry by school leaver students.

Detailed information about the requirements for the Portfolio Entry Pathway may be obtained from each individual university’s website.

Full details regarding individual university entrance requirements and processes are available from the TISC website: [www.tisc.edu.au](http://www.tisc.edu.au). The University Admission 2018 booklet is available on the website, but please note that is it subject to change.

****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.

Any further information about application procedures may be obtained from TISC. Enquiries about mid-year entry, external studies and particular course requirements should be directed to the university concerned.

Applications need to be made through TISC when the applicant is:

* an Australian citizen,
* a New Zealand citizen,
* Approved/granted Australian permanent resident status.

International students do not fit these categories and will need to apply directly to the International Office at the relevant university.

Full details regarding individual university entrance requirements and processes are available from the TISC website: [**http://www.tisc.edu.au**](http://www.tisc.edu.au)

**TRAINING WA STATE TRAINING PROVIDERS (formerly known as TAFE)**

State Training Providers (STP) offers courses for vocational education and training, apprenticeships and traineeships, support for workplace learning and courses for business and industry.

To gain entry into a State Training Provider (STP), applicants need to meet the entrance requirements for the chosen course. Where a course is deemed to be competitive, applicants are required to meet both the entrance requirements and selection criteria. Selection criteria will focus on secondary education achievement, skill development, previous qualifications and workplace learning (paid or unpaid).Courses that require selection criteria to be met will clearly indicate this below the entrance requirement information.

The Career Centre (Perth City Centre)

GPO Building : Level 7

3 Forrest Place

Perth WA 6000

**Email:** [career.centre@dtwd.wa.gov.au](mailto:career.centre@dtwd.wa.gov.au)

**Phone:** 13 23 98 **or** 9224 6500

Students who are interested in applying for State Training Provider (STP) courses are strongly advised to access the latest information from [www.tafechoices.com](http://www.tafechoices.com) Students will find detailed information on the website, but if more information or clarification is needed, then contact The Career Centre.

**APPRENTICESHIPS AND TRAINEESHIPS**

Students can begin a training qualification in Years 11 and 12 at the same time as completing the Western Australian Certificate of Education (WACE) through one of TWO programs: School Based Apprenticeship or School Based Traineeship Students generally attend school for three days and spend one day in the workplace and one day at a registered training organisation.

Apprenticeships and traineeships combine practical experience at work with structured training that leads to a nationally recognised qualification. If students are interested in technical trades such as bricklaying or cabinet making, then they would consider an apprenticeship. Traineeships are usually in non-trade areas such as hospitality, business, manufacturing and health.

* **School Based Apprenticeships:**

School based apprenticeships allow students in Years 11 and 12 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.

Apprentices enter into a contract with an employer who teaches all aspects of a trade. Apprenticeships are structured programs where students learn on the job and attend training at a Training WA (TAFE) college or another registered training provider.

* **School Based Traineeships:**

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

Students enter into a legally binding contract between the employer, the student and parent/guardian to complete the traineeship. Trainees enter into a contract with an employer in order to gain hands-on skills and work experience while earning a wage.

* **Aboriginal School Based Training:**

Aboriginal School Based Training helps students start an apprenticeship or traineeship whilst attending school.

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

**Find out more by going to:** <http://www.dtwd.wa.gov.au/employeesandstudents>

**CAREERS AND EDUCATION WEBSITES**

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

**Apprenticeships and Traineeships**

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

**Career research**

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

**Centrelink**

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

**Curtin University**

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

**Edith Cowan University**

[www.ecu.edu.au](http://www.ecu.edu.au/future-students/overview)

**Education Services Australia**

<http://www.esa.edu.au>

**Job Resources Australia**

[www.education.gov.au/youth](http://www.education.gov.au/youth)

**Murdoch University**

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

**My Future**

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

**HOW TO USE THIS BOOK**

This book presents a summary of the courses available and other vital information necessary to make good choices. It does not stand-alone. Advice and information is available from the Deputy Principals, Student Services Manager and Coordinators, and/or the career advisor to whom students will be allocated.

**LIST A and LIST B Courses offered for Year 11 & 12, 2018**

Students must choose at least one course from each of lists A and List B outlined in the table below.

***All students must choose one English subject.***

|  |  |
| --- | --- |
| **LIST A** | |
| CAE Career and Enterprise  ENG English  EALD English as an Additional Language  Dialect  GEO Geography  HEA Health Studies | HIA Ancient History  HIM Modern History  JSL Japanese: Second Language  LIT Literature  MPA Media Production & Analysis  MUS Music  PAL Politics & Law |
| **LIST B** | |
| ACF Accounting and Finance  AIT Applied Information Technology  BIO Biology  BME Business Management & Enterprise  CHE Chemistry  CSC Computer Science  DES Design  FST Food Science and Technology  HBS Human Biological Science | ISC Integrated Science  MDT Materials, Design & Technology  MAA Mathematics Application  MAM Mathematics Methods  MAS Mathematics Specialist  OED Outdoor Education  PES Physical Education Studies  PHY Physics  PSY Psychology |

It is very important when selecting a course that attention is paid to **current level of achievement, course prerequisites and the teachers’ recommendations.**

**PATHWAYS**

Students commencing Year 11 at Thornlie SHS in 2018 have a choice of two pathways – ATAR or General. Students are advised to choose the pathway that bests suits their intended post school destination.

Below is an outline of the 2 pathways and their possible subject combinations.

1. **ATAR Pathway – To gain direct entry to university**

To determine a student’s ATAR their 4 highest scoring subjects are used. For this reason a student intending to obtain an ATAR must study at least 4 ATAR subjects in Years 11 & 12.

Students may choose to have a “back-up” subject (in case they do not perform well in one of their exams) and select 5 ATAR subjects. This is a wise decision, however students need to realise that 5 ATAR subjects presents more work than 4 ATAR subjects.

ATAR students will also need to study one Certificate Course, which will assist in achieving TAFE entry should they choose that option.

Possible subject combinations:

* 4 ATAR subjects, 1 GENERAL subject and 1 CERTIFICATE COURSE\*
* 5 ATAR subjects and 1 CERTIFICATE COURSE\*

***\* Please note: ATAR students selecting Certificate II in Child Care or Hospitality will be required undertake the Workplace Learning requirements of these courses at the end of Year 11.***

1. **General Pathway – To gain entry to TAFE, Apprenticeship or Employment**

Students who are not studying the ATAR pathway must study the General pathway. Students studying the General pathway at Thornlie SHS must enrol in ***one*** Certificate course. For the other 5 subjects it is recommended that students choose General subjects.

Certificate Pathway students should ideally combine their certificate course with General subjects only, however selecting one ATAR course is permitted if their intended career requires. For example students wishing to become an Electrician will need to study ATAR Maths (Provided they obtain their teachers recommendation)

Possible subject combinations:

* 1 CERTFICATE COURSE and 5 GENERAL subjects
* 1 CERTFICATE COURSE, 4 GENERAL subjects and 1 ATAR subject
* 1 CERTFICATE COURSE, 3 GENERAL subjects and 2\* ATAR subjects
  + *\*This option is not generally recommended, and should a student wish to do so, a follow up course selection meeting will need to be scheduled with the Deputy Principal: Senior School in Term 3.*

The following pages list the wide range of courses that our school, Thornlie SHS, offers to Year 11 Students.

We are a fully comprehensive senior school with Certificate, ATAR, General and Foundation course available

**CERTIFICATE**

**COURSES**

VOCATIONAL EDUCATION & TRAINING (VET)

In 2018, Thornlie Senior High School as a Registered Training Organisation, will be offering Vocational Programs in many different areas. Students who are part of these programs will be involved in regular work placement.

Enrolment in a VET program provides students with the opportunity to gain additional qualifications that are nationally recognised by employers, TAFE and other training organisations. Many of these programs include nationally recognised Units of Competency, which, if successfully completed, can lead to Certificate I, II or III qualifications, accredited under the Australian Qualifications Framework.

Vocational Education and Training (VET) in Schools program are delivered as part of a broad, general education that combines study towards the Western Australian Certificate of Education (WACE) with a nationally recognised VET qualification within the Australian Qualification Framework (AQF).

Thornlie Senior High School is committed, through its administration and VET staff, to offer the best and most comprehensive range of subjects available.

Thornlie Senior High School gained status as a Registered Training Organisation (RTO) in 2005.

As an RTO, Thornlie SHS delivers National Competencies which are recognised by TAFE and industry. Competencies completed will attract TAFE exemption and gain selection points for TAFE entry.

Full qualifications are offered as follows by Thornlie SHS as a Registered Training Organisation:

* BSB20115 Certificate II in Business
* CHC22015 Certificate II in Community Services
* CUA20215 Certificate II in Creative Industries
* CUA20113 Certificate II in Dance
* MEM20413 Certificate II in Engineering Pathways
* SIT20316 Certificate II in Hospitality
* ICT20115 Certificate II in Information, Digital Media and Technology
* ICT30115 Certificate III in Information, Digital Media and Technology
* SIS20115 Certificate II in Sport and Recreation
* CUA20715 Certificate II in Visual Arts

Certificate Courses Certificate Courses

Trading as an RTO (Registered Training Organisation), Thornlie SHS is required to supply all students with extended information on Courses and Policies before entry into the course

The Vocational Education and Training Programs 2018 Handbook contains additional information on Vet Courses and Procedures.

In order to complete the requirements of all certificates, students **must** attend a minimum of 90% of scheduled classes. Students who choose to study this course in Year 11 must continue the course in Year 12.

All certificates have a **compulsory work-based component** where students will be required to attend a workplace relating to their certificate.

A range of learning strategies in a variety of learning environments will be used in order to cater for differences in learning styles, learning interests and needs, and variations in learning opportunities (including online). Students will be provided with further information in the Learning and Assessment Strategy in each course package.

**Workplace Learning (ADWPL)**

The following students must all do Workplace Learning:

1) Students enrolled in Certificates in VET

2) Students enrolled in at least four General courses

Workplace Learning is an endorsed program, which involves training and assessment in a **real workplace**, providing Year 11 and 12 students with supervised learning activities. A skills journal requiring ten questions is to be completed after each 55 hour block.

Achievement of 55 hours of Workplace Learning provides one unit equivalent towards the WACE completion requirement.

Students will attend on the job training for 4 x two week block during Years 11 &12. This will provide the opportunity to achieve two units towards WACE each year.

**Completion requirements**

To achieve one program of Workplace Learning students must have:

* completed a total of 55 hours in the workplace relating to their certificate
* maintained a logbook documenting workplace attendance and tasks undertaken
* completed the Workplace Learning Skills Journal after each 55 hour block

**CERTIFICATE COURSES**

For each of the Certificate Courses included in the following pages, please be aware that:

* Each qualification is subject to change due to continuous Training Package Reviews.
* Students are enrolled in the same certificate course across Year 11 and 12
* Students will not be allowed to change certificate courses after Week 3 Term 1 in Year 11

BSB20115: CERTIFICATE II IN BUSINESS

Certificate Courses Certificate Courses

**Description**

This qualification reflects the role of individuals who perform a range of mainly routine tasks using limited practical skills and fundamental operational knowledge in a defined context, working under direct supervision.

**Entry Requirements**

There are no entry requirements for this qualification.

**Pathways into the qualification**

Preferred pathways for candidates considering this qualification include:

* BSB10115 Certificate I in Business or other relevant qualification/s

**Pathways from the qualification**

After achieving this qualification candidates may undertake:

* BSB30115 Certificate III in Business.

**Job role**

* Administration Assistant
* Clerical Worker
* Data Entry Operator
* Information Desk Clerk
* Office Junior
* Receptionist.

**Suggested Home Study Commitment** 2 hours per week

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| --- |
| **Qualification Rules**  Total number of units = 12  1 core unit plus  11 elective units |

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| --- | --- | --- |
| **Course Information** | | |
| Year 11/12 | DBUS/EBUS | BSB20115 Certificate II in Business |

CHC22015: CERTIFICATE II COMMUNITY SERVICES

Certificate Courses Certificate Courses

**Description**

This qualification may be used as a pathway qualification into community services work and may apply specifically to:

* Workers who support individuals by providing a first point of contact in a crisis situation and referral to a broad range of services, or
* Workers in residential facilities and/or in community services under direct or regular supervision within clearly defined organisation guidelines and service plans.

Workers at this level:

* May provide assistance and support to clients accessing a service or experiencing issues such as alcohol and/or other drug issues
* Assist people in meeting their immediate needs e.g. by providing shelter and food
* Provide short-term contact with clients in a crisis situation during which time they establish a helping relationship to define the crisis and provide referral information where appropriate
* May provide ancillary services such as catering, cleaning, laundry, gardening and home maintenance
* Report directly to a supervisor and are not responsible for other workers.

These positions may have direct contact with clients, identify presenting needs and refer to appropriate services and support.

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

**Occupational titles** may include:

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

**Suggested Home Study Commitment** 2 hours per week

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| **Qualification Rules**  Total Number of Units=9  5 Core Units plus  4 Elective Units |

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| --- | --- | --- | --- |
| **Course Information** | | | |
| Year 11/12 | DCFCC/ECFCC | Child Care | CHC22015: Certificate II in Community Services |

CUF20215: CERTIFICATE II IN CREATIVE INDUSTRIES

Certificate Courses Certificate Courses

**Description**

This qualification reflects the role of individuals who perform a range of mainly routine tasks in the creative industry sectors, work under direct supervision, and use limited practical skills and fundamental operational knowledge in a defined context. It is, in essence, a preparatory qualification that can be used as a pathway into CUA31015 Certificate III in Screen and Media.

**Work outcome**

All vocational education qualifications must lead to a work outcome. The flexibility of the Screen and Media Training Package qualifications allows registered training organisations to vary programs to meet:

* the specific needs of learners and industry clients
* the needs of a locality or a particular industry application of skills, and/or
* the maximum employability of a group of students or an individual.
* **Prerequisites**
* There are no prerequisites for this qualification.
* **Pathways into the qualification**
* Candidates may enter the qualification with limited or no vocational experience and without a relevant lower-level qualification.

**Job roles**

This qualification allows learners to develop skills and knowledge to prepare for work, but there are few specific employment outcomes at this level. Possible job titles relevant to this qualification include:

* Community Radio Production Assistant
* Community Television Production Assistant.

**Suggested Home Study Commitment** 2 hours per week

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| **Qualification Rules**  Total Number of Units=10  3 Core Units plus  7 Elective Units |

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| **Course Information** | | | |
| Year 11 | DMED/EMED | Media Production | CUA20215 Certificate II in Creative Industries |

CUA20113: CERTIFICATE II IN DANCE

Certificate Courses Certificate Courses

**Prerequisites**

Nil. However, having studied Dance in lower school is preferred.

**Course Description**

This qualification is a preparatory qualification that can be used as a pathway into specialist Certificate III qualifications within the live performance industry.

This course involves both **practical** and **theoretical** studies of Dance which will be divided evenly into two (2) periods of each. This will include students receiving tuition from outside experts in a range of different dance genres throughout the course. Students will spend a proportion of their learning in a classroom, covering the theoretical components of the Dance course.

Each unit is defined with a particular focus and a selection of learning contexts through which the specific unit content can be taught and learnt.

**Course Outline**

In order to complete this course, the student must complete a total of ten (10) units. Seven (7) of these are compulsory core units and the remaining three (3) are elective units chosen by the teacher delivering the content.

**Suggested Home Study Commitment** 2 hours per week

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| **Qualification Rules**  Total number of units = 10  7 core unit plus  3 elective units |

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| **Course Information** | | |
| Year 11/12 | DDAN/EDAN | CUA20113 Certificate II in Dance |

MEM20413: CERTIFICATE II IN ENGINEERING PATHWAYS

Certificate Courses Certificate Courses

This course provides an opportunity for students to work in a range of different areas within the fields of mechanical and metal engineering. Students who study this course will learn basic mechanical principles such as fuel and cooling systems. As well as how to maintain and repair engines.

In addition students will learn various skills in metal cutting and fabrication to make a range of useful projects. There is an emphasis on correct planning and preparation prior to manufacture as well as occupational health and safety considerations.

**Job roles**

Job roles associated with this qualification relate to the delivery of training and assessment of competence within the VET sector. Possible job titles and roles relevant to this qualification include:

* Engineering assistant
* Manufacturing assistant
* General employment in an engineering-related workplace
* Entry into apprenticeship or traineeship

**Suggested Home Study Commitment** 2 hours per week

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| --- |
| **Qualification Rules**  Total number of units = 12  4 core unit plus  8 elective units |

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| --- | --- | --- |
| **Course Information** | | |
| Year 11/12 | DENP/EENP | MEM20413 Certificate II in Engineering Pathways |

SITH20316: CERTIFICATE II HOSPITALITY

Certificate Courses Certificate Courses

**Description**

This qualification reflects the role of individuals who use a defined and limited range of hospitality operational skills. They are involved in mainly routine and repetitive tasks using practical skills and basic industry knowledge. They work under direct supervision.

**Prerequisite requirements**

There are no prerequisites for entry to this qualification.

**Pathways Information**

Individuals may enter SIT20316 Certificate II in Hospitality with limited or no vocational experience and without a relevant lower level qualification. This qualification is an entry level for an Australian Apprenticeship pathway.

**Pathways from the qualification**

After achieving SIT20316 Certificate II in Hospitality, individuals could progress to a wide range of other qualifications in the hospitality and broader service industries.

**Job roles**

This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafes and coffee shops.

Possible job titles include:

* café attendant
* catering assistant
* food and beverage attendant
* front office assistant
* porter
* room attendant.

**Suggested Home Study Commitment** 2 hours per week

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| **Qualification Rules**  Total Number of Units=12  6 Core Units plus  6 Elective Units |

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| **Course Information** | | | | |
| Year 11 | DHOS | Hospitality | 6 Units of Competency delivered | Full Qualification Delivered over Two Years |
| Year 12 | EHOS | Hospitality | 6 Units of Competency delivered |

ICT30115: CERTIFICATE III IN INFORMATION, DIGITAL MEDIA & TECHNOLOGY

Certificate Courses Certificate Courses

**Description**

This qualification provides the skills and knowledge for an individual to be competent in a wide range of general information and communications technology (ICT) technical functions and to achieve a degree of self-sufficiency as an advanced ICT user.

Persons working at this level will support information technology activities in the workplace across a wide range of ICT areas, including technical support, network administration, web technologies, software applications and digital media technologies.

**Pathways into the qualification**

The preferred pathway for candidates enrolling in this qualification is the completion of:

* ICT20115 Certificate II in Information, Digital Media and Technology,

**Pathways from the qualification**

ICT40115 Certificate IV in Information Technology, or a range of other Certificate IV

qualifications.

**Job roles**

Possible job titles relevant to this qualification include:

• help desk officer

• help desk assistant

• ICT operations support

• ICT user support

• PC support

• technical support.

**Suggested Home Study Commitment** 2 hours per week

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| **Qualification Rules**  Total Number of Units=17  6 Core Units plus  11 Elective Units |

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| **Course Information** | | |
| Year 11/12 | DDMT/EDMT | ICT30115 Certificate III in Information, Digital Media and Technology |

SIS20313: CERTIFICATE II in SPORT & RECREATION

Certificate Courses Certificate Courses

**Course Outline**

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

Pathways for this qualification may include community coach, administration assistant, community activities assistant, recreation assistant, retail assistant. Certificate II is also an entry qualification for further Tafe study.

**Suggested Home Study Commitment** 2 hours per week

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| **Qualification Rules**  Total number of units = 13  8 core unit plus  5 elective units |

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| **Course Information** | | |
| Year 11/12 | DSPR/ESPR | SIS20115 Certificate II in Sport and Recreation |

CUA20715: CERTIFICATE II IN VISUAL ARTS

Certificate Courses Certificate Courses

(Arts Focus)

**Description**

This qualification allows learners to develop the basic creative and technical skills that underpin visual arts and craft practice. It is suitable for delivery in schools and local communities. There are no direct job outcomes from this qualification.

**Entry Requirements**

There are no entry requirements for this qualification

**Pathways Information**

Students may enter this qualification with limited or no vocational experience and without a relevant lower level qualification.

After achieving this qualification, people could progress to a wide range of other qualifications in visual arts and craft, or the creative industries more broadly.

**Suggested Home Study Commitment** 2 hours per week

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| --- |
| **Qualification Rules**  Total number of units = 9  4 core unit plus  5 elective units |

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| --- | --- | --- |
| **Course Information** | | |
| Year 11/12 | DVIS/EVIS | CUA20715 Certificate II in Visual Arts |

CUA20715: CERTIFICATE II IN VISUAL ARTS

Certificate Courses Certificate Courses

(Wood Focus)

This qualification allows learners to develop the basic creative and technical skills that underpin visual arts and craft practice. . It is designed for those students who are interested in art and may be considering further studies at TAFE in areas such as visual arts, wood, design, interior design and/ or future employment in the building and construction areas.

**Pathways Information**

This qualification may be used as a pathway for further training in the arts area,and assist individuals in meeting their immediate needs. At this level, work takes place under direct, regular supervision within clearly defined guidelines.

**Suggested Home Study Commitment** 2 hours per week

**Entry Requirements**

There are no entry requirements for this qualification

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| **Qualification Rules**  Total number of units = 9  4 core unit plus  5 elective units |

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| --- | --- | --- |
| **Course Information** | | |
| Year 11/12 | DWOOD/EWOOD | CUA20715 Certificate II in Visual Arts |

THE ARTS

At Thornlie SHS we offer an extensive program within the Arts. Our students have the opportunity to select and participate in a range of Arts experiences from Year 7 to Year 12 in both the Visual and Performing Arts. Their studies incorporate and extend the student’s understanding of historical, social and cultural influences on the work they create.

We encourage students to develop their creative and original ideas and offer them many opportunities to showcase their achievements at school and in the wider community through performances, concerts, exhibitions and competitions throughout the year.

DESIGN (GRAPHICS) (GEDESG)

GENERAL SUBJECT

The goals of the Design General course are to facilitate a deeper understanding of how design works; and how ideas, beliefs, values, attitudes, messages and information are effectively communicated to specific audiences with specific intentions or purposes via visual media forms. This course aims to achieve these goals by exposing students to a variety of communication forms and a thorough exploration of design.

Design projects allow students to demonstrate their skills, techniques and application of design principles and processes; to analyse problems and possibilities; and to devise innovative strategies within design contexts. There is potential for students to develop transferable skills and vocational competencies while devising innovative designs.

In this course, students develop a competitive edge for current and future industry and employment markets. This course also emphasises the scope of design in professional and trade based industries allowing students to maximise vocational and/or university pathways.

Design can be offered by schools in several different contexts. This course specifically studies Graphic Design.

This context may include elements of digital media, interactive media, graphics technology, technical graphics and visual communication. Whilst these fields share a common link through digital technology, graphics also includes traditional two dimensional design media.

Technical Graphics uses conventions of technical drawing and computer-aided design to create designs that deal with mainly three dimensional subjects, usually of an industrial nature.

For more information on this course, click the link below:

<http://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/arts>

MEDIA PRODUCTIONAND ANALYSIS (GEMPA)

GENERAL SUBJECT

The Media Production and Analysis General course aims to prepare all students for a future in a digital and interconnected world by providing the skills, knowledge and understandings to tell their own stories and interpret others’ stories. Students learn the languages of media communication and how a story is constructed using representations. 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.

Digital technologies have had an impact on and extended, the capacity that the media play in all Australian lives. Through new technologies, the role of the audience has shifted from a passive consumer to a more active participant, shaping the media through interaction and more accessible modes of production and dissemination of media work. Students’ interaction and opportunity to use technologies enables them to engage with current media and adapt to evolving media platforms.

The production of media work enables students to demonstrate their understanding of the key concepts of media languages, representation, audience, production, skills and processes as well as express their creativity and originality. When producing media work, students learn to make decisions about all aspects of production, including creative choices across pre-production, production and post-production phases. This provides an opportunity for students to reflect on and discuss their own creative work, intentions and outcomes. Within this process, skills are developed enabling students to manipulate technologies which simulate industry experiences.

For more information on this course, click the link below:

<http://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/arts>

MUSIC (GEMUS)

GENERAL SUBJECT

Music has the capacity to engage, inspire and enrich students, stimulating imaginative and innovative responses and fostering critical thinking and aesthetic understanding. Music is processed through aural discrimination, memory and emotional response, all of which interact with each other and with physical processes as a means of perceiving, learning, composing and performing.

Students listen, perform, improvise, compose and analyse music, developing skills to confidently engage with a diverse array of musical experiences both independently and collaboratively. Through continuous sequential music learning, students develop music knowledge, skills and understanding to create, communicate and evaluate music ideas with increasing depth and complexity. Students are encouraged to reach their creative and expressive potential, communicating ideas with current and emerging technologies.

The Music General course encourages students to explore a range of musical experiences through different musical contexts. The course consists of a written component and a practical component, incorporating the following content areas: Aural and theory, Composing and arranging, Investigation and analysis, and Performance. Students can choose to perform on voice or instrument, submit a composition portfolio or complete a production/practical project to fulfil the requirements of the practical component.

The Music General course provides an opportunity for creative expression, the development of aesthetic appreciation and the pleasure and satisfaction that comes from listening to and making music independently and collaboratively with others. Studying music may also provide a pathway for further training and employment in a range of professions within the music industry.

**Prerequisites:**

* Ability to play an instrument proficiently and/or sing lead vocals (Essential)
* Ability to read traditional music notation

**Suggested Home Study Commitment:**

* 1 hour per week for theory work, plus 2 hours instrumental/vocal practice

For more information on this course, click the link below:

<http://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/arts>

ENGLISH

ENGLISH (FEENG)

FOUNDATION SUBJECT

The English Foundation course aims to develop students’ skills in reading, writing, viewing, speaking and listening in work, learning, community and everyday personal contexts. 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. Sound literacy skills are required for comprehending and producing texts; for communicating effectively in a learning or working environment, within a community or for self‐reflection; and for establishing one’s sense of individual worth.

The English Foundation course evolves from an emphasis on the five modes mentioned above, which are grouped into three outcomes: Reading, Producing, and Speaking and listening.

The English Foundation course enables students to continue learning, prepares students for entry into further study or employment, and develops in students a sense of community and self‐worth. It develops in students an increasing confidence in interpreting texts in their lives and articulating their ideas about the lives, societies and cultures they desire.

For more information on this course, click the link below:

<http://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/english>

ENGLISH AS AN ADDITIONAL LANGUAGE (GEELD)

GENERAL SUBJECT

The English as an Additional Language or Dialect (EAL/D) General course focuses on language learning and the explicit teaching of the structure, linguistic features and sociolinguistic and sociocultural aspects of Standard Australian English (SAE). Through close study of language and meaning, students of the English as an Additional Language or Dialect General course explore how learning in and through English language and literature influences their own and others’ personal, social and cultural identities and thought processes.

They develop skills that enable them to use different registers of spoken and written SAE so they can communicate effectively in a range of contexts and for a variety of purposes in order to become effective cross‐cultural users of language and dialect. In the Western Australian context, the English as an Additional

Language or Dialect General course makes specific provision for the development of SAE by users of Aboriginal English (AE) in a bi‐dialectal approach based on the growing understanding of Aboriginal English as a marker of identity and deep level cultural conceptualisations.

The English as an Additional Language or Dialect General course provides opportunities for students to engage reflectively and critically with a broad range of spoken, written and multimodal texts, including literary and non‐literary texts, for example, academic, everyday and workplace texts. Students learn to create, individually and collaboratively,

For more information on this course, click the link below:

<http://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/english>

ENGLISH (GEENG)

GENERAL SUBJECT

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 English General course is designed to provide students with the skills that will empower them to succeed in a wide range of post-secondary pathways.

The course develops students’ language, literacy and literary skills to enable them to communicate successfully both orally and in writing and to enjoy and value using language for both imaginative and practical purposes.

Students comprehend, analyse, interpret and evaluate the content, structure and style of a wide variety of oral, written, multimodal, digital and media texts. Students learn how the interaction of structure, language, audience and context helps to shape how the audience makes meaning. Both independently and collaboratively, they apply their knowledge to create analytical, imaginative, interpretive and persuasive texts in different modes and media.

For more information on this course, click the link below:

<http://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/english>

LITERATURE (ENGLISH) (GELIT)

GENERAL SUBJECT

The Literature General course presents many perspectives on life, powerfully imagined and memorably expressed. One of the main benefits of literary study, particularly in a multicultural and diverse society such as Australia, is exposure to a variety of ways of thinking about the world\*. This Literature General course encourages students to relate their experience of literature to their experience of life generally and to learn that ways of reading texts and their readings of texts can enrich their understanding of identity, culture and society. Students are given the opportunity to read, enjoy and respond to literary texts, including poetry, prose fiction, drama and multimodal texts.

Response and interpretation are central to this course. Students make meanings by taking into account some of the relationships between reader, writer, text and context. Students are introduced to several different reading strategies, such as reading with an emphasis on various representations or reading with a focus on different contexts; or reading intertextually, that is, reading that focuses on the connections among texts. Other reading strategies may be explored. Students reflect on their own reading preferences and learn to reflect on their readings of texts.

Designed to stimulate intellectual curiosity and to promote creative, logical and analytical thinking, the course encourages students to be literate and articulate; to be competent in the expression of ideas and feelings; and to engage critically with texts. Students have the opportunity to discuss the moral, ethical and philosophical issues that are debated in the culture; to consider how different contexts affect our

interpretation and evaluation of literary texts; and to develop an understanding of our culture and its past.

The study of literature, including Australian literature, leads students to an appreciation of the values and

traditions which inform literary texts. Students will understand that engagement with literary texts can be a pleasurable and creative activity and that they can communicate their responses in a variety of ways, using a variety of text forms. Responses to texts during the course could be reflective, discursive, creative and

analytical.

ENGLISH (AEENG)

ATAR SUBJECT

The English ATAR course focuses on developing students’ analytical, creative, and critical thinking and communication skills in all language modes. It encourages students to critically engage with texts from their contemporary world, with texts from the past and with texts from Australian and other cultures. Such engagement helps students develop a sense of themselves, their world and their place in it.

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 enjoy creating their own imaginative, interpretive, persuasive and analytical responses.

The English ATAR course is designed to develop students’ facility with all types of texts and language modes and to foster an appreciation of the value of English for lifelong learning.

Students refine their skills across all language modes by engaging critically and creatively with texts. They learn to speak and write fluently in a range of contexts and to create a range of text forms. They hone their oral communication skills through discussion, debate and argument, in a range of formal and informal situations.

For more information on this course, click the link below:

<http://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/english>

ENGLISH AS AN ADDITIONAL LANGUAGE (AEELD)

ATAR SUBJECT

The English as an Additional Language or Dialect (EAL/D) ATAR course focuses on language learning and the explicit teaching of the structure, linguistic features and sociolinguistic and sociocultural aspects of Standard Australian English (SAE).

Through close study of language and meaning, students of English as an Additional Language or Dialect explore how learning in and through English language and literature influences their own and others’ personal, social and cultural identities and thought processes.

They develop skills that enable them to use different registers of spoken and written SAE so they can communicate effectively in a range of contexts and for a variety of purposes in order to become effective cross‐cultural users of language and dialect.

In the Western Australian context, the English as an Additional Language or Dialect ATAR course makes specific provision for the development of SAE by users of Aboriginal English (AE) in a bi‐dialectal

approach based on the growing understanding of Aboriginal English as a marker of identity and deep level cultural conceptualisations.

The English as an Additional Language or Dialect ATAR course provides opportunities for students to engage reflectively and critically with a broad range of spoken, written and multimodal texts, including literary and non‐literary texts, for example, academic, every day and workplace texts. Students learn to create, individually and collaboratively, increasingly complex texts for different purposes and audiences in different forms, modes and media.

For more information on this course, click the link below:

<http://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/english>

HEALTH AND PHYSICAL EDUCATION

HEALTH STUDIES (GEHEA)

GENERAL SUBJECT

The Health Studies General course focuses on the study of health as a dynamic quality of human life. Students undertaking this course develop the knowledge, understanding and skills necessary to promote an understanding of the importance of personal and community action in promoting health.

The influence of social, environmental, economic and biological determinants of health is a key focus of the course. Other course content includes the influence of beliefs, attitudes and values on health behaviour, and the importance of self‐management and interpersonal skills in making healthy decisions.

Using an inquiry process, students draw on their knowledge and understandings of health concepts and investigate health issues of interest. Through this process, they develop research skills that can be applied to a range of health issues or concerns.

This course will prepare students for career and employment pathways in a range of health and community service industries. Students will have the opportunity to develop key employability and life skills, including communication, leadership, initiative and enterprise. Inquiry skills will equip students to adapt to current and future studies and work environments.

For more information on this course, click the link below:

<http://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/health-and-physical-education>

HEALTH STUDIES (AEHEA)

ATAR SUBJECT

The Health Studies ATAR course focuses on the study of health as a dynamic quality of human life. Students undertaking this course develop the knowledge, understanding and skills necessary to promote an understanding of the importance of personal and community action in promoting health.

The influence of social, environmental, economic and biomedical determinants of health is a key focus of the course. Other course content includes the influence of beliefs, attitudes and values on health behaviour, and the importance of self‐management and interpersonal skills in making healthy decisions.

Using an inquiry process, students draw on their knowledge and understandings of health concepts and investigate health issues of interest. Through this process, they develop research skills that can be applied to a range of health issues or concerns.

This course will prepare students for career and employment pathways in a range of health and community service industries. Students will have the opportunity to develop key employability and life skills, including communication, leadership, initiative and enterprise. Inquiry skills will equip students to adapt to current and future studies and work environments.

**\* Students are required to purchase a textbook for this course, please check the booklist.**

For more information on this course, click the link below:

<http://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/health-and-physical-education>

OUTDOOR EDUCATION – (GEOED)

GENERAL SUBJECT

The Outdoor Education General course is based on the experiential learning cycle. This cycle is made up of three stages: plan, do and review. Students plan for outdoor experiences, participate in these experiences and reflect on their involvement.

The course lends itself to an integrated approach between practical experiences, the environment and conceptual understandings. Students develop self-awareness by engaging in a range of challenging outdoor activities. They enhance personal and group skills and build confidence, empathy and self-understanding. Working with others enables students to better understand group dynamics, and enhance their leadership qualities and decision-making abilities, while showing respect for self, others and the environment.

Students plan and participate in a range of outdoor activities and develop knowledge and skills for participating safely in these activities. They learn to assess risk, and identify and apply appropriate management strategies and emergency response procedures.

The opportunity to explore environmental management strategies related to activities in the outdoors is provided. Students learn skills that encourage them to minimise their impact on the environment and understand why this is so important.

The course will prepare students for career and employment pathways in areas, such as outdoor leadership, environmental interpretation, environmental planning, facilities management, eco-tourism, military service, outdoor education, and the many unforseen areas evolving in the outdoors industry.

**Note:**

* **Prerequisite:** *Students must attend a pre-course swim evaluation session held during term 1 2018.*
* Students must attend and early start (period 0) class once a week and to attend after-hours expeditions totalling up to 6 nights. There will be some additional costs for these expeditions.
* Students are required to purchase a red “Thornlie SHS” Outdoor Education shirt. This shirt must be worn during practical sessions and can be purchased from the teacher for $30.
* As this is a high cost subject, full payment or payment plan must be organised for payment of camps and excursion costs. (This is above the course fee)

For more information on this course, click the link below:

[[http://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/health-and-physical-education](http://wace1516.scsa.wa.edu.au/health-and-physical-education/)](http://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/health-and-physical-education)

OUTDOOR EDUCATION (AEOED)

ATAR SUBJECT

The Outdoor Education ATAR course is based on the experiential learning cycle. This cycle is made up of three stages; plan, do and review. Students plan for outdoor experiences, participate in these experiences and reflect on their involvement.

The course lends itself to an integrated approach between practical experiences, the environment and conceptual understandings. Students develop self-awareness by engaging in a range of challenging outdoor activities. They enhance personal and group skills and build confidence, empathy and self-understanding. Working with others enables students to better understand group dynamics, and enhance their leadership qualities and decision-making abilities, while showing respect for self, others and the environment.

Students plan and participate in a range of outdoor activities and develop knowledge and skills for participating safely in these activities. They learn to assess risk, and identify and apply appropriate management strategies and emergency response procedures.

The opportunity to explore environmental management strategies related to activities in the outdoors is provided. Students learn skills that encourage them to minimise their impact on the environment and understand why this is so important.

The course will prepare students for career and employment pathways in areas, such as outdoor leadership, environmental interpretation, environmental planning, facilities management, eco-tourism, military service, outdoor education, and the many unforseen areas evolving in the outdoors industry.

**Note:**

* **Prerequisite:** *Students must attend a pre-course swim evaluation session held during term 1 2018.*
* Students may need to attend and early start (period 0) class once a week and must attend after-hours expeditions totalling up to 4 nights. There will be some additional costs for these expeditions.
* Students are required to purchase a red “Thornlie SHS” Outdoor Education shirt. This shirt must be worn during practical sessions and can be purchased from the teacher for $30.
* Students are required to purchase an Outdoor Education textbook for this course. Please see book list for details.
* As this is a high cost subject, full payment or payment plan must be organised for payment of camps and excursion costs. (This is above the course fee)

For more information on this course, click the link below:

<http://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/health-and-physical-education>

PHYSICAL EDUCATION STUDIES (GEPES)

GENERAL SUBJECT

The Physical Education Studies General course contributes to the development of the whole person. It

promotes the physical, social and emotional growth of students. Throughout the course, emphasis is placed

on understanding and improving performance in physical activities. The integration of theory and practice is

central to studies in this course.

The Physical Education Studies General course focuses on the complex interrelationships between motor

learning and psychological, biomechanical and physiological factors that influence individual and team

performance. Students engage as performers, leaders, coaches, analysts and planners of physical activity.

Physical activity serves both as a source of content and data and as a medium for learning. Learning in the

Physical Education Studies General course cannot be separated from active participation in physical activities

and involves students in closely integrated written, oral and physical learning experiences based upon the

study of selected physical activities.

The course appeals to students, with varying backgrounds, physical activity knowledge and dispositions.

Students analyse the performance of themselves and others, apply theoretical principles and plan programs

to enhance performance. Physical activity and sport are used to develop skills and performance, along with

an understanding of physiological, anatomical, psychological, biomechanical and skill learning applications.

The course prepares students for a variety of post‐school pathways, including immediate employment or

tertiary studies. It provides students with an increasingly diverse range of employment opportunities in the

sport, leisure and recreation industries, education, sport development, youth work and health and medical

fields linked to physical activity and sport. The course also equips students to take on volunteer and

leadership roles in community activities.

**Note:**

* Students must attend an early start (period 0) class once a week.
* Students are required to wear their full Physical Education uniform during practical sessions. Students can buy the new white upper school “Thornlie SHS” Physical Education shirt from the physical education office for $30.

For more information on this course, click the link below:

<http://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/health-and-physical-education>

PHYSICAL EDUCATION STUDIES (RUGBY) (GEPESR)

GENERAL SUBJECT

The content and concepts of this course are similar to the above Physical Education Studies Unit, however Physical Education Studies Rugby is designed for students who have had successful experience in Special Rugby and is aimed at those achieving a B grade or better in Year 10. This course follows the curriculum of Physical Education General with a focus on the sport of Rugby.

This course involves both theoretical and practical components of the study of Physical Education and how it relates to the sport of Rugby. Students will spend two (2) periods per week in the classroom and two (2) periods per week participating in practical Rugby sessions.

In addition to the set course work students studying this unit will have the opportunity to participate in inter-school competitions in Rugby Union, Rugby League, Touch Rugby and Flag Football. Students will also have the opportunity to gain coaching, refereeing and first aid qualifications.

***This course* cannot *be used towards obtaining a* TER *and therefore University Entrance. Students wishing to use* Physical Education Studies *to obtain a* TER *are advised to select Physical Education ATAR.***

**Course Outcomes**

The Physical Education Studies Rugby course is designed to facilitate achievement of the following outcomes:

* Outcome 1 –Skills for physical activity
* Outcome 2 –Self-management and interpersonal skills for physical activity
* Outcome 3 –Knowledge and understanding of movement and conditioning concepts for physical activity
* Outcome 4 –Knowledge and understanding of sport psychology concepts for physical activity

For more information on this course, click the link below:

<http://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/health-and-physical-education>

PHYSICAL EDUCATION STUDIES (AEPES)

ATAR SUBJECT

The Physical Education Studies ATAR course focuses on the complex interrelationships between motor learning and psychological, biomechanical and physiological factors that influence individual and team performance. Students engage as performers, leaders, coaches, analysts and planners of physical activity.

Physical activity serves both as a source of content and data and as a medium for learning. Learning in the Physical Education Studies ATAR course cannot be separated from active participation in physical activities, and involves students in closely integrated written, oral and physical learning experiences, based upon the study of selected physical activities.

The course appeals to students with varying backgrounds, physical activity knowledge and dispositions.

Students analyse the performance of themselves and others, apply theoretical principles and plan programs to enhance performance. Physical activity and sport are used to develop skills and performance along with an understanding of physiological, anatomical, psychological, biomechanical and skill learning applications.

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

***This course* is *used towards obtaining an ATA*R *and therefore University Entrance. Students not wishing to obtain an ATAR are advised to select Physical Education Studies General.***

**Note:**

* **Students must attend an early start (period 0) class once a week.**
* Students are required to wear their full Physical Education uniform during practical sessions, a new white upper school “Thornlie SHS” shirt is available for $30 and can be bought from the Physical Education office.
* Students are required to purchase a textbook for this course, please check the booklist.

For more information on this course, click the link below:

<http://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/health-and-physical-education>

HUMANITIES & SOCIAL SCIENCES

The Humanities and Social Sciences Learning Area offers a diverse range of subjects which broaden students’ horizons and enable them to develop into active participative citizens who have a world view of the issues and events which are shape our society.

Across all courses, students have opportunities to experience a range of activities both within the school and in the broader community. The range of skills students learn and develop through the range of courses are of life-long benefit to the students and enable them to play a role in shaping their own futures as well as the future of our society.

CAREER & ENTERPRISE – GENERAL SUBJECT (GECAE)

GENERAL SUBJECT

The Career and Enterprise General course engages students in learning about developing their career in a constantly changing digital and globalised world. Careers are now considered to be about work, learning and life. Individuals need to be proactive, enterprising career managers who engage in lifelong learning.

The Career and Enterprise General course aims to provide students with the knowledge, skills and understanding to enable them to be enterprising and to proactively manage their own careers.

The course reflects the importance of career development knowledge, understanding and skills in securing, creating and sustaining work. Work, including unpaid voluntary work, is fundamentally important in defining the way we live, relate to others and in determining the opportunities we have throughout life. The world of work is complex and constantly changing. The course recognises that work both reflects and shapes the culture and values of our society.

Workplaces have different structures which impact on their practices and processes and how they operate. Each workplace is unique and its organisation governs workplace settings and patterns of work.

The Career and Enterprise General course has been constructed using, and is strongly aligned to, the knowledge, skills and understandings from the *Core Skills for Work Development Framework* (2013) and the *Australian Blueprint for Career Development* (the *Blueprint*).

When developing teaching and learning program, teachers should consider students’ formal and informal work experiences, cultural backgrounds and values.

For more information on this course, click the link below:

<http://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/humanities-and-social-sciences>

ANCIENT HISTORY – GENERAL SUBJECT (GEHIA)

GENERAL SUBJECT

The study of ancient history is the process of making meaning of the distant past in order to understand our present. It provides an opportunity for students to study people from cultures and communities that no longer exist, and to investigate how these communities responded to the problems and challenges of their time. Ancient history allows students to explore the ancient historical narrative and to seek out evidence for this.

The Year 11 syllabus is divided into two units, and covers the following topics:

**Unit 1 – Ancient civilisations and cultures**

This unit enables students to investigate life in early civilisations, including the social, cultural, political, economic, religious, and military structures, and the significant values, beliefs, and traditions that existed. They discover how the world and its people have changed, as well as the significant legacies that exist into the present.

**Unit 2 – Power in the ancient world**

In this unit, students learn that in ancient societies key individuals have acted as agents of change, interacting with groups and institutions, and using their power to shape their society. They investigate key individuals’ motives, the methods they used to achieve power, the ways they used their power, the responses of others to their use of power, and their impact and influence on society.

For more information on this course, click the link below:

<http://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/humanities-and-social-sciences>

ACCOUNTING & FINANCE – ATAR SUBJECT (AEACF)

ATAR SUBJECT

The Accounting and Finance ATAR course aims to make students financially literate by creating an understanding of the systems and processes through which financial practices and decision making are carried out, as well as the ethical, social and environmental issues involved. It helps students to analyse and make informed decisions about finances.

Through engagement with the course, students develop an understanding of the fundamentals on which accounting and financial management are based. Many students will find themselves self-employed and there is a high probability that they will have to engage in some form of accounting practices. Having an understanding of these practices enables them to analyse their own financial data and make informed decisions based on that analysis.

The Year 11 syllabus is divided into two units, each of one semester duration.

**Unit 1**

The focus for this unit is on double entry accounting for small businesses. Students apply their understanding of financial principles, systems and institutions to manage financial information and make decisions in a variety of small businesses. Students develop an understanding of the rationale for the use of particular conventions and principles and the consequences of disregarding them. Students record and process financial information using the double entry system and apply the principles of the Goods and Services Tax (GST). Students learn about the various forms of business organisations adopted by small business.

**Unit 2**

The focus for this unit is on accrual accounting. Students apply financial systems and principles to the operations of businesses and distinguish between cash and accrual methods of accounting. Students prepare and analyse financial reports for a variety of types of business organisations and become familiar with the main aspects of electronic processing of financial data. Students learn of the role and functions of the professional accounting and financial associations.

For more information on this course, click the link below:

<http://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/humanities-and-social-sciences>

BUSINESS MANAGEMENT & ENTERPRISE – ATAR SUBJECT (AEBME)

ATAR SUBJECT

Designed for students entering university and studying business in its many forms, such as international relations, human resource management, advertising, marketing, public relations etc. Business courses are designed opens doors for many future employment opportunities worldwide in an ever-growing field. Students will develop knowledge in all the above fields and understand concepts such as market mix, motivational of employees, investment, shares, GDP, interest rates, technological impacts, public image, green businesses and much more.

The Business Management and Enterprise ATAR course gives students the opportunity to understand how vital business is to individuals and society, and how it impacts on many aspects of our lives.

The Business Management and Enterprise ATAR course aims to prepare all students for a future where they will need to identify possibilities and create opportunities within a business environment. This course provides students with the ability to make sound and ethical business decisions based on critical thinking, in line with their own and societal values.

The course equips students to proactively participate in the dynamic world of business, behave responsibly and demonstrate integrity in business activities.

The Year 11 syllabus is divided into two units, each of one semester duration.

**Unit 1**

The focus of this unit is on success in business at a national level. It explores what it takes to be successful beyond the initial start-up stage. Students investigate the features of successful marketing campaigns and report on how businesses succeed and prosper through methods, such as expansion in products, market share or diversification. The unit explores how the marketing plan contributes to the overall business plan.

**Unit 2**

The focus of this unit is on business growth and the challenges faced by businesses expanding at a national level. The unit explores issues in the business environment, including the importance of intellectual property in protecting business ideas. The unit addresses the significance of employee motivation and the development of a business plan in the overall success of expansion.

For more information on this course, click the link below:

<http://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/humanities-and-social-sciences>

GEOGRAPHY (AEGEO)

ATAR SUBJECT

The study of geography draws on students’ curiosity about the diversity of the world’s places and their peoples, cultures and environments. It enables them to appreciate the complexity of our world and the diversity of its environments, economies and cultures and use this knowledge to promote a more sustainable way of life and awareness of social and spatial inequalities.

Geography addresses questions about the interaction of natural and human environments within various natural and social systems. It examines the factors that impact upon decisions about sustainability, the conflicting values between individuals and groups over sustainability and the degree of commitment towards sustainable development.

Geography as a discipline values imagination, creativity and speculation as modes of thought. It provides a systematic, integrative way of exploring, analysing and applying the concepts of place, space, environment, interconnection, sustainability, scale and change. These principal geographical concepts are applied and explored in depth through unit topics to provide a deeper knowledge and understanding of the complex processes shaping our world.

The course builds students’ knowledge and understanding of the uniqueness of places and an appreciation that place matters in explanations of economic, social and environmental phenomena and processes. It also develops students’ knowledge about the interconnections between places. Nothing exists in isolation. Consequently, the subject considers the significance of location, distance and proximity.

In the Geography ATAR course, students investigate geographical issues and phenomena at a variety of scales and contexts. This may include: comparative studies at the same scale; studying the same issue or phenomenon at a range of scales; or seeking explanations at a different scale to the one being studied. The ability to perform multiscale and hierarchical analysis is developed further in this syllabus.

For more information on this course, click the link below:

<http://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/humanities-and-social-sciences>

MODERN HISTORY – ATAR SUBJECT (AEHIM)

ATAR SUBJECT

The Modern History ATAR course enables students to study the forces that have shaped today’s world and provides them with a broader and deeper comprehension of the world in which they live. While the focus is on the 20th century, the course refers back to formative changes from the late 18th century onwards and encourages students to make connections with the changing world of the 21st century.

**Unit 1 – Understanding the Modern World**

**Capitalism – the American Experience (1907 – 1941)**

This unit examines developments of significance in the modern era, including the ideas that inspired them and their far-reaching consequences. Students examine **one** development or turning point that has helped to define the modern world. Students explore crucial changes, for example, the application of reason to human affairs; the transformation of production, capitalism and consumption, transport and communications; the challenge to social hierarchy and hereditary privilege, and the assertion of inalienable rights; and the new principles of government by consent. Through their studies, students explore the nature of the sources for the study of modern history and build their skills in historical method through inquiry.   
The key conceptual understandings covered in this unit are: what makes an historical development significant; the changing nature and usefulness of sources; the changing representations and interpretations of the past; and the historical legacy of these developments for the Western world and beyond.

**Unit 2 – Movements for change in the 20th century**

**Nazism in Germany**

This unit examines significant movements for change in the 20th century that led to change in society, including people’s attitudes and circumstances. These movements draw on the major ideas described in Unit 1, have been connected with democratic political systems, and have been subject to political debate. Through a detailed examination of **one** major 20th century movement, students investigate the ways in which individuals, groups and institutions have challenged existing political structures, accepted social organisation, and prevailing economic models, to transform societies. The key conceptual understandings covered in this unit are: the factors leading to the development of movements; the methods adopted to achieve effective change; the changing nature of these movements; and changing perspectives of the value of these movements and how their significance is interpreted.

For more information on this course, click the link below:

<http://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/humanities-and-social-sciences>

POLITICS AND LAW – ATAR SUBJECT (AEPAL)

ATAR SUBJECT

The Politics and Law ATAR course enables students to develop analytical legal problem solving skills by examining the fundamental principles, structures, institutions and processes of the Australian political and legal systems. By studying this course, students will be challenged in developing their own sense of political, legal, cultural and social awareness.

The study of law involves examining the systems that govern the conduct of all peoples within a society, and the challenges of administering consistency, fairness and justice. This unit of the course aims to develop specialized inquiry and analytical skills necessary for communicating information contained within case law, legal findings and judgments. Students will have the opportunity to gain valuable insight into the Australian legal system and to network with some of its key participants.

The study of politics allows students to examine the complex political processes by which individuals of differing interests, values, attitudes, and beliefs participate in order to contribute to the development and betterment of society. This unit of the course empowers students to develop the skills and values necessary for them to become active, informed, responsible and effective citizens within the local and national community. The study of Politics & Law ATAR will be of interest to those students who are preparing for a career in law, foreign affairs, politics, government (i.e. at local, state or federal levels), public administration, and journalism.

For more information on this course, click the link below:

<http://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/humanities-and-social-sciences>

LANGUAGES

JAPANESE: SECOND LANGUAGE – ATAR SUBJECT (AEJSL)

ATAR SUBJECT

Please note that, despite the name of the course, this subject is suitable for students for whom Japanese is an ADDITIONAL language.

**Rationale**

Japanese is the first language of the 127 million inhabitants of Japan. It is also widely used by communities of speakers in countries, such as Hawaii and Brazil, and learnt as an additional language by large numbers of students in the Republic of Korea, China and Indonesia.

Japanese culture influences many areas of contemporary Australian society, including the arts, design, fashion, popular culture and cuisine. Japan has been a close strategic and economic partner of Australia’s for over 50 years, and there is increasing exchange between the two countries in the areas of education, trade, diplomacy and tourism.

**Course Outline**

This course progresses from the Years 7–10 curriculum, and focuses on further developing a student’s knowledge and understanding of the culture and the language of Japanese-speaking communities. Students gain a broader and deeper understanding of the Japanese language and extend and refine their communication skills. The course assesses students over the four Languages skills: listening, speaking, reading and writing.

Japanese: Second Language (ATAR) is taught as a complimentary pair of units. Unit 1 looks at daily life, focusing on students’ lives in Japan and Australia, both at school and at home. Unit 2 looks at lifestyles, focusing on welcoming guests, seasonal celebrations and healthy lifestyles in Japan and Australia.

**Languages Bonus**

Students who complete Units 3 and 4 of Japanese: Second Language (ATAR) are eligible for a Languages Bonus of 10% of their scaled Languages mark which will count towards their TEA.

For more information on this course, click the link below:

<http://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/languages>

MATHEMATICS

**The Mathematics** courses offer senior secondary students the opportunity to advance their mathematical skills, to build and use mathematical models, to solve problems, to learn how to reason logically, and to gain an appreciation of the elegance, beauty and creative nature of mathematics.

There are five mathematics courses, two General and three ATAR. Each course is organised into four units, with Unit 1 and Unit 2 being taken in Year 11 and Unit 3 and Unit 4 in Year 12. The Western Australian Certificate of Education (WACE) examination for each of the three ATAR courses is based on Unit 3 and Unit 4 only.

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

**Mathematics**

**1. Mathematics Foundation**

This is a **Foundation** course which focuses on building the capacity, confidence and disposition to use mathematics to meet the numeracy standard for the WACE. It provides students with the knowledge, skills and understanding to solve problems across a range of contexts, including personal, community and workplace/employment. This course provides the opportunity for students to prepare for post-school options of employment and further training. This course is restricted to students who have not demonstrated a minimum standard of numeracy through performance in Year 10 OLNA. (i.e. Category 1 and Category 2 Students)

**2. Mathematics Essential**

This is a **General** course which 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.

**3. Mathematics Applications**

This is an **ATAR** course which 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.

**4. Mathematics Methods**

This is an **ATAR** course which 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.

**5. Mathematics Specialist**

This is an **ATAR** course which provides opportunities, beyond those presented in the Mathematics Methods ATAR course, to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. 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. Mathematics Specialist must be taken concurrently with Mathematics Methods.

MATHEMATICS (FEMAT)

FOUNDATION SUBJECT

**Prerequisites** : Foundations is restricted to students who have not demonstrated a minimum standard of numeracy through performance in either Year 9 NAPLAN or Year 10 OLNA.

**Note : (a)** If students reach the minimum standard (Category 3) in Round 1 (Semester 1), they will be required to change out of the Foundation course and into the General course for Semester 2.

**(b)** If students reach the minimum standard (Category 3) in Round 2 (Semester 2), they will not be required to change out of the Foundation course.

In the Mathematics Foundation course, the main emphasis is on developing students’ capacity, disposition and confidence to use functional numeracy in their personal life and workplace. The Mathematics Foundation course uses a practical approach and provides students with a variety of opportunities to apply mathematical concepts across a range of everyday situations.

The Mathematics Foundation course recognises some students have significant gaps in basic mathematical understanding and application by the time they enter senior school. However, these same students have the potential to learn, especially when involved in a learning program which connects with their current experience and knowledge.

The course focuses on functional numeracy embedded in familiar and meaningful contexts which are relevant to young adults.

Numeracy involves understanding and applying mathematical skills related to:

* + number and relationships between numbers
  + measurement in the physical world
  + gathering, representing, interpreting, and analysing data
  + spatial sense and geometric reasoning
  + chance processes.

It also involves drawing on knowledge of the context in deciding when to use mathematics and whether an estimate or an accurate answer is required; extracting the mathematical information from the context, and choosing the appropriate mathematics to use. Numeracy requires reflecting on and evaluating the use of the mathematics, and being able to represent and communicate the mathematical results.

For more information on this course, click the link below:

<http://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/mathematics>

MATHEMATICS ESSENTIALS – GENERAL SUBJECT (GEMAE)

GENERAL SUBJECT

**Prerequisites** : Students should have demonstrated an achievement of Category 2 or above in their OLNA Numeracy Assessment

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

For more information on this course, click the link below:

<http://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/mathematics>

MATHEMATICS APPLICATIONS (AEMAA)

ATAR SUBJECT

**Prerequisites** : OLNA (Stage 3) **and** achievement of the following grades:

Pathway AE (min C grade), Pathway 1 (min B grade) or Pathway 1/2 (min A grade)

**Mathematics Applications** is an ATAR course which 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 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.

**Note:**

* Final Exams for this course will be held at the same time as the Year 12 Exams (During the Sept/Oct school holidays), 25 Sept – 5 Oct

For more information on this course, click the link below:

<http://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/mathematics>

MATHEMATICS METHODS – ATAR SUBJECT (AEMAM)

ATAR SUBJECT

**Prerequisites** : Satisfactory completion of AE, Year 10

**Mathematics Methods** is an ATAR course which 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.

The major themes of the Mathematics Methods ATAR course are calculus and statistics. They include, as necessary prerequisites, studies of algebra, functions and their graphs, and probability. They are developed systematically, with increasing levels of sophistication and complexity. Calculus is essential for developing an understanding of the physical world because many of the laws of science are relationships involving rates of change. Statistics is used to describe and analyse phenomena involving uncertainty and variation. For these reasons, this course 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. 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.

For all content areas of the Mathematics Methods course, the proficiency strands of the Year 7–10 curriculum continue to be applicable and should be inherent in students’ learning of this course. These strands are Understanding, Fluency, Problem-solving and Reasoning, and they are both essential and mutually reinforcing. For all content areas, practice allows students to achieve fluency in skills, such as calculating derivatives and integrals, or solving quadratic equations, and frees up working memory for more complex aspects of problem solving. The ability to transfer skills to solve problems based on a wide range of applications is a vital part of this course. Because both calculus and statistics are widely applicable as models of the world around us, there is ample opportunity for problem-solving throughout the course.

**Note:**

* Final Exams for this course will be held at the same time as the Year 12 Exams (During the Sept/Oct school holidays), 25 Sept – 5 Oct

For more information on this course, click the link below:

<http://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/mathematics>

MATHEMATICS SPECIALIST – ATAR SUBJECT (AEMAS)

ATAR SUBJECT

**Prerequisites** : Pathway AE, Grade A , Year 10

The Mathematics Specialist ATAR course provides opportunities, beyond those presented in the Mathematics Methods ATAR course, to develop rigorous mathematical arguments and proofs and to use mathematical and statistical models more extensively. Topics are developed systematically and lay the foundations for future studies in quantitative subjects in a coherent and structured fashion. Students of the Mathematics Specialist ATAR course will be able to appreciate the true nature of mathematics, its beauty and its functionality.

The Mathematics Specialist ATAR course has been designed to be taken in conjunction with the Mathematical Methods ATAR course. The subject contains topics in functions, calculus, probability and statistics that build on and deepen the ideas presented in the Mathematical Methods ATAR course and demonstrate their application in many areas. Vectors, complex numbers and matrices are introduced. The Mathematics Specialist ATAR course is designed for students with a strong interest in mathematics, including those intending to study mathematics, statistics, all sciences and associated fields, economics or engineering at university.

**Note:**

* Final Exams for this course will be held at the same time as the Year 12 Exams (During the Sept/Oct school holidays), 25 Sept – 5 Oct

For more information on this course, click the link below:

<http://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/mathematics>

SCIENCE

Science is a fascinating field of study that is the basis for our modern lives. Science has helped create a world where people live longer, healthier and more informed lives. Science gave us electricity, sanitation, transport, antibiotics, the internet, technology, space travel and deep insights into the world around us. All of this is possible because science attempts to find out the truth about our existence. Now, more than ever, many would argue there is a greater need for the fact-based decision making that only science can deliver. It does this using the scientific method which is a process of careful experimentation, collective enquiry and peer review. Should your child enrol in Science here at Thornlie they will learn about this process in detail and apply it to carefully designed experiments in class.

At Thornlie, Science offers a range of subjects, both General and ATAR. For students wishing to go to TAFE or the world of work they can elect Integrated Science. This subject provides a general science education covering a range of topics, all of which have a big practical and experimental component. If your child is more inclined to university studies they can choose from Biology, Human Biology, Physics or Chemistry. The level of content is more complex and deeper than Integrated Science but each subject still has a requirement that students learn and apply the scientific method. Please refer to the individual subject pages for more details about each course.

The Science Department at Thornlie is dedicated to delivering the best possible science education for your child. We are a large and diverse team of professionals who want your child to succeed. We know and apply the latest pedagogies that have a proven track record of success. We also try to enrich the senior curriculum with a range of incursion, excursions and competitions.

We look forward to teaching your child and maximising their success.

INTEGRATED SCIENCE – GENERAL SUBJECT (GEISC)

GENERAL SUBJECT

Science is a dynamic, collaborative human activity that uses distinctive ways of valuing, thinking and working to understand natural phenomena. Science is based on people’s aspirations and motivations to follow their curiosity and wonder about the physical, biological and technological world. Scientific knowledge represents the constructions made by people endeavouring to explain their observations of the world around them.

Scientific explanations are built in different ways as people pursue intuitive and imaginative ideas, respond in a rational way to hunches, guesses and chance events, challenge attitudes of the time, and generate a range of solutions to problems, building on existing scientific knowledge. As a result of these endeavours, people can use their scientific understandings with confidence in their daily lives. Because scientific explanations are open to scrutiny, scientific knowledge may be tentative and is continually refined in the light of new evidence.

The Integrated Science General course is a course grounded in the belief that science is, in essence, a practical activity. From this stems the view that conceptual understandings in science derive from a need to find solutions to real problems in the first instance. The inquiring scientist may then take these

understandings and apply them in a new context, often quite removed from their original field. This course seeks to reflect this creative element of science as inquiry. It should involve students in research that develops a variety of skills, including the use of appropriate technology, an array of diverse methods of investigation, and a sense of the practical application of the domain. It emphasises formulating and testing

hypotheses and the critical importance of evidence in forming conclusions. This course enables them to investigate science issues in the context of the world around them, and encourages student collaboration and cooperation with community members employed in scientific pursuits. It requires them to be creative, intellectually honest, to evaluate arguments with scepticism, and to conduct their investigations in ways that are ethical, fair and respectful of others.

The Integrated Science General course is inclusive and aims to be attractive to students with a wide variety of backgrounds, interests and career aspirations.

For more information on this course, click the link below:

<http://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/science>

BIOLOGY – ATAR SUBJECT (AEBIO)

ATAR SUBJECT

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

This course explores ways in which scientists work collaboratively and individually in a range of integrated fields to increase understanding of an ever‐expanding body of biological knowledge. Students develop their investigative, analytical and communication skills through field, laboratory and research investigations of living systems and through critical evaluation of the development, ethics, applications and influences of contemporary biological knowledge in a range of contexts.

Studying the Biology ATAR course provides students with a suite of skills and understandings that are valuable to a wide range of further study pathways and careers. Understanding of biological concepts, as well as general science knowledge and skills, is relevant to a range of careers, including those in medical, veterinary, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation and eco‐tourism. This course will also provide a foundation for students to critically consider and to make informed decisions about contemporary biological issues in their everyday lives.

For more information on this course, click the link below:

<http://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/science>

CHEMISTRY – ATAR SUBJECT (AECHE)

ATAR SUBJECT

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

Students explore key concepts and models through active inquiry into phenomena and through contexts that exemplify the role of chemistry and chemists in society. Students design and conduct qualitative and quantitative investigations both individually and collaboratively. They investigate questions and hypotheses, manipulate variables, analyse data, evaluate claims, solve problems and develop and communicate evidence‐based arguments and models. Thinking in chemistry involves using differing scales, including macro, micro and nano‐scales; using specialised representations such as chemical symbols and equations; and being creative when designing new materials or models of chemical systems.

The study of chemistry provides a foundation for undertaking investigations in a wide range of scientific fields and often provides the unifying link across interdisciplinary studies. Studying Chemistry provides students with a suite of skills and understandings that are valuable to a wide range of further study pathways and careers. An understanding of chemistry is relevant to a range of careers, including those in forensic science, environmental science, engineering, medicine, dentistry, pharmacy and sports science. Additionally, chemistry knowledge is valuable in occupations that rely on an understanding of materials and their interactions, such as art, winemaking, agriculture and food technology. Some students will use this course as a foundation to pursue further studies in chemistry, and all students will become more informed citizens, able to use chemical knowledge to inform evidence‐based decision making and engage critically with contemporary scientific issues.

For more information on this course, click the link below:

<http://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/science>

HUMAN BIOLOGY – ATAR SUBJECT (AEHBY)

ATAR SUBJECT

Human biology covers a wide range of ideas relating to the functioning human. Students learn about themselves, relating structure to function and how integrated regulation allows individuals to survive in a changing environment. They research new discoveries that are increasing our understanding of the causes of dysfunction, which can lead to new treatments and preventative measures. Reproduction is studied to understand the sources of variation that make each of us unique individuals. Through a combination of classical genetics, and advances in molecular genetics, dynamic new biotechnological processes have resulted. Population genetics is studied to highlight the longer term changes leading to natural selection and evolution of our species.

As a science, the subject matter of this course is founded on knowledge and understanding that has been gained through systematic inquiry and scientific research. However, this knowledge is far from complete and is being modified and expanded as new discoveries and advancements are made. Students develop their understanding of the cumulative and evolving nature of scientific knowledge and the ways in which such knowledge is obtained through scientific investigations. They learn to think critically, to evaluate evidence, to solve problems and to communicate understandings in scientific ways.

An understanding of human biology is valuable for a variety of career paths. The course content deals directly and indirectly with many different occupations in fields, such as science education, medical and paramedical fields, food and hospitality, childcare, sport and social work. Appreciation of the range and scope of such professions broadens their horizons and enables them to make informed choices. This helps to prepare all students, regardless of their background or career aspirations, to take their place as responsible citizens in society.

For more information on this course, click the link below:

<http://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/science>

PHYSICS – ATAR SUBJECT (AEPHY)

ATAR SUBJECT

Physics is a fundamental science that endeavours to explain all the natural phenomena that occur in the universe. Its power lies in the use of a comparatively small number of assumptions, models, laws and theories to explain a wide range of phenomena, from the incredibly small to the incredibly large. Physics has helped to unlock the mysteries of the universe and provides the foundation of understanding upon which modern technologies and all other sciences are based.

The Physics ATAR course uses qualitative and quantitative models and theories based on physical laws to visualise, explain and predict physical phenomena. Models, laws and theories are developed from, and their predictions are tested by, making observations and quantitative measurements. In this course, students gather, analyse and interpret primary and secondary data to investigate a range of phenomena and technologies using some of the most important models, laws and theories of physics, including the kinetic particle model, the atomic model, electromagnetic theory, and the laws of classical mechanics.

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

Students learn how an understanding of physics is central to the identification of, and solutions to, some of the key issues facing an increasingly globalised society. They consider how physics contributes to diverse areas in contemporary life, such as engineering, renewable energy generation, communication, development of new materials, transport and vehicle safety, medical science, an understanding of climate change, and the exploration of the universe.

Studying senior secondary science provides students with a suite of skills and understandings that are valuable to a wide range of further study pathways and careers. Studying physics will enable students to become citizens who are better informed about the world around them and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues.

For more information on this course, click the link below:

<http://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/science>

PSYCHOLOGY (AEPSY)

ATAR SUBJECT

Psychology is the scientific study of how people think, feel and act. It aims to answer important questions such as what factors influence human development. While there are other disciplines that overlap with psychology's main aim to understand humans, psychology is rigorous in its use of scientific method. This allows for systematic exploration into the complexities of human behaviour based on evidence gathered through planned investigations.

This course introduces students to a breadth of knowledge focusing on the psychology of self and others. Psychological knowledge helps us understand factors relating to individuals, such as: cognition, or the way we think; biological bases of behaviour; and personality, the enduring traits that distinguish individuals. Psychological knowledge also helps us understand the way that individuals function within groups. This consists of knowledge associated with socialisation, moral development, the formation of attitudes and also how people relate and communicate. On a larger scale, psychological knowledge can help us to understand how individuals function within different contexts and how this is influenced by culture, shaping people's values, attitudes and beliefs.

Psychology is very useful, both to individuals assisting us to improve ourselves and our relationships, and to society as a whole. It can be applied to any context in which humans are involved. Through this course, students gain valuable insights and understandings into both themselves and their worlds. Methods of communication studied enhance personal communication skills, both within the field of psychology and in the context of daily life. Students also develop important research skills as they engage in the exploration and evaluation of data to illustrate how empirical procedures are used to examine phenomena such as intelligence and personality.

This course is designed to integrate the understanding of scientific principles, the acquisition of psychological knowledge and the application of both in an enjoyable and contemporary way. The study of psychology is highly relevant to further studies in the health professions; education, human resources, social sciences, sales, media and marketing and management.

For more information on this course, click the link below:

<http://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/science>

TECHNOLOGIES

Technologies encompasses Digital technologies, Design and Technology as well as Home Economics. These subjects give students an insight into the ever changing world we live in with up to date, realistic courses that give students and edge into the future. Highly trained staff and industry professionals give students the opportunity to gain knowledge and skills necessary to be productive members of this ever changing world.

Students who choose to engage in this area of learning will gain valuable practical skills required to enter the workforce. Historically, students who complete their Certificates in Senior School through this department have gain employment or engaged in further studies in their chosen fields.

APPLIED INFORMATION TECHNOLOGY (GEAIT)

GENERAL SUBJECT

The development and application of digital technologies impact most aspects of living and working in our society. Digital technologies have changed how people interact and exchange information. These developments have created new challenges and opportunities in lifestyle, entertainment, education and commerce.

Throughout the Applied Information Technology General course, students investigate client-driven issues and challenges, devise solutions, produce models or prototypes and then evaluate and refine the design solution in collaboration with the client. Students are provided with the opportunity to experience, albeit in a school environment, developing digital solutions for real situations.

The practical application of skills, techniques and strategies to solve information problems is a key focus of the course. Students also gain an understanding of computer systems and networks. In undertaking projects and designing solutions, the legal, ethical and social issues associated with each solution are also considered and evaluated.

This course provides students with the opportunity to develop the knowledge and skills of digital technologies. It also encourages students to use digital technologies in a responsible and informed manner.

The Applied Information Technology General course provides a sound theoretical and practical foundation, offering pathways to further studies and a wide range of technology based careers.

For more information on this course, click the link below:

<http://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/technologies>

DESIGN (TECHNICAL GRAPHICS) (GEDEST)

GENERAL SUBJECT

The goals of the Design General course are to facilitate a deeper understanding of how design works; and how ideas, beliefs, values, attitudes, messages and information are effectively communicated to specific audiences with specific intentions or purposes via visual media forms. This course aims to achieve these goals by exposing students to a variety of communication forms and a thorough exploration of design.

Design projects allow students to demonstrate their skills, techniques and application of design principles and processes; to analyse problems and possibilities; and to devise innovative strategies within design contexts. There is potential for students to develop transferable skills and vocational competencies while devising innovative designs.

In this course, students develop a competitive edge for current and future industry and employment markets. This course also emphasises the scope of design in professional and trade based industries allowing students to maximise vocational and/or university pathways.

Design can be offered by schools in several different contexts. This course specifically studies Technical Graphics.

This context may include elements of freehand sketching and presentation techniques to include rendering skills, tone and line work; CAD and instrument drawing skills; 2D/3D introduction, study tools and equipment, drawing layout, conventions, orthographic projection, perspective drawing and engineering drawing.

Technical Graphics uses conventions of technical drawing and computer-aided design to create designs that deal with mainly three dimensional subjects, usually of an industrial nature.

For more information on this course, click the link below:

<http://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/arts>

FOOD SCIENCE AND TECHNOLOGY (GEFST)

GENERAL SUBJECT

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

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

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

**This course has a high practical food content.**

Students will learn how to operate a commercial coffee machine. They will be rostered on throughout the year to prepare and serve coffee and food to clients of the Thornlie Senior High School Flourish Café during recess.

Students **will be required** to attend either a period 0 or period 6 for practical lessons; this will be determined by the timetable. Additionally all students **will be required** to participate in the operation of Flourish Cafe.

For more information on this course, click the link below:

<http://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/technologies>

MATERIALS, DESIGN & TECHNOLOGY METALS (GEMDTM)

GENERAL SUBJECT

Materials are the basic ingredients of technology. Materials are used to make machines and these machines use materials to make products. Materials also supply the energy to enable technology to function. Throughout history, the evolution of technology has been largely determined by the availability of materials. The strong historical links between materials, design and technology remain significant in society today.

Working with materials, students develop a range of manipulation, processing, manufacturing and organisational skills. When designing with materials, they develop cognitive skills, such as solving problems, generating ideas, creative design strategies and communicating what they do. This makes them more technologically literate and, as consumers, enables them to make more informed decisions about the use and misuse of technology.

The Materials Design and Technology General course aims to prepare all students for a future in a technological and material world by providing the foundation for lifelong learning about how products are designed and how materials are developed and used.

The Materials Design and Technology (Metals) General course is a practical course.

Working with metals, students develop a range of manipulation, processing, manufacturing and organisational skills. When designing with metals, they develop cognitive skills, such as solving problems, generating ideas, creative design strategies and communicating what they do. This makes them more technologically literate and, as consumers, enables them to make more informed decisions about the use and misuse of technology.

The Materials Design and Technology (Metals) General course aims to prepare all students for a future in a technological and material world by providing the foundation for lifelong learning about how products are designed and how materials are developed and used.

For more information on this course, click the link below:

<http://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/technologies>

MATERIALS, DESIGN & TECHNOLOGY TEXTILES (GEMDTT)

GENERAL SUBJECT

Materials are the basic ingredients of technology. Materials are used to make machines and these machines use materials to make products. Materials also supply the energy to enable technology to function. Throughout history, the evolution of technology has been largely determined by the availability of materials. The strong historical links between materials, design and technology remain significant in society today.

Working with materials, students develop a range of manipulation, processing, manufacturing and organisational skills. When designing with materials, they develop cognitive skills, such as solving problems, generating ideas, creative design strategies and communicating what they do. This makes them more technologically literate and, as consumers, enables them to make more informed decisions about the use and misuse of technology.

The Materials Design and Technology (Textiles) General course is a practical course. Working with textiles, students develop a range of manipulation, processing, manufacturing and organisational skills. When designing with textiles, they develop cognitive skills, such as solving problems, generating ideas, creative design strategies and communicating what they do. This makes them more technologically literate and, as consumers, enables them to make more informed decisions about the use and misuse of technology.

The Materials Design and Technology (Textiles) General course aims to prepare all students for a future in a technological and material world by providing the foundation for lifelong learning about how products are designed and how materials are developed and used.

NOTE:

* Students will be required to provide fabric and patterns for personal items during this course.
* Students **will be required** to attend either a period 0 or period 6 for practical lessons; this will be determined by the timetable.

For more information on this course, click the link below:

<http://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/technologies>

COMPUTER SCIENCE (AECSC)

ATAR SUBJECT

The Computer Science ATAR course focuses on the fundamental principles, concepts and skills within the field of computing and provides students with opportunities to develop flexibility and adaptability in the application of these, in the roles of developers and users. The underpinning knowledge and skills in computer science are practically applied to the development of computer systems and software, and the connectivity between computers, peripheral devices and software used in the home, workplace and in education is examined. Students develop problem-solving abilities and technical skills as they learn how to diagnose and solve problems in the course of understanding the building blocks of computing.

How does the world really work? This course is designed to develop students understanding of the creation of computer systems, databases and programs that affect our lives every single minute of every day. Students will gain knowledge of the underlying principles of information systems, system design and development, database design and development and programming. Designed for students heading towards university entrance into fields of computing, software development, information systems, system analysis etc. or that have a driving passion for the understanding of what makes computer systems work and the science behind it.

The Year 11 syllabus is divided into two units, each of one semester duration.

**Unit 1–Developing computer-based systems and producing spread sheets and database solutions**

The focus for this unit is developing computer-based systems and producing spread sheets and database solutions. Students are introduced to the internal, interrelating components of computer-based systems in an industry context. They examine a variety of systems, build on spread sheets and database skills and gain an appreciation of how these concepts and technologies are used in industry.

**Unit 2–Developing computer-based systems solutions and communications**

The focus for this unit is developing computer-based systems solutions and communications. Students are introduced to networking concepts, as applied to industry. Through the use of algorithms, students develop programming skills. They create solutions exploring the ethical, legal and societal implications of industry-based applications.

For more information on this course, click the link below:

<http://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/technologies>

ENDORSED PROGRAMS

POWERING CAREERS IN ENERGY (PCHPCE)

ENDORSED PROGRAM

Chevron Australia - Powering Careers in Energy provides students with the opportunity to explore and understand the broad range of career options available within the Oil and Gas industry in WA. Students study five units in all covering a wide variety of aspects of the energy industry.

An Introduction to Energy will help introduce students to the role of energy in our community with a focus on aspects of the LNG value chain. Chevron operates in many diverse communities around the globe.

Students will have the opportunity to understand and explore cultures as well as develop knowledge about Australian cultural heritage, native title and how these aspects shape the modern resource industry.

CISCO NETWORK ACADEMY PROGRAM – (PCCNA1)

ENDORSED PROGRAM

The CISCO Network Academy program is for those students wishing to pursue a career in the IT Industry.

Students who choose this course will be enrolled in the academy program which provides internationally recognised, industry standard certificates at the completion of each course.

TAFE, Curtin and Murdoch Universities recognise these certificates and students can gain direct access to further CISCO courses at these institutions (subject to meeting current entry requirements).

In addition students will be enrolled in Units of Competency that contribute to the completion of Certificate III in Information, Digital Media & Technology. ICA30115.

Current information indicates that the School’s Curriculum and Standards Authority has also endorsed CISCO as a Community Organisation course which allows students to gain additional units toward their WACE.

This course gives students the potential to achieve the following qualifications over 2 years:

* Certificate III in Information, Digital Media & Technology CCNA Certificates
* Introduction to CISCO Networking Technologies (INTRO) Certificate
* Credit toward the WACE under VET stand-alone depending on how many competencies are achieved.
* Up to 8 units toward the WACE (Certificate III plus Cisco Certificate)

**NOTE:**

* This course is offered as a 4 period per week commitment in partnership with the Cisco Network Academy course (an additional 4 periods). These courses are paired and not offered separately.

***Trading as an RTO (Registered Training Organisation), Thornlie Senior High School is required to supply all students with extended information on Courses and Policies before entry into the course. Please read the enclosed VET (Vocational Education and Training) Course Information Booklet 2018 if you are electing to take a VET subject.***

GLOSSARY of TERMS

**Statement of Attainment**

The Statement of Attainment is issued by the Western Australian School Curriculum & Standards Authority (SCSA) to all students who complete at least one SCSA subject. This body records grades achieved in all approved SCSA and Training WA courses. It also records English language competence, numeracy, Secondary Graduation qualifications, Units of Competency, as well as other awards.

All students who complete any Year 11 or 12 Course will receive a statement of results at the end of each year. Under this system, courses will be assessed using A, B, C, D and E letter grades.

**WACE - Western Australian Certificate of Education**

The certificate is awarded to students who achieve Secondary Graduation.

The certificate is issued by the School Curriculum & Standards Authority.

**SCSA – School Curriculum and Standards Authority**

The School Curriculum & Standards Authority (SCSA) is the government body responsible for producing the Outcomes and Standards Framework which determines the curriculum for all students in Western Australia. SCSA is also responsible for monitoring standards between schools, the setting and administration of the Tertiary Entrance Examinations, setting the requirements for Secondary Graduation and the certification of student results.

Website: [www.scsa.wa.edu.au](http://www.scsa.wa.edu.au)

**Courses**

Students beginning Year 11 will have a choice of ATAR courses, GENERAL courses, Certificates and/or Endorsed programs. Students with difficulties in Literacy and/or Numeracy may be placed in FOUNDATION or PRELIMINARY courses.

Students beginning Year 12 will continue with Courses of Study in Stage 1, 2 or 3, where Stage 2 and 3 courses are examinable and used for University entrance while Stage 1 and 2 courses are generally for entry into the workplace or further training.

**TISC - Tertiary Institutions Service Centre**

TISC co-ordinates the selection procedure for students seeking admission to the following universities – Curtin, Edith Cowan, Murdoch and University of Western Australia.

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

**Endorsed Units**

Are accredited courses that the School Curriculum & Standards Authority recognises.

These are usually Vocational subjects (VET) and are competency based.

**Scaled score**

All course results will be scaled to ensure fairness to all students. For students doing WACE courses, as an incentive to do the more demanding Stage 3 units, results at Stage 3 will be increased by 15 marks per course relative to the Stage 2 results, as part of the scaling process. No increment will be applied if a course is only examined at Stage 3.

WACE Examinations

WACE results are used only to determine eligibility for admission to university and are not included as part of the school results. Examinations are set by the School Curriculum & Standards Authority for Tertiary Entrance Aggregate Courses and students wishing to enter university may take these at the end of the Year 12 course.

**TEA - Tertiary Entrance Aggregate**

The tertiary entrance aggregate is based on a combination of school results and tertiary entrance examination results. A TEA is calculated using the best average mark of four or five tertiary entrance courses. At least one List 1 (Humanities/Social Sciences) and at least one List 2 (Quantitative/Sciences) course must be included in the TEA.

The maximum possible TEA is 400.

**ATAR - Australian Tertiary Admissions Rank**

Once the Tertiary Entrance Aggregate has been calculated it is then converted to an Australian Tertiary Admissions Rank (ATAR). ATAR is a number between 99.95 and zero that reports a student's rank position relative to all other students. It takes into account the number of students who sit the WACE Examinations in any year and also the number of people of school leaving age in the total population.

If a student achieves an ATAR of 70.00, for example, it indicates that the student is equal to or better than 70% of the school leaver age population.

The ATAR is the basis of admission to most university courses. You are ranked in order of merit based on your ATAR.

**Apprenticeships**

An apprenticeship is a training system for people wishing to become qualified trades people (e.g. automotive, mechanical, building, electrical, furniture, printing, food, footwear trades, etc). Following a 3 month trial period the applicant trains on and off the job until the completion of their trade training. The apprentice generally attends work full time and is paid throughout training.

School based apprenticeships may be available while completing Year 11 and 12. See the VET coordinator.

**Traineeship**

A Traineeship offers a short term system (approx. 12 months) employment/training in both on the job and off the job environments. Trainees are paid a wage depending on age and time spent on the job. There are many industries offering traineeships, eg, Automotive, Banking, Food and Beverage, Insurance, Metals, Office, Retail, Travel, Hospitality and Tourism.