Swan View
SENIOR HIGH SCHOOL

Course Information Handbook 2023
Year 11



Doing great things for students one step at time.

Introduction

This book presents a summary of the courses available for study at Swan View Senior High School in Year 11 in 2023.

Further advice and information is available from the following people:

Ms Helen Hawley	Deputy Principal – Teaching and Learning
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Mr Micheal Bennett-Hullin	Teacher in Charge - Humanities
Ms Laura Raven	Teacher in Charge - Science
Ms Kate Rogers	VET Coordinator
Ms Kathy Moore	Career Practitioner

It is very important when selecting courses that attention is paid to **minimum entry requirements and/ criteria.**

It is important to note that it may not be possible to run some courses if they are only chosen by a very small number of students. In addition, certain combinations may not be available where particular courses are timetabled to run at the same time. Please select reserve courses so that if the above occurs you have another preference of subject you would like to study.

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WACE and WASSA

The Western Australian Certificate of Education (WACE) and the Western Australian Statement of Student Achievement (WASSA)

The Western Australian Certificate of Education (WACE) is awarded to secondary school students who satisfy a number of requirements and standards over Years 11 and 12.

All students will receive a WASSA at the completion of their secondary schooling. The WASSA provides a formal record of what Year 12 students have achieved as a result of their school education in Western Australia.

The most up-to-date information relating to WACE requirements is found on the School Curriculum and Standards Authority (SCSA) website in the *Year 10 Information Handbook 2022* located at https://scsa.wa.eu.au/publications/year-10-information. On this page of the website you will also find a number of other publications which may be of use; *WACE requirements 2022 and beyond* and *Study options WACE 2022.*

Course Selection

In order to do achieve in Year 11 and 12 students should try to select subjects that they enjoy and do well in.

The keys to making positive decisions and having success in the senior secondary years are:

- Knowing yourself, including knowing your skills, interests and values
- Having a really clear understanding about the courses on offer at Swan View SHS, including prerequisites and course requirements
- Giving yourself every chance to qualify for courses and career pathway/s of your choice
- Aiming to achieve, and believing you can achieve, the Western Australian Certificate of Education (WACE)
- Maximising your educational opportunities by always striving to do your very best
- Taking advantage of what the school has to offer in terms of academic and personal support and advice.

University Tertiary Entrance Requirements

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

- meet the requirements for the Western Australian Certificate of Education (WACE) as prescribed by the School Curriculum and Standards Authority,
- achieve competence in English as prescribed by the individual universities,
- obtain a sufficiently high Australian Tertiary Admission Rank (ATAR) for entry to a particular university and/or course, and
- satisfy any prerequisites or special requirements for entry to particular courses

Useful information regarding all types of entry and competence in English required by Western Australian Universities is available on the Tertiary Institutions Service Centre (TISC) website in the *University Admissions : admission requirements for School Leavers completing Year 12 in 2023* publication (https://www.tisc.edu.au/static-fixed/guide/slar-2023.pdf). This document also lists pre-requisite and desirable courses for University courses.

Study Options

Year 11 students select a study option in order to meet WACE requirements:

- ATAR courses - These courses are examined by the School curriculum and Standards Authority (SCSA). Student results in ATAR courses are used by TISC to calculate a student's Australian Tertiary Admission Rank (ATAR). Students will need to study a minimum of four ATAR courses.
- General courses - These courses are not externally examined; however, they each have an externally set task (EST) which is set by the SCSA. General courses are for students who are typically aiming to enter vocationally based training or the workforce straight from school.
- Foundation courses - These courses provide a focus on functional literacy and numeracy skills, practical work□related experience and the opportunity to build personal skills that are important for life and work. Foundation courses are for students who have not been able to demonstrate the minimum standard for literacy and/or numeracy before Year 11. Students taking Foundation courses must complete a Certificate II as well.
- Vocational Education and Training (VET) - These courses include a full VET qualification and mandatory workplace learning. VET industry specific courses contribute towards the WACE as course units. Qualifications undertaken through VET industry specific courses can be used to meet the Certificate II or higher requirement of the WACE. VET industry specific courses are for students aiming to enter further vocationally based training or the workforce straight from school. A maximum of two Certificate II courses may be selected.

A VET certificate course is recommended for students selecting a combination of ATAR and General, due to the valuable transferable skills gained through completion of a nationally recognised qualification.

VET certificate courses are offered as:

- School Based (Auspiced) VET Programs (5 days at school). School based VET programs are delivered on the school site as part of a student's regular timetable. All programs involve a partner-ship between Swan View SHS and Registered Training Organisations (RTOs), so that students can achieve a VET qualification that is delivered at school as part of a student's Year 11 and/or Year 12 course selection
- Profile TAFE Programs (4 days at school/1 day at TAFE). This is not recommended for ATAR students.
- School-Based Traineeships (4 days at school / 1 day at a workplace, 1 day per month at a training centre). This is not recommended for ATAR students.

English is compulsory and a Mathematics course is recommended for all students.

Some courses may be offered through the School of Isolated and Distance Education if course numbers are too low. Commonly these include, Chemistry, Mathematics Specialist, and Physics.

Course Offerings 2023

The following table lists the courses being offered in 2023.

List A (Arts/Languages/Social Science)	List B (Mathematics/Science/Technology)	VET Certificate Courses (all 2 year duration)
Aboriginal and Intercultural Studies • General	Chemistry • ATAR	Certificate II in Community Services
Children, Family and the Community • General	Design (Photography) • General	Certificate II in Creative Industries – Live Production
Drama • ATAR • General	Food Science and Technology • General	Certificate II in Engineering
English • ATAR • General • Foundation	Human Biology • ATAR • General	Certificate II in Sport and Recreation
Geography • ATAR	Mathematics Applications • ATAR	Certificate II in Visual Arts
Health Studies • General	Mathematics Foundation • Foundation	Certificate II in Workplace Skills
Media Production & Analysis • ATAR • General	Mathematics Essential • General	
Modern History • ATAR • General	Mathematics Methods • ATAR	
Music • General	Mathematics Specialist • ATAR	
Visual Art • ATAR • General	Materials Design and Technology: Wood • General	
	Outdoor Education • General	
	Physical Education Studies • ATAR • General	
	Physics • ATAR	
	Psychology • ATAR • General	

List A Courses

Aboriginal and Intercultural Studies - General

Aboriginal histories and cultures are fundamental to the development of Australian Identity and the formation of contemporary Australian society. This course engages students in exploring aboriginal cultures, past and present and how Aboriginal peoples interacted with other sociocultural groups. It includes exploring a wide range of political, social, historical, legal, environmental, cultural and ethical considerations. Aboriginal and non-Aboriginal students explore 'shared histories' and involve themselves in active reconciliation. Understanding and valuing cultural diversity are key skills for active citizenship in contemporary, multicultural Australia and for participating in an increasingly global community.

Minimum Entry Requirement

There is no minimum entry requirement for this course. Information regarding this will be provided during the course counselling process, or if relevant, may be discussed with the Year 10 teacher.

How will this course help students in the future?

This course offers a variety of content and skills to equip our students with knowledge of Australia's past, that will inform their understanding and acceptance of diverse peoples in their futures. Potentially even advocate, and lead changes in Australia's future. Ultimately the ability to work effectively in a culturally diverse environment is important in a wide range of educational, vocational and social contexts for our students the futures.

Unit 1

This unit enables students to explore leadership in different cultures, including leadership within the family and community. Students explore the lives and contributions of both Aboriginal leaders and leaders in other countries.

Unit 2

This unit enables students to explore the ways culture is expressed through the arts and how this cultural expression has changed over time. Students explore the contribution of Aboriginal cultures to Australian identity, and the contribution of leading Aboriginal figures in the arts.

This is a new course for 2023. Proposed cost will be approximately $75.

Children Family and Community - General

The Children, Family and the Community General course focuses on factors that influence human development and the wellbeing of individuals, families and communities. Students develop an understanding of the social, cultural, environmental, economic, political and technological factors which have an impact on the ability of individuals and families to develop skills and lead healthy lives.

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

Students explore products, services or systems that address issues, opportunities or challenges to meet the needs of individuals, families and communities. They use a range of skills to make informed decisions and consider actions at personal, family and community levels. Students communicate and interact with children, families and community groups in practical ways. Students understand that beliefs, values and ethics influence decisions made by individuals, families, and communities.

and consider actions at personal, family and community levels. Students communicate and interact with children, families and community groups in practical ways. Students understand that beliefs, values and ethics influence decisions made by individuals, families, and communities.

Minimum Entry Requirement

There is no minimum entry requirement for this course. Information regarding this will be provided during the course counselling process, or if relevant, may be discussed with the Year 10 teacher.

How will this course help students in the future?

This course connects with further vocational education and training, university and employment pathways. It also enhances employability, leading to further training and employment opportunities in areas that include education, nursing, community services, childcare and health.

Unit 1 Families and relationships

This unit focuses on family uniqueness. Students examine the role of families and the relationships between individuals, families and their communities. Through an understanding of growth and development, students recognise the characteristics of individuals and families and that development is affected by biological and environmental influences. They identify roles and responsibilities of families and examine their similarities and differences, the issues that arise from family interactions and the influence of attitudes, beliefs and values on the allocation of resources to meet needs and wants.

Unit 2 – Our community

This unit focuses on families, relationships and living in communities. The influence of biological and environmental factors, lifestyle behaviours and health status on growth and development is studied. Students explore the health of individuals and communities and the protective and preventative strategies that impact on growth and development.
Students examine the roles and responsibilities of particular groups, networks, and services, and the impact of attitudes, beliefs and values on the management of resources. Students engage in shared research practice, communicate information, use decision-making, goal setting, self-management and cooperation skills when creating products, services or systems that will assist individuals, families and communities to achieve their needs and wants.

The cost of this course in 2022 was $82.00

Drama – ATAR and General

(Both Drama courses have a practical AND a written component; students will be required to perform in front of an audience)

Drama is a vibrant and varied art form found in play, storytelling, street theatre, festivals, film, television, interactive games, performance art and theatres. It is one of the oldest art forms and part of our everyday life. Through taking on roles and enacting real and imagined events, performers engage audiences who suspend their disbelief to enter the world of the drama. Through drama, human experience is shared. It entertains, informs, communicates and challenges. Engagement in Drama develops critical thinking, empathy, inventiveness and a broader world – view. Drama practitioners are also skilled at working in group situations but also develop the confidence to work and present independently.

Drama ATAR

The Drama ATAR course focuses on drama in practice as students integrate their knowledge and skills. They use the elements and conventions of drama to develop and present ideas and explore personal and cultural issues. They engage in drama processes, such as improvisation and text interpretation, which allow them to create drama and interpret a range of texts written or devised by others. Their work in this course includes production and design aspects, such as sets, costumes, props, and sound and lighting. Increasingly, students use technologies, such as digital sound and multimedia. They present drama to a range of audiences and work in different performance settings.

The focus in this course is on both individual and ensemble performance, as well as actor, director, and creative team roles.

Students are encouraged to attend a minimum of TWO drama excursions as part of this course over the year.

Minimum Entry Requirement

Students will be expected to have completed Drama or Media units in lower school and/or have at least a B grade in English.

How will this course help students in the future?

While some students intend to make a career in drama and related fields, they also participate in drama for enjoyment and satisfaction. They experience the pleasure that comes from developing personal skills, knowledge and understandings that can be transferred to a range of careers and situations. The Drama ATAR course builds confidence, empathy, understanding about human experience, and a sense of identity and belonging. These are invaluable qualities for contemporary living. Employers value staff who are confident, able to use their initiative, can multi-task and can provide creative solutions to problems – completing a Drama course will support the development of these skills.

Unit 1 – Representational, realist drama

This unit focuses on realism and representational drama. Students have the opportunity to research and collaboratively workshop, interpret and perform drama texts in forms and styles related to realism and representational drama.

Within the focus of realism and representational drama, students must investigate the approach of Konstantin Stanislavski.

Unit 2 – Presentational, non-realist drama

This unit focuses on non-realism and presentational drama. Students have the opportunity to research and collaboratively workshop, interpret and perform drama texts related to non-realism and presentational drama. Within the focus of non-realism and presentational drama, students must investigate the approach of Bertolt Brecht.

Drama - General

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

Minimum Entry Requirement

It is preferred that students have completed Drama or Media units in lower school and have achieved competency in English.

Unit 1 – Dramatic storytelling

The focus of this unit is dramatic storytelling. Students engage with the skills, techniques, processes and conventions of dramatic storytelling. Students view, read and explore relevant drama works and texts using scripts and/or script excerpts from Australian and/or world sources.

Unit 2 – Drama performance events

The focus for this unit is drama performance events for an audience other than their class members. In participating in a drama performance event, students work independently and in teams. They apply the creative process of devising and of interpreting Australian and/or world sources to produce drama that is collaborative and makes meaning. Students are expected to attend a minimum of TWO drama productions as part of this course over the year.

Both Drama ATAR and Drama General have a practical and a written component; students will be required to perform in front of an audience.

The cost of each Drama courses in 2022 was $120.00.

English – ATAR, General and Foundation

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

How will this course help students in the future?

The necessity for English competence for success in a career cannot be understated. All tertiary institutions and most jobs require the ability to communicate fluently whether it be in written or spoken forms.

The cost of each English course in 2022 was $75.00.

English - ATAR

The English ATAR course focuses on developing student's analytical, creative, and critical thinking and communication skills in all language modes, encouraging students to critically engage with texts from their contemporary word, the past, and from Australian and other cultures. Through close study and wide reading, viewing and listening, students develop the ability to analyse and evaluate the purpose, stylistic qualities and conventions of texts and to enjoy creating imaginative, interpretive, persuasive and analytical responses in a range of written, oral, multimodal and digital forms.

Unit 1

Students explore how meaning is communicated through the relationships between language, text, purpose, context and audience. This includes how language and texts are shaped by their purpose, the audiences for whom they are intended, and the contexts in which they are created and received. Through responding to and creating texts, students consider how language, structure and conventions operate in a variety of imaginative, interpretive and persuasive texts. Study in this unit focuses on the similarities and differences between texts and how visual elements combine with spoken and written elements to create meaning. Students develop an understanding of stylistic features and apply skills of analysis and creativity. They are able to respond to texts in a variety of ways, creating their own texts, and reflecting on their own learning.

Unit 2

Students analyse the representation of ideas, attitudes and voices in texts to consider how texts represent the world and human experience. Analysis of how language and structural choices shape perspectives in Students critically examine the effect of stylistic choices and the ways in which these choices position audiences for particular purposes, revealing and/or shaping attitudes, values and perspectives. Through the creation of their own texts, students are encouraged to reflect on their language choices and consider why they have represented ideas in particular ways.

Minimum Entry Requirements

For a student intending to complete the ATAR English course, it is recommended that they achieve a strong A or B result in Year 10, as well as achieving at least Band 8 in NAPLAN Reading and Writing in Year 9.

English - General

The English General course focuses on consolidating and refining the skills and knowledge needed by students to become competent, confident and engaged users of English in everyday community, social, further education, training and workplace contexts. The course is designed to provide students with the skills to succeed in a wide range of post- secondary pathways by developing their language, literacy and literary skills. Students comprehend, analyse, interpret, evaluate and create analytical, imaginative, interpretive and persuasive texts in a range of written, oral multimodal and digital forms.

Unit 1

This unit focuses on students comprehending and responding to the ideas and information presented in texts.

Students:

- employ a variety of strategies to assist comprehension
- read, view and listen to texts to connect, interpret and visualise ideas
- learn how to respond personally and logically to texts by questioning, using inferential reasoning and determining the importance of content and structure
- consider how organisational features of texts help the audience to understand the text
- learn to interact with others in a range of contexts, including every day, community, social, further education, training and workplace contexts
- communicate ideas and information clearly and correctly in a range of contexts
- apply their understanding of language through the creation of texts for different purposes

Unit 2

This unit focuses on interpreting ideas and arguments in a range of texts and contexts.

Students:

- analyse text structures and language features and identify the ideas, arguments and values expressed
- consider the purposes and possible audiences of texts
- examine the connections between purpose and structure and how a text's meaning is influenced by the context in which it is created and received
- integrate relevant information and ideas from texts to develop their own interpretations
- learn to interact effectively in a range of contexts
- create texts using persuasive, visual and literary techniques to engage audiences in a range of modes and media

Minimum Entry Requirements

The General English unit requires no minimum entry level. Students will need to pass the OLNA examinations in Reading and Writing to achieve literacy graduation before the end of Year 12 if possible. They will be offered the to re-sit this assessment twice a year in both Year 11 and Year 12.

English - Foundation

Foundation English courses are designed for students who have not demonstrated the WACE standard of Standard Australian English (SAE) literacy skills. These standards are based on Level 3 of the Australian Core Skills Framework (ACSF) which outlines the skills required for individuals to meet the demands of everyday life and work in a knowledge based economy.

The English Foundation course aims to develop 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.

An aim of the Foundation English course at Swan View Senior High School in Year 11 is to provide students with the skills necessary to communicate effectively in both workplace and social situations. The Foundation and General English course content is similar. The Foundation English course work is highly scaffolded and aimed at catering for individual student's literacy needs.

The course also aims to develop students' literacy abilities to a point where they are able to achieve the minimum standard required in the OLNA and enrol in the General English courses.

Minimum Entry Requirements

Students who have not demonstrated the minimum literacy standard required in the Online Literacy and Numeracy Assessment (OLNA) in Year 10 are required to enrol in the Foundation English course in Year 11.

Geography ATAR

The Geography ATAR course provides a structured, disciplinary framework to investigate and analyse a range of challenges and associated opportunities facing Australia and the global community. These challenges include rapid change in biophysical environments, the sustainability of places, dealing with environmental risks and the consequences of international integration.

It provides students with the knowledge and understanding of the nature, causes and consequences of natural and ecological hazards, international integration in a range of spatial contexts, land cover transformations, and the challenges affecting the sustainability of places. In the (ATAR) course, students learn how to collect information from primary and secondary sources, such as field observation and data collection, mapping, monitoring, remote sensing, case studies and reports.

Through a variety of fieldwork activities and excursions you will be given the opportunity to consider the physical and social processes of life on Earth and study the ways that people interact with their surroundings. You will develop skills and perspectives that will allow you to view the world in a whole new light and encourage you to draw on your creativity, curiosity and imagination.

Minimum Entry Requirement

A minimum of a C Grade in Humanities and Social Sciences in Year 10 and sound English skills are required for the Year 11 Geography ATAR course. Students are expected to satisfactorily complete the Year 11 Course before attempting the Year 12 Course.

How will this course help students in the future?

The understandings, skills, knowledge and values developed in the course will ensure students are well placed to enrol in post-school studies at tertiary level and seek employment in the workforce. They are important components of all management positions in business, government and non-government agencies. They are also significant to careers associated with tourism, town planning, primary industries, such as agriculture and mining, land evaluation, environmental planning, teaching, overseas aid programs, foreign affairs and trade.

Unit 1 – Natural and ecological hazards

In this unit, students explore the management of hazards and the risk they pose to people and environments. Risk management is defined in terms of preparedness, mitigation and/or prevention.

Unit 2 – Global networks and interconnections

In this unit, students explore the economic and cultural transformations taking place in the world – the spatial outcomes of these processes and their social and geopolitical consequences – that will enable them to better understand the dynamic nature of the world in which they live.

The cost of this course in 2022 was $75.00

Health Studies - General

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.

Minimum Entry Requirement

There is no minimum entry requirement for this course. Information regarding this will be provided during the course counselling process, or if relevant, may be discussed with the Year 10 teacher.

How will this course help students in the future?

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.

The cost of this course in 2022 was $60.00.

Media Production and Analysis

Both ATAR and General courses both have a practical and a written component.

The cost of each Media Production and Analysis course in 2022 was $90.00.

Media Production & Analysis – ATAR

These courses both have a practical AND a written component

The Media Production and Analysis ATAR course aims to prepare students for a future in a digital and interconnected world by providing the skills, knowledge and under-standings to tell their own stories and interpret the stories of others. Students, as users and creators of media products, consider the important role of audiences and their context.

Minimum Entry Requirement

Students wishing to select Media Production & Analysis - ATAR must have a B grade in Year 10 English, and a B grade in Art or Photography or Design or Media. Information regarding this will be discussed at the course counselling interviews or, if relevant, with the student's Year 10 Arts teacher.

How will this course help students in the future?

The development and application of digital technologies impact most aspects of living and working in our society. Media has changed how people interact and exchange information. These developments have created new challenges and opportunities in lifestyle, entertainment, education and commerce. Throughout the course, students are provided with the opportunity to experience 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.

Unit 1 – Popular culture

Students analyse, view, listen to and interact with a range of popular media, develop ideas and learn production skills. Focus will be on music video, television drama and reality TV.

Unit 2 – Journalism

Students will further their understanding of journalistic media. Focus will be on documentary film making and current affairs programming.

Media Production & Analysis – General

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 our interactions with it. Students' interaction and opportunity to use technologies enables them to engage with current media and adapt to evolving media platforms.

Minimum Entry Requirement

There is no minimum entry requirement for this course. Information regarding this will be provided during the course counselling process, or if relevant, may be discussed with the Year 10 teacher.

How will this course help students in the future?

The development and application of digital technologies impact most aspects of living and working in our society. Media has changed how people interact and exchange information. These developments have created new challenges and opportunities in lifestyle, entertainment, education and commerce. Throughout the course, students are provided with the opportunity to experience 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.

Unit 1 – Mass media

Students learn how codes and conventions are used to construct representations. They examine characters, stars and stereotypes and the way media is constructed and produced. The production focus is on video games, television genres and "blockbuster" films.

Unit 2 – Point of View

Students will be introduced to the concept of Point of View and learn how it is constructed. The production focus will be on television news, current affairs and magazines.

The cost of each Media Production and Analysis course in 2021 was $90.00.

Modern History – ATAR and General

The cost of each Modern History course in 2022 was $75.00.

Modern History – ATAR

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

Minimum Entry Requirement

A minimum of a C Grade in Humanities and Social Sciences in Year 10 and sound English skills are required however an A or B grade is preferred for the Year 11 Modern History ATAR course. Students are expected to satisfactorily complete the Year 11 Course before attempting the Year 12 Course.

How will this course help students in the future?

Students are introduced to the complexities associated with the changing nature of evidence, its expanding quantity, range and form; the distinctive characteristics of modern historical representation; and the skills that are required to investigate controversial issues. This will help students in any professional occupation and to be an active participant in society. This course gives students the skills to question the decisions made by society and individuals. They also learn a range of research skills that are valuable to further studies. Some possible career options are Public service, Government, Teacher, Journalist, Writer, Researcher, Policy writer, Historian, Law clerk, lawyer and many more.

Unit 1 – Understanding the modern world

This unit provides an introduction to significant developments in the modern period that have defined the modern world, and the ideas that underpinned them, such as liberty, equality and fraternity. At Swan View SHS our elective is *Capitalism – The American experience.*

Unit 2 - Movements for Change in the 20th Century

This unit examines significant movements for change in the 20th century that led to change in society, including people's attitudes and circumstances. 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. At Swan View SHS our unit 2 elective is Nazism in Germany.

Modern History – General

Studying the Modern History General course exposes students to a variety of historical sources, including government papers, extracts from newspapers, letters, diaries, photographs, cartoons, paintings, graphs and secondary sources, in order to understand the historical narrative including cause and effect, and the forces influencing people and events. Through the process of historical inquiry, students are encouraged to question historical sources; identify various representations and versions of history; use evidence to formulate and support their own interpretations; and communicate their findings in a variety of ways.

Minimum Entry Requirement

A minimum of a C Grade in Humanities and Social Sciences in Year 10 and sound English skills are desirable.

How will this course help students in the future?

Students are introduced to the complexities associated with the changing nature of evidence, its expanding quantity, range and form; the distinctive characteristics of modern historical representation; and the skills that are required to investigate controversial issues. This will help students in any professional occupation as well as a variety of other careers and to be an active participant in society. This course gives students the skills to question the decisions made by society and individuals. Students also learn a range of research skill that are valuable to further studies. Some possible career options are Public service, Government, Teacher, Journalist, Writer, Researcher, Policy writer, Historian, Law clerk, lawyer and many more.

Unit 1 – People, Place and Time

This unit allows students to become aware of the broad sweep of history and our place within the historical narrative. Students become aware of the values, beliefs and traditions within a society, the continuity between different societies and different time periods, and the importance of individuals within a time period. At Swan View SHS our unit 1 elective is Nicholas II and the decline of tsarism.

Unit 2 – Authoritarian State

Students learn that societies consist of individuals and institutions that have various types of power and authority and that these interact with each other. Students learn how power and authority is distributed throughout a group or society, that individuals and groups seek to influence the structures of power and authority and the difficulties of using these structures in a just or equitable manner. In learning about the structures and institutions of societies, they make comparisons and judgements about other societies and their own society. Our unit 2 elective is Communist Russia.

The cost of each Modern History course in 2022 was $75.00.

Music

This course has a practical AND a written component

*** It is desired that students participating in the IMSS programme select this course for Year 11 and 12. Please contact our Music teacher to discuss this requirement.*

It is desirable that students participating in the Instrumental Music School Services (IMSS) programme select this course for Year 11 and 12. Please contact our Music teacher to discuss this requirement.

The Music General Course encourages students to explore a range of musical experience, developing their musical skills and understanding, and creative and expressive potential, through a selected musical context. The course provides opportunities for creative expression, the development of aesthetic appreciation and understanding and respect for music and music practices across different times, places, cultures and contexts. The practical component focuses on instrumental and vocal performances, working independently and with others.

Minimum Entry Requirement

This course is mainly for students who have completed Year 10 Class Music course (10MUS). It is possible that other students with previous musical experience may be suited to this course, but an interview with the music teacher is required prior to subject selection. It is accessible to students with varied backgrounds and levels of experience in music, and is designed to provide a flexible framework through which the areas of content can be taught.

How will this course help students in the future?

The General Music course is designed to encourage students to participate in musical activity as both a recreational and a vocational choice. It may serve as a pathway for further training and employment in a range of professions within the music industry, or as a means of experiencing the pleasure and satisfaction that comes from making music. Participation in Music is widely recognised for its broader benefits, including the development of cooperative skills and higher-order thinking, as well as fostering individual resilience and persistence.

Unit 1

In this unit, students develop their skills, knowledge and understanding to listen to, compose, perform and analyse music. They develop aural and music literacy skills and learn how the elements of music can be applied when performing, composing and responding to music. Students learn about how music is created and performed, analysing musical works and exploring how social, cultural and historical factors shape music in the specific context(s) selected for study. Students develop skills, confidence and stylistic awareness to engage in music making as performers and audience members both individually and collaboratively.

Unit 2

Students further develop their knowledge about how music is created and performed, analysing musical works and exploring how social, cultural and historical factors shape music in the specific context (s)selected for study. They hone their aural and music literacy skills and continue to build on their performance skills in greater depth.

The cost of this course in 2022 was $100.00.

Visual Arts - ATAR

This course has a practical and a written component.

In the Visual Arts ATAR course, students engage in traditional, modern and contemporary media and techniques within the broad areas of art forms. The course promotes innovative practice in the arts. Students are encouraged to explore and represent their ideas and gain an awareness of the role that artists and designers play in reflecting, challenging and shaping societal values. The Visual Arts ATAR course allows students to develop aesthetic understandings and a critical awareness to appreciate and make informed evaluations of art through their engagement of their own art practice and the work of others.

Students transform and shape their ideas to develop resolved artworks. They engage in art-making processes in traditional and new media areas, which involve exploring, selecting and manipulating materials, techniques, processes, emerging technologies and responses to life. This course allows them to engage in traditional, modern and contemporary art forms, such as sculpture, painting, drawing, graphic design, printmaking, collage, ceramics, earth art, video art, installations, textiles, performance,
photography, montage, multimedia, and time-based works and environments.

Minimum Entry Requirement

Students wishing to select Visual Arts - ATAR are recommended have at least a B grade in Year 10 English, and at least a B grade in Visual Art, Photography, Design or Media. The course has a high practical content, so strong hand-building and drawing skills are recommended. Information regarding this will be discussed at the course counselling interviews or, if relevant, with the student's Year 10 Arts teacher.

How will this course help students in the future?

The Visual Arts ATAR course enables students to make connections to further fields of study in the Fine Arts and many other related fields such as, advertising, architecture, computer graphics, interior design, graphic design, fashion, museum/gallery, photography, film and illustration. More generally the course prepares students for creative thinking and problem solving in future work and life. It aims to contribute to a sense of enjoyment, engagement and fulfilment in their everyday lives, as a maker or audience member of art.

Unit 1 – Differences

The focus for this unit is differences. Students may, for example, consider differences arising from cultural diversity, place, gender, class and historical period. Differences relating to art forms, media and conventions may also provide a stimulus for exploration and expression.

Unit 2 – Identities

The focus for this unit is identities. In working with this focus, students explore concepts or issues related to personal, social, cultural or gender identity. They become aware that self-expression distinguishes individuals as well as cultures. Students use a variety of stimulus materials and use a range of investigative approaches as starting points to create artwork. They develop a personal approach to the development of ideas and concepts, making informed choices about the materials, skills, techniques and processes used to resolve and present their artwork.

The cost of this course will be approximately $110.00.

Visual Arts - General

This course has a practical and a written component.

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

Minimum Entry Requirement

Visual Arts General has no minimum requirement. The course has a high practical content, so basic hand-building and drawing skills are recommended. Information regarding this will be discussed at the course counselling interviews or, if relevant, with the student's Year 10 Arts teacher.

How will this course help students in the future?

The Visual Arts course aims to enable students to make connections to relevant fields of study and to more generally prepare them for creative thinking and problem solving in future work and life. It aims to contribute to a sense of enjoyment, engagement and fulfilment in their everyday lives, as a maker or audience member of art.

Unit 1 – Experiences

The focus for this unit is experiences. Students develop artworks based on their lives and personal experiences, observations of the immediate environment, events and/or special occasions. They participate in selected art experiences aimed at developing a sense of observation.

Unit 2 – Explorations

The focus for this unit is explorations. Students explore ways to generate and develop ideas using a variety of stimulus materials and explorations from their local environment. When exploring ideas and approaches to art making, students investigate the work of other artists. They learn to identify stylistic features of art forms from different times and places and explore ways to manipulate art elements and principles to generate, develop and produce their own artwork.

The cost of this course in 2022 was $110.00.

List B Courses

Chemistry - ATAR

Studying the Chemistry ATAR course 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.

Minimum Entry Requirement

The minimum entry requirement for this course is a B grade or higher in Year 10 Science and maintaining at least a B grade when Chemistry is studied in Term 3. Information regarding this will be provided during the course counselling process, but should be discussed with the Year 10 teacher or Head of Learning Area.

How will this course help students in the future?

This course enables students to relate chemistry to other sciences including biology, physics, geology, medicine, molecular biology and agriculture, and to take advantage of vocational opportunities that arise through its application. It also helps them to prepare for further study and to be responsible and efficient users of specialised chemical products and processes at home or in the workplace.

Unit 1 – Chemical fundamentals: structure, properties and reactions

In this unit, students use models of atomic structure and bonding to explain the macroscopic properties of materials. Students develop their understanding of the energy changes associated with chemical reactions and the use of chemical equations to calculate the masses of substances involved in chemical reactions. Chemists design and produce a vast range of materials for many purposes, including for fuels, cosmetics, building materials and pharmaceuticals. As the science of chemistry has developed over time, there has been an increasing realisation that the properties of a material depend on, and can be explained by, the material's structure.

Unit 2 – Molecular interactions and reactions

In this unit, students continue to develop their understanding of bonding models and the relationship between structure, properties and reactions, including consideration of the factors that affect the rate of chemical reactions. Students investigate the unique properties of water that make it essential for physical, chemical and biological processes on Earth, and the properties of acids and bases. The use of chemical equations to calculate the concentrations and volumes of solutions involved in chemical reactions is further developed.

The cost of this course in 2022 was $76.00.

Computer Science - General NEW

The Computer Science General course focuses on the fundamental principles, concepts and skills within the field, 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, while the connectivity between computers, peripheral devices and software used in the home, workplace and in education are 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.

In this course, the impact of technological developments on the personal, social and professional lives of individuals, businesses and communities is investigated. The ethical, moral and legal factors that influence developments in computing are explored so that students recognise the consequences of decisions made by developers and users in respect to the development and use of technology.

Minimum Entry Requirement

There is no minimum entry requirement for this course.

How will this course help students in the future?

This course provides students with practical and technical skills that equip them to function effectively in a world where these attributes are vital for employability and daily life in a technological society. It provides a sound understanding of computing to support students pursuing further studies in related fields.

Unit 1 – Personal use of computer systems

This unit provides students with the knowledge and skills required to use and maintain a personal computer. It introduces a formal method for developing simple information systems and databases. While considering personal needs, students examine the social, ethical and legal implications of personal computer use.

Unit 2 – Personal use of communication and information systems

This unit introduces a formal method for developing networks and internet technologies and writing a sequence of simple instructions. Students examine the social, ethical and legal implications associated with software development.

The cost of this course will be approximately $80.00.



Design Photography - General

'Design is the human power to conceive, plan, and realise products that serve human beings in the accomplishment of any individual or collective purpose.' (Richard Buchanan, Carnegie Mellon University).

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 the visual media form of Photography. It allows students to develop advanced camera skills to enable them to operate a camera in a variety of conditions and make use of the functions available on a typical digital camera. They will be expected to assemble a portfolio of work demonstrating their skills and knowledge. Postproduction and digital manipulation are also covered to prepare an image for publishing/printing. Students will also learn to take on a brief and produce images as required by a client.

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.

Minimum Entry Requirement

There is no minimum entry requirement for this course however it would be advantageous to have completed a Year 10 photography unit. Information regarding this will be provided during the course counselling process, or if relevant, may be discussed with the Year 10-year leader.

How will this course help students in the future?

This course connects with further vocational education and training, university and employment pathways. It also enhances employability, leading to further training and employment opportunities in areas that include photo journalist, designer, scientific photographer or commercial photographer.

Unit 1 – Design fundamentals

The focus of this unit is to introduce design process and practice. Students learn that design can be used to provide solutions to design problems and communication needs. They are introduced to basic design skills and a range of techniques within a defined context to demonstrate control over the elements and principles of design.

Unit 2 – Personal design

The focus of this unit is personal design. Students learn that they visually communicate aspects of their personality, values and beliefs through their affiliations and their manipulation of personal surroundings and environments. Students explore design elements and principles and the design process in a project communicating something of themselves. Students increase familiarity with basic production skills and processes, materials and technologies.

The cost of this course in 2022 was $80.00

Food Science and Technology - General

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

Minimum Entry Requirement

There is no minimum entry requirement for this course however it would be advantageous to have completed a Year 10 foods unit. Information regarding this will be provided during the course counselling process, or if relevant, may be discussed with the Year 10 teacher.

How will this course help students in the future?

This course connects with further TAFE, university and employment pathways. This course enhances employability, leading to further training and employment opportunities in areas that include food processing, hospitality, retail, community services, health and education.

Unit 1 – Food choices and health

This unit focuses on the sensory and physical properties of food that affect the consumption of raw and processed foods. Students investigate balanced diets, the function of nutrients in the body and apply nutrition concepts that promote healthy eating. They study health and environmental issues that arise from lifestyle choices and investigate factors which influence the purchase of locally produced commodities.

Unit 2 – Food for communities

This unit focuses on the supply of staple foods and the factors that influence adolescent food choices and ethical considerations. Students recognise factors, including processing systems, that affect the sensory and physical properties of staple foods. They explore food sources and the role of macronutrients and water for health, and nutrition-related health conditions, such as coeliac and lactose intolerance, which often require specialised diets. Students consider how food and beverage labelling and packaging requirements protect consumers and ensure the supply of safe, quality foods.

The cost of this course in 2022 was $170.00.

Human Biology – ATAR and General

Human Biological Science 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. 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.

ATAR Human Biology – AEHBY

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

Minimum Entry Requirement

The minimum entry requirement is a B grade in Biological Science studied in Year 10 Science. Information regarding this will be provided during the course counselling process, but should also be discussed with the Year 10 teacher.

It is strongly recommended that students have performed well in English previously (preferably A or B grade) because high levels of literacy are required.

How will this course help students in the future?

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, sport and social work. Appreciation of the range and scope of such professions broadens students' horizons and enables them to make informed choices.

How will this course help students in the future?

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, sport and social work. Appreciation of the range and scope of such professions broadens students' horizons and enables them to make informed choices.

Unit 1 – The functioning human body

In this unit, students analyse how the structure and function of body systems, and the interrelationships between systems, support metabolism and body functioning.

Unit 2 – Reproduction and inheritance

In this unit, students study the reproductive systems of males and females, the mechanisms of transmission of genetic material from generation to generation, and the effects of the environment on gene expression.

The cost of this course in 2022 is $51 and this does not include text books or excursions.

General Human Biology – GEHBY

The Human Biology General course gives students a chance to explore how the human body works. Students focus on bones, muscles, nerves and hormones, and how they maintain the body to act in a coordinated manner. The causes and spread of disease and how humans respond to invading pathogens are studied, as well as the role of males and females in the process of reproduction.

Students investigate the body systems through real or virtual dissections and practical examination of cells, organs and systems. They research contemporary treatments for dysfunctions of the body systems and are encouraged to use ICT to interpret and communicate their findings in a variety of ways. Second-hand data is used to investigate transmission of diseases from a historical perspective and recent global incidences. Students will also cover topics including how to maintain a health body and the roles of males and females in reproduction.

This course is designed for students to learn about themselves, relating the structure of the different body systems to their function and understanding the interdependence of these systems in maintaining life. 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. Issues such as diet, medical treatments and the manipulation of fertility are examples in which personal choices have an impact on health and wellbeing. Other topics are often the subject of community debate: obesity, effects of drugs and alcohol use during pregnancy, infectious diseases and hygiene. With an understanding of human biology, students are more able to make better life decisions, and to be more effective contributors to the discussions related to health issues in the community.

Minimum Entry Requirement

The minimum entry requirement is a C grade or higher in Biological Science studied in Year 10 Science. Information regarding this will be provided during the course counselling process, but should also be discussed with the Year 10 teacher.

How will this course help students in the future?

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 areas, such as social work, medical and paramedical fields, food and hospitality, childcare, sport, science and health education.

Unit 1- Healthy Body

This unit explores how the systems of the human body are interrelated to help sustain functioning and sustain life.

Unit 2- Reproduction

This unit explores the role that males and females have in reproduction, including contraception, and the issues of sexually transmitted infections. Students learn about the reproductive systems of males and females and how they are specialised in many different ways to produce differentiated gametes (eggs and sperm) and ensure the chances of fertilisation and implantation are more likely.

The cost of this course in 2022 is $70. This does not include excursions.

Materials, Design and Technology Woos - General

This is a practical course where students will work with wood in the design and manufacture of products. This is also a course about ideas, innovation and creativity. In order to do these well, students research and test materials and use strategies to develop innovative and creative ideas. They apply skills of management in planning and implementing a process, at the same time as they manipulate tools and machines to produce high-quality products.

Minimum Entry Requirement

There is no minimum entry requirement for this course however it would be advantageous to have completed a Year 10 Woodwork unit. Information regarding this will be provided during the course counselling process, or if relevant, may be discussed with the Year 10 teacher.

How will this course help students in the future?

This course connects with further vocational education and training, university and employment pathways. It also enhances employability, leading to further training and employment opportunities in areas that include manufacturing, design, housing industry, carpentry and engineering.

Unit 1

The focus for this unit is production fundamentals. It is an introductory unit for those students who have limited experience in the manufacturing of wood products. Students are introduced to principles and practices of design, and the fundamentals of design required to manufacture products for themselves. They learn to communicate various aspects of the design process within the structure of ‘design, make and appraise’. Throughout the process, students learn about materials, including their origins, classifications, properties and suitability for purpose. Students use the technology process and are introduced to relevant technology process skills. Students work in a wood environment and learn to use a variety of relevant production technologies safely and effectively.

Unit 2

The focus for this unit is design in practice. It is for students who have informal experiences of interacting with a variety of woodworking products that have been designed to meet certain needs. Students apply the fundamentals of design and concepts related to designing for self or others, considering factors such as social and environmental influences. They learn to communicate various aspects of the technology process within the context of making what they design. Throughout the process, students learn about the origins, classifications and suitability for purpose, of materials they are using. Students are introduced to a range of wood production techniques and equipment, and develop skills, generate plans and realise their design ideas through the production of their design project.

The cost of this course in 2022 was $128.00

Mathematics – ATAR, General and Foundation

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

As outlined below there are five courses in Year 11 Mathematics. These courses have been designed to cater for the full range of student's abilities and their mathematics achievement at the beginning of their senior years of schooling. The units are written as a sequential development of mathematical concepts, understandings and skills.

The cost of each Mathematics course in 2022 was $69.00

Mathematics Applications - ATAR

This course focuses on the use of mathematics to solve problems in context that involve financial modelling, geometric and trigonometry analysis, graphical and network analysis, and growth and decay in sequences. It also provides opportunities for students to develop systematic strategies based on the statistical investigation process for answering statistical questions that involve analysing univariate and bivariate data, including time series data.

The Mathematics Applications ATAR course is designed for students who want to extend their mathematical skills beyond Year 10 level, but whose future studies or employment pathways do not require knowledge of calculus. The course is designed for students who have a wide range of educational and employment aspirations, including continuing their studies at university or TAFE.

Throughout the course, there is an emphasis on the use of application digital technologies.

The Mathematics Applications ATAR course aims to develop students':

- understanding of concepts and techniques drawn from the topic areas of number and algebra, geometry and trigonometry, graphs and networks, and statistics
- ability to solve applied problems using concepts and techniques drawn from the topic areas of number and algebra, geometry and trigonometry, graphs and networks, and statistics
- reasoning and interpretive skills in mathematical and statistical contexts
- capacity to communicate the results of a mathematic al or statistical problem-solving in a concise and systematic manner using appropriate mathematical and statistical language
- capacity to choose and use technology appropriately and efficiently

Minimum Entry Requirement

Band 8 or higher on Year 9 NAPLAN/ Passed OLNA Numeracy in Year 10 and A/B Grades in year 10 Mathematics.
ABEs on your semester 1 report for Maths need to be "consistently" (at most 1 or 2 "often")

How will this course help students in the future?

People who are mathematically able can contribute greatly towards dealing with many difficult issues facing the world today: problems such as health, environmental sustainability, climate change, and social injustice. We need to understand these problems thoroughly before we can expect to solve them, and this is where mathematics and mathematical modelling are so important.

A summary of the combined units offered for Year 11 and 12 depending upon needs and abilities is provided in the table below:

Mathematics Essential - General

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, person, further learning and community settings. This course offers students the opportunity to prepare for post-school options of employment and further training.

The content of The Mathematics Essential General course is designed to be taught within contexts that are relevant to the needs of the particular student cohort. The skills and understandings developed throughout the course will be further enhanced and reinforced through presentation related to areas encountered in the vocational education and training (VET, apprenticeships, traineeships or employment.

The Mathematics Essential General course aims to develop students' capacity, disposition and confidence to:

understand concepts and techniques drawn from mathematics and statistics
solve applied problems using concepts and techniques drawn from mathematics and statistics
use reasoning and interpretive skills in mathematical and statistical contexts
communicate in a concise and systematic manner using appropriate mathematical and statistical language
choose and use technology appropriately

Minimum Entry Requirement

Band 8 or higher on Year 9 NAPLAN/ passed OLNA Numeracy in Year 10 (students on a 2 for OLNA are advised to do Mathematics Foundations; exemptions to this will need to be approved by the Head of Maths and Science Mrs McCann)

Mathematics Foundation – Foundation

The Mathematics Foundation course focuses on building the capacity, confidence and disposition to use mathematics to meet the numeracy standard for the WACE. This course is for students who have not demonstrated the numeracy standard in the OLNA. It provides students with the knowledge, skills and understanding to solve problems across a range of contexts including personal, community and workplace/ employment.

Topics covered in Year 11 include whole numbers and money, operations with whole numbers and money, fractions, decimals, length, mass, capacity, time, statistics, probability, perimeter, area and volume.

This course provides the opportunity for students to prepare for post-school options of employment and further training.

Minimum Entry Requirement

Students are placed into Foundation Mathematics if they are on Category 1 or 2 for OLNA Numeracy. Students who have not sat the OLNA Numeracy test are recommended to do this course but will need to meet with the Head of Maths and Science for approval.

Mathematics Methods - ATAR

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.

The Mathematics Methods ATAR course is structured over four units. The topics in Unit 1 build on students' mathematical experience. The topics 'Functions and graphs', 'Trigonometric functions' and 'Counting and probability' all follow on from topics in the Year 7-10 curriculum from the strands Number and Algebra, Measurement and Geometry, and Statistics and Probability. In this course, there is a progression of content and applications in all areas. For example, in Unit 2 differential calculus is introduced, and then further developed in Unit 3, where integral calculus is introduced. Discrete probability distributions are introduced in Unit 3, and then continuous probability distributions and an introduction to statistical inference conclude Unit 4.

Mathematics Methods ATAR course aims to develop students':

- understanding of concepts and techniques drawn from algebra, the study of functions, calculus, probability and statistics
- ability to solve applied problems using concepts and techniques drawn from algebra, functions, calculus, probability and statistics
- reasoning in mathematical and statistical contexts and interpretation of mathematical and statistical information, including ascertaining the reasonableness of solutions to problems
- capacity to communicate in a concise and systematics manner using appropriate mathematical and statistical language
- capacity to choose and use technology appropriately and efficiently

Minimum Entry Requirement

Band 8 or higher on Year 9 NAPLAN and A Grades in year 10 Mathematics. The ABEs on your Semester 1 report for Maths need to be "consistently"

Mathematics Specialist - ATAR

Both mathematics and statistics are widely applicable as models of the world around us and there is simple opportunity for problem-solving through the Mathematics Specialist ATAR course. There is also a sound logical basis to this subject, and in mastering the course, students will develop logical reasoning skills to a high level.

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.

The Mathematics Specialist ATAR course is structured over four units. The topics in Unit 1 broaden students' mathematical experience and provide different scenarios for incorporating mathematical arguments and problem solving. The unit blends algebraic and geometric thinking. In this subject, there is a progression of content, applications, level of sophistication and abstraction. For example, in Unit 1, vectors for two-dimensional space are introduced and in Unit 3, vectors are studied for three-dimensional space. The Unit 3 vector topic leads to the establishment of the equations of lines and planes, and this in turn
prepares students for an introduction to solving simultaneous equations in three variables. The study of calculus, which is developed in the Mathematical Methods ATAR course, is applied in vectors in Unit 3 and applications of calculus and statistics in Unit 4.

The Mathematics Specialist ATAR course aims to develop students':

understanding of concepts and techniques drawn from combinatorics, geometry, trigonometry, complex numbers, vectors, matrices, calculus and statistics
ability to solve applied problems using concepts and techniques drawn from combinatorics, geometry, trigonometry, complex numbers, vectors, matrices, calculus and statistics • capacity to choose and use technology appropriately
reasoning in mathematical and statistical contexts and interpretation of mathematical and statistical information, including ascertaining the reasonableness of solutions to problems
capacity to communicate in a concise and systematic manner using appropriate mathematical and statistical language ability to construct proofs

Minimum Entry Requirement

Band 8 or higher on Year 9 NAPLAN and A Grades in year 10 Mathematics. The ABEs on your Semester 1 report for Maths need to be "consistently".

Outdoor Education - General

Through interaction with the natural world, the Outdoor Education General course aims to develop an understanding of our relationships with the environment, others and ourselves. The ultimate goal of the course is to contribute towards a sustainable world.

The Outdoor Education General course is based on the experiential learning cycle. Students plan for outdoor experiences, participate in these experiences and reflect on their involvement. 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 learn skills that encourage them to minimise their impact on the environment and understand why this is so important.

Minimum Entry Requirement

There is no minimum entry requirement for this course, however, it would be advantageous to have completed a Year 10 outdoor education unit. Information regarding this will be provided during the course counselling process, or if relevant, may be discussed with the Year 10 teacher.

How will this course help students in the future?

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 unforeseen areas evolving in the outdoors industry.

Unit 1 – Experiencing the outdoors

Students are introduced to outdoor adventure activities where they can develop and improve technical skills and apply appropriate practices to ensure safe participation. They understand basic planning and organisational requirements necessary for them to participate in safe, short-duration excursions/expeditions in selected outdoor activities. They begin developing skills in roping and navigation. Students are introduced to personal skills and interpersonal skills, including self-awareness, communication and leadership.

Unit 2 – Facing challenges in the outdoors

Students engage in a range of outdoor adventure activities that pose challenges and encourage students to step outside their comfort zone.

Students consider planning and resource requirements related to extended excursions/short-duration expeditions. They are introduced to simple risk assessment models to assist decision making and apply safe practices to cope with challenging situations and environments. They develop time management and goal setting skills to work with others and explore strategies for building group relationships.

The cost of this course in 2022 is $120.00 and this does not include the cost for camps and excursions.

Physical Education Studies – ATAR and General

The cost of each Phsyical Education Studies course in 2022 was $70.00

Physical Education Studies – ATAR

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.

Minimum Entry Requirement

The minimum entry requirement for this course is a B grade or higher in Year 10 Physical Education. Information regarding this will be provided during the course counselling process, but should be discussed with the Year 10 teacher or Head of Learning Area.

How will this course help students in the future?

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.

Unit 1

The focus of this unit is to explore anatomical and biomechanical concepts, the body's responses to physical activity and stress management processes to improve their own performance and that of others in physical activity.

Unit 2

The focus of this unit is to identify the relationship between skill, strategy and the body in order to improve the effectiveness and efficiency of performance.

Physical Education Studies – General

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.

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. 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.

Minimum Entry Requirement

There is no minimum entry requirement for this course. Information regarding this will be provided during the course counselling process, or if relevant, may be discussed with the Year 10 teacher.

How will this course help students in the future?

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.

Unit 1

The focus of this unit is the development of students' knowledge, understanding and application of anatomical, The focus of this unit is the development of students' knowledge, understanding and application of anatomical, physiological and practical factors associated with performing in physical activities.

Unit 2

The focus of this unit is the impact of physical activity on the body's anatomical and physiological systems. Students are introduced to these concepts which support them to improve their performance as team members and/or individuals.

Physics - ATAR

In the Physics course, students explore the ways physics is used to describe, explain and predict the energy transfers and transformations that are pivotal to modern industrial societies. Students investigate heating processes, apply the nuclear model of the atom to investigate radioactivity, and learn how nuclear reactions convert mass into energy. They examine the movement of electrical charge in circuits and use this to analyse, explain and predict electrical phenomena. Students also develop an understanding of motion and waves which can be used to describe, explain and predict a wide range of phenomena. Students describe linear motion in terms of position and time data, and examine the relationships between force, momentum and energy for interactions in one dimension. Students also investigate common wave phenome, including waves on springs, and water, sound and earthquake waves.

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

Minimum Entry Requirement

B grade or higher in Physics Year 10 Science **and** a B grade or higher in Mathematics are essential for enrolment in this course. Information regarding this will be provided during the course counselling process but should be discussed with the Head of Learning Area. (Students should note that Mathematics Methods is a recommended co-enrolment for Physics, which can also be studied through SIDE with some support in the school.)

How will this course help students in the future?

The ATAR Physics course also provides prerequisite, preferred or highly desirable knowledge and skills for many science, engineering, medicine and science-related courses at tertiary institutions.

Unit 1 – Thermal, nuclear and electrical physics

An understanding of heating processes, nuclear reactions and electricity is essential to appreciate how global energy needs are met. In this unit, students explore the ways physics is used to describe, explain and predict the energy transfers and transformations that are pivotal to modern industrial societies. Students investigate heating processes, apply the nuclear model of the atom to investigate radioactivity, and learn how nuclear reactions convert mass into energy. They examine the movement of electrical charge in circuits and use this to analyse, explain and predict electrical phenomena.

Unit 2 – Linear motion and waves

Students describe, explain and predict linear motion in terms of position and time series data, and examine the relationships between force, momentum and energy for interactions in one dimension, and investigate the application of wave models to sound phenomena.

Each unit includes:

- a unit description – a short description of the focus of the unit
- learning outcomes – a set of statements describing the learning expected as a result of studying the unit
- unit content – the content to be taught and learned

Psychology – ATAR and General

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.

The cost of both Psychology courses in 2022 was $77.00.

Psychology – ATAR

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. It 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.

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

Minimum Entry Requirement

This course is largely theoretical with occasional group and practical work. As a result, it is strongly recommended that students have performed well in Year 10 English (preferably A or B grade) due to the high levels of literacy required. The Psychology ATAR course requires students to use the mathematical skills they have developed through the Year 7–10 Mathematics Curriculum, in addition to the numeracy skills they have developed through the Science Inquiry Skills strand of the Science Curriculum. A 'B' grade in Year 10 Science is required. Assessment requires extensive reading and research; all have a large component of written work. No assessment involves Multiple Choice Questions. All answers require short and extended written responses.

How will this course help students in the future?

This course develops in students a foundation of scientific method and critical thinking which is a valuable skill they can apply throughout their study, work and everyday lives. This course complements the ATAR Human Biology course.

This course is suitable for students continuing study in the vocational area, those proceeding directly to the workplace, and those pursuing studies at the tertiary level as well as students who want to develop skills for their own enjoyment. 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 and aims to provide a better understanding of human behaviour and the means to enhance quality of life.

Unit 1

This unit focuses on a number of concepts that enable students to gain an understanding of how and why people behave the way they do. Students learn about the human brain and explore the impact of external factors on behaviour, such as physical activity and psychoactive drugs. Cognitive processes, such as sensation and perception, and selective and divided attention are investigated. Students examine different types of relationships and the role of verbal and non-verbal communication in initiating, maintaining and regulating these. Students are introduced to ethics in psychological research and carry out investigations.

Unit 2

This unit focuses on developmental psychology. Students analyse twin and adoption studies to gain insight into the nature/nurture debate and look at the role of play in assisting development. Students explore what is meant by the term personality and examine historical perspectives used to explain personality. They also explore behaviour and causes of prejudice. Psychological research methods studied in Unit 1 are further developed.

Psychology - General

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

Minimum Entry Requirement

The Psychology General course requires students to use the mathematical skills they have developed through the Year 7–10 Mathematics Curriculum, in addition to the numeracy skills they have developed through the Science Inquiry Skills strand of the Science Curriculum.

Within the Science Inquiry Skills strand, students are required to gather, represent and analyse numerical data to identify the evidence that forms the basis of scientific arguments, claims or conclusions. In gathering and recording numerical data, students are required to make measurements using appropriate units to an appropriate degree of accuracy.

How will this course help students in the future?

The study of this course is highly relevant to further studies in the health professions, education, human resources, social sciences, sales, media, marketing and management. 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.

Unit 1

This unit provides a general introduction to personality and intelligence and seeks to explain how individuals are influenced by their surroundings. Students explore a number of influential theories used to describe and/or explain personality such as Freud's psychodynamic approach and Eysenck's trait theory. A range of intelligence theories are reviewed and cultural influences with respect to intelligence testing and child-rearing are examined. Beyond the individual, the impact of others on behaviour is a key focus. Students examine different agents of socialisation, focusing on the impact of parenting style on behaviour. Types of communication and the role of verbal and non-verbal communication in initiating, maintaining and regulating relationships are studied. Students are introduced to qualitative and quantitative methods of data collection and explore fundamental ethical considerations in research including informed consent and voluntary participation.

Unit 2

This unit introduces students to the human brain, focusing on the major parts. Students explore the impact of factors influencing behaviour, emotion and thought, including heredity, hormones, physical activity and psychoactive drugs. The scientific study of development is an important component of psychology. Students review physical, cognitive, social and emotional development and the role of nature and nurture. Erikson's stages of psychosocial development are examined as students learn about the impact of external factors on personality development. Students examine the impact of group size on behaviour and look at the influence of culture in shaping attitudes towards issues such as mental illness and disability. Students interpret descriptive data such as mean and range. They use this data to create tables, graphs and diagrams and draw conclusions using patterns observed in the data.

Vocational Education and Training Courses

VET programs provide students with the opportunity to achieve a national vocational qualification under the Australian Qualifications Framework [AQF] and will contribute to the WACE. All of the courses run at Swan View SHS are two year courses.

Any VET offerings are proposed at this stage and will be confirmed once a Registered Training Organisation (RTO) can be sourced through the Department's panel of contracted RTO providers. Once a RTO has been secured, VET offerings can be confirmed. All elective units are proposed at the time of producing the handbook but could be subject to change.

Minimum Entry Requirement

There is no minimum entry requirement for VET courses but an interest in this industry area is advised. Information regarding this will be provided during the course counselling process, or if relevant, may be discussed with the relevant teaching staff or the VET Coordinator.

CHC22015 Certificate II in Community Services

This qualification may be used as a pathway for workforce entry as community services workers who provide a first point of contact and assist individuals in meeting their immediate needs. At this level, work takes place under direct, regular supervision within clearly defined guidelines.

How will this course help students in the future?

This qualification is beneficial to students who wish to pursue a career in the health and community services sector, including nursing, aged care, childcare and youth care. The transferable skills gained will be valuable in applying for entry level jobs, as well as courses at TAFE and alternative entry pathways to some of the Universities.

This Certificate is currently auspiced through iVet – RTO Code 40548

The cost of this course in 2022 was $120.00.

CUA20220 Certificate II in Creative Industries – Live Production

The units offered in this course provides students with knowledge and skills in a number of Arts areas. This course is focused mainly on production team roles and will require attendance at events out of school time. Students generally complete Certificate II over Year 11 & 12.

How will this course help students in the future?

This qualification is beneficial to students who wish to pursue a career in the creative industries sector, including event & production management, production design, front of house management and customer service. The transferable skills gained will be valuable in applying for entry level jobs, as well as courses at TAFE and alternative entry pathways to some of the Universities.

This Certificate is currently auspiced through Skills Strategies International & Pathways Skills Centre – RTO Code 2401

Units of Competency:

Core units

BSBTWK201	Work effectively with others
CUAIND211	Develop and apply creative arts industry knowledge
CUAWHS312	Apply work health and safety practices

Elective units

BSBCRT101	Apply critical thinking skills in a team environment
CUADES201	Follow a design process
BSBPEF202	Plan and apply time management
BSBOPS203	Deliver a service to customers
CUAFOH212	Usher patrons
CUAPRF317	Develop performance techniques
CUASTA211	Develop basic staging skills

The cost of this course in 2022 was $120.00.

MEM20422 Certificate II in Engineering

The qualification is intended for people interested in exposure to an engineering or related working environment with a view to entering into employment in that area. This qualification will equip graduates with knowledge and skills which will enhance their prospects of employment in an engineering or related working environment. The qualifications will provide students with well-developed skills and knowledge in a wide variety of contexts.

How will this course help students in the future?

This course offers opportunities for students to access both long and short-term employment. Students develop relevant technical, vocational and interpersonal competencies suitable to employment and further training in engineering as well as skills, knowledge and experience that are transferable to other industry areas. Students who undertake this qualification may progress along further pathways in this qualification including Certificate IV in Engineering, Diploma of Engineering or Advanced Diploma of Engineering.

Please note that this qualification is delivered by Swan View Senior High School via a third-party arrangement with Fast Start Pty Ltd t/a Cartec Training (RTO52502). If you would like more information on this third-party arrangement, please speak with a school representative

Units of Competency:

Core Units

MEM13014A	Apply principles of occupational health and safety in the work environment
MEMPE005A	Develop a career plan for the engineering and manufacturing industry
MEMPE006A	Undertake a basic engineering project
MSAENV272B	Participate in environmentally sustainable work practices

Elective Units

MEM18001C	Use hand tools
MEM18002B	Use power tools/hand held operations
MEMPE001A	Use engineering workshop machines
MEMPE002A	Use electric welding machines
MEMPE003A	Use oxy-acetylene and soldering equipment
MEMPE004A	Use fabrication equipment
MSAENV272B	Participate in environmentally sustainable work practices
MSAPMSUP106A	Work in a team
MEM16006A	Organise and communicate information

The cost of this course in 2022 was $211.00

SIS20115 Certificate II in Sport and Recreation

This qualification allows individuals to develop basic functional knowledge and skills for work in customer contact positions in the sport or community recreation industry. These individuals are competent in a range of administrative activities and functions within a team and under supervision. They are involved in mainly routine and repetitive tasks using practical skills and basic sport and recreation industry knowledge.

Individuals work in locations such as sport and recreation centres or facilities, and leisure and aquatic centres assisting with the conduct of recreation activities, and facility maintenance and operations.

Possible job titles include: community activities assistant, customer service assistant, leisure assistant, recreation assistant, retail assistant, grounds assistant, or facility assistant.

How will this course help students in the future?

This course will cover a range of subjects including first aid, working effectively in sport and recreation environments, work health and safety processes, planning and organising sport and recreation activities. Students will gain valuable transferable skills which can be used in this industry area, as well as in a variety of other industries.

Units of Competency:

Core Units

BSBWOR202	Organise and complete daily work activities
HLTAID003	Provide first aid
HLTWHS001	Participate in workplace health and safety
SISXCAI002	Assist with activity sessions
SISXCCS001	Provide quality service
SISXEMR001	Respond to emergency situations
SISXIND001	Work effectively in sport, fitness and recreation environments
SISXIND002	Maintain sport, fitness and recreation industry knowledge

Elective Units

SISXCAI001	Provide equipment for activities
SISXCAI006	Facilitate groups
SISXFAC001	Maintain equipment for activities
SISXIND006	Conduct sport, fitness or recreation events
SISXRES002	Educate user groups

The cost of this course in 2020 was $120.00

CUA20720 Certificate II in Visual Arts

This qualification reflects the role of individuals who are developing the basic creative and technical skills that underpin visual arts and craft practice.

How will this course help students in the future?

Students who elect to choose this course will be provided with superior skills to enter TAFE or the workforce. The Certificate II is skills based and requires students to achieve specific competencies. Students who wish to enter the labour market directly, obtain an apprenticeship or continue studies at TAFE will gain underpinning skills in study and industry, develop language skills specific to the industry workplace and access career pathways counselling and guidance as well as accessing relevant workplace or field placements if desired.

This Certificate is currently auspiced through Skills Strategies International & Pathways Skills Centre – RTO Code 2401.

Units of Competency:

Core Units

BSBWHS211	Contribute to the health and safety of self and others
CUAACD201	Develop drawing skills to communicate ideas
CUAPPR211	Make simple creative work
CUARES202	Source and use information relevant to own arts practice

Elective Units

BSBDES201	Follow a design process
CUACER201	Develop ceramic skills
CUAPAI211	Develop painting skills
CUASCU211	Develop sculptural skills

The cost of this course in 2022 was $135.00

BSB20120 Certificate II in Workplace Skills

This qualification supersedes the Certificate II in Business. It reflects the role of individuals in a variety of junior administrative positions who perform a range of routine tasks using limited practical skills and fundamental operational knowledge in a defined context. Individuals in these roles generally work under direct supervision. The focus of this qualification is as an admin assistant or receptionist in any industry.

The intention is for students to complete this Cert II in Year 11 and move on to the Certificate III in Business in Year 12.

How will this course help students in the future?

This course offers opportunities for students to access both long and short-term employment. Students develop relevant technical, vocational and interpersonal competencies suitable to employment and further training in business as well as skills, knowledge and experiences that are transferable to other industry areas.

This Certificate is currently auspiced through iVet – RTO Code 40548

Units of Competency:

Core Units – 5 units

BSBCMM211 Apply communication skills

BSBOPS201 Work effectively in business environments

BSBPEF202 Plan and apply time management

BSBSUS211 Participate in sustainable work practices

BSBWHS211 Contribute to the health and safety of self and others

Elective Units – 5 units

To be advises

The cost of this course in 2022 was $120.00

Endorsed Programs

An Endorsed Program is a learning program that has been developed for Senior School students (Years 10 -12) and can be delivered as part of the school curriculum or as extra-curricular activities.

There are two types of Endorsed Programs:

Authority Developed Endorsed Programs. Examples include:

- ADCAP – Community Arts Performance
- ADCS – Community Service
- ADESP – Elite Sports Performance
- ADOEP – Off Campus Enrichment
- ZADRP – Recreational Pursuits
- ADSP – School Production
- ADWPL – Workplace Learning

Private Provider Endorsed Programs. Examples include:

- PLSMTA – Law, Society, Mock Trials
- PROIN – Interact Club
- PIMS – Instrumental Music School Services
- PPWBR3 – Dept of Parks & Wildlife, Bushrangers
- PRLBM – Royal Life Saving, Bronze Medallion
- PAMP7 – Graduate College of Dance
- PTICC – Toastmaster International
- PAFPT – Australian Air Force Cadets

For students participating in Endorsed Programs there are numerous benefits:

- Students may develop a range of ‘Core Skills for Work’ that will help to make them more future ready citizens
- Students extend their networks which can be beneficial in their future career aspirations
- Assists students when applying for scholarships or at university interviews
- Assists students at risk by gaining extra points towards the WACE

A more comprehensive list of Endorsed Programs can be found on the SCSA website.

For more information, please contact Ms Kate Rogers, VET Coordinator.

Apprenticeships and Traineeships

In selected industry areas, Swan View SHS students may be eligible to complete a qualification through external VET placements in Years 11 and 12, at the same time as completing the Western Australian Certificate of Education (WACE) through one of three programs:

- School Based Traineeship (SBT) / Aboriginal School Based Traineeship (ASBT)
- School Based Apprenticeship (SBA)
- Pre-Apprenticeship in Schools (PAiS)

In these programs, students attend school for four days and attend specified training days 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 childcare, government, hospitality, business, manufacturing and health.

School Based Apprenticeship (SBA)

A school-based Apprenticeship allows students to start an apprenticeship in Year 11 or 12, while still at school. Under these arrangements, the student is both a full-time student and a part-time employee. After the student leaves school they continue the apprenticeship on a full-time or part-time basis.

The student will develop skills and get paid whilst getting ready for a career in the workforce, as well as working towards their WACE and an industry recognised qualification. SBA opportunities are advertised on CONNECT and the school Facebook page as they arise.

Swan View SHS will assist and support a student who arranges to commence a SBT or SBA with an employer where suitable. Not all industry areas offer SBTs and SBAs. Further information is available at https://www.dtwd.wa.gov.au/apprenticeship-office

Pre-Apprenticeships in Schools (PAiS)

Pre-Apprenticeships in Schools are Certificate II programs that have been nominated by Western Australian industry councils as valid pathways from school to a traditional trade apprenticeship.

Students in Year 11 and 12 attend school, training at a Registered Training Organisation and are linked to an employer for work placement. Students are able to undertake a Certificate II Pre-Apprenticeship while still completing their Western Australian Certificate of Education (WACE).

Workplace Learning (ADWPL)

Workplace Learning is an Authority-developed endorsed program that is managed by individual schools and open to students in Years 10, 11 and 12. To complete this endorsed program, a student works in one or more real workplace/s to develop a set of transferable workplace skills. The student must:

- complete the school's workplace readiness program
- record the number of hours completed and the tasks undertaken in the workplace in the Authority's *Workplace Learning Logbook*.
- provide evidence of his/her knowledge and understanding of the workplace skills by completing the Authority's *Workplace Learning Skills Journal* after each 55 hours completed in the workplace.

Unit equivalence is allocated on the basis of 1unit equivalent for each 55 hours completed in the workplace, to a maximum of 4 units. The total number of hours completed in the workplace is reported on the student's WASSA.

The cost of this course in 2022 was $20.00

Aboriginal School Based Traineeships (ASBT)

Aboriginal School Based Training provides opportunities for Aboriginal students in Years 10, 11 and 12 to start training in school to gain a qualification, sustainable employment or go onto further education or training.

There are three phases:

- Preparatory programs – preparing students for work
- Pre-employment assessment – ensuring students are ready for the workplace
- Apprenticeship and traineeship options – making the best selection for the student

School Based Traineeship (SBT)

A school-based traineeship allows senior secondary students to start a traineeship while also completing the Western Australian Certificate of Education (WACE). Under these arrangements, the student is both a full-time student and a part-time employee with the same employment and training responsibilities as other trainees.

A SBT is approximately an 18-month commitment. Once the contracts are signed, students are employees and are paid a training wage for the on-the-job component of their traineeship. Successful candidates complete a Certificate II or higher in their industry area, which will count towards secondary graduation and, therefore, may allow a reduction in the number of courses the student studies at school. SBT opportunities are advertised on CONNECT and the school Facebook page as they arise. SBTs are managed by the VET Coordinator at the school. Students usually undergo a trial period with an employer and, if successful, may commence a traineeship.

Examples of SBT placements in 2021 & 2022

- Certificate III in Early Childhood Education and Care
- Certificate III in Retail
- Certificate II in Retail Cosmetics
- Certificate II in Salon Assistant
- Certificate II in Warehousing Operations
- Certificate II in Retail Services

Useful Career Related Websites

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

TAFE

North Metropolitan TAFE
East Perth, Leederville, Mt Lawley & Northbridge 1300 300822
http://www.northmetrotafe.wa.edu.au

North Metropolitan TAFE
Joondalup 1300 134881
http://www.northmetrotafe.wa.edu.au

South Metropolitan TAFE
Course Information Centre 9267 7500
Thornlie, Carlisle, Balga, Armadale, Midland & Bentley http://www.southmetrotafe.wa.edu.au

South Metropolitan TAFE
Course Information Centre 9239 8189
Beaconsfield, Murdoch, Maritime Centre, Rockingham & Peel http://www.southmetrotafe.wa.edu.au

Jobs and Skills Centre
www.jobsandskills.wa.gov.au

WA Department of Training & Workforce Development
http://www.dtwd.wa.gov.au Training opportunities in WA

Training WA Course Information
www.trainingwa.wa.gov.au

TAFE Handbook on line
https://www.tafecourses.com.au

Universities

Curtin University Prospective Students Office 9266 1000
http://futurestudents.curtin.edu.au

Edith Cowan University Students Recruitment 134 328
http://www.ecu.edu.au/future-students/overview/

Murdoch University Prospective Student Centre 1300 687 3624
https://www.murdoch.edu.au/study/

University of WA Prospective Student Advisors 6488 2477
https://study.uwa.edu.au

University of Notre Dame Prospective Student Advisors 9433 0533
Freecall 1800 640 500 https://www.notredame.edu.au/study/pathways

Universities Guide
A useful site that rates Australian Universities and outlines their facilities/courses https://
www.gooduniversitiesguide.com.au

Career Related Sites

www.jobsandskills.wa.gov.au

www.careersonline.com.au

www.myfuture.edu.au

www.skillsroad.com.au

Education

School Curriculum & Standards Authority
www.scsa.wa.edu.au or contact info@scsa.wa.edu.au

Department of Education
https://www.education.wa.edu.au

Tertiary Institutions Service Centre
www.tisc.edu.au
This site also provides links to the Tertiary Institution Service Centres and universities in the other states of Australia.

Apprenticeships and Traineeships

www.dtwd.wa.gov.au/apprenticeship-office

www.apprenticeshipsupport.com.au or phone: 1300 363 831 www.trainingwa.wa.gov.au

Australia Wide Job Search

www.jobsearch.gov.au
www.seek.com.au

Defence Force Recruiting Centre

Level 7, 66 St George's Terrace, Perth 6000
Careers Information
131 901
www.defencejobs.gov.au

Take link to Careers Explorer that lists all jobs in the Defence forces. This centre proves information on the careers available in the Airforce, the Army and the Navy.

Unique Student Identifier

A Unique Student Identifier (USI) is your individual education number for life. It also gives you an online record of your vocational education and training (VET) undertaken in Australia.

As our students prepare for the Year 11 school year, many will be enrolled in a certificate course as part of their future studies involving Vocational Education and Training (VET). An enrolment requirement of a certificate course requires the students to have their own Unique Student Identifier (USI) number. This number is an Australian Government requirement and further information can be obtained on the www.usi.gov.au website.

For units of competency and qualifications achieved as part of a student's VET course to contribute towards the WACE requirements, a USI number will be required. Therefore, we are request all students to complete the online application to create their own USI number, and then bring it into the school so it may be entered into the database.

Please go to www.usi.gov.au and follow the prompts to create a Unique Student Identifier. You will need to have on hand some legal identification documentation.

- Acceptable forms of identification are:
- Australian passport
- Non-Australian passport (with Australian Visa)
- Australian birth certificate - *please note: a birth certificate extract or commemorative birth certificate will not be accepted*
- Australian driver's licence
- Medicare card
- Certificate of registration by descent
- Centrelink concession card
- Citizenship certificate
- ImmiCard

On completion you may select to email the School on swanview.shs@education.wa.edu.au or alternatively write the number down and bring it to the VET Office.

Your USI should be treated like a tax file number, and recorded in a safe place for future reference.

Notes

Notes

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SENIOR HIGH SCHOOL

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