Choose Wisely...

You must consider choices wisely. As you plan your course selection and pathway, you must consider:

Your **Interests**  
Your **Academic Results**  
Your **School Course Choices** and  
Your **Future Intentions**

Forward planning is essential if you are to make the most of your opportunities. The following guidelines may be helpful:

- Relate courses to current career information.  
- It is helpful to have a few career choices in mind before choosing courses.  
- Find out about courses.  
- Read the course descriptors carefully and talk to parents and teachers.  
- Be prepared to ask for help and seek information.  
- There are many people to talk to and there are websites provided in this handbook.  
- Do not choose a subject or course because a friend has chosen it.

Dear Parents and Students

I am excited about the opportunities presented to our senior students in 2016.

Our staff have worked hard to compile a variety of courses and subjects that cater for the varying gifts and talents of our students.

I trust as you work through the subject information you find the wider range of subject choices and pathway options refreshing.

Parents and students of 2016 year eleven students will be invited to meet with a senior teacher to discuss your individual needs during one of two evening meetings.

If you are unable to meet at these times, please feel free to contact the school office to arrange a suitable time for you and one of our staff.

I look forward to working with you over the next two years as you enter the final stage of your college life.

Yours faithfully

Gavin Nancarrow  
Principal
Biology Unit 1 & 2 (ATAR)

Course Details

Prerequisites

Year 10 Advanced Science and English - C
Year 10 Intermediate Science and English - B

Introduction/Rationale

A unique appreciation of life and a better understanding of the living world are gained through studying the Biology ATAR course. This course encourages students to be analytical, to participate in problem-solving and to systematically explore fascinating and intriguing aspects of living systems, from the microscopic level through to ecosystems.

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

This will be followed by units 3 & 4 in year 12 which can be used for university entry.

Assessment

Science inquiry 30%
Extended Responses 10%
Tests 20%
Examinations 50%

Course Outline

In year 11 the units of study are:
Unit 1 – Ecosystems and Biodiversity
Unit 2 – Single cells to multicellular organisms

Chemistry Units 1 & 2 (ATAR)

Course Details

Prerequisites

Year 10 A Science and Mathematics - C grade
Year 10 B Science and Mathematics - B grade

Introduction/Rationale

Science is the human activity of studying the natural world created by God and attempting to understand and describe it more fully. This means that for Christians, the study of chemistry is one way in which we learn of God’s character and will.

Chemistry is an investigative subject concerned with the physical and chemical properties of materials, the nature of matter and the study of chemical reactions and processes. It includes both a body of knowledge – theories, principles and laws – and an approach to inquiry that values observation and experiment.

The course content is divided into two units –

Unit 1 – models of atomic structure and bonding, energy changes associated with chemical reactions and the use of chemical equations to calculate the masses of substances involved in chemical reactions.

Unit 2 – relationship between structure, properties and reactions, factors that affect reaction rate, unique properties of water, properties of acids and bases and calculations of concentrations and volumes of solutions in chemical reactions.

In year 12, students will study units 3 and 4 which will allow university entry.

Science Strand Descriptions

Science inquiry skills
Science as a human endeavour
Science understanding

Assessment

Examinations 50%
Tests 15%
Practical/Investigation 25%
Extended response 10%
English (ATAR)

Course Details
This English course is the most popular course for students seeking university entrance.

Prerequisites
Year 10 English - B grade
Level 3 in OLNA in Reading and Writing
(Students with lower levels than this will only be considered on submission of written work of a suitable standard.)

Introduction/Rationale
This course focuses on developing students' analytical and creative skills in all language modes: reading, writing, viewing and speaking and listening. Students will become adept at analysing and evaluating the purpose, stylistic qualities and conventions of texts. They will also create imaginative, persuasive and analytical responses in a range of forms.

The course involves wide and extensive reading and viewing.

Course Outline
Year 11 ATAR English Units 1 & 2 will lead on to Year 12 ATAR English Units 3 & 4, which will include an external ATAR examination.

Assessment
Assessment will cover the areas of responding, analysing and creating texts, and will include an exam.

English (General)

Course Details
This English course is suitable for students who wish to pursue a pathway leading to TAFE, apprenticeships or employment.

Prerequisite
Completed Year 10 English
Level 1 or 2 in OLNA
(Level 3 OLNA students may not do this course.)

Introduction/Rationale
This course focuses on skills and knowledge needed to become competent, confident and engaged users of English in everyday, social, further education, training and workplace contexts. These skills will lead to a range of post-secondary pathways. Students will comprehend, analyse, interpret and create texts in a range of forms.

Course Outline
Year 11 Units General English Units 1 & 2 will lead to Year 12 General English Units 3 & 4.

Assessment
Assessment will cover responding and creating in a variety of forms, including oral presentations. There will be no exam.
Literature (ATAR)

Course Details

This is a high-level English course for students to engage in literary analysis. It provides a pathway for university entrance.

Prerequisites

Year 10 English - A grade
Level 3 in OLNA in Reading and Writing

Introduction/Rationale

In the Literature ATAR course, students learn to create readings of literary texts and to create their own texts, including essays, poems, short stories, plays and multimodal texts. Students engage with literary theory and study literary texts in great detail. Students learn to read texts in terms of their cultural, social and historical contexts; their values and attitudes; and their generic conventions and literary techniques. They enter the discourse about readings, reading practices and the possibility of multiple readings. Students learn to create texts paying attention to contexts, values and conventions. Students learn about literary language, narrative, image and the power of representation. Students experience the aesthetic and intellectual pleasure that reading and creating literary texts can bring.

Course Outline

Year 11 ATAR English Literature Units 1 & 2 will lead on to Year 12 ATAR English Literature Units 3 & 4, which will include an external ATAR examination. Students will engage in learning of skills in listening, speaking, reading and writing with capacity to create texts for a range of purposes, audiences and contexts, and understanding and appreciation of different uses of language.

Assessment

Assessment will cover the areas of responding, analysing and creating texts, and will include an exam.

Marine and Maritime Studies

Unit 1 & 2 (ATAR)

Course Details

Prerequisites

Skippers Ticket
Year 10A - C grade (English and Science)
Year 10B - B grade (English and Science)

Introduction/Rationale

The Marine and Maritime Studies ATAR course provides students with opportunities to engage in unique theoretical and practical learning experiences and to equip them with a broad range of skills and knowledge. Students study oceanography concepts to develop a strong understanding of the interdependence between components of the marine environment; conduct research into the safe and sustainable management of the oceans’ resources; nautical craft and hull design features are explored and investigated; and students are introduced to the world of maritime history and archaeology.

Course Outline

The Marine and Maritime Studies course draws from a diverse range of disciplines, including science, technology and the humanities.

The course content is divided into 4 units:

Unit 1 and 2 to be completed in year 11
Unit 3 and 4 to be completed in year 12

Assessment

Science inquiry 15%
Practical 20%
Extended response 10%
Tests 15%
Exams 40%
Mathematics Essential
Unit 1& 2 (General)
Course Details

Prerequisites
Completed Year 10 Mathematics

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

Course of Study Aims
• 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.

Assessment
Response 50%
Practical applications and Statistical investigation process 50%

Mathematics Applications Unit 1 & 2 (ATAR)
Course Details

Prerequisites
Year 10A Mathematics - C
Year 10B Mathematics - B

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

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

Course Outline
Unit One Consumer arithmetic, Algebra and matrices and shape and measurement.

Unit Two Univariate data analysis and the statistical process, Linear equations and their graphs and Applications of trigonometry.

Assessment
Response 40%
Investigation 20%
Examinations 40%
Mathematics Methods
Unit 1 & 2 (ATAR)
Course Details

Prerequisites
Year 10A Mathematics - B

Introduction/Rationale
This course focuses on the use of calculus and statistical analysis. The study of calculus provides a basis for understanding rates of change in the physical world, and includes the use of functions, their derivatives and integrals, in modeling physical processes. The study of statistics develops students' ability to describe and analyse phenomena that involve uncertainty and variation.

Mathematics Methods provides a foundation for further studies in disciplines in which mathematics and statistics have important roles. It is also advantageous for further studies in the health and social sciences. In summary, this course is designed for students whose future pathways may involve mathematics and statistics and their applications in a range of disciplines at the tertiary level.

Course Outline
Unit One Functions and graphs, Trigonometric functions, and counting and probability

Unit Two Exponential functions, Arithmetic and geometric sequences and series, and Introduction to differential calculus

Assessment
Response 40%
Investigation 20%
Examinations 40%

Mathematics Specialist Unit 1 & 2 (ATAR)
Course Details

Prerequisites
Year 10A Mathematics - A

Introduction/Rationale
Mathematics Specialist is an ATAR course which provides opportunities, beyond those presented in the Mathematics Methods ATAR course, to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. The Mathematics Specialist ATAR course contains topics in functions and calculus that build on and deepen the ideas presented in the Mathematics Methods ATAR course, as well as demonstrate their application in many areas. This course also extends understanding and knowledge of statistics and introduces the topics of vectors, complex numbers and matrices. The Mathematics Specialist ATAR course is the only ATAR mathematics course that should not be taken as a stand-alone course.

Course Outline
Unit One Combinatorics, Vectors in the plane, and Geometry

Unit Two Trigonometry, Matrices, and Real and complex numbers.

Assessment
Response 40%
Investigation 20%
Examinations 40%
Modern History (ATAR)

Course Details
This course will contribute to the ATAR needed to enter university.

Prerequisites
Year 10 Society & Environment (History component) = B
(A “C” grade is conditional; subject to the Faculty Head’s interview)

Rationale
According to Santayana, “those who cannot remember the past are condemned to repeat it”. The study of history should not only bring about the understanding of the past, but it should help the student make sense of the present, so that he/she is prepared for the future. It is hoped that apart from acquiring historical knowledge and skills, the course will inculcate values in the student; hence not only making him/her a competent historian, but also an accountable citizen on Earth. While reading history, the student should bear in mind a theological framework that establishes the God of Jesus Christ over history; as God is not bound by time, but time is bound in God. History is HIStory!

Course Outline
Students will be exploring the following units:

Year 11
Unit 1: Capitalism – The American Experience 1907-1941
Unit 2: Nazism in Germany

Year 12
Unit 3: Russia and the Soviet Union (1914-1945)
Unit 4: The struggle for peace in the Middle East

Year 11 ATAR Modern History will lead on to Year 12 ATAR Modern History, with an external ATAR exam.

Assessment
Assessments include source analysis, essay writing, historical inquiry and an exam.

Geography (ATAR)

Course Details
This course will contribute to the ATAR needed to enter university.

Prerequisites
Year 10 Society & Environment (Geography component) = B
(A “C” grade is conditional; subject to the Faculty Head’s interview)

Rationale
In the Book of Genesis of the Bible, it is recorded that God created the Earth. The study of Geography gives students the opportunity to understand, appreciate and empathise with society’s interactions with the environment and the changes in the environment itself. Geography also provides students the opportunity to develop their thinking skills. It is hoped that this course will not only impart knowledge, but that it will teach students how to think (not just what to think), and so lead them to value humanity and the Earth – as God intended.

Course Outline
Students will be exploring the following units:

Year 11
Unit 1: Natural & ecological hazards
Unit 2: Global networks and interconnections (minerals, food, manufactured goods, tourism etc)

Year 12
Unit 3: Global environmental change (Climate change or biodiversity)
Unit 4: Planning sustainable places (Perth)

Year 11 ATAR Geography will lead on to Year 12 ATAR Geography, with the external ATAR exam.

Assessment
Assessments include inquiry, fieldwork, short & extended responses and an exam.
Ancient History

Course Details

This course will contribute to the ATAR needed to enter university.

Prerequisites

Year 10 Society & Environment (History component) = B

Rationale

According to Santayana, “Those who cannot remember the past are condemned to repeat it”. The study of history should not only bring about the understanding of the past, but it should help the student make sense of the present, so that he/she is prepared for the future. It is hoped that apart from acquiring historical knowledge and skills, the course will inculcate values in the student; hence not only making him/her a competent historian, but also an accountable citizen on Earth. While reading history, the student should bear in mind a theological framework that establishes the God of Jesus Christ over history; as God is not bound by time, but time is bound in God. History is HIStory!

Course Outline

Students will be exploring the following units:

Year 11

Unit 1: Investigating the Ancient World (up to circa 650AD)

Unit 2: Ancient societies (Egypt, Greece, Rome or China)

Year 12

Unit 3: People, power & authority

Unit 4: Reconstructing the Ancient World

Year 11 ATAR Ancient History will lead on to Year 12 ATAR Ancient History, with an external ATAR exam.

Assessment

Assessments include source analysis, essay writing, historical inquiry and an exam.
Outdoor Education (General)

Course Details

Prerequisites

• Willingness to maintain a level of fitness suitable to the activities.

• Be able to swim 50m unassisted.

Introduction/Rationale

Due to its emphasis on trust teamwork and ‘hands on’ types of activities, Outdoor Education provided a great environment for students to examine their faith in Christ and in people, and apply this in a variety of settings. Students are encouraged to learn, amongst many things, self-discipline, confidence and respect for others in order that they may be equipped to live a full life serving the Lord. In addition, the year 12 course places an emphasis on leadership and responsibility for self and others.

Course Content

Unit 1 - Experiencing the outdoors

An experiential approach is used to discover what being active in the environment is all about. Students are introduced to outdoor adventure activities where they can develop and improve technical skills to ensure safe participation. They understand basic planning and organisational requirements necessary for them to participate in short-duration excursions/expeditions. Students are introduced to personal and interpersonal skills.

Unit 2 - Facing challenges in the outdoors

This unit offers the opportunity to 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 models of decision making and understand styles of leadership and how to use strategies to promote effective groups. Conservation, biodiversity and environmental management plans are also introduced.

Note: The Outdoor Education course includes a number of expeditions and excursions that occur both in and out of class time. As these are a compulsory part of the course, students with a heavy WACE load should be mindful of these occasions.

Assessment

Students will be assessed on the following four outcomes:

Understanding the principles of Outdoor Education
Skills for safe participation in outdoor activities
Understanding of the environment
Self-management and interpersonal skills in outdoor activities

Outdoor Education (ATAR)

Course Details

Prerequisites

Willingness to maintain a level of fitness suitable to the activities

Be able to swim 50 m unassisted

Introduction/Rationale

Due to its emphasis on trust teamwork and ‘hands on’ types of activities, Outdoor Education provided a great environment for students to examine their faith in Christ and in people, and apply this in a variety of settings. Students are encouraged to learn, amongst many things, self-discipline, confidence and respect for others in order that they may be equipped to live a full life serving the Lord. In addition, the year 12 course places an emphasis on leadership and responsibility for self and others. This course is an excellent selection for students with an enthusiasm and willingness to ‘have a go’.

Course Content

The following units are offered:

Unit 1 - The focus for this unit is being responsible in the outdoors. This unit explores the broad range of responsibilities involved in participating in outdoor activities. Planning, resourcing, risk management responsibilities, emergency response and technologies effect on mediating their relationship with nature are explored and skills are developed for safe participation.

Unit 2 - The focus for this unit is attaining independence in the outdoors. The unit develops self-sufficiency in planning and participation in extended expeditions and continues to develop and refine skills including navigation and emergency response. Opportunities to improve personal and interpersonal skills are provided and experience in briefings, debriefings and shared leadership are provided.

Note: The Outdoor Education course includes a number of expeditions and excursions that occur both in and out of class time. As these are a compulsory part of the course, students with a heavy WACE load should be mindful of these occasions.

Assessment

Students will be assessed on the following four outcomes:

Understanding the principles of Outdoor Education
Skills for safe participation in outdoor activities
Understanding of the environment
Self-management and interpersonal skills in outdoor activities
Physics Unit 1 & 2 (ATAR)

Course Details

**Prerequisites**
- Year 10 Advanced Science – B grade
- Year 10 Advanced Mathematics – B grade

**Introduction/Rationale**

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

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

The stage 2 units are:
- Unit 1 - Thermal, nuclear and electrical physics
- Unit 2 - Linear motion and waves

In year 12 students will study units 3 and 4 to allow for university entry.

**Assessment**

- Science inquiry: 30%
- Tests: 30%
- Examination: 40%

**Prerequisites**
- Year 10 Art – C grade

Visual Arts (General)

Course Details

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

The course content is divided into three areas –
- Design principles and process
- Communication principles and visual literacy
- Production knowledge and skills

In odd numbered years we will be offering the following stage one units in the area of Dimensional Design:
- Unit 1 – the focus is establishing a strong personal understanding of the basics of design, its elements and principles.
- Unit 2 – the focus is applied design where it is used to solve problems, utilise production skills and satisfy a market.

These units are accessible to both year 11 and 12 students and do not allow for university entry.

**Course of Study Outcomes**

- Design understandings
- Design Process
- Application of Design
- Design in Society

**Assessment**

- Production: 70%
- Analysis: 15%
- Investigation: 15%
Vocational Education and Training Program

Introduction

Vocational Education and Training (VET) is a program that provides knowledge and skills to students that are relevant to employment.

These courses are now being offered at Southern Hills Christian College and through our Trade Training Centre located at our Swan Christian College campus.

The college co-ordinates with Registered Training Organisations (RTO) and workplaces in order to provide vocational and educational training that will be recognised towards achievement of the WACE.

Students are assessed through the demonstration of skill-based competencies. The courses combine elements of work-based learning and accredited courses that integrate national training modules or training packages. Year 11 and 12 students are provided with industry recognised skills allowing them to gain levels of competency for their relevant career.

It is important to note that the VET program contributes to the student’s secondary graduation. Successful completion of a Certificate II course contributes a total of 4 units towards the Western Australian Certificate of Education (WACE) graduation.

Successful completion of a Certificate III or higher course contributes a total of 6 units towards WACE.

A certificate level course is now a requirement for WACE if students are not intending to achieve an ATAR.

A VET pathway has different requirements for students undertaking them. All competencies are required to be finished to a competent level.

Deadlines are used and enforced and failure to achieve a competency will mean that a certificate is not obtained.

VET courses also have Language, Literacy and Numeracy minimum standards and tests apply.

All VET courses are completed during the two years of year 11 and 12.

Southern Hills Christian College has implemented this program for year 11 and 12 students within the guidelines of the independent school system.

The program can involve:

• Work placement training as part of the VET courses
• Senior First Aid
• Whitecard
• Barista
• Worksafe certificates

Each of these components has the purpose of helping students to acquire vocational skills and competencies at school, provide exposure to a wide range of industry sectors in the workplace and experience participation in an adult training environment. This may give students a head start in the employment marketplace.

Southern Hills Christian College intends on offering these courses in 2016 depending on interest from students:

• Certificate III Business
• Certificate II in Engineering, Pre-Apprenticeship (Fabrication - Heavy)
• Certificate II in Building and Construction (Pathway - Trades)
• Certificate II in Electrotechnology (Career Start) Electrotechnology Pre-Apprenticeship
• Certificate III Hospitality (Traineeship)
• Certificate IV Preparation for Nursing Education
Certificate III Business

Course Details

Prerequisites

Year 10 English – C Grade

Students need to have/be willing to develop the ability to work well independently, be self-motivated, organised and willing to push personal boundaries to develop various business skills (such as presentations).

Introduction/Rationale

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

Potential job roles include administration assistant, clerical worker, data entry operator, information desk clerk, office junior and receptionist.

This program focuses on computing for the operation of basic office applications such as word processing and spreadsheet applications which are highly desirable in the above job roles.

Course outline

- Competencies covered include
  - Participate in OHS processes
  - Work effectively in a business environment
  - Process and maintain workplace information
  - Contribute to workplace innovation
  - Communicate in the workplace
  - Produce simple word processed documents
  - Create and use spreadsheets
  - Communicate electronically
  - Organise and complete daily work activities
  - Work effectively with others
  - Use business technology

Assessment

Students need to complete a set of tasks during the year. These tasks are designed to test the student’s ability to achieve specific outcomes. It is a requirement of the course that students demonstrate competency in all tasks (this is not a graded subject). Completion of all competencies will lead to the achievement of Certificate III in Business.

Certificate II in Engineering (Pre-Apprenticeship)

Course Details

Prerequisites

Students will need to be willing to work independently and cooperatively in a range of different situations. Students should expect to work in a range of different work environments with a significant physical component.

Introduction/Rationale

Fabrication engineering tradespersons cut, shape, join and finish metal to construct, maintain or repair metal products and structures. They may produce molds or patterns for metal castings, apply coatings and work with a variety of materials. Possible career paths are: blacksmith, boilermaker, electroplater, engineering patternmaker, foundry worker, molder/core maker, sheet metal worker or welder - first class.

A pre-apprenticeship has several advantages if you already know what trade you wish to pursue:

- You will have already completed your first stage of training, meaning an employer does not have to pay you for the first part of training.
- Work experience allows to find out about employers and them about you, it is often used as a conduit for employment.
- Gives you real experience.

Assessment

Students need to complete sets of both practical, work placement and theoretical tasks during the year. These tasks are designed to test the student’s ability to achieve specific outcomes. Completion of all competencies will lead to the achievement of their Certificate.
Certificate II in Building and Construction Carpentry (Pre-apprenticeship)

Course Details

Prerequisites

Students will need to be willing to work independently and cooperatively in a range of different situations. Students should expect to work outside in a range of different work environments with a significant physical component.

Introduction/Rationale

Carpenters construct, erect, install, finish and repair wooden and metal structures and fixtures on residential and commercial buildings. Some carpenters may also carry out work on large concrete, steel and timber structures, such as bridges, dams, power stations and civil engineering projects. With further training and experience a carpenter can become a building supervisor, building or construction manager, building inspector, technical teacher, estimator, building contract administrator or purchasing officer.

A pre-apprenticeship has several advantages if you already know what trade you wish to pursue:

• You will have already completed your first stage of training, meaning an employer does not have to pay you for the first part of training.

• Work experience allows to find out about employers and them about you, it is often used as a conduit for employment.

• Gives you real experience.

Assessment

Students need to complete sets of both practical and theoretical tasks during the year. These tasks are designed to test the student's ability to achieve specific outcomes. Completion of all competencies will lead to the achievement of their Certificate.

Certificate II in Electrotechnology (Pre-apprenticeship)

Course Details

Prerequisites

Students will need to be willing to work independently and cooperatively in a range of different situations. Students should expect to work outside in a range of different work environments with a significant physical component.

Introduction/Rationale

Electrician install, maintain, repair, test and commission electrical and electronic equipment and systems for industrial, commercial and domestic purposes. Electricians may also work on electrical transmission and distribution equipment or be employed in industries such as manufacturing, mining, construction, energy supply, domestic and retail services.

A pre-apprenticeship has several advantages if you already know what trade you wish to pursue:

• You will have already completed your first stage of training, meaning an employer does not have to pay you for the first part of training.

• Work experience allows to find out about employers and them about you, it is often used as a conduit for employment.

• Gives you real experience.

Assessment

Students need to complete sets of both practical and theoretical tasks during the year. These tasks are designed to test the student's ability to achieve specific outcomes. Completion of all competencies will lead to the achievement of a Certificate II in Construction.
Certificate III  Hospitality

Course Details

Prerequisites
Students will need to be willing to operate professionally and appropriately in a workplace environment. An ability to communicate effectively and work as part of a team is important.

Introduction/Rationale
This qualification delivers the basic foundations and content for students to develop skills and knowledge used in the Hospitality industry, specialising in various styles and cooking techniques. Students learn how to apply safe work practices and learn ‘front of house’ skills, giving them greater career opportunities within the industry.

Course Outline
Competencies covered include:
- Participate in environmentally sustainable work practices
- Organise, prepare and present food
- Work effectively as a cook
- Plan and cost basic menus
- Coach others in job skills

Assessment
Students need to complete sets of both practical and theoretical tasks during the year. These tasks are designed to test the student’s ability to achieve specific outcomes. Completion of all competencies will lead to the achievement of a Certificate II in Hospitality.

Certificate IV Preparation for Nursing Education

Course Details

Prerequisites
Students will need to apply to our external provider for admission to this certificate. Students should express a desire to enter the health care industries and be able to work autonomously yet seek help when needed.

Introduction/Rationale
This qualification prepares students for entry into further Health related educational outcomes, by providing a good underpinning knowledge base. Successful completion can lead them to apply for entry into the Diploma of Enrolled Nursing or other health areas including applying for entry into selected universities. This course will provide the underpinning knowledge of human anatomy and physiology, medical terminology, health mathematics and the application of fundamentals of physics and chemistry to nursing practice. Students will also develop an understanding of how microbiology is related to health care and the use of effective academic skills, including word-processed presentation of work.

Course Outline
There are seven units of competency within this certificate and all are required to be completed.
- Design and produce text documents
- Develop effective academic skills
- Develop understanding of human anatomy and physiology
- Interpret and apply medical terminology appropriately
- Develop knowledge of microbiology for use in health settings
- Use fundamentals of physics and chemistry in a health context
- Use mathematics in nursing applications
Endorsed Program
Red Cross Cadets
Course Details

Southern Hills Christian College is proud to host one of the most successful WACE endorsed Red Cross Cadets programs in the state.

This is a Youth Development program that encourages community responsibility and service.

Successful completion of Red Cross Cadets as an endorsed program requires 110 hours of attendance. This includes a minimum of 80 hours face to face instruction, 30 hours of community service and attendance of 75% of all meetings. Students enrolled in cadets who complete their minimum hours can achieve one credit towards their WACE in year 10, 11 and 12 for each level completed towards Western Australian Certificate of Education (WACE) graduation.

There are rules governing the total number of points that can be used for graduation by VET and endorsed programs.

Senior School Commitment

Student Responsibilities

Enrolment in senior schooling carries certain obligations regarding behaviour, attendance, dress, attitude and effort. Your subject counsellor will outline the Southern Hills Christian College Good Standing Policy.

Changing Courses

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

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

At the end of year 11, your achievement data will be reviewed to determine whether WACE requirements will be met and in some cases students will be interviewed by the deputy principal.

Attendance Commitment

Your attendance and participation in class is the key to achieving success. Studies show that students who attend school regularly are more likely to succeed at school. Aim for 100% attendance. If you know you are going to be absent, see your teachers and your pastoral care teacher before your absence to collect work to ensure that you keep up with your studies. You may need to provide the school with a medical certificate if you are away for an assessment.

Homework/Study Commitment

All senior school pathways and courses require the completion of homework. It is recommended that students in WACE ATAR courses need to complete a minimum of three (3) hours study per course per week. Homework does not only consist of work given to you by the teacher, but includes a self-directed component. This may be organising your notes, revision, research, exam study.

Assessment Policy

You are required to hand all assessment work in on time for all courses. Failure to do so jeopardises your grades, and does not allow you to achieve to your potential. Consequences for incomplete or late assignments will be outlined in the School assessment policy. It is recommended that parents and students read this information carefully.

In some cases, external course requirements will not provide for late submissions. In this case a student may not be able to complete the unit if work is not submitted on time.
WACE Explained

The Western Australian Certificate of Education (WACE) is the credential given to students who have completed year 11 and year 12 of their secondary schooling in the state of Western Australia.

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

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

**General requirements**

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

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

<table>
<thead>
<tr>
<th>List A</th>
<th>Arts – Languages – Social Sciences</th>
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<tbody>
<tr>
<td></td>
<td>Ancient History</td>
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<td></td>
<td>English</td>
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<td>Modern History</td>
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<tr>
<th>List B</th>
<th>Mathematics – Science - Technology</th>
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<td></td>
<td>Biology</td>
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<td>Chemistry</td>
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<td>Marine and Maritime Studies</td>
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<td>Mathematics</td>
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<td>Outdoor Education</td>
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<td>Physics</td>
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</table>

The Western Australian Certificate of Education is awarded to secondary school students who satisfy prescribed requirements as set out in the table below.

**Breadth and depth**

Complete a minimum of 20 course units or the equivalent. The 20 course units must include at least:

- 4 different course units from English, Literature, and/or English as an Additional Language/Dialect, studied during Year 11 and 12 - at least two of these units must be completed in Year 12.
- One pair of course units from each of List A (arts/languages/social sciences) and List B (mathematics/science/technology) completed in Year 12.

**Achievement standard**

Achieve a C grade average or better across the best 16 course units of which at least 8 must be completed in Year 12.

Preliminary Stage units, endorsed programs and/or VET credit transfer can reduce the required number of course units by up to 6 units.

**English language competence**

Achieve a C grade or better in Stage 1 or a higher course unit from English, Literature and/or English as an Additional Language/Dialect - except 1A/B for English as an Additional Language/Dialect.

For students who have not achieved a C grade in one of their English, Literature and/or English as an Additional Language/Dialect course units, schools will need to compare a selection of the student’s work with the work samples provided by the School Curriculum and Standards Authority to verify the student has demonstrated the required standard.

**External examinations**

Fulltime Year 12 students enrolled in a pair of Stage 2 or Stage 3 course units must sit the WACE examination in the course unless exempt.
**What is ATAR?**

The Australian Tertiary Admission Rank (ATAR) is the primary means used to assess and compare the results of school-leaving applicants for entry to the University. An ATAR is a number ranging between 99.95 and zero which reports your rank position relative to all other students.

Your ATAR is calculated from your scaled scores in the WACE courses you have taken, using your Tertiary Entrance Aggregate (TEA) as the basis. The term ‘ATAR’ has replaced the former ‘Tertiary Entrance Rank (TER)’. The ATAR is derived from school based assessment and an external examination. To obtain an ATAR, students must sit the WACE examinations at the end of Year 12.

The ATAR will be calculated by adding the best four combined (school and examination) scaled scores in courses. No course can be counted more than once. An ATAR ranges between 99.95 and zero and reports your rank position relative to all other students. If you have an ATAR of 70.00, for example, it indicates that you have achieved as well as or better than 70% of the Year 12 school leaver age population.

The ATAR allows the results of any WA student applying for university admission interstate to be directly compared with results in other states.

**Course Choices**

There are 2 types of courses offered by Southern Hills Christian College:

- **ATAR course units** for students who are aiming to enrol in a university course direct from school. These courses will be examined by the Authority and contribute to the achievement of an Australian Tertiary Admission Rank (ATAR).
- **General course units** for students who are aiming to enter further training or the workforce directly from school. These courses will not be examined by the Authority.

There are two types of programs which can contribute to the WACE:

1. VET programs
2. Endorsed programs

**VET Programs**

VET is recognised across Australia. VET programs can give you the opportunity to gain core skills for work and, in some cases, complete training in industry through workplace learning.

You can also begin training for your career while still at school by undertaking a VET qualification. Among the range of VET programs on offer are school-based apprenticeships and traineeships.

VET can contribute up to eight of the 20 units you need to achieve your WACE.

**Endorsed Programs**

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

These programs can be delivered in a variety of settings by schools, community organisations, universities, training organisations and workplaces.

Endorsed programs may replace up to two Year 11 course units and two Year 12 course units you need to achieve your WACE.

You can mix and match these options to provide yourself with the best platform to meet the requirements to achieve your WACE – and for life beyond school.

**Grades and school marks**

To be assigned a grade in a WACE unit pair, you must have had the opportunity to complete your school's education and assessment programs for the unit, unless there are exceptional circumstances that are acceptable to the school.

Teachers of Year 11 and Year 12 students submit results to the Authority at the end of the school year based on assessments such as classroom tests, in-class work, assignments, practical work and examinations.

You will receive a grade A, B, C, D or E for each unit pair you have completed. The notation of ‘U’ can be used non-final year students who, for reasons acceptable to the school, do not complete the assessment program. Only students who will be returning the following year to complete the assessment program can be awarded a ‘U’ notation.

You will also receive a school mark in the range 0 to 100 for each unit pair of an ATAR or General course you complete.

In Year 11 there may be occasions when you need to change your course enrolment at the completion of semester one. For example, you may nominate to transfer from an ATAR course to a General course. Only in these cases will you receive a grade and mark for each individual unit you have completed.

You will receive a ‘completed’ status instead of a grade for VET course unit pairs. The notation ‘completed’ counts the same as a C grade. If you do not complete the requirements of a VET course you will be awarded a ‘U’ notation and WACE credit may contribute as VET unit equivalence, depending on how much of the course you have finished.

Endorsed programs such as the Red Cross Cadets program, are not comprised of units, but a completed endorsed program is allocated one, two, three or four unit equivalents.

**Adjustment of grades and school marks**

During the school year, the Authority uses several procedures to ensure that the grades awarded by different schools are comparable.

Grades assigned by your school are based on the Authority’s grade descriptions for each course. The grades you receive from your school are provisional until confirmed by the Authority. Your school is required to advise you in writing if any changes are made to your provisional grades during the approval process. However, the Authority adjusts the grades assigned by a school only in exceptional circumstances.
Southern Hills Christian College offers the following pathways for students to choose from:

- University Entrance Pathway (Minimum of 4 ATAR courses in year 11 and 12).
- General Pathway (comprising General, ATAR courses and Certificates)

### University Pathway

- This pathway is available to students who achieve Prerequisite Grades and applicable examination marks in Year 10.
- Students select six (6) courses with a minimum of four (4) ATAR course unit combinations.
- If Students select 4 ATAR Course only then they are required to select at least 1 Certificate Course.
- External examinations for university entrance are conducted by the School Curriculum and Standards Authority for Year 12 ATAR courses in November of the student's final year.
- Students need to be aware of tertiary institutions’ specific prerequisite courses. These courses must be satisfactorily studied in Year 11 and Year 12 for entry.
- All students will study English.

### General Pathway

- Students who wish to attend Training WA (formerly TAFE) or enter the workforce after senior schooling need to select six (6) courses either general, ATAR or Certificates.
- All students will study English and a minimum of 1 certificate course.
- Students who are enrolled in an ATAR course in their final year must sit an external examination.

All courses, VET and endorsed programs can contribute to the Western Australian Certificate of Education (WACE). Achieving the WACE generally takes two years but some students may take longer. Students who complete Year 12 receive a statement of results.

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**University Entrance**

Tertiary Institutions Service Centre (TISC)

TISC was set up to simplify the application process for students wishing to attend university.

Full details regarding individual university entrance requirements and processes are available from the TISC website: [www.tisc.edu.au](http://www.tisc.edu.au). You and your parents should access the latest information from this website (updated in June of each year).

In order to be considered for university admission, you should have:

- Meet WACE requirements as prescribed by the School Curriculum and Standards Authority
- Obtain a sufficiently high ATAR score to gain a place in the desired course (including via concession)
- Achieve the selected university's requirement for English Language Competence:
  - Scaled mark of at least 50 in English, Literature or EALD, or
  - Meet university specific concessions where a scaled mark of 50 has not been achieved (see websites below), or
  - Demonstrate competence through the Special Tertiary Admissions Test (STAT).
- Satisfy any prerequisites or special requirements for preferred courses.

**University Contacts**

**Murdoch University**


Student Centre on 1300 687 3624

**University of Western Australia**

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

Admissions Centre on 6488 2477

**Curtin University**


Support Centre on 9266 1000

**Edith Cowan University**


134 328

**Notre Dame**

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

or 9433 0533