



# **SENIOR SCHOOL COURSE SELECTION GUIDE**

## **2025 Morawa District High School**

# MORAWA DISTRICT HIGH SCHOOL

## ***‘GROWING GOOD PEOPLE’***

### **Vision**

**‘GROWING GOOD PEOPLE’**

### **Mission**

Morawa District High School is an Independent Public School, which shares a commitment with parents and the community to provide a safe, stimulating and differentiated learning environment, encouraging all students to be fully engaged and motivated to excel.

### **Purpose**

The purpose of Morawa District High School is to ensure students are provided with the opportunity to maximise educational experiences in order to achieve their academic, social, creative and physical potential, thus enabling them to be positive contributors to society.

### **Expectations**

**Respect** - We treat others with consideration and respect.

**Responsibility** - We are accountable for our own actions, resolving differences in constructive, peaceful ways; we contribute to society and we take care of the environment.

**Achievement** - We have high expectations of students and staff and endeavour to achieve our best.

### **Principal**

**Mrs Tonia Carslake**

### **Deputy Principals**

**Mr Terrence (Mike) McGann**

**Mrs Tracy Tapscott**

**School Expectations PBS—Mrs Knox**

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# Senior School

## 2025 Course Information

### Choosing the Right Year 11 Course for You

You need to be realistic when making your choices...

Do not think that:

- Your study habits will miraculously change over the holidays;
- You have always hated Humanities and Social Sciences, but next year you are going to love Geography;
- You will be able to manage and like a course without considering the career possibilities it may lead to (see 'Skillsroad' Profile, My Future quiz etc.)
- You will like a course because your best friend is doing it;
- You should choose a course because you think a particular teacher will be teaching it;
- You should choose a course because you have heard it is easy;
- You don't have to bother to think now because you can always change your mind later;
- You hate Chemistry but because it is a pre-requisite for your chosen career everything will be ok.

#### Further Study Options

Consider your further study options. Does your career or area of vocational interest require further study or training at University or TAFE or as a part of a new Apprenticeship/traineeship?

If your desired career requires University entrance, then make sure that you choose the appropriate combination of Western Australian Certificate of Education (WACE) Courses to meet any specific post school course prerequisites (see [www.tisc.edu.au](http://www.tisc.edu.au)).

If your career goal requires the study of a TAFE Certificate course, then you must check the specific Selection Criteria for that Course.

If no further study is required for your desired career, then you will still need to check and see if any particular subjects are preferred by employers. (Check the online Job Guide or contact prospective employers directly). If there are no particular subject requirements, then it would be worthwhile to choose some Courses which will prove relevant to your desired career.

#### Ability

You must be realistic when choosing Courses. There is no point in choosing Courses that are beyond your ability. As important as it is to choose Courses that will allow entry into your choice of career, you must also choose Courses in which you will have **a realistic chance of success**. There are a number of indicators that you can make use of in assessing how you will cope with certain Senior School Courses:

- Your performance in Lower School is the best indicator of how you will perform in Senior School;
- Your performance in the Year 9 NAPLAN tests can be a good indicator of how you will cope with the literacy and numeracy requirements of all Senior School Courses (students must pass OLNA to attain a Secondary Certificate);
- It has been shown that there is a relationship between performance in relevant Lower School subjects and performance in the related Senior School Courses; and
- Many Senior School courses require a certain level of background knowledge. It has been shown that students without this background struggle to achieve reasonable results.



**Teachers at Morawa District High School will recommend Courses they feel are appropriate to each student's ability.**

If this information raises doubts about your intended direction or ability to cope with particular courses, you should discuss the matter with teachers, with parents or with a high school Deputy Principal.

### **About Years 11 and 12**

Students are encouraged to plan a two-year program and choose their Year 11 courses with consideration being given to the Year 12 courses they will study the following year.

Student **MUST** select;

- An **English course**, either General, Australian Tertiary Admission Rank (ATAR) or Foundation.
- If participating in a direct entry University Pathway, at least **4** ATAR subjects.
- If participating in an Alternative University Pathway a General Pathway or a Foundation Pathway, at least one Certificate II course.

### **Recommendations:**

In view of the requirements for success in Years 11 and 12, the following recommendations are made to help you:

- Maximise your educational opportunities.
- Take advantage of what the school has to offer.
- Make sure you give yourself every chance to qualify for courses and career pathway/s of your choice.
- Achieve WACE.
- Allow for the fact that you may change your mind

### **Course Structure:**

- Courses in Year 11 are divided into two units which will generally make up one year of study. Courses are divided into three distinct groups –
  - ATAR courses which are the more difficult courses and can be used for direct University entry;
  - General courses, which contribute to graduation requirements, but do not contribute to a tertiary entrance score or the ATAR and;
  - Foundation courses which are designed to help students moved into General courses.
- All ATAR courses taken in Year 12 have external examinations (WACE examinations).
- General courses are wholly school assessed. They are wholly school-assessed, with one compulsory externally-set task in Term 2, used for moderation purposes.



### Marks and Grades:

- The final result for each ATAR or General course in Year 12 will be reported with a grade and a mark out of 100.
- Only a grade will be forwarded to the School Curriculum and Standards Authority (SCSA) for units taken in Year 11.
- All students working towards WACE will need to include a pair of units from List A and a pair from List B, in their suite of Year 12 courses. List A courses cover the Arts, Humanities and Languages, while List B covers Science, Mathematics and Technology.

### English Requirement:

Students must study an English course in both Years 11 and 12. The English courses draw upon and develop the knowledge, skills and processes related to the strands of Language, Literature and Literacy used in the Year 7 to 10 programs. In Year 11, students study Units 1 and 2 of their course, while in Year 12 they study Units 3 and 4 of the course.

### WACE requirements 2025

**You will need to:** Demonstrate minimum standards in literacy and numeracy based on the skills regarded as essential for individuals to meet the demands of everyday life and work in a knowledge-based society (through NAPLAN or OLNA activities).

Complete a minimum of 20 units or their equivalent (e.g. Certificate II courses, VET studies, Traineeships).

Complete four or more Year 12 ATAR courses **OR**

At least five Year 12 General courses and/or ATAR courses **OR**

A Certificate II VET qualification in combination with ATAR, General or Foundation courses.

Year 11	Year 12	Background and destination	External Assessment
Foundation	Foundation	Primarily for students who need to build on their numeracy and literacy skills or for disengaged learners. Students will go into the workforce or on to further training.	Yes
General	General	Primarily for students who begin Year 11 with satisfactory literacy/numeracy skills. Students will go on to further training, the workforce or to Training WA (TAFE).	Yes
ATAR	ATAR	Primarily for students who begin Year 11 with sound literacy/numeracy skills. Students will go on to further training, the workforce, Training WA (TAFE) or university.	Yes

## ***Senior Secondary Choices at Morawa District High School in 2025***

At this point in time Morawa DHS intends to deliver the following courses face to face for Year 11 and 12 students in 2025. The courses on offer ***are subject to change*** due to students' needs and staffing availability. Students wishing to complete different combinations of units or different courses can do so through SIDE.

- **English: Foundation, General, ATAR**
- **Mathematics: Foundation, General, ATAR**
- **Physical Education Studies. General**
- **Metals/Wood General**
- **Visual Arts: General, ATAR**
- **Design: Photography**
- **Certificate II in Kitchen Operations**
- **Certificate II in Automotive**
- **Certificate II in Engineering**
- **Certificate II in Aquaculture**
- **Certificate II in Sport and Recreation (depending on numbers)**
- **Music Ensemble**
- **Music Ensemble (Rock Band)**
- **School Based Traineeships/Workplace Learning**

Other courses will be delivered in conjunction with the Schools of Isolated and Distance Education, Central Regional TAFE and the WA College of Agriculture, Morawa. Students can also enrol in a range of courses offered through Endorsed Programs which will help them meet requirements for WACE graduation (e.g. Music Ensemble, Community Service).





## **Course Outlines**

The following course outlines are for intended face to face courses at Morawa District High School in 2025. A SIDE course guide is available from the school or can be accessed on the SIDE website [www.side.wa.edu.au](http://www.side.wa.edu.au). Information on courses delivered in conjunction with the WA College of Agriculture, Morawa and the Durack Institute of Technology is available through the school.

### **English**

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

### **Mathematics**

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

### **Materials Design and Technology – Wood and Metals**

In these practical courses students can choose to work with wood, metal or textiles in the design and manufacture of products. 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.

### **Physical Education Studies**

The focus of the first unit in this course is on the development of students' knowledge, understanding and application of anatomical, physiological, and practical factors associated with performing in physical activities. In the second unit, students learn to understand the impact that physical activity has on the body's anatomical and physiological systems.

### **Music Ensemble - Concert Band/Music Ensemble - Rock Band**

This is a SCSA Endorsed program of instrumental lessons and ensemble rehearsals leading towards ensemble performances. A certificate is awarded at the conclusion of the program to students who have satisfactorily completed the requirements of the course. The course has been designed for students who are not enrolled in the music course units developed by the School's Curriculum and Standards Authority but have instrumental experience and skills that can be positively applied in a school-based ensemble during Years 11 and 12. Morawa District High School runs two endorsed programs, one for our Concert Band and one for our Rock Band.

### **Design: Photography**

In the Design General course students develop skills and processes for current and future industry and employment markets. Students are equipped with the knowledge and skills to understand design principles and processes, analyse problems and devise innovative strategies through projects.

### **Visual Arts**

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

### **Certificate II in Kitchen Operations**

This qualification provides the skills and knowledge for an individual to be competent in a range of food preparation activities and functions requiring basic operational knowledge and limited practical skills in a defined context. Work will be undertaken in the school's refurbished Home Economic Room, in outdoor barbecue and pizza oven areas and in industrial kitchens in Morawa and Geraldton whenever possible. Students will work in both individual and team situations. The qualification is suitable for an Australian apprenticeship pathway and is highly suitable for VET delivery in schools like Morawa District High.

### **Certificate II in Engineering/Automotive**

These two qualifications will be delivered at the WA Agricultural College Morawa and will provide students with the background to undertake future positions as apprentices.

### **Certificate II in Aquaculture**

A Certificate II in Aquaculture will provide you with the practical skills and knowledge to assist in the care and maintenance of fish stocks. You will learn skills in food handling, controlling pests, predators, and diseases, handling and harvesting stock, maintaining and manipulating the water environment and applying chemicals and biological agents. It provides individuals with skills and knowledge to work as a field hand in an aquaculture operations such as a hatchery, sea cage or pond facility.

### **School Based Traineeships**

School-based apprenticeships and traineeships (SBATs) provide an opportunity for you to work with an employer and train in a qualification while you are still at school. With a SBAT you will go to school and, with the school's approval, you (and a guardian if you are under 18) will sign a training contract with an employer in your chosen industry. This gives you the same employment and training conditions and responsibilities as other apprentices/trainees, and the employer will pay you for the time you spend at work. You may do some of your training at a registered training organisation (RTO) such as a TAFE or private training provider and some at work.





# Morawa District High School

## Upper School Assessment Policy

### 2025

Every school in WA is responsible for implementing and managing set procedures to ensure that students have a fair and equitable opportunity to complete their chosen course. This responsibility includes that our school ensures:

- Assessment procedures are fair, valid and reliable.
- On commencing their course, students are informed in writing of the assessment program for the course, including an indication of the assessment tasks which contribute to final results and how they fit into Curriculum Council assessment requirements.
- Students are provided with timely feedback on assessment tasks and on the standards used for assessment.

#### Your responsibilities

It is your responsibility to:

- Complete all course requirements by the due date.
- Maintain a folio of evidence for each course studied and to make it available whenever required.
- Maintain a good record of attendance, conduct and progress (***You are deemed to be “at risk” if you miss more than 5 days of schooling per semester***).
- Initiate contact with your teachers concerning absence from class, missed assessments, etc.

#### Teachers' responsibilities

It is the responsibility of your teachers to:

- Provide you with a course outline at the start of the course/unit.
- Provide you with timely assessment feedback and guidance.
- Maintain accurate records of your achievement and assessment.
- Inform you and your parent/guardian of your academic progress.

#### Absences

Extended absences from school will frequently result in lower levels of achievement. This will have WACE implications. If you are absent from school when an assessment is due, you must submit the assessment immediately upon your return to school. You must explain your absence to your subject teacher by either:

- Producing a medical certificate, or
- Through a telephone call or letter from your parent/guardian.

The satisfactory explanation of your absence will enable you to submit the assessment task without penalty. If you have been given the opportunity to complete the assessments for a unit/subject but do not use the opportunity and there is no satisfactory explanation of an absence, the unit/subject assessment requirements will not be met. This means that an E-grade will be submitted to the Curriculum Council for that subject. This may affect WACE graduation requirements. Your parents/guardian will be informed.

#### Changing a course

Course changes can only take place between Week 2 Term 1 and the first school day in April of each calendar year.

# YEAR 11 SUBJECT SELECTION FORM

2025

Students should choose **six subjects** to give themselves the best possible chance of achieving Secondary Graduation. Modifications can be made later if this proves too difficult.

Students undertaking a School Based Traineeship should choose three or four subjects including English. (If the SBT is not in place yet, choose six subjects and your course will be altered later.)

Students should have discussed appropriate entry Levels/Stages with their teachers before completing the Selection Table.

**English and Mathematics are a requirement in all combinations chosen!**

After carefully considering the information provided above, and in the SIDE booklet, please complete the selection table below.

NAME \_\_\_\_\_ Year \_\_\_\_\_

SCSA Number \_\_\_\_\_ USI Number \_\_\_\_\_

	Subject	Code	School Based (Tick)
1			
2			
3			
4			
5			
6			
7			

## School Based Traineeship:

Students may also complete a School Based Traineeship. Please indicate your interest below.

☐

YES, I am interested in completing a School Based Traineeship

Industry area of interest \_\_\_\_\_

☐

NO, I am not interested in a School Based Traineeship

Students choosing Side subjects will need to complete an enrolment form for SIDE. This will be completed with the Deputy Principal later this year.

SIGNED \_\_\_\_\_ Parent

SIGNED \_\_\_\_\_ Student

SIGNED \_\_\_\_\_ Deputy Principal/Principal