

# A Message from the Principal

Welcome to your final years of schooling at Northam Senior High School. Below are some messages to provide you with guiding principles as you make your course choices.

Year 11 and 12 can be a wonderful time in your life. I encourage you to embrace the academic, cultural, sporting and social opportunities that are available and to make the most of school life.

- The study habits that you have developed over the past ten years of schooling are not going to change dramatically when you get to Year 11.
- Your past results give a very good indication of the Senior School subjects and courses that you are likely to succeed in.
- Subjects such as Physics and Chemistry require a certain skill set that is developed during Years 7 to 10.
- Year 11 and 12 requires significant commitment to getting work completed. ATAR subjects particularly, have rigorous work demands.
- Discuss your options with a wide variety of people such as subject teachers (contact with Northam Senior High School teachers can easily be arranged for those students who are currently attending a different school), family, friends, current Year 11/12 students and employers.

## **Golden rules for choosing subjects:**

**ABILITY** - Choose subjects you are good at.

**INTEREST** - Choose subjects you are interested in.

**MOTIVATION** - Choose subjects you really want to learn.

**CAREER CHOICE** - Choose subjects which may be required for entrance to tertiary courses in which you are interested or provide a platform for traineeships and apprenticeships post-school.

- **Personal Responsibility:** Staff at Northam Senior High School are equally committed to all students. We pride ourselves on offering high quality University and Training pathways. The staff are here to help, guide and provide all the support they can, but it is important that you appreciate that no one can help you with your studies more than you can help yourself.
- **Who can you talk to:** Mr Ian Colan (Year Coordinator) or the VET/Careers Coordinator Mrs Dwyer will be able to give you great career and course selection advice.

All the best

Mr Terry Martino  
Principal

# Table of Contents

<b>A Message from the Principal</b> .....	1
<b>General Information</b> .....	3
<b>English</b>	
English ATAR.....	15
English General .....	16
<b>Health and Physical Education</b>	
Outdoor Education ATAR.....	17
Physical Education Studies General .....	18
Outdoor Education General.....	19
Health Studies General .....	20
<b>Mathematics</b>	
Mathematics Methods ATAR.....	21
Mathematics Applications ATAR .....	22
Mathematics Essentials .....	23
<b>Science</b>	
Human Biology ATAR .....	24
Biology ATAR.....	25
Chemistry ATAR .....	26
Physics ATAR.....	27
<b>Humanities and Social Sciences</b>	
Geography ATAR.....	28
Business Management and Enterprise ATAR .....	29
Modern History ATAR .....	30
Ancient History General .....	31
<b>The Arts</b>	
Visual Arts ATAR .....	32
Visual Arts General .....	32
Drama General .....	33
<b>Technologies</b>	
Applied Information Technology ATAR.....	35
Applied Information Technology General .....	35
Building and Construction General.....	35
Children, Family and Community General.....	37
Food Science and Technology General .....	38
Metal Fabrication - Materials Design and Technology General.....	39
Textiles - Materials Design and Technology Textiles General .....	40
Woodwork - Materials Design and Technology General.....	41
Workplace Learning .....	42
<b>VET Certificates delivered at Northam Senior High School</b>	
Certificate II in Business.....	43
Certificate II in Engineering Pathways .....	43
Certificate II Hospitality - Front of House .....	45
Certificate II in Kitchen Operations .....	46
Certificate II in Information, Digital Media and Technology .....	47
Certificate II in Sport Coaching.....	48
Certificate II in Visual Arts - Photography .....	49
Certificate IV in Preparation for Nursing Education.....	50
<b>VET Certificates delivered at Central Regional TAFE</b>	
Certificate II in Automotive Vocational Preparation.....	51
Certificate II in Construction .....	52
Certificate II in Community Services.....	53
Certificate II in Rural Operations .....	54
Certificate II in Animal Studies .....	55
<b>Senior School Engagement Program (SSEP)</b> .....	56
<b>Year 11 Compulsory Charges Schedule 2018</b> - These costs may change in 2019.....	58
<b>Year 12 Compulsory Charges Schedule 2018</b> - These costs may change in 2019.....	59

## General Information

The focus for all students in their senior school years is to build on their knowledge, skills and understanding and help them prepare for their post school destinations and achieve a Western Australian Certificate of Education (WACE).

Northam Senior High School offers a diversity of courses, giving students opportunities for preparing for a range of post-secondary pathways. In Senior School there is a strong focus on meeting the needs of young adults. This requires that students have a greater responsibility for their decisions and are more self-directed in their study and organisation.

Students in Senior School will complete **six (6) courses** each. English is compulsory for all students in Year 11 and Year 12. English teachers will recommend the appropriate course.

When choosing your courses you are making a commitment to study these for two years. Some Certificate II courses can be completed in one year. These will be outlined in the Course Information section.

Staff will counsel, provide advice and recommend course selection for students. Changes to courses will be at the discretion of the school so choose carefully as you may not be permitted to change a course once you have commenced. Parents can arrange and are encouraged to attend the course selection interviews.

This handbook outlines information about the courses that will be offered at Northam Senior High School. Please read it carefully and take note of the entry and workload requirements so that you maximise your chances of success. If courses are selected by only a few students it may not be possible to run them.

Consider your course choices wisely. Think about your strengths and weaknesses, what you like to do, and what you do well. Consider also your post school intentions and what is important to you in a career.

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

1. Relate courses to current career information -  
It is helpful to have a few career choices in mind before choosing courses
2. Find out about courses -  
Read the course descriptors carefully and talk to teachers
3. Be prepared to ask for help and seek information.

### School Leaving Age

From 2008 the school leaving age was increased to 17 years of age. This means that students must engage in one of the following options:

- Attend school in full time capacity
- Enrol full time in a training institution, e.g. TAFE, Private Registered Training Organisation (RTO) or Community Provider
- Obtain full time employment.

## Course Selection Process

Our aim is for students to enrol in the pathway and courses that best suit their interests, abilities and future pathways. As such, they undertake a comprehensive course selection process and career education program through the Vocational Education program. In Year 11 and Year 12, students will enrol and remain enrolled in six courses. There are pre-requisite grades for Australian Tertiary Admissions Rank (ATAR) courses.

### Course Selection Guide

This guide presents a summary of courses and other vital information necessary to make good choices. It is important that students and parents access advice and information from teachers and support staff in schools such as the Senior School Deputy Principal, Heads of Learning Area, Year 10 Coordinator and Vocational Education and Training (VET) Coordinator.

### Parent Information Evening

Parents are invited to attend a Parent Information Evening for course selection. This evening is designed to give a general overview regarding the Western Australian Certificate of Education (WACE), entry to University and Vocational Education and Training courses. The Deputy Principal and experienced staff will present information about pathway options and courses for 2019.

### ***2019 PARENT INFORMATION EVENING - TUESDAY 31 JULY 2018***

Representatives from the Universities and Central Regional TAFE will be present on the evening to provide information on further study.

In addition, throughout the school year students may receive information to attend Career University and/or Technical and Further Education (TAFE) information sessions.

### Course Counselling Interviews

Parents and students will be given the opportunity of making individual counselling appointments with a member of the senior school counselling team. These appointments will be during Weeks 4 and 5 of Term 3. Students will be required to have completed their 2019 online Course Selection and the necessary documentation for the courses they have chosen. This should include:

- Teacher recommendation for courses with grade pre-requisites
- Unique Student Identifier (USI) for VET Certificate courses
- A copy of your Semester 1 Year 10 report
- Resume and letter of application if required.

### Pre-requisite Grades for ATAR Courses

Pre-requisite grades for each course are included in each of the course descriptions. These are stated to help you choose appropriate courses in which you should succeed - provided you work hard. As a guide, students will require an A or B Grade to study ATAR courses.

### Homework/Study Commitments

Before you decide on which type of course to study, you need to consider the type of commitment you are able to give out of school hours.

Students undertaking courses leading to an Australian Tertiary Admission Rank (ATAR), the ATAR courses pathway, need to do a minimum of three hours study per course per week, each and every week. That means if you are studying five such courses, you need to do a minimum of fifteen hours of homework and/or study per week.

Students undertaking a General/VET pathway need to do a minimum of 1.5 hours per course per week, each and every week. That means that a typical six course unit load requires a minimum of nine hours of homework and/or study per week.

Homework does not only consist of the work given to you by the teacher, but also of a self-directed component. This may include organising your notes, revision, research, exam study, practical study or additional tasks or questions.

### Handing in Your Work on Time

It is vital in Year 11 and 12 that all assessment work is handed in on time, for all courses. Failure to do so jeopardises your grades, may result in a U (unfinished) notation - meaning the course does not count towards WACE completion requirements and does not allow you to achieve to your potential.

### 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.** The only acceptable reasons for absences are if you are sick or have a school activity, such as an excursion. Work commitments and holidays are not acceptable reasons for being absent from school. If you are going to be absent, see your teachers before your absence to collect work, ensuring that you keep up with your course work and study.

### Medical Conditions Affecting School/Exam Performance

It is the responsibility of the student to notify the School of any medical condition that may affect performance as soon as they enrol or become aware of the condition. If special consideration is required in exams or class, as a result of the medical condition, a medical certificate and/or other documentation must be provided to the Senior School Deputy Principal so that arrangements can be put in place. This is a School Curriculum and Standards Authority requirement.

### Achievement Data

It is important that students consider course prerequisites in making decisions about courses. At course selection interviews, the following achievement data will be considered:

- Previous grades and reports
- National Assessment Program - Literacy and Numeracy (NAPLAN)
- 2018 Reports and Online Literacy and Numeracy Assessments (OLNA) results
- Teacher recommendations.

Year 10 students not achieving the required prerequisite grade will be ineligible to select those courses in Year 11. In some cases, course selection will need to be reviewed based on results in second semester.

## School Charges

For some courses, text books are required to be purchased as well as course charges. Costs indicated in this book are 2018 charges and are subject to change. Costs will be confirmed when Contributions and Charges are distributed in Term 4. **In Years 11 and 12 all course charge costs are compulsory.**

### Determining Charges

Northam Senior High School endeavours to keep its charges to a minimum while maintaining a high standard of curriculum delivery. Each student is charged for items that are specifically used in elective courses. Costs will vary according to each student's choice of courses.

### Collection of School Charge Payments

It is acknowledged that for some families charges can be difficult to pay. To overcome the problem of paying all of the charges at once, a variety of payment schemes may be arranged by contacting the Manager Corporate Services.

### Financial Assistance for Parents

- Education Program Allowance (Charges and Clothing) forms are available from the school in Term 1. To be eligible, parents must hold either a current Pensioner Concession Card, Health Care Card or a Pensioner Concession Card from the Department of Veteran Affairs. Please note forms can only be witnessed by a staff member from the attending school
- Abstudy - for Aboriginal students only, subject to a means test. Contact Centrelink 132 137
- Austudy - for Senior School students only, subject to a means test. Contact Centrelink 132 490
- Assistance for Isolated Children. Apply through Centrelink 132 318
- Application for Boarding Away from Home Allowance. Forms are available from Northam Residential College.

### Course Charges and Booklist

Once the course selection and the timetable processes are completed, every student will receive a fully detailed list of the charges associated with their program. This will include:

- Any textbooks that need to be purchased and their recommended retail price
- The charges associated with each course
- Any other compulsory charges levied by the school
- Any voluntary contributions approved by the School Council.

The booklist and schedule of charges is posted out prior to the Christmas break. If students re-select their courses during the school year, a new schedule of charges will be issued.

A summary of 2018 course charges are listed on pages 58 and 59 as a guide for 2019 costs.

For further information regarding school charges, please contact Northam Senior High School on 9621 0000.

### Year 11 Students

Most students enrolling in Year 11 in 2019 will aim to graduate in 2020, being awarded a WACE if they complete two full years of study at school and meet WACE requirements. Some students may choose to gain full time entry into a Technical and Further Education (TAFE) or employment at any time during 2019 or 2020 and hence would not be eligible to receive a WACE.

Our aim is for students to enrol in the course that best suits their interests, abilities and future pathways.

There are two pathways you can choose from. They are **University** or **Training**.

**University** requires students to study more difficult courses which will enable them to, at the end of Year 12, obtain an Australian Tertiary Admissions Rank (ATAR). It is this ATAR score that indicates their eligibility for different courses offered by the universities both in WA and interstate. Students **MUST** be recommended by teachers for this pathway and meet the minimum entrance requirements based on grades achieved in Year 10.

Students may choose five ATAR courses and a Certificate course or a combination of ATAR and General/Certificate courses.

**Training** requires students to study English and a Certificate course in order to prepare them for either employment or further education at a Technical and Further Education (or TAFE). A Mathematics course is also recommended. A range of Certificate courses are available at Northam Senior High School, Central Regional TAFE and Muresk Institute.

Students are also able to use the training pathway as an alternative entry to University. This should be discussed with your course counsellor during your interview.

**NOTE:** Northam Senior High School offers a range of courses in 2019. However, the courses offered will only run if there are a sufficient number of students interested in enrolling in the course. In order to increase curriculum offerings and provide greater choice to students in the local community, course delivery may be through our collaborative alliance with Central Regional TAFE and Muresk. If a course is not viable in 2019, students may be contacted to re-select.

Some courses have a quota. Make sure you give yourself the greatest choice of courses by submitting all documentation on time.

# UNIVERSITY PATHWAY

I want to go to UNIVERSITY after I complete Year 12

I need an ATAR score of 70 or more

I MUST choose ATAR English and ONE Certificate Course

PLUS

I MUST choose at least THREE other ATAR courses, with at least ONE from List B

PLUS

I CAN choose ONE General Course or another Certificate

# TRAINING PATHWAY

I want to go to TAFE, get an APPRENTICESHIP or a JOB after I complete Year 12

I need at least ONE Certificate II complete qualification

I MUST choose General English

PLUS

I MUST choose at least ONE Certificate II course

PLUS

I MUST choose up to FOUR other courses, with at least ONE from List B



## Course Choices

### Courses

All courses offered at Northam Senior High School are governed by the syllabuses and assessment structures of the School Curriculum and Standards Authority. These syllabus statements are available from their website - <http://www.scsa.wa.edu.au/>

For all courses, teachers conduct assessment and award grades in accordance with the guidelines set out by the School Curriculum and Standards Authority. Students are awarded a grade at the end of each Year 11 and Year 12 course.

Students who wish to apply for a University course must study at least four ATAR courses. It is highly recommended that students select five ATAR courses in Year 11 for University entrance.

### Types of Courses Offered

Three (3) types of courses are offered at Northam Senior High School: School Curriculum and Standards Authority (SCSA) Developed Courses, Vocational Education and Training (VET) and SCSA Endorsed Courses.

- Courses - ATAR and General (e.g. English and Mathematics)
- VET (e.g. Certificate II Business)
- Endorsed Program (e.g. Workplace Learning).

Council developed courses are assessed using Grade Related Descriptors and are graded A - E. VET Courses are assessed by students gaining credit towards a nationally recognised qualification (Certificate) within the Australian Qualifications Framework (AQF). Council Endorsed Courses are awarded "Unit Equivalence" - 55 hours = 1 Course Unit.

### ATAR Courses

These courses are generally taken by students seeking entry to University. Studying these courses require you to sit exams at the end of Year 12. Courses belong to either List A (Humanities) or List B (Sciences) and you must have at least one of each. These courses are examined externally in Year 12 for the purpose of University entry. Examinations covering the Year 12 course are held in November.

### General Courses

These courses are normally chosen by students who wish to seek entry to further technical education or employment. Courses belong to either List A (Humanities) or List B (Sciences) and you must have at least one of each. These courses have an external assessment component in Year 12 as part of a systems wide moderation process. Post-school pathways may include further training, apprenticeships and traineeships, and the workplace. Students seeking entry to University may wish to consider a General course as their fifth and/or sixth course.

### Endorsed Programs

Endorsed programs provide access to areas of learning not covered by courses and contribute to the WACE depth and breadth requirement. A wide range of endorsed programs may be delivered in a variety of settings by schools, training organisations and workplaces, Universities and community organisations. Workplace Learning is an example of an endorsed program.

### Preliminary Courses

Preliminary course units are provided for students with special education needs.

## **Vocational Education and Training – Certificate courses delivered in schools**

These certificates are governed by the Australian Quality Training Framework (AQTF) and do not contribute directly to University entrance eligibility. You may choose to complete a stand-alone certificate offered in 2018 through the school's partnership with a Registered Training Organisation. The School Curriculum and Standards Authority count these certificates as endorsed programs. These certificates are not graded but the units of competency will appear on your statement of results.

## **Unique Student Identifier (USI)**

All students who choose to study a Certificate course must obtain a Unique Student Identifier (USI) number before enrolment can be processed. To obtain a USI, students should log onto: <http://www.usi.gov.au/pages/default.aspx>. Please note that either a Medicare Card or Birth Certificate details will be required when applying on line.

# **Senior School Commitment**

## **Student Responsibilities**

Enrolment in senior schooling carries certain obligations regarding behaviour, attendance, dress, attitude and effort. The Year Coordinator will outline Northam Senior High School's 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 can be avoided by:

- Choosing appropriate courses - note the minimum entrance required
- Discussing any problems with your teacher and parents
- Working harder when the going gets tough; hand all work in on time, seek extra help and attend 100% of your classes.

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

At the end of Year 11, your achievement data will be reviewed and in some cases students will be interviewed by the Year Coordinator or Deputy Principal. Students in University pathway courses should be aiming to have attained a scaled score of 50% across a minimum of four (4) University pathway courses from their Year 11 results.

## **Absences from School**

If you know you are going to be absent, see your teachers and your Year Coordinator 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.

## **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 are outlined in the Northam Senior High School assessment policy. It is recommended that parents and students read this information carefully.

## Western Australian Certificate of Education (WACE) requirements

In order for you to be eligible for a WACE in 2019 and beyond, you must satisfy the following requirements:

- Complete at least four Year 12 ATAR courses and or a Certificate II (or higher) VET qualification
- Demonstrate a minimum standard of literacy and numeracy
- Demonstrate breadth and depth of study through the number and level of units studied
- Meet the minimum achievement standard.

### Literacy and Numeracy Requirement

You must meet the minimum standard based on the skills regarded as essential for individuals to meet the demands of everyday life and work. Literacy standard for WACE requires:

- Achievement of Band 8 or higher in the National Assessment Program – Literacy and Numeracy (NAPLAN) numeracy, reading and/or writing assessments or by successful completion of the Online Literacy and Numeracy Assessment (OLNA) in Year 10 or subsequently
- Complete at least four units of an English course.

### Breadth and Depth

Students will complete a minimum of twenty course units which may include unit equivalents attained through VET or endorsed programs. This requirement must include at least:

- A minimum of ten Year 12 units (including unit equivalents)
- Two completed Year 11 English units and one pair of completed Year 12 English units
- One pair of Year 12 course units from each of List A (Arts/English/Social Sciences) and List B (Mathematics/Science/Technology).

### Achievement Standard

Students will be required to achieve at least fourteen C Grades (or equivalents) in Year 11 and Year 12 units, including at least six C Grades in Year 12 units (or equivalents).

Unit equivalents can be obtained through VET qualifications and/or endorsed programs:

- Certificate I can replace two Year 11 units
- Certificate II can replace two Year 11 **and** two Year 12 units
- Certificate III or higher can replace two Year 11 **and** four Year 12 units
- Endorsed programs: An endorsed program can replace two Year 11 **and** two Year 12 units.

Students may only use up to eight unit equivalents through the completion of VET certificates and endorsed programs, with a maximum of four Unit equivalents coming from endorsed programs.

### Examinations

All students studying a pair of units in an ATAR course in Year 12 are required to sit an examination.

If students who are required to sit a WACE examination do not sit or do not make a genuine attempt in the course examination in Year 12, the grades for the pair of units completed in that year will not contribute to the C Grade.

Students who do not sit the examination will not receive a course report. Students enrolled in Units 3 and 4 in a General or Foundation course must sit the Externally Set Task in that course.

## Senior Secondary Graduation

The results that you receive demonstrate to potential employers, training organisations or tertiary institutions that your work during Years 11 and 12 has been completed to a certain standard. The School Curriculum and Standards Authority will issue the following:

### **Western Australian Certificate of Education (WACE)**

Year 12 students who meet the WACE requirements are issued this Certificate.

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

All course units and grades, VET qualifications and endorsed programs completed in Years 10, 11 and 12 will count towards the WACE. All of this information is listed on the Statement of Results. A Statement of Results is issued to Year 12 students who complete at least one course unit, endorsed program or VET unit of competency.

The Statement of Results records if the WACE requirements have been achieved. If the WACE requirements have not been achieved, the Statement of Results records English language competence, if achieved.

The Statement of Results also records:

- Exhibitions and awards granted
- WACE course scores
- Grades achieved in course units
- VET qualifications and VET units of competency achieved
- Endorsed programs achievement
- Number of community service hours completed.

### **WACE Course Report**

A WACE course report is issued to students who sit the WACE examination in that course. There is a separate WACE course report for each stage of a course.

The WACE course report records:

- School grades and marks
- Moderated school marks
- Raw examination marks
- Standardised examination marks
- WACE course score
- A description of the knowledge, skills and understanding demonstrated by the student
- State-wide distribution of WACE course scores and the candidature of the course.

### **Calculating the WACE Course Score**

The Council will calculate a WACE score for all students who have received a school assessment mark for a pair of course units and who have sat the examination for that course. The WACE course is calculated using the school mark and the examination mark for the course.

## Selection of Courses and Certificates

Following are listed the courses you can choose from according to your Pathway. The next few pages of the Handbook consist of descriptions of these courses, including estimated fees. It must be emphasised that teacher recommendation should be taken into account when choosing your courses. As the timetable will be constructed according to students' choice, subjects with low enrolments may not run.

## UNIVERSITY PATHWAY

### YOU MUST CHOOSE AT LEAST FOUR OF THE FOLLOWING:

List A Courses	List B Courses
English ATAR - <b>COMPULSORY</b> Geography ATAR Modern History ATAR Visual Arts ATAR Business Management Enterprise ATAR	Mathematics: Methods ATAR Mathematics: Applications ATAR Biology ATAR Human Biology ATAR Chemistry ATAR Physics ATAR Outdoor Education ATAR Applied Information Technology ATAR

### YOUR FINAL CHOICES MUST ADD UP TO SIX, SO YOU CAN CHOOSE FROM

List A Courses	List B Courses
English General Ancient History General Drama General Visual Arts General Health Studies General Children, Family and Community General	Mathematics Essentials Food Science and Technology General Physical Education Studies General Outdoor Education General Applied Information Technology General Metal Fabrication - Materials Design and Technology General Building and Construction General Textiles - Materials Design and Technology General Woodwork - Materials, Design and Technology General

### YOU MAY CHOOSE AT LEAST ONE OF THE FOLLOWING:

<p><b>Certificate Course</b></p> Certificate II in Information Digital Media and Technology Certificate II in Visual Arts - Photography Certificate II in Engineering Pathways Certificate II in Hospitality Certificate II in Business Certificate II in Sport Coaching Certificate II in Kitchen Operations Certificate IV in Preparation for Health and Nursing Studies
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## TRAINING PATHWAY

<b>YOU MUST CHOOSE THE FOLLOWING:</b>	
<b>List A Courses</b>	<b>List B Courses</b>
English General	Mathematics Essentials or another List B Course
<b>YOUR FINAL CHOICES MUST ADD UP TO SIX, SO YOU CAN CHOOSE FROM</b>	
<b>List A Courses</b>	<b>List B Courses</b>
English General Ancient History General Drama General Visual Arts General Health Studies General Children, Family and Community General	Mathematics Essentials Food Science and Technology General Physical Education Studies General Outdoor Education General Applied Information Technology General Metal Fabrication - Materials Design and Technology General Building and Construction General Textiles - Materials Design and Technology General Woodwork - Design and Technology
<b>YOU MUST CHOOSE AT LEAST ONE OF THE FOLLOWING:</b>	
<b>Certificate Course</b> Certificate II in Visual Arts - Photography Certificate II in Engineering Pathways Certificate II in Hospitality Certificate II in Kitchen Operations Certificate II in Business Certificate II in Sport Coaching Certificate II in Information, Digital Media and Technology Certificate II in Construction - (Central Regional TAFE) Certificate II in Automotive Vocational Preparation * (Central Regional TAFE) Certificate II in Community Service * (Central Regional TAFE) Certificate II in Rural Operations* (delivered at Muresk Institute all day Friday) Certificate II in Animal Studies* (delivered at Muresk Institute all day Friday) Certificate IV in Preparation for Health and Nursing Studies	

*\* Certificate is delivered by Central Regional TAFE all day Friday*

# English

## Do I have to study English in Year 11 and 12?

Yes, it is compulsory for you to complete two Year 11 English units and one pair of Year 12 English units as it is one of the criteria required in order to demonstrate literacy competence.

## What is Literacy Competence?

Literacy competence is the term used by the School Curriculum and Standards Authority to describe a student's proven ability to demonstrate reading and writing skills that are essential for individuals to participate effectively in our society. At the end of Year 12 a student must achieve literacy competence in order to fulfil WACE requirements via OLNA testing or NAPLAN results.

## English ATAR A1ENG/A2ENG

### Requirements

B Grade or above in Year 10 English.

### What is it all about?

These English units are for students undertaking an ATAR study course in Year 11 and 12. The students will study a variety of texts to understand how texts are constructed for specific audiences and purposes. They will be required to respond to texts critically and analytically. Assessment will include analytical, imaginative, persuasive and narrative writing. Students undertaking these units should have a sound understanding of the use of punctuation, grammar and text construction that can be built on in the study of these units.

### Why should I choose this course?

This leads into the Year 12 ATENG course. Successful completion of this course in Year 11 will enable you to enrol in ATAR English the following year, which is a recommended course for those hoping to study at university. You will undertake a compulsory examination at the end of Year 12 which will allow you to generate an ATAR.

CAREER POSSIBILITIES	FURTHER STUDY	
	TAFE	UNIVERSITY
<ul style="list-style-type: none"><li>• Arts</li><li>• Business and Commerce</li><li>• Education</li><li>• Health</li><li>• Humanities</li><li>• Information Technology</li><li>• Law</li><li>• Science and Engineering</li></ul>	Allows students to demonstrate communication skills for TAFE entrance purposes.	Allows students to demonstrate literacy competence for university admission purposes.

## English General G1ENG/G2ENG

### Requirements

None specified but achievement of minimum Literacy requirement is desirable.

### What is it all about?

These English units are intended for students who are not undertaking an ATAR focussed course in Year 11 and 12. These units focus on students comprehending and responding to ideas and information presented, in written, visual and multi-modal texts. In studying these units, the student will explore how the construction of texts is shaped through the relationships between audience, purpose and context. The student will be required to produce persuasive, narrative, analytical and informative texts. They will develop their ability to write using appropriate punctuation and grammar.

### Why should I choose this course?

This leads into the Year 12 GTENG course. Successful completion of this course in Year 11 will enable you to enrol in General English the following year, which is a suitable course for students seeking to demonstrate communication skills for TAFE entrance purposes.

CAREER POSSIBILITIES	FURTHER STUDY	
	TAFE	UNIVERSITY
<ul style="list-style-type: none"><li>• Arts, Sport and Recreation</li><li>• Business, Finance and Property</li><li>• Education</li><li>• Fashion and Textiles</li><li>• Health and Community Services</li><li>• Information Technology</li><li>• Science</li><li>• Tourism</li><li>• Youth work</li></ul>	Allows students to demonstrate communication skills for TAFE entrance purposes.	Not applicable.



# Health and Physical Education

## Outdoor Education ATAR A1OED/A2OED

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

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

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

The Outdoor Education ATAR is made up of 30% practical and 70% theory including an exam for each semester. Students will participate in a range of activities as part of the course including mountain biking, hiking, orienteering and kayaking. As part of the course students will be required to participate in extended expedition camps of at least two nights and three days in duration, as well as one or two day excursions as part of their learning.

### **YEAR 11**

#### **Unit 1**

The focus of this unit is being responsible in the outdoors. Students are exposed to a broad range of responsibilities involved in undertaking short-duration expeditions. Through regular practical experiences and group activities, students develop flexibility, monitoring and commitment. They further develop problem solving, decision making and outdoor leadership skills and strategies for building effective group relationships. Students become more aware of the natural environment and develop interpretational skills. They are introduced to sustainability and local environmental management strategies, and consider the role of technology in mediating human relationships with nature.

#### **Unit 2**

The focus for this unit is attaining independence in the outdoors. Students develop their performance and competence at increasing levels of self-sufficiency, technical understanding and physical fitness to deal with a range of challenges. They are involved in planning for participation in extended expeditions, and become more proficient in outdoor activity roping and navigational skills. They are able to conduct emergency response processes. Opportunities for self-discovery and strategies to enhance personal and interpersonal skills are provided. They deliver briefings, participate in debriefing, and experience shared leadership opportunities. Students extend their understanding about the environment and develop weather forecasting skills. They are introduced to historical, cultural and Indigenous heritage. They explore current controversial environmental issues related to outdoor experiences and examples of management strategies for environments at risk in Western Australia (WA).

This leads into the Year 12 ATOED course.

### **Requirements**

A minimum B Grade in Year 10 Physical Education. A minimum C Grade in Year 10 English and Mathematics is required. Students must be willing to participate in all practical and theory components of the course.

## **Physical Education Studies General**

### **G1PES/G2PES**

The Physical Education Studies General course contributes to the development of the whole person. It promotes the physical, social and emotional growth of students. Throughout the course, emphasis is placed on understanding and improving performance in physical activities. The integration of theory and practice is central to studies in this course.

The Physical Education Studies General course focuses on the complex interrelationships between motor learning and psychological, biomechanical and physiological factors that influence individual and team performance. Students engage as performers, leaders, coaches, analysts and planners of physical activity. Physical activity serves both as a source of content and data and as a medium for learning. Learning in the Physical Education Studies General course cannot be separated from active participation in physical activities and involves students in closely integrated written, oral and physical learning experiences based upon the study of selected physical activities.

The course appeals to students, with varying backgrounds, physical activity knowledge and dispositions. Students analyse the performance of themselves and others, apply theoretical principles and plan programs to enhance performance. Physical activity and sport are used to develop skills and performance, along with an understanding of physiological, anatomical, psychological, biomechanical and skill learning applications.

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

This subject is 50% theory and 50% practical. The integration of theory and practice is central to studies in this course. The learning here cannot be separated from active participation in physical activities and involves students in closely integrated written, oral, and physical learning based upon the study of Tennis and Soccer.

The theory relates to Sports Science. These sessions include biomechanics and motor skill learning.

### **YEAR 11**

#### **Unit 1**

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.

This leads into the Year 12 GTPES course.

### **Requirements**

Students need to have minimum C Grades in Physical Education and Science and have a genuine interest in sport. An ability to be organised for both academic and practical involvement in the course is essential.

## **Outdoor Education General G1OED/G2OED**

### **What is it all about?**

The Outdoor Education General course aims to introduce students to the skills and knowledge around the outdoors through interaction with the natural environment. They will develop an understanding of our relationships with the environment, others and ourselves. The Outdoor Education General course is based on the experiential learning cycle. This cycle is made up of three stages: plan, do and review. Students plan for outdoor experiences, participate in these experiences and reflect on their involvement.

Students will be able to:

- Develop self-awareness by engaging in a range of challenging outdoor activities
- Enhance personal and group skills and build confidence, empathy and self-understanding
- Gain better understanding of group dynamics as they will be working with others
- Enhance their leadership qualities and decision-making abilities, while showing respect for self, others and the environment.

Students will participate in a range of activities including mountain biking, hiking and orienteering in Year 11, and snorkelling, kayaking and orienteering in Year 12. The course is split into 50% practical and 50% theory. Students must be willing to participate in both the practical and theory elements of the course. Across the year students will be required to attend two overnight camps and one or two day excursions as part of the course learning.

### **YEAR 11**

#### **Unit 1**

Students are encouraged to engage in outdoor adventure activities. 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 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. Features of natural environments and examples of local environmental management and 'Leave No Trace' principles are introduced.

#### **Unit 2**

This unit offers the opportunity to engage in a range of outdoor 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. They understand the main styles of leadership and how to use strategies to promote effective groups. Features of natural environments and components of the weather are introduced. Conservation, biodiversity and environmental management plans are also introduced.

This leads into the Year 12 GTOED course.

### **Requirements**

A minimum C Grade in Year 10 Physical Education, English and Mathematics is required. Students must be willing to participate in all practical and theory components of the course.

## **Health Studies General G1HEA/G2HEA**

The Health Studies General course focuses on the study of health as a dynamic quality of human life. Students undertaking the 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 and biological determinants of health is a key focus of the course. Other 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. School assessment requires a written inquiry report, a written or practical report and in class tests.

### **YEAR 11**

#### **Unit 1**

This unit focuses on personal health and wellbeing and what it means to be healthy. Students explore factors which influence their health, and design action plans to improve health and achieve set goals. Key consumer health skills and concepts, and the relationship between beliefs, attitudes, values and health behaviour, and the impact of social and cultural norms, are introduced. Key self-management and interpersonal skills required to build effective relationships are explored. Health inquiry skills are developed and applied to investigate and report on health issues.

#### **Unit 2**

This unit focuses on personal health and introduces the many factors which influence health. The notion of prevention is central to this unit, and students explore actions, skills and strategies to cope with health influences and improve health. In addition to health determinants, the influence of cognitive dissonance on decision making and the role of communities in shaping norms and expectations are explored.

Self-management and cooperative skills are examined and students continue to develop and apply health inquiry skills.

This leads into the Year 12 GTHEA course.

### **Requirements**

A minimum C Grade in Year 10 Health Education.

# Mathematics

## Mathematics Methods ATAR A1MAM/A2MAM

### Requirements

Year 10 Mathematics - A Grade in all three strands with a strong emphasis on Algebra skills.

### What is it all about?

Mathematics Methods is an ATAR course which focuses on the use of calculus and statistical analysis. The study of calculus provides a basis for understanding rates of change in the physical world, and includes the use of functions, their derivatives and integrals, in modelling physical processes. The study of statistics develops students' ability to describe and analyse phenomena that involve uncertainty and variation.

This course is organised into a Year 11 syllabus and a Year 12 syllabus. The cognitive complexity of the syllabus content increases from Year 11 to Year 12.

### Structure of the syllabus

The Year 11 syllabus is divided into two units, each of one semester duration, which is typically delivered as a pair. The notional time for each unit is fifty five class contact hours.

#### Unit 1

Contains the three topics:

- Functions and graphs
- Trigonometric functions
- Counting and probability.

#### Unit 2

Contains the three topics:

- Exponential functions
- Arithmetic and geometric sequences and series
- Introduction to differential calculus.

### Why should I choose this course?

This leads into the Year 12 ATMAM course. 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.

CAREER POSSIBILITIES	FURTHER STUDY	
	TAFE	UNIVERSITY
<ul style="list-style-type: none"><li>• Biology</li><li>• Physiotherapy</li><li>• Commerce</li><li>• Pharmacy</li><li>• Economics</li><li>• Health Science</li><li>• Computer Technology</li><li>• Human Movement</li></ul>	Refer to TAFE handbook	Desirable for most university courses.

A Mathematics bonus of 10% of the scaled score for Mathematics: Methods ATAR is added to the aggregate of the best four scaled scores. You receive the Mathematics bonus irrespective of whether your Mathematics: Methods ATAR course scaled scores are counted in the best four. It may be possible to take both courses (Methods and Applications), but you cannot use the combination in calculating your ATAR.

# Mathematics Applications ATAR A1MAA/A2MAA

## Requirements

Year 10 Mathematics - A Grade preferred.

## What is it all about?

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

This course is organised into a Year 11 syllabus and a Year 12 syllabus. The cognitive complexity of the syllabus content increases from Year 11 to Year 12.

## Structure of the syllabus

The Year 11 syllabus is divided into two units, each of one semester duration, which is typically delivered as a pair. The notional time for each unit is fifty five class contact hours.

### Unit 1

Contains the three topics:

- Consumer arithmetic
- Algebra and matrices
- Shape and measurement.

### Unit 2

Contains the three topics:

- Univariate data analysis and the statistical investigation process
- Applications of trigonometry
- Linear equations and their graphs.

## Why should I choose this course?

This leads into the Year 12 ATMAA course. This 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. It is designed for students who have a wide range of educational and employment aspirations, including continuing their studies at university or TAFE.

CAREER POSSIBILITIES	FURTHER STUDY	
<ul style="list-style-type: none"><li>• Arts</li><li>• Commerce</li><li>• Law</li><li>• Teaching (Primary or Arts)</li><li>• Environmental Science</li><li>• Agriculture</li></ul>	<p style="text-align: center;"><b>TAFE</b></p> Refer to TAFE handbook	<p style="text-align: center;"><b>UNIVERSITY</b></p> When followed by Year 12 Mathematics Applications, this is acceptable for many university courses.

# Mathematics Essentials

## G1MAE/G2MAE

### Requirements

Year 10 Mathematics - C Grade preferred.

### What is it all about?

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

This course is organised into a Year 11 syllabus and a Year 12 syllabus. The cognitive complexity of the syllabus content increases from Year 11 to Year 12.

### Structure of the syllabus

The Year 11 syllabus is divided into two units, each of one semester duration, which is typically delivered as a pair. The notional time for each unit is fifty five class contact hours.

#### Unit 1

This unit includes the following four topics:

- Basic calculations, percentages and rates
- Using formulas for practical purposes
- Measurement
- Graphs.

#### Unit 2

This unit includes the following four topics:

- Representing and comparing data
- Percentages
- Rates and ratios
- Time and motion.

### Why should I choose this course?

This leads into the Year 12 GTMAE course. Most employers prefer job applicants to have a strong mathematics background. This course is likely to be most useful for people looking to improve their maths skills to a level suitable for the work force.

CAREER POSSIBILITIES	FURTHER STUDY	
	TAFE	UNIVERSITY
Most trades and business positions.	Refer to TAFE handbook. Most courses require a minimum standard of Mathematics. This course satisfies the majority. Please check the current handbook.	Not applicable

# Science

## Human Biology ATAR A1HBY/A2HBY

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.

### Requirements

The minimum entry requirement is an A or B Grade in Year 10 Biological Science and an A or B Grade in English for this course.

### YEAR 11

#### 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. This leads into the Year 12 ATHBY course.

This leads into the Year 12 ATHBY course.

### YEAR 12

#### Unit 3 - Homeostasis and Disease

This unit explores the nervous and endocrine systems and the mechanisms that help maintain the systems of the body to function within normal range, and the body's immune responses to invading pathogens.

#### Unit 4 - Human variation and Evolution

This unit explores the variations in humans, their changing environment and evolutionary trends in hominoids.

### 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, childcare, sport and social work. Appreciation of the range and scope of such professions broadens their horizons and enables them to make informed choices. This helps to prepare all students, regardless of their background or career aspirations, to take their place as responsible citizens in society.

### What is it all about?

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



## **Biology ATAR A1BIO/A2BIO**

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.

### **Requirements**

The minimum entry requirement is an A or B Grade in Year 10 Biological Science and an A or B Grade in English for this course.

### **What is it all about?**

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

### **YEAR 11**

#### **Unit 1 - Ecosystems and Biodiversity**

In this unit, students analyse abiotic and biotic ecosystem components and their interactions, using classification systems for data collection, comparison and evaluation.

#### **Unit 2 - Form Single Cells to Multicellular Organisms**

In this unit, students investigate the interdependent components of the cell system and the multiple interacting systems in multicellular organisms.

This leads into the Year 12 ATBIO course.

### **YEAR 12** (after successful completion of Units 1 and 2 in Year 11)

#### **Unit 3 - Continuity of Species**

In this unit, students investigate mechanisms of heredity and the ways in which inheritance patterns can be explained, modelled and predicted; they connect these patterns to population dynamics and apply the theory of evolution by natural selection in order to examine changes in populations.

#### **Unit 4 - Surviving in a Changing Environment**

In this unit, students investigate system change and continuity in response to changing external conditions and pathogens; they investigate homeostasis and the transmission and impact of infectious disease; and they consider the factors that encourage or reduce the spread of infectious disease at the population level.

## **Chemistry ATAR A1CHE/A2CHE**

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

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

### **Requirements**

The minimum entry requirement for this course is an A or B Grade in Chemistry in Year 10 Science and an A or B Grade in English.

### **YEAR 11**

#### **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.

#### **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 and the properties of acids and bases, and use chemical equations to calculate the concentrations and volumes of solutions involved in chemical reactions.

This leads into the Year 12 ATCHE course.

### **YEAR 12** (after successful completion of Units 1 and 2 in Year 11)

#### **Unit 3 - Equilibrium, Acids and Bases, and Redox Reactions**

In this unit, students investigate the concept of reversibility of reactions and the dynamic nature of equilibrium in chemical systems; contemporary models of acid-base behaviour that explain their properties and uses; and the principles of oxidation and reduction reactions, including the generation of electricity from electrochemical cells.

#### **Unit 4 - Organic Chemistry and Chemical Synthesis**

In this unit, students develop their understanding of the relationships between the structure, properties and chemical reactions of different organic functional groups. Students also investigate the process of chemical synthesis to form useful substances and products and the need to consider a range of factors in the design of these processes.

### **How will this course help students in the future?**

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 studies in chemistry, and all students will become more informed citizens, able to use chemical knowledge to inform evidence-based making and engage critically with contemporary scientific issues.

## **Physics ATAR A1PHY/A2PHY**

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.

### **Requirements**

An A or B Grade in Physics in Year 10 Science and an A or B Grade in Algebra are essential for enrolment in this course.

### **YEAR 11**

#### **Unit 1 - Thermal, Nuclear and Electrical Physics**

Students investigate energy production by considering heating processes, radioactivity and nuclear reactions, and investigate energy transfer and transformation in electrical circuits.

#### **Unit 2 - Linear Motion and Waves**

Students describe, explain and predict linear motion, and investigate the application of wave models to sound phenomena.

This leads into the Year 12 ATPHY course.

### **YEAR 12 (after successful completion of Units 1 and 2 in Year 11)**

#### **Unit 3 - Gravity and Electromagnetism**

Students investigate models of motion in gravitational, electric and magnetic fields to explain how forces act at a distance.

#### **Unit 4 - Revolutions in Modern Physics**

Students use the theory of electromagnetism to explain the production and propagation of electromagnetic waves and investigate how shortcomings in existing theories led to the development of the quantum theory of light and matter, the Special Theory of Relativity, and the Standard Model of particle physics.

### **How will this course help students in the future?**

Studying senior secondary science provides students with a suite of skills and understandings that are valuable to a wide range of further study pathways and careers. Studying physics will enable students to become citizens who are better informed about the world around them and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues. The Physics ATAR course will also provide a foundation in physics knowledge, understanding and skills for those students who wish to pursue tertiary study in science, engineering, medicine and technology.

# Humanities and Social Sciences

## Geography ATAR A1GEO/A2GEO

### Requirements

Successful completion of Year 10 and Society and Environment units with a minimum B Grade.

### What is it all about?

Natural and ecological hazards represent potential sources of harm to human life, health, income and property, and may affect elements of the biophysical, managed and constructed elements of environments.

### Unit 1

This unit focuses on understanding how these hazards and their associated risks are perceived and managed at local, regional and global levels. Prevention is concerned with the long-term aspects of hazards, and focuses on avoiding the risks associated with their reoccurrence. Mitigation is about reducing or eliminating the impact if the hazard does happen. Preparedness refers to actions carried out prior to the advance notice of a hazard to create and maintain the capacity of communities to respond to, and recover from, natural disasters.

Building on their existing geographical knowledge and understandings, students will explore cyclones and earthquakes as well as ecological hazards such as the cane toad invasion in northern Australia.

Students develop an understanding about using and applying geographical inquiry tools, such as spatial technologies, and skills, to model, assess and forecast risk, and to investigate the risks associated with **natural and ecological hazards**. Fieldwork for this unit will involve a trip to Meckering.

### Unit 2

This unit focuses on the process of international integration (globalisation) and is based on the reality that we live in an increasingly interconnected world. It provides students with an understanding of the economic and cultural transformations taking place in the world today, the spatial outcomes of these processes, and their political and social consequences. This is a world in which advances in transport and telecommunications technologies have not only transformed global patterns of production and consumption, but also facilitated the diffusion of ideas and elements of cultures.

The unit explains how these advances in transport and communication technology have lessened the friction of distance and have impacted at a range of local, national and global scales. Cultural groups that may have been isolated in the early twentieth century are now linked across an interconnected world in which there is a 'shrinking' of time and space. Of particular interest are the ways in which people adapt and respond to these changes.

Students have the opportunity to explore the ideas developed in the unit through an investigation of the changes taking place in the spatial distribution of the production and consumption of a selected commodity, good or service and the study of an example of cultural diffusion, adoption and adaptation. They also investigate the ways people embrace, adapt to, or resist the forces of international integration.

This leads into the Year 12 ATGEO course.

CAREER POSSIBILITIES	FURTHER STUDY	
	TAFE	UNIVERSITY
<ul style="list-style-type: none"> <li>• Surveying</li> <li>• Engineering</li> <li>• Advertising</li> <li>• Teacher</li> <li>• Conservationist</li> <li>• Architect</li> <li>• Lawyer</li> <li>• Defence Forces</li> </ul>	Electrical - Renewable Energy Tourism Community Development Building and Engineering Landscape Design Marine Studies	Mining Engineering Architecture/Urban Planning Tourism Education Environmental Science Journalism

## Business Management and Enterprise ATAR A1BME/A2BME

### What is it all about?

This leads into the Year 12 ATBME course. The Business Management and Enterprise ATAR course focuses on business planning, marketing and growth and opportunities provided for business by technology and the global environment. Students will study:

- Economics
- Finance
- Human Resources
- Contract Law
- Consumer Law
- Political factors
- Management and Leadership
- Social and Cultural implications
- Marketing

Students examine factors that drive international business developments, the features and traits of successful management and how businesses operate strategically to maximise business performance in a global setting.

### Why should I choose this course?

Through the consideration of real businesses and scenarios, students develop knowledge, understanding and skills that enable them to apply financial and business literacy, analyse business opportunities, evaluate business performance, identify and create opportunities and make sound, ethical business decisions within a business environment. The course equips students to participate proactively in the world of business, behave responsibly and demonstrate integrity in business activities.

CAREER POSSIBILITIES	FURTHER STUDY	
	TAFE	UNIVERSITY
<ul style="list-style-type: none"> <li>• Accountant</li> <li>• Marketing Executive</li> <li>• Human Resource Manager</li> <li>• Business Systems Analyst</li> <li>• Industrial Relations Officer</li> <li>• Management Consultant</li> <li>• Valuer</li> <li>• Economist</li> <li>• Tourist Information Officer</li> <li>• Advertising Account Executive</li> <li>• Financial Dealer and Broker</li> <li>• Solicitor/Barrister</li> </ul>	Certificate III in Business Certificate IV in Business Certificate III in Financial Services Certificate IV in Financial Services Diploma of Business Advanced Diploma of Business or Accounting	Bachelor of Business Bachelor of Commerce

## Modern History ATAR A1HIM/A2HIM

### Requirements

Successful completion of Year 10 and Society and Environment (HASS) units.

### What is it all about?

This unit assists students in learning different skill sets such as research, analysis of information and sources, investigations and inquiries. Students will learn about specific eras and the key people who influenced certain events and movements. Students will also examine certain concepts of ideas, beliefs, values and attitudes. In both units, students will focus on two main countries' entry into both World Wars, and the social, political and economic effects this had on society. Both units also encourage students to think about the cause and effect of certain events, rather than specific dates and times.

### Unit 1

If you choose this unit, you will have the opportunity to examine American society during the time period of 1907 to 1941. America emerged from World War I as the strongest nation in the world. She entered an exciting era of prosperity, which saw the creation of the first automobile, the mass production of consumer goods, and a glamorous period of Hollywood cinema and sex symbols. However, with the introduction of the banning of alcohol (Volstead Act) and the subsequent violence of the gangsters, America became quite politically unstable. This unit then examines how the once brilliant America plunged into an economic Depression, which was worsened by poor policies from the President. How could America possibly triumph once more, especially while entering the dangerous World War II?

### Unit 2

If you choose this unit, you will have the opportunity to examine German society during the time period of 1918-1945. Germany entered WWI as one of the strongest countries in the world, however, by the time the war had finished, Germany was the weakest and most hated country in the world. We will look at how this happened, and how Germany was eventually able to surpass this and once again flourish as one of the most powerful empires in Europe. We will also examine how a democratic society underwent a major political change to a system of dictatorship. How could a seemingly insignificant party with a lazy leader in Adolf Hitler, manage to gain absolute control, and implement a terror regime such as the Holocaust?

This leads into the Year 12 ATHIM course.

CAREER POSSIBILITIES	FURTHER STUDY	
	TAFE	UNIVERSITY
<ul style="list-style-type: none"> <li>• Wide range of organisations</li> <li>• Museum</li> <li>• Library</li> <li>• Local Government</li> <li>• Archives</li> <li>• Journalism</li> <li>• Teaching</li> </ul>	Arts	Arts Humanities Social Science Law Journalism Education Politics

## **Ancient History General G1HIA/G2HIA**

### **Requirements**

Successful completion of Year 10 Society and Environment units with a minimum B Grade.

### **What is it all about?**

The Ancient History course will look at a number of ancient civilisations and the powerful people behind these civilisations by looking at the impact they had on society then and now. Looking at the people, places and monuments that have become significant over time will allow students to develop skills that will enable them to look at history and the event makers in new ways.

### **Unit 1 - Ancient Civilisations and Cultures**

Discover how Ancient Greeks, Minoans, Myceneans went about their daily lives.

### **Unit 2 - Power in the Ancient World**

Discover how Ancient Rulers like Alexander the Great and Queen Hatchepsup used power and authority to control vast Empires.

### **Why should I choose this course?**

History is a course that all students should study. It impacts our daily life and it allows us to understand human evolution of ideas and concepts. There is no exam with this course and it encourages students to develop an interest in a civilisation or a significant person that they find interesting. The course is ideal for a student who is looking towards future employment or study due to the research and writing skills that will be acquired during the course.

This leads into the Year 12 GTHIA course.

# The Arts

## Visual Arts ATAR A1VAR/A2VAR

### What is it all about?

The Visual Arts ATAR course encompasses the practice and theory of the broad areas of art, craft and design. Students have opportunities to express their imagination, develop personal imagery, develop skills and engage in the making and presentation of artwork. They develop aesthetic understandings and a critical awareness that assists them to appreciate and make informed evaluations of art.

### Structure of the Syllabus

The Year 11 syllabus is divided into two units, each of one semester duration, which is typically delivered as a pair. The notional time for each unit is fifty five class contact hours.

#### Unit 1 - Differences

The focus of this unit is differences. Students consider differences arising from cultural diversity, place, gender, class and historical period in their art making and interpretation.

#### Unit 2 - Identities

The focus of this unit is identities. Students explore concepts or issues related to personal, social, cultural or gender identity in their art making and interpretation.

This leads into the Year 12 ATVAR course.

All students enrolled in the Visual Arts ATAR Year 12 course are required to sit the WACE examination. The examination is based on a representative sampling of the content for Unit 3 and Unit 4.

## Visual Arts General G1VAR/G2VAR

### What is it all about?

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

#### Unit 1 - Experiences

The focus for Unit 1 is experiences. Students base art making and interpretation on their lives and personal experiences, observations of the immediate environment, events and/or special occasions.

#### Unit 2 - Explorations

The focus for Unit 2 is explorations. Students explore ways to generate and develop ideas using a variety of stimulus materials and explorations from their local environment in their art making and interpretation.

This leads into the Year 12 GTVAR course.



## Drama General G1DRA/G2DRA

### YEAR 11

#### 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. Through small-scale drama performances projects, students develop their voice and movement skills, explore the elements of drama, and study a range of theatre styles. In this unit, students are required to engage with the role of actor and one scenographer or designer role.

#### Unit 2 - Drama Performance Events

The focus for this unit is drama performance events. Students participate in a public performance for an audience other than their class members. In participating in a drama performance event, students work independently and in teams and build on the skills and knowledge acquired in Unit 1. Students apply the creative process of devising and of interpreting Australian and/or world sources to produce drama that is collaborative and makes meaning. In this unit, students are required to engage with the role of actor and one scenographer or designer role.

While completing the two units student will also have the opportunity to attend excursions to view productions which may require an entry fee.

This leads into the Year 12 GTDRA course.

### YEAR 12 (after successful completion of Units 1 and 2 in Year 11)

#### Unit 3 - Representational, realist drama

#### Unit 4 - Presentational, non-realist drama

#### 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 General course builds confidence, empathy, understanding about human experience, and a sense of identity and belonging. These are invaluable qualities for contemporary living.

CAREER POSSIBILITIES	FURTHER STUDY	
	TAFE	UNIVERSITY
<ul style="list-style-type: none"> <li>• Actors, Directors and Producers</li> <li>• Agents and Business Managers</li> <li>• Events Management,</li> <li>• Lighting Designer,</li> <li>• Lighting Technician</li> <li>• Choreographers, Circus Performer</li> <li>• Costume Designer, Costume Maker</li> <li>• Creative and Performing Artists</li> <li>• Creative Writers, Dance Teacher,</li> <li>• Dance Therapist</li> <li>• Director - Film and TV</li> <li>• Performing Arts Administrator</li> <li>• Wardrobe Specialists</li> <li>• Ushers and Ticket Takers</li> <li>• TV Presenter, TV/Film Runner</li> </ul>	<p style="text-align: center;"><b>NICA (National Institute For Circus Arts)</b> Certificate III in Circus Arts Certificate IV in Circus Arts</p> <p style="text-align: center;"><b>Edith Cowan University</b> Production, stage management and design certificates</p>	<p style="text-align: center;"><b>Edith Cowan University - WAAPA</b> Acting, Arts Management, Broadcasting, Costume, Dance, Design, Lighting, Music, Music Theatre, Props and Scenery, Sound Stage Management</p> <p style="text-align: center;"><b>Murdoch University</b> Bachelor of Education (Drama or Dance Teacher)</p> <p style="text-align: center;"><b>Notre Dame University</b> Bachelor of Arts :Theatre Education, Drama</p>

# Technologies

## Applied Information Technology ATAR A1AIT/A2AIT

### Requirements

Successful completion of Year10 and a high degree of motivation and interest is essential for success.

### What is it all about?

This ATAR Applied Information Technology course focuses on the use of digital technologies to create and manipulate digital media. Students use a range of applications such as web design and video editing software to create visual and audio communications. They examine trends in digital media transmissions and implications arising from the use of these technologies.

Students identify the components and configuration of networks to meet the needs of a business. They design digital solutions for clients, being mindful of the various impacts of technologies within legal, ethical and social boundaries

### How will this help in the future?

Successful completion of this course will provide an ATAR score which will then be used to determine eligibility for university entrance.

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

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

<b>CAREER POSSIBILITIES</b>	<b>FURTHER STUDY</b>
<ul style="list-style-type: none"><li>• Media Communications specialist</li><li>• Network Analyst</li><li>• Network Manager</li><li>• Security Analyst</li><li>• Network Designer</li><li>• Integration Centre Specialist</li><li>• Systems Engineer</li><li>• Intranet Engineer</li><li>• Artificial intelligence</li><li>• Cyber Forensics</li><li>• Computer animations and graphics</li></ul>	<p style="text-align: center;"><b>UNIVERSITY</b></p> <p>Animation and Game Design Business Information Systems (Professional) Business Information Technology (Professional) Computer Systems Engineering Computer Systems Engineering Computer Science Computer Systems and Networking Computing Digital Design Digital Design (Mass Communication) Electronic and Communication Engineering Internet Communications Librarianship Massive Open Online Courses (MOOCs) Visualisation and Interactive Media Web Media (Mass Communication)</p>

## Applied Information Technology G1AIT/G2AIT

### Requirements

There is no formal minimum entry requirement for this course, however a C Grade or above in a Year 10 Information Technology subject and a high degree of motivation and interest is essential for success. The Year 11 course leads into Year 12 GAIT.

### What is it all about?

In both the Year 11 and Year 12 courses, students use a range of computer hardware and software to create, manipulate and communicate information. Using a range of applications, students investigate, design, construct and evaluate ICT solutions in a range of environments. The result is a set of skills to equip the student for the 21st century and give them an appreciation of the impact of information technology.

### How will this help in the future?

Through this course, students gain essential life and work skills in problem-solving, time management and communication skills, while working both independently and collaboratively. The course provides an excellent general grounding in ICT for the future study aspirations and professional lives of all students.

<b>CAREER POSSIBILITIES</b>	<b>FURTHER STUDY</b>
<ul style="list-style-type: none"><li>• Trainee Computer Operator</li><li>• Data Entry Operator</li><li>• Network Support Operator</li><li>• Help Desk Operator</li><li>• Network Support Officer</li><li>• Network Analyst</li><li>• Network Manager</li><li>• Security Analyst</li><li>• Network Designer</li><li>• Integration Centre Specialist</li><li>• Systems Engineer</li><li>• Intranet Engineer</li></ul>	<p style="text-align: center;"><b>TAFE</b></p> Certificate III in Information Technology Certificate IV in Information Technology Diploma of Information Technology

## **Building and Construction General G1BCN/G2BCN**

### **Requirements**

There are no pre-requisites but students should have displayed their interest in the course content through their Lower School course participation.

Students must be willing to satisfactorily complete all practical and theory components of ALL units.

### **Workshop Safety Compliance**

- Workshop safety procedures to be followed at all times
- Wear safety glasses at all times
- Covered in shoes to be worn (minimum standard is sport shoes)
- Long hair to be restrained
- Cotton workwear, long sleeves and long pants to be worn.

### **Course Outline**

This is a practical course where students gain knowledge and skills in the area of building and construction. Students engage in activities that include bricklaying, brick paving, tiling, painting, general construction and personal projects. They apply skills of management in planning and implementing a process to produce high-quality products.

### **Why choose this course?**

This leads into the Year 12 GTBCN course. Successful completion of this course provides students with the opportunity to gain an apprenticeship in the building trade. This course gives students a general introduction into building construction practices and builds their skill base for possible apprenticeship entry.

<b>CAREER POSSIBILITIES</b>	<b>FURTHER STUDY</b>
<ul style="list-style-type: none"><li>• Bricklayer</li><li>• Carpenter</li><li>• Concreter</li><li>• Plumber</li><li>• Gasfitter</li><li>• Joiner</li><li>• Engineer Roof Tiler</li><li>• Surveyor</li><li>• Chain person</li><li>• Welder</li></ul>	<b>TAFE</b>  Certificate I in Trades Certificate II in Trades Certificate III in Trades

## Children, Family and Community General G1CFC/G2CFC

### Requirements

A willingness to engage in all aspects of written and practical assessment tasks is essential for success.

### What is it all about?

The Children, Family and the Community 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. This course leads to Year 12 GTCFC.

### How will this help in the future?

Students will develop skills to effectively make decisions at personal, family and community levels. Health, education and community service industries offer strong vocational opportunities for young people, ranging from volunteer and entry level to tertiary qualified positions. This course caters for all students, from those seeking career pathways in related industries to those aiming for personal development, parenting and life skills.

CAREER POSSIBILITIES	FURTHER STUDY	
	TAFE	UNIVERSITY
<ul style="list-style-type: none"> <li>• Day Care Worker/Operator</li> <li>• Education Support Officer</li> <li>• Entertainer</li> <li>• Nanny</li> <li>• Parenting Advisor</li> <li>• Pre-School Teacher</li> <li>• Social Worker</li> </ul>	Certificate III Community Services Certificate III Childcare Certificate III Health Services	Via TAFE pathway Bachelor of Education Bachelor of Social Work Bachelor of Health Science Bachelor of Nursing

## Food Science and Technology General G1FST/G2FST

### Requirements

A willingness to engage in all aspects of written and practical assessment tasks is essential for success.

### What is it all about?

The Food Science and Technology course provides opportunities for students to explore and develop food-related interests and passions to achieve personal and professional goals. They work with food and equipment to address individual requirements and lifestyles. Students learn about food as a commodity, its nutritional nature and properties in relation to selection and management. There is a focus on skill development with students working independently and with others in teams and following safe, hygienic food handling skills and practices. This course leads into the Year 12 GTFST course.

### How will this help in the future?

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

CAREER POSSIBILITIES	FURTHER STUDY	
	TAFE	UNIVERSITY
<ul style="list-style-type: none"> <li>• Head Chef</li> <li>• Pastry Chef</li> <li>• Food Stylist</li> <li>• Bar Manager</li> <li>• Duty Manager</li> <li>• Hotel Manager</li> <li>• Housekeeper</li> <li>• Restaurant Manager</li> <li>• Barista</li> </ul>	Certificate III Hospitality Certificate III Kitchen Operations Diploma of Hospitality	Via TAFE pathway Bachelor of Business (Hospitality Management)

## Metal Fabrication – Materials Design and Technology General G1MDTM/G2MDTM

### Requirements

There are no prerequisites but students should have displayed their interest in the course content through their Lower School course participation.

Students must be willing to satisfactorily complete all practical and theory components of ALL units.

### Workshop Safety Compliance

- Workshop safety procedures to be followed at all times
- Wear safety glasses at all times
- Covered in shoes to be worn (minimum standard is sport shoes)
- Long hair to be restrained
- Cotton workwear to be worn.

### Course Outline

This is a practical course where students gain knowledge and skills in selecting, designing and producing metal fabricated products. Students produce products for themselves and others. Items include tool boxes, machined items, casting and forging as well as personal projects. They apply skills of management in planning and design, students then implement these skills to produce products.

### Why choose this course?

This leads into the Year 12 GTMDTM course. Successful completion of this course provides students with the opportunity to gain an apprenticeship in the engineering trades. This course gives students a general introduction into metal fabrication practices and builds their skill base in trade areas.

CAREER POSSIBILITIES	FURTHER STUDY	
	TAFE	UNIVERSITY
<ul style="list-style-type: none"> <li>• Fitting and Turning</li> <li>• Machinist</li> <li>• Mechanical Fitter</li> <li>• Boilermaker</li> <li>• Blacksmith</li> <li>• Electroplater</li> <li>• Engineering Pattern Maker</li> <li>• Foundry Worker</li> <li>• Sheet metal Worker</li> <li>• Welder- First Class</li> </ul>	Certificate II in Engineering Certificate II in Automotive Certificate III in Engineering Certificate III in Automotive Certificate III in Electro-technology Certificate IV in Electro-technology	Via TAFE pathway Bachelor of Engineering

## Textiles – Materials Design and Technology Textiles General G1MDTT/G2MDTT

### Requirements

A willingness to engage in all aspects of written and practical assessment tasks is essential for success.

### What is it all about?

Students gain knowledge and skills in designing and producing textile products. Students construct textile products for themselves and others. Items include fashion accessories, clothing and home items such as bean bags, cushions, soft toys and quilts. This leads into the Year 12 GTMDTT course.

### How will this course help me in the future?

This course connects to the world of work, further vocational education and training and university pathways. It enhances employability and may lead to further training and employment opportunities in areas that include textiles and clothing.

This course will also provide useful knowledge and skills for everyday living.

CAREER POSSIBILITIES	FURTHER STUDY	
	TAFE	UNIVERSITY
<ul style="list-style-type: none"> <li>• Dressmaker</li> <li>• Fashion Designer</li> <li>• Artist</li> <li>• Handbag Designer</li> <li>• Clothing Alterations</li> <li>• Retail Assistant</li> <li>• Fashion Manager</li> <li>• Store Manager</li> <li>• Jewellery Consultant</li> </ul>	Certificate I in Design (Fashion and Textile Design) Certificate II in Design (Fashion and Textile Design) Certificate III in Design (Fashion and Textile Design) Certificate IV in Design (Fashion and Textile Design)	Via TAFE pathway Bachelor of Arts Bachelor of Education



## Woodwork – Materials Design and Technology General G1MDTW/G2MDTW

### Requirements

There are no prerequisites but students should have displayed their interest in the course content through their Lower School course participation.

Students must be willing to satisfactorily complete all practical and theory components of ALL units.

### Workshop Safety Compliance

- Workshop safety procedures to be followed at all times
- Wear safety glasses at all times
- Covered in shoes to be worn (minimum standard is sport shoes)
- Long hair to be restrained
- Cotton workwear to be worn.

### Course Outline

This is a practical course where students gain knowledge and skills in selecting, designing and producing wood fabricated products. Students make a number of furniture projects with emphasis on projects of their own choice. It is essential that students complete a designing furniture package that encompasses drawing skills, maths and communications.

### Why choose this course?

This leads into the Year 12 GTMDTW course. Successful completion of this course provides students with the opportunity to gain an apprenticeship in the furniture and cabinet making trades. This course gives students a general introduction into wood fabrication practices and builds their skill base for possible apprenticeship entry.

<b>CAREER POSSIBILITIES</b>	<b>FURTHER STUDY</b>
<ul style="list-style-type: none"><li>• Cabinetmaker</li><li>• Carpenter and Joiner</li><li>• Builder</li><li>• Glazier</li><li>• Designer</li></ul>	<b>TAFE</b> Certificate II in Furniture Making Certificate II in Glass and Glazing Certificate III in Cabinet Making Certificate III in Carpentry

## Workplace Learning ADWPL

**Workplace Learning** is an authority-developed endorsed program developed by the School Curriculum and Standards Authority (SCSA).

Workplace Learning enables students to develop transferable employability skills through experience in the workplace in a range of industry areas.

### Why should you enrol in Workplace Learning?

- To improve your skills for employment
- To help you make more informed career choices
- To gain confidence in yourself and in working with other people
- To improve your opportunities for part time employment
- To gain extra points for TAFE entry
- To gain experience in different vocational pathways
- Students undertaking a VET course are encouraged to enrol in Workplace Learning.

### What is required?

- Students must be deemed 'work ready'
- Students must be willing to work the Host Employers' business hours
- All students enrolling in Workplace Learning are required to attend a Workplace Learning Interview or phone call with their parent/guardian and the Workplace Learning Coordinator
- Complete a Workplace Learning Logbook (see below)
- Complete a Workplace Learning Skills Journal (see below).

### Workplace Learning Logbook

During work placement students are required to complete a logbook which comprises:

- An attendance record and task schedule
- An evaluation of the student's workplace performance

The logbook is validated by the Workplace Learning Coordinator.

### Workplace Learning Skills Journal

During and/or after the work placement the student is required to respond to TEN (10) questions for every fifty five hours completed (questions are based on the *Core Skills for Framework Developmental Framework*). Every fifty five hours and set of TEN questions is equivalent to ONE unit.

**PLEASE NOTE** - this is a **course**, we do not find employment for students. We provide the opportunities to gain or improve the skills and experience needed to find employment post school. If you have part time employment you may be able to use this towards the program, please check with the Workplace Learning Coordinator.

# VET CERTIFICATE COURSES DELIVERED AT NORTHAM SENIOR HIGH SCHOOL

## Certificate II in Business BSB20115

This is a one (1) year course. This Certificate is delivered at school in partnership with YMCWA RTO Code 3979.

The Certificate II Business provides students with the opportunity to achieve national vocational qualifications under the Australian Qualifications Framework (AQF). It is equivalent to two Year 11 and two Year 12 units, contributing four points towards graduation.

### Requirements

There is no formal minimum entry requirement for this course, however a C Grade or above in a Lower School Business and Computing subject and a willingness to engage in all aspects of theory and practical assessment tasks is essential for success, along with an interest in this industry area is advised.

**Duration:** 280 Hours

### Units of Competency

#### Core Units

BSBWHS201      Contribute to health and safety of self and others

#### Electives

BSBCMM201      Communicate in the workplace  
 BSBIND201      Work effectively in a business environment  
 BSBINM201      Process and maintain workplace information  
 BSBITU201      Produce simple word processed documents  
 BSBITU202      Create and use spreadsheets  
 BSBITU203      Communicate electronically  
 BSBITU302      Create electronic presentations  
 BSBWOR202      Organise and complete daily work activities  
 BSBWOR203      Work effectively with others  
 BSBWOR204      Use business technology  
 BSBWRT301      Write simple documents

This leads into the Year 12 Certificate III in Business.

CAREER POSSIBILITIES	FURTHER STUDY
<ul style="list-style-type: none"> <li>• Administrative Assistant</li> <li>• Information Desk Clerk</li> <li>• Receptionist</li> <li>• Clerical Officer</li> <li>• Trainee Manager/Office Manager</li> <li>• Front Line Manager</li> <li>• Information Officer</li> <li>• Human Resources</li> </ul>	<p><b>TAFE</b></p> <p>Certificate III in Business                      Certificate IV in Business                      Diploma in Business</p>

## Certificate II in Engineering Pathways MEM20413

This is a two (2) year course. This Certificate is delivered at school in partnership with Registered Training Organisation VETIS Consulting RTO Code 52499.

### Requirements

Students should have displayed their interest in the course content through their Lower School course participation. As there is a large theory component to this course, students should also have a minimum C Grade in Year 10 English and Mathematics.

Students must be willing to satisfactorily complete all practical and theory components of ALL units.

### Workshop Safety Compliance

- Workshop safety procedures to be followed at all times
- Wear safety glasses at all times
- Covered in shoes to be worn (minimum standard is sport shoes)
- Long hair to be restrained
- Cotton workwear, long sleeves and long pants to be worn

**Duration:** 337 Hours

### 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
MEMPE005A	Undertake a basic engineering project
MSAENV272B	Participate in environmentally sustainable work practices

#### Electives

MEM16006A	Organise and communication information
MEM16008A	Interact with computing technology
MEM18001C	Use hand tools
MEM18002B	Use power tools/hand held operations
MEMPE001A	Use engineering workshop machines
MEMPE002A	Use electric welding machines
MEMPE004A	Use fabrication equipment
MSAPMSUP106A	Work in a team

### Why choose this course?

The qualification is designed to reflect an entry role in the industry and prepares students to perform routine tasks under direct supervision. Skills and processes include using a variety of workshop cutting and material preparation equipment including lathes, milling machines, bandsaws, cold cutting saws and a wide variety of hand tools. Welding and thermal processes will include MIG, TIG and Arc welding, brazing, soldering and oxy acetylene tasks. To complement these skills extensive theory study components are a large part of the course. Successful completion of the course will result in students gaining the Certificate II qualification.

CAREER POSSIBILITIES	FURTHER STUDY	
	TAFE	UNIVERSITY
<ul style="list-style-type: none"> <li>• Fitting and Turning and Machinist</li> <li>• Mechanical Fitter and Boilermaker</li> <li>• Blacksmith and Electroplater</li> <li>• Engineering Pattern Maker</li> <li>• Foundry Worker</li> <li>• Sheet metal Worker</li> <li>• Welder- First Class</li> </ul>	Certificate II in Engineering Certificate II in Automotive Certificate III in Engineering Certificate III in Automotive Certificate III in Electro-technology Certificate IV in Electro-technology	Bachelor of Engineering through TAFE pathway

## Certificate II Hospitality - Front of House SIT20316

This is a two (2) year course. This Certificate is delivered at school in partnership with Registered Training Organisation Hospitality Group Training (HGT) RTO Code 0386.

### Requirements

- A previous study of food would be an advantage
- Sound literacy and numeracy skills
- Regular and a high rate of attendance
- To keep up with all work (in class and homework)
- To comply with a high level of workplace behaviour and uniform standards
- To work for some catering events that may occur outside of school hours.

### Course Outline

This qualification will be delivered in the Hospitality Trade Training Centre. The course is designed for students to be completed over a two year period.

**Duration:** 231 Hours

### Units of Competency

#### Core Units

BSBWOR203	Work effectively with others
BSBITU201	Produce simple Word Processed documents
SITHIND003	Use hospitality skills effectively
SITXCCS003	Interact with customers
SITXCCCS	Provide customer information and assistance
SITXWHS001	Participate in safe work practices

#### Electives

BSBCMM201	Communicate in the workplace
SITHCCC002	Prepare and present simple dishes
SITHCCC003	Prepare and present sandwiches
SITHFAB003	Prepare and serve non-alcoholic beverages
SITHFAB005	Prepare and serve espresso coffee
SITXFSA001	Use hygienic practices for food safety

### What is it all about?

This qualification provides a pathway to work in various hospitality front of house settings such as restaurants, hotels, catering operations, cafes and coffee shops. Students will develop to industry standards:

- Preparation, storage, production and presentation skills of basic food and non-alcoholic drinks
- Self-management, team work and interpersonal skills
- Skills to serve meals, food items and catering for functions
- Skills to maintain supplies, materials and work areas within a workplace environment.

### Why choose this course?

This course is an excellent introduction to the employment pathway of Hospitality. Students receive a full Certificate II in Hospitality upon completing two years. Attainment of this Certificate greatly enhances enrolment into TAFE and traineeships. This qualification is recognised Australia wide.

CAREER POSSIBILITIES	FURTHER STUDY	
	TAFE	UNIVERSITY
<ul style="list-style-type: none"> <li>• Barista</li> <li>• Duty Manager</li> <li>• Housekeeper</li> <li>• Hotel Manager</li> <li>• Restaurant Manager</li> <li>• Food Stylist</li> <li>• Bar Manager</li> <li>• Pastry Chef</li> <li>• Head Chef</li> </ul>	Certificate III Hospitality Diploma of Hospitality	Bachelor of Business (Hospitality Management) through TAFE pathway

## Certificate II in Kitchen Operations SIT20416

This is a two (2) year course. This Certificate is delivered at school in partnership with Registered Training Organisation Hospitality Group Training (HGT) RTO Code 0386.

This qualification will be delivered in the Hospitality Trade Training Centre. The course is designed for students to be completed over a two year period.

### Requirements

- A previous study of food would be an advantage
- Sound literacy and numeracy skills
- Regular and a high rate of attendance
- To keep up with all work (in class and homework)
- To comply with a high level of workplace behaviour and uniform standards
- To work for some catering events that may occur outside of school hours
- A high level of food and literacy skills will be required to pass this course.

**Duration:** 282 Hours

### Units of Competency

#### Core Units

BSBWOR203	Work effectively with others
SITHCCC001	Use food preparation equipment
SITHCCC005	Produce dishes using basic methods of cookery
SITHCCC011	Use cookery skills effectively
SITHKOP001	Clean kitchen premises and equipment
SITXFSA001	Use hygienic practices for food safety
SITXINV002	Maintain the quality of perishable items
SITXWHS001	Participate in safe work practices

#### Electives

BSBCMM201	Communicate in the workplace
SITHCCC002	Prepare and present simple dishes
SITHCCC003	Prepare and present sandwiches
SITHCCC006	Produce appetisers and salads
HLTAID003	Provide First Aid

### What is it all about?

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

Students will develop to industry standards:

- Food preparation, storage, production and presentation skills
- Self-management, group work and interpersonal skills
- Skills to prepare and serve meals, food items and catering for functions
- Skills to maintain supplies, materials and work areas within a workplace environment.

CAREER POSSIBILITIES	FURTHER STUDY	
	TAFE	UNIVERSITY
<ul style="list-style-type: none"> <li>• Chef</li> <li>• Head Chef</li> <li>• Food Stylist</li> <li>• Duty Manager</li> <li>• Housekeeper</li> <li>• Restaurant Manager</li> <li>• Pastry Chef</li> <li>• Bar Manager</li> <li>• Hotel Manager</li> </ul>	Certificate III Hospitality Certificate III Kitchen Operations Diploma of Hospitality	Bachelor of Business (Hospitality Management) through TAFE pathway

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

**This is a two (2) year course. This Certificate is delivered at school in partnership with YMCABA RTO Code 3979.**

### **Prerequisites**

There are no prerequisites for this course, apart from a keen interest in computing.

Students should be self-motivated and have good time management skills. Students with advanced computing skills may complete this course in one year.

### **Course Outline**

This qualification will enable students to efficiently use a computer to research information as well as deal with routine issues whilst working in a modern workplace. Graduates of this course will be able to pursue numerous other education and industry pathways, supported by their strong foundation skills in IT.

**Duration:** 495 Hours

### **Units of Competency**

#### **Core Units**

BSBSUS201	Participate in environmentally sustainable work practices
BSBWHS201	Contribute to health and safety of self and others
ICTICT201	Use computer operating systems and hardware
ICTICT202	Work and communicate effectively in an ICT environment
ICTICT203	Operate application software packages
ICTICT204	Operate a digital media technology package
ICTWEB201	Use social media tools for collaboration and engagement

#### **Electives**

ICTWEB301	Create a simple markup language document
CUFPOS201A	Perform basic vision and sound editing
CUADIG201	Maintain interactive content
ICTICT205	Design basic organisational documents using computing packages
ICTICT207	Integrate commercial computing packages
ICTICT210	Operate database applications
ICTWEB302	Build simple websites using commercial programs

### **Why choose this course?**

Certificate II in Information Technology is an excellent starting point for students aiming for TAFE entry. The skills gained are recognised Australia-wide and can be used for prior learning for a number of TAFE courses.

## Certificate II in Sport Coaching SIS20513

This is a two (2) year course. This Certificate is delivered at school in partnership with Registered Training Organisation VETiS Consulting RTO Code 52499.

### Requirements

Successful progress (C Grade) and active participation in Lower School general Physical Education is essential.

### What is it all about?

This course is made up of 50% practical and 50% theory. The practical will include participation in a variety of sports developing skills, tactics and game play. Sports focussed on will include playing AFL and Athletics coaching. Practical sessions also include First Aid and planning sporting activities. Students complete the Australian Sports Commission on-line Coaching Course recognised by the Department of Sport and Recreation. Theory consists of body systems, sports medicine, coaching skills, sport and society, fitness and interpersonal skills.

The Sport Industry Training package qualification holds the relevant units of competency for various sporting disciplines and allows students to obtain formal recognition from the government and community for their sporting discipline studies. Students will receive a Certificate II to help towards further employment and studies.

**Duration:** 245 Hours

### Units of Competency

#### Core Units

BSBWOR2021	Organise and complete daily work activities
HLTAID003	Provide first aid
SISSSCO101	Develop and update knowledge of coaching practices
SISSSCO202	Coach beginner or novice participants to develop fundamental motor skills
SISSSDE201	Communicate effectively with others in a sport environment
SISXCAI102A	Assist in preparing and conducting sport and recreation
SISXIND211	Develop and update sport, fitness and recreation industry knowledge
SISXWHS101	Follow work health and safety policies

#### Electives

SISSAFL201A	Perform the intermediate skills of Australian Football
SISSAFL202A	Perform the intermediate tactics of Australian Football
SISSATH201A	Teach the fundamental skills of athletics
SISSSPT201A	Implement sports injury prevention
SISXCAI101A	Provide equipment for activities

### Why should I choose this course?

On successful completion of this qualification students will receive their Certificate II in Sport Coaching from TAFE in addition to this they are satisfying the Curriculum Council graduation requirements.

CAREER POSSIBILITIES	FURTHER STUDY	
	TAFE	UNIVERSITY
<ul style="list-style-type: none"> <li>Leisure industry</li> <li>Fitness instructor</li> <li>Sports administrator</li> <li>Physical Education Teacher</li> </ul>	Certificate III Sports Coaching	Bachelor of Social Science (Leisure Sciences) Bachelor of Arts Education



## Certificate II in Visual Arts - Photography CUA20715

This is a two (2) year course. This Certificate is delivered at school in partnership with VETiS Consulting RTO Code 52499.

### Requirements

There is no formal minimum entry requirement for this course, however a C Grade or above in a Lower School Art and a willingness to engage in all aspects of theory and practical assessment tasks is essential for success. An interest in Photography and Visual Arts is also critical when choosing this course.

Students have the opportunity to complete selected units of competency and achieve a full Certificate II in Visual Arts. It will provide students with the practical skills and knowledge to design and create art pieces and develop skills in drawing, painting and ceramics.

### Commitment

Students must be willing to satisfactorily complete all practical and theory components of ALL units. Completion of this certificate will typically take two years.

**Duration:** 325 Hours

### Units of Competency

#### Core Units

BSBWHS201	Contribute to health and safety of self and others
CUAACD101	Use basic drawing techniques
CUAPPR201	Make simple creative work
CUARES202	Source and use information relevant to own arts practice

#### Electives

BSBDES201	Follow a design process
CUADIG202	Develop digital imaging skills
CUADIG305	Produce digital images
CUAPHI302	Capture photographic images
CUAPPR203	Store finished creative work

### What is it all about?

Students learn how to use the Digital Single Lens Reflex camera and undertake a number of practical projects based on visual communication through photography. They learn about Design Principles, Occupational Health and Safety, how to work together and other related knowledge within photographic industries.

CAREER POSSIBILITIES	FURTHER STUDY	
<ul style="list-style-type: none"> <li>• Artist</li> <li>• Installation Artist</li> <li>• Visual Artist (mixed media, artist, painter, printmaker)</li> <li>• Community Arts Worker</li> <li>• Art Teacher</li> <li>• Arts Technician</li> <li>• Curator</li> <li>• Events Manager</li> <li>• Gallery Assistant</li> <li>• Fashion Designer</li> <li>• Textile Designer</li> <li>• Artist Pattern Cutter</li> <li>• Illustrator</li> <li>• Photographer</li> <li>• Designer</li> </ul>	<p><b>TAFE</b></p> <p>Various courses available in:</p> <p>Fashion and Textiles Visual Arts and Craft Graphic Arts Arts Administration Furniture Industry and Interior Design Jewellery and Photography</p>	<p style="text-align: center;"><b>UNIVERSITY</b></p> <p><b>Edith Cowan University</b> Bachelor of Arts - Majoring in: Advertising, Animation, Art Object Design, Arts, Arts Promotion, Arts/Business, Contemporary Fashion, Contemporary Fashion and Textiles, Two Dimensional and Digital Design, Visual Arts</p> <p><b>University of Western Australia</b> Bachelor of Arts majoring in Fine Arts</p> <p><b>Curtin University of Technology</b> Bachelor of Arts - Majoring in: Fine Art, Photography and Illustration Design, Fashion, Textiles, Graphic Design</p>

## Certificate IV in Preparation for Health and Nursing Studies 52831WA

This is a two (2) year ONLINE course offered through Central Regional TAFE RTO Code 52789. Students study this course totally on line with no face to face delivery. Students are allocated four study periods per week at school to complete this course.

### Prerequisites

Recommended that students are achieving a 'B' grade in Year 10 English and studying an ATAR pathway. Students not studying an ATAR pathway require an enrolment interview with the VET Coordinator and must be able to demonstrate a Nursing career pathway.

Students should be self-motivated, self-directed and have good time management skills. They must be able to demonstrate the ability to work independently.

***Please note application process for this certificate:***

**Students are required to submit a resume and a letter of application to the VET Coordinator prior to the counselling interview outlining reasons for studying this program and their ability to work independently.**

### Course Outline

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 designing and producing text documents.

### Delivery Mode

This course is delivered externally using online resources and assessments. Students are allocated a lecturer who can be contacted by phone, email, face time, collaborate or face-to-face scheduled meetings (by appointment only).

**Duration:** 300 Hours

### Units of Competency

#### Core Units

BSBITU303	Design and produce text documents
BSBMED301	Interpret and apply medical terminology appropriately
PREAPU401A	Provide information on human anatomy and physiology
PREASU403A	Apply academic skills
PREMHA404A	Use mathematics in a nursing and health context
PREMHS402	Provide information on the fundamental principles of microbiology used in health settings
PREPHC405A	Use fundamentals of physics and chemistry in a health context

### Costs

Text books are additional and resource fees will apply as determined by Central Regional TAFE.

### Why choose this course?

This qualification prepares students for entry into further health related educational courses by providing a good underpinning knowledge base. Successful completion can lead students to apply for entry into the Diploma of Enrolled Nursing or other health-related areas including assisting them in applying for entry into selected universities via the alternative entry pathway.

# VET CERTIFICATE COURSES DELIVERED AT CENTRAL REGIONAL TAFE

## Certificate II in Automotive Vocational Preparation AUR20716

This is a one (1) year course delivered at Central Regional TAFE RTO Code 52789 one day per week. Students attend Central Regional TAFE all day Friday. Text books and resource fee as per Central Regional TAFE.

### Prerequisites

There are no prerequisites for this course. An interest in the automotive trades is essential. Students should be self-motivated and have good time management skills.

### Course Outline

This qualification provides a comprehensive introduction to the automotive industry.

**Duration:** 230 hours

### Units of Competency

#### Core Units

AURAEA002	Follow environmental and sustainability best practice in an automotive workplace
AURFA003	Communicate effectively in an automotive workplace
AURFA004	Resolve routine problems in an automotive workplace
AURASA002	Follow safe working practices in an automotive workplace
AURETR003	Identify automotive electrical systems and components
AURLTA001	Identify automotive mechanical system and components
AURTTK2002	Use and maintain tools and equipment in an automotive workplace

#### Electives

AURETK001	Identify, select and use low voltage electrical test equipment
AURETR015	Inspect test and service batteries
AURTTA009	Carry out mechanical pre-repair operations
AURTTA027	Carry out basic vehicle servicing operations
AURTTA005	Clean vehicles

### Why choose this course?

This qualification aims to provide students with the initial employability skills and knowledge that prospective employers are looking for and enhances apprenticeship opportunities in the automotive industry.

### Costs

Text books are additional and resource fees will apply as determined by Central Regional TAFE.

### Further study

Certificate III in Automotive Mechanical Technology.

### Career Opportunities

- Automotive light vehicle and small engines
- Heavy Commercial and Plant Mechanic
- Auto Electrician
- Diesel Fitting, Mechanical Fitting, Machinist.

## Certificate II in Construction CPC 20112

This is a two (2) year course delivered at Central Regional TAFE RTO Code 52789 one day per week. Students attend Central Regional TAFE all day Friday.

### Prerequisites

There are no prerequisites for this course. Students should have an interest in the broader construction industry and enjoy practical and physical work outdoors. Students should be self-motivated and have good time management skills and be able to work as part of a team and take directions.

***Steel-capped boots and high viz shirt and long trousers will be required.***

### Course Outline

Construction focuses on a range of support tasks applicable to a majority of construction worksites. This may include roads, subdivisions, bridgework, railways, harbour, sewerage and drainage, electrical distribution/transmission infrastructure. Occupational work may include builder's labourer.

### Why choose this course?

This course provides a comprehensive start to a career in construction and will provide you with the skills to work on infrastructure projects before you choose what area of work or trade you will pursue. It can lead to further study in a traineeship pathway. The training is a mix of practical and technical skills to work in an operational role.

**Duration:** 388 hours over two (2) years.

### Units of Competency

#### Core Units

CPCCCM1012A	Work effectively and sustainably in the construction industry
CPCCCM1013A	Plan and organise work
CPCCCM1014A	Conduct workplace communication
CPCCCM1015A	Carry out measurements and calculations
CPCCCM2001A	Read and interpret plans and job specifications
CPCCCM2005B	Use construction tools and equipment
CPCCCM2006B	Apply basic levelling procedures
CPCCCM2010B	Work safely at heights
CPCCCO2013A	Carry out concreting to simple forms
CPCCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry

#### Electives

CPCCCM2002A	Carry out excavation
CPCCCM2008B	Erect and dismantle restricted height scaffolding
CPCCCM2009A	Carry out basic demolition
CPCCSF2004A	Place and fix reinforcement materials
RIISAM204D	Operate small plant and equipment

### Career Opportunities

Certificate III Civil Construction and Construction Traineeship work is available in Plant operation, road construction and maintenance and traffic management. Possible employment with Main Roads Western Australia and various Shires.

### Costs

Text books are additional and resource fees apply as determined by Central Regional TAFE.

### Further study

- Certificate III in Construction and/or Civil Construction Traineeships
- Certificate IV in Civil Construction for those look to move into leadership roles with the Civil Construction Industry.

## Certificate II in Community Services CHC22015

This is a two (2) year course delivered at Central Regional TAFE RTO Code 52789 one day per week. Students attend Central Regional TAFE all day Friday. Text books and resource fee as per Central Regional TAFE.

### Prerequisites

There are no prerequisites for this course. Students should have an interest in working with people in a caring capacity.

Work placement is a requirement of this course. Students are required to enrol in ADWPL Workplace Learning, and complete a minimum of 110 hours over years 11 and 12.

### What is it all about?

Imagine being able to make a difference to people's lives every day. Begin your journey towards a rewarding career in community services, aged care, children's services, education support, disability work or youth work.

### Course Outline

This Nationally Accredited course provides students with the practical skills, theoretical knowledge and confidence to enter community services sector and provide a first point of contact and assist individuals in meeting their immediate needs under direct, regular supervision.

**Duration:** 285 Hours

### Units of Competency

#### Core Units

CHCCOM001	Provide first point of contact
CHCCOM005	Communicate and work in health or community services
CHCDIV001	Work with diverse people
HLTWHS001	Participate in workplace health and safety
BSBWOR202	Organise and complete daily work activities

#### Electives

BSBWOR201	Manage personal stress in the workplace
HLTAID003	Provide first aid
CHCECE004	Promote and provide healthy food and drinks

#### Select one (1) other relevant elective to be chosen from below

CHCYH001	Engage respectfully with young people
CHCDIS003	Support community participation and social inclusion
CHCECE006	Support the behaviour of children and young people
CHCGRP001	Support group activities
HLTAAP001	Recognise health body systems

Students will learn about ethical behaviour, understanding policies and programs and develop skills in communication, administration support, networking and group work. Students will be on campus one day per week which will consist of face-to-face classes, group work, guest speakers, skills development and industry visits.

The qualification is made up of nine units, five which are compulsory and four elective units. The elective units are selected to provide students with a 'taste' of the different sectors which make up community services.

### Why choose this course?

This course is also the entry point to further study within the field of community services, and following this course, students may wish to continue other studies with a Certificate III in Community Services, Children's Services, Disability or Education Support. Students may also be eligible for some exemptions depending on which elective units are chosen.

## Certificate II in Rural Operations AHC21216

This is a two (2) year course delivered at Muresk Institute through Central Regional TAFE RTO Code 52789 one (1) day per week.

Students attend Muresk all day Friday and will be transported by bus to and from Northam Senior High School.

### Description

This qualification provides students training in a range of skills applicable to Agricultural industry in Australia. Upon successful completion of the fifteen units, individuals can be employed, not only in rural industries, but also other rural and regional sectors, such as local government, tourism, hospitality, transport, construction, community services, information technology and metals. Short courses at Muresk will also be available to Year 11 students as additional units at various times during the year.

### Eligibility/Entry Requirements

There are no eligibility or entry requirements for this course. Students will, however, require the following items: **navy blue long work pants, yellow high viz work shirt, steel cap boots, safety sunglasses, broad brim hat, 2.5 litre water bottle, work jumper and rain jacket.**

### How you will learn?

The program will be delivered through a range of hands-on, practical based training, with some classroom training sessions. Students will gain practical experience by working on the Muresk farm and through work experience programs with local rural enterprises.

### Course Outline

Students will need to complete a total of fifteen units made up of three core units and twelve elective units over the duration of the program.

**Duration:** 490 Hours

### Units of Competency

#### Core Units

AHCWHS201A	Participate in WHS processes
AHCWRK209A	Participate in Environmentally Sustainable Work Practices
AHCWRK204	Work effectively in the industry

#### Electives

AHCHM201	Apply Chemicals Under Supervision
AHCOMG201	Treat Weeds
AHCMOM202	Operate Tractors
AHCMOM202	Operate Quad Bikes
AHCMOM203	Operate basic Machinery and Equipment
AHCLSK211	Provide Feed for Livestock
AHCLSK206	Identify and Mark Livestock
AHCLSK202	Care for Health and Welfare of Livestock
AHCLSK205	Handle Livestock using Basic Techniques
AHCLSK210	Muster and Move Livestock
AHCPCM201	Recognise Plants
AHCINF202	Install, Maintain and Repair Fencing

Students will complete fifteen units over the course of Year 11 and 12.

## Certificate II in Animal Studies ACM20117

This is a two (2) year course delivered at Muresk Institute one (1) day per week in partnership with Central Regional TAFE RTO Code 52789.

Students attend Muresk all day Friday and will be transported by bus to and from Northam Senior High School.

### Description

This is a general qualification for entry into sectors of the animal care and management industry, where workers provide care for animals in workplaces such as animal shelters, kennels, catteries, sanctuaries and veterinary clinics. At this level work takes place under direct supervision within clearly defined guidelines for work activities.

### Eligibility/Entry Requirements

There are no eligibility or entry requirements for this course. Students will, however, require the following items: navy blue long work pants, yellow high viz work shirt, work boots, safety sunglasses, broad brim hat, 2.5 litre water bottle, work jumper and rain jacket.

### How you will learn?

The program will be delivered through a range of hands-on, practical based training, with some classroom training sessions.

### Work Placement (ADWPL)

Students are required to enrol in Workplace Learning and complete a minimum of 110 hours in the workplace during years 11 and 12. Students will gain some practical experience by working on the Muresk farm and through work experience programs with local rural enterprises.

### Course Outline

Students will need to complete a total of twelve units made up of eight core units and four elective units over the duration of the program.

**Duration:** 390 Hours

### Units of Competency

#### Core Units

ACMGAS201	Work in the animal care industry
ACMGAS202	Participate in workplace communications
ACMGAS203	Complete animal care hygiene routines
ACMGAS204	Feed and water animals
ACMGAS205	Assist in health care of animals
ACMGAS206	Provide basic first aid for animals
ACMSUS201	Participate in environmentally sustainable work practices
ACMWHS201	Participate in workplace health and safety processes

#### Electives

ACMGAS208	Source information for animal care needs
ACMGAS209	Provide information on companion animals, products and services
ACMSPE307	Provide basic care of freshwater fish
ACMSPE310	Provide basic care of mammals

This qualification leads to Certificate III in Animal Studies and Certificate IV in Veterinary Nursing. Students can continue to further study in Animal Science at University after completion of Certificate IV.

Opportunities also exist for employment in the livestock sector.

# SENIOR SCHOOL ENGAGEMENT PROGRAM (SSEP)

## WHAT IS NEST (NORTHAM EDUCATION SKILLS & TRAINING)?

NEST is a program offered by Northam Senior High School which:

- Is available for Senior School students
- Combines elements of secondary schooling, TAFE and Registered Training Organisations (RTO's) and work placement tailored to each participating student
- Provides individual students with opportunities to make more informed choices relating to future studies and vocations and transition to their future options.

## What is it all about?

Some students are not achieving their academic potential. This does not simply refer to students who are failing courses but also to 'passing' students who are working well below capacity for a variety of reasons. Schools have a variety of strategies and programs to assist students to improve engagement and therefore performance. For some students the normal structures, environment, timetables and purpose do not allow them to set or achieve success on an individual level.

## Why should I choose this course?

Because the following best suits my learning style, level and goals:

- Small group
- Integrated Programs focussed on student individual needs and goals
- Flexible delivery
- The combination of work place, offsite training and school learning environments
- The ability to transition to future options more quickly than conventional pathways

The program is flexible and can also be integrated. An Integrated program is where students can engage in courses offered within the NEST program, courses offered at Central Regional TAFE and courses available in the mainstream at Northam Senior High School (if pre-requisites are met), as well as successful applicants accessing School Based Traineeships.

## NEST - The School Delivery Component

- Typically four days a week
- A range of courses offered/delivered
  - Certificate I in Hospitality
  - Certificate I Conservation and Land Management
  - Certificate II in Foundation Skills
  - Certificate II Conservation and Land Management
  - Keys 4 Life
  - WA White Card

## NEST - The Integrated Component

- Typically one to two days a week
- Students may be able choose a Certificate II course available at Central Regional TAFE (or another RTO) in an area that fits their pathway plan
- Students are able to access short full-time courses that become available (i.e. six weeks) due to the flexibility of the NEST program.

## NEST - The Workplace Component

- Typically one day a week
- Involves recognised Workplace Learning processes - work experience in an area of student interest

Students within the NEST program are encouraged to apply for Aboriginal School Based Traineeships (ASBT's) and School Based Traineeships (SBT's).



## How does it work?

After assessing the suitability of NEST to a particular student:

- The student is enrolled in NEST
- Individual Pathway Plans (IPP) are negotiated between the Alternative Programs Coordinator, the student and parent to determine how best to meet the needs of that individual student. This involves combining school-based studies (literacy/numeracy focus) with Vocational and Training studies (e.g. Certificate II in Information Technology) and work placement.
- The student engages in the program, and his/her progress is monitored.

There is a focus within the NEST Program on pastoral care, career development and Health and Wellbeing. Students are able to participate in activities such as:

- Road Safety activities - Youth Outreach Program, PBF and RAC guest speakers and undertaking and completion of the Keys 4 Life program
- Career Development - Attendance at the Careers Expo, Perth, gaining an understanding of OSH requirements through completion of the WA White Card and Senior First Aid

## Responsibilities

Like other support programs the *Northam Senior High School NEST Alternative Program* will only produce beneficial results for participating students if there is an **effective partnership** between the stakeholders - school, student and parent. Each needs to accept responsibility in supporting the student to achieve relevant and worthwhile outcomes. Specifically, this includes:

### **Alternative and Integrated Programs Coordinator**

- Manage the creation and collation of Pathway Plans (IPP)
- Provide a supportive learning environment for the student
- Monitor student progress and keep the student and parent informed
- Assist student/parent to make informed decisions about educational and vocational options.

### **Student**

- Engage positively in the learning program
- Meet commitments and deadlines
- Take a leading role in making decisions about future study and vocational options.

### **Parent**

- Engage with the school and student to establish relevant Pathway plans (IPP)
- Engage in the review process and decision-making that follows
- Provide a home environment that supports follow-up learning.

## What do I need to do?

- Make an appointment with the Alternative and Integrated Program Coordinator to clarify any issues and to determine the suitability of NEST to your child's educational needs.
- Complete enrolment procedures. If your child is already a Year 10 student at Northam Senior High School, the enrolment process focuses on NEST requirements only. If your child currently attends a feeder District High School or attends a school outside of the district, you will need to complete general school enrolment procedures
- In consultation with the Alternative and Integrated Program Coordinator of NEST, negotiate an IPP for your child.
- 

CAREER POSSIBILITIES	FURTHER STUDY
<ul style="list-style-type: none"> <li>• Trades, Building and Construction</li> <li>• Hospitality</li> <li>• Mechanical Trades</li> <li>• Gardening and Landscaping</li> <li>• Health and Nursing</li> <li>• Youth and Community Services</li> <li>• Hairdressing and Beauty, Retail</li> </ul>	Pre-apprenticeship, apprenticeship or traineeships via TAFE, the Australian Trades College (ATC), <i>National Electrical and Communications Association</i> (NECA), The Master Plumbers Association (MPA), Hospitality Group Training (HGT) WA Academy, TAFE On the job training

## Year 11 Compulsory Charges Schedule 2018

<b>ENGLISH</b>	
English ATAR	\$43.00
English General	\$40.00
<b>MATHEMATICS</b>	
Maths Methods ATAR	\$60.00
Maths Applications ATAR	\$60.00
Maths Essentials General	\$60.00
<b>SCIENCE</b>	
Chemistry ATAR	\$77.00
Biology ATAR	\$60.00
Human Biology ATAR	\$60.00
Physics ATAR	\$54.00
<b>HASS (SOCIETY AND ENVIRONMENT)</b>	
Business Management & Enterprise ATAR	\$60.00
Geography ATAR	\$40.00
Modern History ATAR	\$30.00
Ancient History General	\$40.00
<b>HEALTH AND PHYSICAL EDUCATION</b>	
Outdoor Education ATAR	\$160.00
Outdoor Education General	\$160.00
Physical Education Studies General	\$84.00
Certificate II Sport Coaching	\$110.00
Health Studies General	\$60.00
<b>ARTS</b>	
Visual Arts ATAR	\$60.00
Visual Arts General	\$60.00
Certificate II Visual Arts (Photography)	\$111.00
Certificate II Creative Industries (Stage Production)	\$85.00
Drama General	\$60.00
<b>DESIGN AND TECHNOLOGY</b>	
Building and Construction General	\$85.00
Certificate II Engineering Pathways	\$125.00
Materials Design & Technology Metal Fabrication	\$110.00
Materials Design & Technology Wood	\$110.00
<b>BUSINESS AND DIGITAL TECHNOLOGIES</b>	
Applied Information Technology ATAR	\$62.00
Applied Information Technology General	\$62.00
Certificate II Information Digital Media and Technology	\$72.00
Certificate II Business	\$72.00
<b>HOME ECONOMICS</b>	
Children, Family and Community General	\$120.00
Food Science and Technology General	\$120.00
Materials Design and Technology Textiles General	\$110.00
Certificate II Hospitality	\$125.00
Certificate II Kitchen Operations	\$125.00
<b>WORKPLACE LEARNING</b>	
Workplace learning	\$ 40.00

## Year 12 Compulsory Charges Schedule 2018

<b>ENGLISH</b>	
English ATAR	\$43.00
English General	\$40.00
<b>MATHEMATICS</b>	
Maths Applications ATAR	\$70.00
Maths Methods ATAR	\$70.00
Maths Essentials General	\$56.00
<b>SCIENCE</b>	
Chemistry ATAR	\$77.00
Biology ATAR	\$60.00
Human Biology ATAR	\$60.00
Physics ATAR	\$54.00
<b>HASS (SOCIETY AND ENVIRONMENT)</b>	
Business Management and Enterprise ATAR	\$60.00
Geography ATAR	\$40.00
Modern History ATAR	\$30.00
Ancient History General	\$40.00
<b>HEALTH AND PHYSICAL EDUCATION</b>	
Outdoor Education General	\$160.00
Outdoor Education ATAR	\$160.00
Physical Education Studies General	\$84.00
Health Studies General	\$60.00
Certificate II Sport Coaching	\$110.00
<b>ARTS</b>	
Visual Arts General	\$60.00
Visual Arts ATAR	\$60.00
Certificate II Visual Arts (Photography)	\$111.00
Drama General	\$60.00
Certificate II Creative Industries (Stage Production)	\$85.00
<b>DESIGN AND TECHNOLOGY</b>	
Building and Construction General	\$85.00
Certificate II Engineering	\$125.00
Materials Design & Technology Metal Fabrication	\$110.00
Materials Design & Technology Wood	\$110.00
<b>BUSINESS AND DIGITAL TECHNOLOGIES</b>	
Applied Information Technology General	\$62.00
Applied Information Technology ATAR	\$62.00
Certificate II Business	\$72.00
Certificate III Business	\$72.00
Certificate II Information Digital Media and Technology	\$72.00
<b>HOME ECONOMICS</b>	
Children, Family and Community General	\$120.00
Food Science and Technology General	\$120.00
Materials Design and Technology Textiles General	\$110.00
Certificate II Hospitality	\$125.00
Certificate II Kitchen Operations	\$125.00
<b>WORKPLACE LEARNING</b>	
Workplace learning	\$ 40.00