

# 2022 Senior School

Course Information Booklet



**NORTHAM**  
SENIOR HIGH SCHOOL  
A COMMUNITY UNITED



# Message from the Principal

Welcome to your final 2 years of schooling at Northam Senior High School. Undertaking studies in Year 11 and 12 means that students are expected to take greater responsibility for their decisions, managing the demands of their education and their commitments out of school and planning for a successful future.

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. To help you choose the courses most appropriate to you and to support you being as successful as you can be, please consider the following when making your choices:

- 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 courses that you are likely to succeed in.
- Courses such as Physics, Chemistry, Mathematics Specialist and Mathematics Methods require a high skill level that is developed during Years 7 to 10.
- Year 11 and 12 requires significant commitment to getting work completed. ATAR courses particularly, have rigorous work demands such as 3 hours of homework and study per course per week.
- 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.

**When choosing a program of study consider your:**

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

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

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

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

**Personal Responsibility:** Staff at Northam Senior High School are 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 understand that no one can help you with your studies more than you can help yourself.

**Who can you talk to:** Ms Mary Anne Morgan (Deputy Principal), or the VET Coordinator Mrs Dwyer or Mr Peter Treeby (Year Coordinator) will be able to give you great career and course selection advice.

All the best

**Ms Marisa Del Pin**

Principal

## Table of Contents

Message from the Principal .....	1
General Information .....	3
Course Selection Process .....	4
Ensuring your success .....	5
School Charges .....	6
Pathways.....	7
Course Choices.....	9
Senior School Commitment .....	11
Western Australian Certificate of Education (WACE) requirements .....	12
Senior Secondary Graduation .....	14
English.....	17
Health and Physical Education .....	20
Mathematics .....	23
Science .....	27
Humanities and Social Sciences .....	32
The Arts.....	35
Technologies .....	37
VET CERTIFICATE COURSES .....	45
Delivered at Northam Senior High School.....	45
VET CERTIFICATE COURSES .....	50
Delivered at Central Regional TAFE.....	50
Year 11 Compulsory Charges Schedule 2022 .....	59
Year 12 Compulsory Charges Schedule 2022 .....	60

# 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 courses, students 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 Enrichment 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 2022.

### ***2022 PARENT INFORMATION EVENING – 27 JULY 2021***

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 2022 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.

# Ensuring your success

## 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)
- 2021 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 2021 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 are 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.

2022 provisional course charges are listed at the end of this booklet.

For further information regarding school charges, please contact Northam Senior High School on 9621 6300.



# Pathways

## Year 11 Students

Most students enrolling in Year 11 in 2022 will aim to graduate in 2023, 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 2022 or 2023 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 **General**.

**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.

**General** requires students to study English and 5 courses which may include 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 general 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 2022. 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 2022, 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

PLUS

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

PLUS

I CAN choose ONE or TWO General Courses or Certificates

## GENERAL PATHWAY

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

I must choose General English

I MUST choose 5 other courses

PLUS

ONE can be a Certificate 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, General and Foundations (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.

## Foundation Courses

Foundation Courses are designed for students who have not been able to demonstrate the minimum standard of literacy and/or numeracy before Year 11 and are unlikely to do so before the end of Year 12 without significant support. These courses focus on functional literacy and numeracy skills that are important for life and work. They have an EST in Year 12.

## 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.

## 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 2022 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 online.

## Support Programs

### Wirrpanda Foundation Deadly Sista Girlz Program

The Deadly Sista Girlz Program aims to build proud Aboriginal and Torres Strait Islander girls that thrive in our school. The program is delivered by strong Aboriginal and Torres Strait Islander role models and mentors who offer a stable environment in which students can discuss current and personal issues they may be facing.

Each girl has the opportunity to be personally mentored throughout the program and also make positive social interactions with their fellow Sista Girlz in a fun and caring environment.

Deadly Sista Girlz focuses on building self-esteem and confidence, building pride in Aboriginal and TSI identity, having practical cultural contribution in the community, having positive social interactions, building relationships based on mutual respect, encouraging active self-development and yarning about sexual and women's health, drug and alcohol abuse, road safety, healthy nutrition, financial literacy and healthy relationships.

### Follow The Dream Program

Follow the Dream is a voluntary program for aspiring Aboriginal secondary students. The program provides after-school tuition, individualised mentoring, and case management to assist and support these students to continue excelling at school, complete Year 12 and achieve a successful transition into university, training or post-school employment.

The program operates at 25 public schools throughout Western Australia.

Entrance into the program is based around school attendance, grades, NAPLAN results, behaviour, and engagement at school. Northam SHS Follow the Dream is supported by the Department of Education WA and the Graham 'Polly' Farmer Foundation.

### Clontarf

The Clontarf Foundation exists to improve the education, discipline, self-esteem, life skills and employment prospects of young Aboriginal men and by doing so, equips them to participate in more meaningfully in society. Since the establishment of the Northam Clontarf Academy in 2011 the program has focused on the pillars of Education, Sport, Well-Being, Employment and Community Partnerships. The Academy currently mentors and supports over 70 male indigenous students within the Northam Senior High School. For further information about the Clontarf Foundation and its programs, please visit [www.clontarf.org.au](http://www.clontarf.org.au).

### Tutoring Programs

Throughout the year, Learning Areas will provide further curriculum support for students after school.

# 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 2023 and beyond, you must satisfy the following requirements:

- demonstrate a minimum standard of literacy and a minimum standard of numeracy
- complete a minimum of 20 units, or equivalents as described below
- complete
  - at least four Year 12 ATAR courses, \***OR**
  - at least five Year 12 General courses \*\* and/or ATAR courses or equivalent, \* **OR**
  - a Certificate II \*\*\* (or higher \*\*\*\*) VET qualification in combination with ATAR, General or Foundation courses.

\* In the context of ATAR courses in the WACE, the term 'complete' requires a student to sit the ATAR course examination or has an approved sickness/misadventure application for not sitting the examination in that course. Students who do not sit the ATAR course examination will not have a course mark or grade recorded on their WASSA, nor will they receive an ATAR course report. The pair of units will not contribute to any WACE requirements.

Note: for ATAR courses with practical components, students must complete both the written and practical examinations.

\*\* Foundation courses do not contribute to meeting the WACE achievement requirement with this option. Students taking Foundation courses must complete a Certificate II or higher.

\*\*\* In the context of VET in the WACE, the term 'complete' requires that a student has been deemed competent in all units of competency that make up a full qualification.

\*\*\*\* The partial completion of a Certificate III or higher VET qualification may meet this requirement according to predetermined criteria.

## 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

## 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 or the equivalent
- Four units from an English course including 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 higher (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.



# 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
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English ATAR - <b>COMPULSORY</b> Geography ATAR Modern History ATAR	Mathematics: Methods ATAR Mathematics: Applications ATAR Biology ATAR Human Biology ATAR Chemistry ATAR Physics ATAR
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**YOUR FINAL CHOICES MUST ADD UP TO SIX, SO YOU CAN CHOOSE FROM**

List A Courses	List B Courses
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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 Metals - Materials Design and Technology General Building and Construction General Textiles - Materials Design and Technology General Woodwork - Materials, Design and Technology General
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**Certificates**

- Certificate II in Hospitality
- Certificate II in Sport Coaching
- Certificate II in Kitchen Operations
- Certificate IV in Preparation for Health and Nursing Studies

# General / Training Pathway

## YOU MUST CHOOSE THE FOLLOWING:

### List A Courses

English General

### List B Courses

Mathematics Essentials or another List B Course

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

### List A Courses

English General  
 Ancient History General  
 Drama General  
 Visual Arts General  
 Health Studies General  
 Children, Family and Community General

### List B Courses

Mathematics Essentials  
 Food Science and Technology General  
 Physical Education Studies General  
 Outdoor Education General  
 Applied Information Technology General  
 Metals - Materials Design and Technology General  
 Building and Construction General  
 Textiles - Materials Design and Technology General  
 Woodwork – Materials Design and Technology General

### Certificates

Certificate II in Hospitality  
 Certificate II in Kitchen Operations  
 Certificate II in Sport Coaching  
 Certificate II in Applied Digital Technologies \* - (Central Regional TAFE)  
 Certificate II in Construction Pathway \* - (Central Regional TAFE)  
 Certificate II in Automotive Vocational Preparation \* (Central Regional TAFE)  
 Certificate II in Community Service \* (Central Regional TAFE)  
 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 OLN testing or NAPLAN results.

## English ATAR AEENG

### 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

## GEENG

### 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>	<p>Allows students to demonstrate communication skills for TAFE entrance purposes but will also require OLNA achievement in Reading and Writing domains.</p>	<p>Not applicable.</p>

# English Foundation

## FEENG

### Requirements

None specified, this course is designed to assist students with the foundation skills to achieve OLNA requirements.

### What is it all about?

These English units are intended for students who have not been able to demonstrate a satisfactory level of literacy achievement in lower school. These units focus on developing students' skills in reading, writing, viewing, speaking and listening in work, learning, community and everyday personal contexts. In these units, students will work to improve their reading ability, verbal and spoken literacy, writing and visual literacy.

Students undertaking this course will develop skills in the use of functional language, including spelling, punctuation and grammar. They will focus on developing sound literacy skills, required for comprehending and producing texts; for communicating effectively in a learning or working environment and for establishing one's sense of individual worth.

### Why should I choose this course?

The English Foundation course enables students to continue learning, prepares students for entry into further study or employment, and develops in students, a sense of community and self-worth. This leads into the Year 12 FTENG course or successful completion of this course in Year 11 may enable you to enrol in Year 12 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>• 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>	<p>Does not allow students to demonstrate communication skills for TAFE entrance purposes, will require OLNA achievement in Reading and Writing domains.</p>	<p>Not applicable.</p>

# Health and Physical Education

## Physical Education Studies General GEPES

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 Volleyball 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

## GEOED

### **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

## GEHEA

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 AEMAM

### 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 55 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

## AEMAA

### 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 55 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	
	TAFE	UNIVERSITY
<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>	Refer to TAFE handbook	When followed by Year 12 Mathematics Applications, this is acceptable for many university courses.

# Mathematics Essentials

## GEMAE

### 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 55 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

# Mathematics Foundations

## FEMAT

### Requirements

This course is designed for students who have not achieved Category 3 in the OLNA in numeracy.

### What is it all about?

The Mathematics Foundation course draws upon, knowledge, understandings, skills and processes related to the strands of Number and algebra, Measurement and geometry, and Statistics and probability, used in the Year P-10 curriculum.

### Structure

The mathematics content in Mathematics Foundation is cumulative across the two years of the course. The sequence of content enables students to learn the fundamental mathematics knowledge, understandings and skills they may have missed in the past, and builds these across the two years.

The year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

### Unit 1

This unit provides students with the mathematical knowledge, understanding and skills to solve problems relating to addition and subtraction, length, mass, capacity and time. It involves the extraction of information from, and the interpretation of, various simple forms of data representation used in everyday contexts. The number formats in Unit 1 are whole numbers and money.

### Unit 2

This unit provides student with the mathematical knowledge, understanding and skills relating to fractions and decimals to solve problems relating to multiplication and division, perimeter, area and volume and qualitative probability from everyday contexts. The number formats in Unit 2 are whole numbers, money, fractions and decimals.

### Why should I choose this course?

Students choose this course to enable them to achieve Category 3 in the OLNA numeracy assessment.

# Science

## Human Biology ATAR AEHBY

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

### 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.

### 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

## AEBLY

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 - From 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 ATBLY 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

## AECHE

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 both English and Mathematics.

### 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

## AEPHY

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 and Mathematics 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.

# Human Biology General

## GEHBY

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

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

### **Requirements**

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

### **YEAR 11**

#### **Unit 1 - Healthy Body**

This unit explores how the human body systems are interrelated to sustain life.

#### **Unit 2 - Reproduction**

This unit explores the role of males and females in the process of reproduction.

### **YEAR 12**

#### **Unit 3 - Coordination**

This unit explores bones, muscles, nerves and hormones and how they maintain the body to act in a coordinated manner.

#### **Unit 4 - Infectious disease**

This unit explores the causes and spread of disease and how humans respond to invading pathogens.

### **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.

# Humanities and Social Sciences

## Geography ATAR

### AEGEO

#### Requirements

Successful completion of Year 10 HASS units with a minimum B Grade achievement.

#### What is it all about?

The study of the Geography ATAR course draws on students' curiosity about the diversity of the world's places and their peoples, cultures and environments. It provides students with the knowledge and understanding of the nature, causes and consequences of natural and ecological hazards, international integration in a range of spatial contexts, land cover transformations, and the challenges affecting the sustainability of places.

#### Unit 1

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

#### Unit 2

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

#### Aims

The Geography ATAR course aims to develop students':

- knowledge and understanding of the nature, causes and consequences of natural and ecological hazards, international integration in a range of spatial contexts, land cover transformations and the challenges affecting the sustainability of places
- understanding and application of the concepts of place, space, environment, interconnections, sustainability, scale and change through inquiries into geographical phenomena and issues
- ability to critically use geographical inquiry methods and skills, and to think and communicate geographically
- ability to identify, evaluate and justify alternative responses to the geographical challenges facing humanity, and propose and justify actions taking into account environmental, social and economic factors
- understandings, skills, knowledge and values to ensure they are well placed for tertiary study and/or employment.

#### Geography's Place in Careers

Employers identify problem-solving as one of the key skills developed through the study of Geography. They see this attribute as a most valuable asset in potential employees across a range of careers. Geography develops this skill through identification and analysis of issues and problems. No academic discipline has broader interests than geography as it allows students the flexibility to pursue a wide range of educational goals and careers. Graduates are employed in a wide range of career opportunities including:

- architecture and landscape architecture
- cartography
- meteorology
- mining
- oceanography
- real estate
- geographical information systems (GIS)
- heritage planning and management
- international affairs
- environmental assessment, planning and management

- local government
- community development
- conservation and land management
- economic development
- education
- resource planning and management
- tourism, eco-tourism and recreation
- urban and regional planning
- domestic and foreign service
- locational analysis in both the public and private sector

# Modern History ATAR

## AEHIM

### Requirements

Successful completion of Year 10 HASS units with a minimum B grade achievement.

### 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

## GEHIA

### **Requirements**

Successful completion of Year 10 HASS units with a minimum C 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**

We will be looking at the exciting times of Ancient Greece and the battles between Greece and Persia. If you have watched the movie 300, you will see familiar battles and characters. Students will investigate life in Athens and Sparta, with a focus on social, cultural, religious, and military life and changes.

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

In this unit we will look at powerful people who shaped the ancient world. We investigate Alexander the Great, to see if he was that great. We also look at Hatshepsut, the female queen of Egypt who ruled and dressed as a man.

Students will investigate their motives, the methods they used to achieve power, the ways they used their power, and their impact and influence on society.

### **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 General GEVAR

### **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.

### **Requirements**

Students need to have minimum C Grades in Visual Art and English and have a genuine interest in visual art. An ability to be organised for both academic and practical involvement in the course is essential.

# Drama General

## GEDRA

### 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.

#### Requirements

Students need to have minimum C Grades in Drama and English and have a genuine interest in drama. An ability to be organised for both academic and practical involvement in the course is essential.

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><b>NICA (National Institute For Circus Arts)</b> Certificate III in Circus Arts Certificate IV in Circus Arts</p> <p><b>Edith Cowan University</b> Production, stage management and design certificates</p>	<p><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><b>Murdoch University</b> Bachelor of Education (Drama or Dance Teacher)</p> <p><b>Notre Dame University</b> Bachelor of Arts :Theatre Education, Drama</p>

# Technologies

## Applied Information Technology GEAIT

### 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.

CAREER POSSIBILITIES	FURTHER STUDY
<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

## GEBCN

### 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 work wear, 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. This course gives students a general introduction into building construction practices and builds their skill base for possible apprenticeship entry.

CAREER POSSIBILITIES	FURTHER STUDY
<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>	<p style="text-align: center;"><b>TAFE</b></p> <p>Certificate I in Trades            Certificate II in Trades            Certificate III in Trades</p>

# Children, Family and Community General GECFC

## 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. Students explore the health of individuals and communities and the protective and preventative strategies that impact on growth and development. They engage in individual and shared research, examine goal setting, self-management, decision making, communication and cooperation skills when creating products, services and systems that will assist individuals, families and communities to achieve their needs and wants.

Children, Family and Communities is a technology based course, identified as a STEM WACE subject. Studying STEM courses provides transferable skills that are essential to competing in today's job market.

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>• Child Care Worker/Operator</li> <li>• Education Support Officer</li> <li>• Entertainer</li> <li>• Nanny</li> <li>• Nurse</li> <li>• Parenting Advisor</li> <li>• Pre-School Teacher</li> <li>• Social Worker</li> <li>• Age care 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

## GEFST

### 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.

Good Science and Technology is a STEM WACE subject. Studying STEM courses provides transferable skills that are essential to competing in today's job market.

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 hospitality, nutrition, health, food and beverage manufacturing, food processing, community service and education.

CAREER POSSIBILITIES	FURTHER STUDY	
	TAFE	UNIVERSITY
<ul style="list-style-type: none"> <li>• Chef</li> <li>• Dietitian/Nutritionist</li> <li>• Food Technologist</li> <li>• Food Scientist</li> <li>• Food Stylist/Photographer</li> <li>• Environmental Health Officer</li> <li>• Health Officer</li> <li>• Home Economics Teacher</li> <li>• Health &amp; Physical Education Teacher</li> </ul>	Certificate III Hospitality  Certificate III Kitchen Operations  Diploma of Hospitality	Bachelor of Science (Food Science and Technology)  Bachelor of Business (Hospitality Management)

# Metals – Materials Design and Technology General GEMDTM

## 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 work wear 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. 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 GEMDTT

## Requirements

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

## What is it all about?

The Textiles – Material Design and Technology General is a practical course. Students will use design and manufacturing processes and technologies, including principles of design, planning and management to create textile products. Students gain an understanding of the need for materials sustainability.

Students construct textile products for themselves and others, with considerations as a designer and for the client. Items include clothing, costumes, fashion accessories, and home items such as bean bags, cushions, soft toys and quilts.

Materials, Design and Technology is a STEM WACE subject. Studying STEM courses provides transferable skills that are essential to competing in today’s job market.

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>• Fashion/Textile Design</li> <li>• Textile Manufacturing and Production</li> <li>• Fashion Marketing and Sales</li> <li>• Fashion Stylist</li> <li>• Fashion Photographer</li> <li>• Textile Teacher</li> <li>• Art Teacher</li> <li>• Textile research and development</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)	Fashion and Textile Design Creative Arts and Design Business – Fashion Education



# Woodwork – Materials Design and Technology General GEMDTW

## 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 work wear 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. This course gives students a general introduction into wood fabrication practices and builds their skill base for possible apprenticeship entry.

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

# 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 55 hours completed (questions are based on the *Core Skills for Framework Developmental Framework*). Every 55 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 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
SITXCOM002	Show social and cultural sensitivity
SITHIND003	Use hospitality skills effectively
SITHIND002	Source and use information on the hospitality industry
SITXCCS003	Interact with customers
SITXWHS001	Participate in safe work practices

#### Electives

BSBCMM201	Communicate in the workplace
BSBWOR203	Work effectively with others
SITXCCS001	Provide customer information and assistance
SITXFSA001	Use hygienic practices for food safety
SITHCCC003	Prepare and present sandwiches
SITHFAB004	Prepare and serve non-alcoholic beverages

### 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
<ul style="list-style-type: none"><li>• Barista</li><li>• Bar Manager</li><li>• Café Attendant</li><li>• Catering Assistant</li><li>• Duty Manager</li><li>• Food and Beverage Attendant</li></ul>	<ul style="list-style-type: none"><li>• Front Office Attendant</li><li>• Housekeeper</li><li>• Hotel Manager</li><li>• Porter</li><li>• Restaurant Manager</li></ul>	<b>TAFE</b> Certificate III Hospitality Diploma of Hospitality <b>UNIVERSITY</b> 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	Prepare 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
SITXCOM002	Show social and cultural sensitivity

### 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	
<ul style="list-style-type: none"> <li>• Breakfast Cook</li> <li>• Catering Assistant</li> <li>• Chef</li> <li>• Duty Manager</li> <li>• Food Stylist</li> <li>• Head Chef</li> <li>• Housekeeper</li> <li>• Pastry Chef</li> <li>• Restaurant Manager</li> <li>• Sandwich Hand</li> </ul>	TAFE	UNIVERSITY
	Certificate III Hospitality Certificate III Kitchen Operations Diploma of Hospitality	Bachelor of Business (Hospitality Management) through TAFE pathway

# Certificate II in Horticulture

## AHC20416



This is a two (2) year course delivered at school in partnership with Registered Training Organisation Australian Institute of Education and Training (AIET) Code 121314.

### Description

This qualification trains students in a range of work functions and job roles that can lead to a horticultural trade qualification.

### Eligibility/Entry Requirements

There are no eligibility or entry requirements for this course.

### How you will learn?

The program is delivered through a range of hands-on, practical based training, including propagating plants, potting on, pulling out weeds, planting and pruning in both the heat and the cold, with some classroom training sessions. Students should be prepared to engage in physical gardening work and be prepared to get their hands dirty.

Students work on the school six seasons garden based around Room 43 located at the top block and at times in gardens around the school and at external locations.

### Course Outline

Students will need to complete fifteen units made up of five core units and ten elective units over the duration of the program.

### Units of Competency

#### Core Units

AHPCPM201	Recognise plants
AHCPMG201	Treat weeds
AHCPMG202	Treat plant pests, diseases and disorders
AHCSOL202	Assist with soil or growing media sampling and testing
AHCWHS201	Participate in work health and safety processes

#### Electives

AHCCHM201	Apply Chemicals under supervision
AHCMOM203	Operate basic machinery and equipment
AHCNSY201	Pot up plants
AHCNSY202	Care for nursery plants
AHCNSY203	Undertake propagation activities
AHCNSY204	Maintain indoor plants
AHCPGD201	Plant trees and shrubs
AHCPGD203	Prune shrubs and small trees
AHCWRK208	Provide information on products and services
AHCWRK209	Participate in environmentally sustainable work practices

# Certificate II in Sport Coaching

## SIS20319



This is a two (2) year course. This Certificate is delivered at school in partnership with IVET RTO Code 40548.

### 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 focused on will include playing AFL and Athletics coaching. Practical sessions also include First Aid and planning sporting activities. Students complete the Australian Sports Commission online 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

HLTAID003	Provide first aid
SIRXWHS001	Work Safely
SISSSCO002	Work in a community coaching role

#### Electives

SISSSCO001	Conduct sport coaching sessions with foundation level participants
SISSSCO003	Meet participant coaching needs
SISSSPT001	Implement sport injury prevention and management strategies
SISXCAI001	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 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 AUR20720

This is a two (2) year program 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
AURASA102	Follow safe working practices in an automotive workplace
AURAF103	Communicate effectively in an automotive workplace
AURAF104	Resolve routine problems in an automotive workplace
AURTTK102	Use and maintain tools and equipment in an automotive workplace
AURETR103	Identify automotive electrical system and components
AURLTA101	Identify automotive mechanical systems and components

##### Electives

AURETR115	Inspect, test and service batteries
AURPTA103	Service and repair rotary cutting systems
AURTTE007	Dismantle and assemble single cylinder four-stroke petrol engines
HLTAID011	Provide First Aid
AURTTA009	Carry out mechanical pre-repair operations

#### 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 Applied Digital Technologies

## ICT20120



This is a two (2) year course. This Certificate is delivered at Central Regional Tafe on Fridays.

### 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:** To be confirmed

### 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

BSBITU309	Produce desktop published documents
CUADIG303	Produce and prepare photo images
ICPDMT321	Capture a digital image
ICPDMT346	Incorporate video into multimedia presentations
ICTICT205	Design basic organisational documents using computing packages
ICTICT207	Integrate commercial computing packages
ICTSAS202	Apply problem-solving techniques to routine ICT malfunctions

### 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 Construction Pathways

## CPC20220



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.***

### BUILDING AND CONSTRUCTION

#### Course Outline

This course is a great start for students looking to begin their career in the building and construction trade. On successful completion of this course you will be able to seek an apprenticeship in the building and construction industry in the trade stream you have chosen and gain credit towards your apprenticeship for the subject you have already completed.

The first stage of the course has units that are common to 11 construction trades and provides a great introduction to the industry, its culture, occupations, job roles and workplace expectations. The elective units of competency covered in this program will be occupational health and safety requirements, the industrial and work organisation structure, communication skills, work planning, carpentry and basic use of tools and materials.

This course gives you opportunity to develop skills in:

- General construction
- Construction techniques to assist in personal projects
- Working as part of a team
- Work safely in the construction industry
- Using a variety of construction tools and equipment

WORK PLACEMENT REQUIREMENTS: **NIL** but work experience organised by NSHS is preferred.

#### Core Units:

CPCCOM1012 Work effectively and sustainably in the Construction Industry

CPCCOM1013 Plan and organise work

CPCCOM1015 Carry out measurements and calculations

CPCCVE1011 Undertake a basic construction project

CPCCWHS2001 Apply WHS requirements, policies and procedures in the Construction Industry

#### 5 elective units:

Elective units are not yet available.

#### 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 (ADWPL)

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 Animal Care

## ACM20121



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 vis work shirt, work boots, safety sunglasses, broad brim hat, 2.5L 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 some practical experience by working on the Muresk farm. Students wanting further work experience should enrol in Work Place Learning (ADWPL).

### 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

#### Course Pathway

ACM30121	Certificate III in Animal Care Services
ACM40418	Certificate IV in Veterinary Nursing

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 Academies

There are three alternative pathways for students in Year 11.

## 1: NEST (Northam Education Skills and 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), work placement tailored to each participating student and a Cert II Horticulture.
- 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 focused 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.

## 2: About ME - My Engagement:

About ME - My Engagement is in part Northam Senior High School responding to the needs of students who do not succeed in the mainstream system, but also recognises the limitations of the schooling system as it is presently.

To make effective transitions from school to further education/training and employment young people require access to information and suitably qualified people to assist them in making key decisions about jobs, courses and career paths, including access to careers advice which is informed by current labour market trends.

Before making and implementing decisions about careers, young people need to develop knowledge and understanding of themselves in relation to the world of work. This includes consolidating the skills required to learn further as well as recognizing and developing employability skills through the course of their everyday learning at Avon Community Services, in employment and training pathways, at home and in the community. Satisfying the needs of young people is the driving force behind the design and operation of the program.

Northam Senior High School, Avon Community Services and other external agencies will work closely together to ensure that young people and their families are aware of the full range of supports and information services available to them. Services provided through the About ME program that meet the needs of young people will:

- Provide general advice and support at those key transition points when guidance on career and educational issues is necessary to help them make decisions that affect their future;
- Provide them with opportunities to develop career planning skills, enabling them to effectively manage their pathways beyond school.;
- Identify the needs of individual students to develop evidence-based approaches to support them to succeed in their pathway.
- Provide comprehensive careers advice connected to job opportunities (including local opportunities) supported by information technology systems accessible at the local level;
- Link them to appropriate learning and work opportunities;
- Support them through mentoring, brokering or other appropriate assistance;
- Foster strong links between education, training and work, to strengthen pathways for individual students into work or further study.
- Provide in-depth support for those at risk of not participating effectively in education and training;

The students who enter the program are selected by looking at factors such as attendance, behavior, poor literacy and numeracy, disrupted education history, and social and/or emotional issues. The selection process is done in consultation with the Deputy Principal, the Year Coordinators and the teachers in the program. Students who enter the program must do so with full parental approval and support. Students may enter the program in Year 11 or 12 and may exit the program to pursue work and/or further training as they become ready to make that transition.

### 3: Big Picture:

The Big Picture Program is a design for learning that begins with the child and their interests and passions. It recognises that a traditional model of learning does not suit all students.

Unlike a traditional secondary school program, the Big Picture Program allows students to learn at their own pace, be that fast or slow. Learners need not be restricted by what the curriculum mandates, must be learned at any given time.

As the Program is not content focused it allows students to develop skills that will prepare them for life after school, and improve employability skills such as:

- self-management, planning and organisation
- initiative and enterprise
- teamwork
- communication
- problem-solving
- learning and technology.

Learning must be based on a student's interests and needs. The curriculum must be relevant to students and allow them to complete work outside of the school environment.

Students must connect with adult mentors from the broader community who share their interests and support their learning. Students' development and abilities must be measured by the quality of their work and how this work changes them.

Relationships are the foundation of all learning. The program is therefore small by design, with students working in advisory groups of no more than 17.

Led by an advisory teacher, the program also relies on the involvement of a child's family, emphasising the impact that relationships can have on a child's engagement with learning. Students work with their families and advisory teacher to set goals and create individual learning plans.

#### **How does it work?**

After assessing the suitability of the Academies to a particular student:

- The student is enrolled in NEST, About ME or Big Picture.
- 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 Academies 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 Senior School Academies 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, About ME or Big Picture 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 the Academies’ 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, About ME or Big Picture, 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 2022

## English

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English ATAR	\$48.00
English Foundation	\$50.00
English General	\$56.00

## Mathematics

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Maths Methods ATAR	\$74.00
Maths Applications ATAR	\$74.00
Maths Essentials General	\$84.00
Maths Foundations	\$84.00

## Science

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Chemistry ATAR	\$53.00
Biology ATAR	\$53.00
Human Biology ATAR	\$53.00
Physics ATAR	\$53.00
Human Biology General	\$53.00

## HASS (Society and Environment)

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Geography ATAR	\$32.00
Modern History ATAR	\$32.00
Ancient History General	\$42.00

## Health and Physical Education

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Outdoor Education General	\$74.00
Physical Education Studies General	\$63.00
Certificate II Sport Coaching	\$84.00
Health Studies General	\$42.00

## The Arts

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Visual Arts General	\$63.00
Drama General	\$63.00

## Design and Technology

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Building and Construction General	\$91.00
Materials Design & Technology Metals	\$107.00
Materials Design & Technology Wood	\$117.00

## Business and Digital Technologies

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Applied Information Technology General	\$63.00
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## Home Economics

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Children, Family and Community General	\$116.00
Food Science and Technology General	\$126.00
Materials Design and Technology Textiles General	\$116.00
Certificate II Hospitality	\$131.00
Certificate II Kitchen Operations	\$131.00

## Workplace Learning & Senior School Engagement Programs

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Workplace Learning	\$26.00
Big Picture	\$235.00
NEST	\$235.00

## TAFE

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Certificate IV in Preparation for Health and Nursing Studies	Free
Certificate II Information Digital Media and Technology	Free

# Year 12 Compulsory Charges Schedule 2022

## English

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English ATAR	\$44.00
English Foundation	\$50.00
English General	\$50.00

## Mathematics

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Maths Methods ATAR	\$74.00
Maths Applications ATAR	\$74.00
Maths Essentials General	\$84.00
Maths Foundations	\$84.00

## Science

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Chemistry ATAR	\$63.00
Biology ATAR	\$63.00
Human Biology ATAR	\$63.00
Physics ATAR	\$63.00
Human Biology General	\$63.00

## HASS (Society and Environment)

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Geography ATAR	\$40.00
Modern History ATAR	\$32.00
Ancient History General	\$42.00

## Health and Physical Education

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Outdoor Education General	\$126.00
Physical Education Studies General	\$84.00
Certificate II Sport Coaching	\$84.00
Health Studies General	\$42.00

## The Arts

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Visual Arts General	\$63.00
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## Design and Technology

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Building and Construction General	\$91.00
Materials Design & Technology Metals	\$107.00
Materials Design & Technology Wood	\$117.00

## Business and Digital Technologies

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Applied Information Technology General	\$63.00
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## Home Economics

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Children, Family and Community General	\$116.00
Food Science and Technology General	\$126.00
Materials Design and Technology Textiles General	\$116.00
Certificate II Hospitality	\$131.00
Certificate II Kitchen Operations	\$131.00

## Workplace Learning & Senior School Academies

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Workplace Learning	\$26.00
Big Picture	\$235.00
NEST	\$235.00

## TAFE

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Certificate II Information Digital Media and Technology	Free
Certificate IV in Preparation for Health and Nursing Studies	Free
Certificate II Business	Free

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