



2023 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: Mr Richard Kardol (Deputy Principal), or the VET Coordinator Mr Aaron Gosper will be able to give you great career and course selection advice.

All the best

Ms Marisa Del Pin

Principal

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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 2023.

2023 PARENT INFORMATION EVENING – 15 JUNE 2022

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 2023 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 2022 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

All contributions and charges are used by the school to provide quality teaching and learning to students through physical, human and financial resources. All payments make a difference and allow the best opportunity for student success.

Families are encouraged to contact the school to arrange a payment plan or to make full payment. Outstanding charges may be referred to debt collectors in the future.

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.

2023 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 2023 will aim to graduate in 2024, 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 2023 or 2024 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. At NSHS the courses and enrolment options available allow students to pursue WACE or non-WACE pathways.

(1) WACE ATAR

University (direct entry)

(2) WACE General/Training

University (via Bridging)

Trades- Building, Construction, Automotive, Hospitality, Services Sports

Sports

Community

Creative

WACE with the Big Picture design

(3) Non-WACE:

Big Picture Design (full enrolment)

About ME (My Engagement)

NOTE: Northam Senior High School offers a range of courses in 2023. 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 2023, 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



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



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).

SCSA 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). SCSA 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 External Set Task (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 2023 through the school's partnership with a Registered Training Organisation (RTO). 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

Waalitj 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 maybe 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.

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 direct entry Pathway (ATAR)

YOU MUST CHOOSE AT LEAST FOUR OF THE FOLLOWING:	
List A Courses	List B Courses
English ATAR - COMPULSORY	Mathematics: Methods ATAR
Geography ATAR	Mathematics: Applications ATAR
Economics ATAR	Biology ATAR
	Human Biology ATAR
	Chemistry ATAR
	Physics ATAR

University with Bridging

Students must select the Certificate IV Health and Nursing Studies.

It is desired that students select ATAR English and ATAR Math Applications.

General / Training Pathways

A combination of the following courses can be selected that allow students to pursue any of the following WACE General/Training pathways: University (via Bridging), Trades – Building, Construction, Automotive, Hospitality, Services, Sports, Community, Creative, WACE with the Big Picture design.

YOU MUST CHOOSE THE FOLLOWING:	
List A Courses	List B Courses
English General English Foundation	Mathematics Essentials or another List B Course
YOUR FINAL CHOICES MUST ADD UP TO SIX, SO YOU CAN CHOOSE FROM	
List A Courses	List B Courses
English General	Mathematics Essentials
Visual Arts General	Food Science and Technology General
Health Studies General	Physical Education Studies General
Children, Family and Community General	Outdoor Education General
Career & Enterprise 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
	Integrated Science 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 II in Horticulture	
Certificate II in Workplace Skills	
Endorsed programs	
Workplace Learning	
School Production	
* 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	
<ul style="list-style-type: none">• Arts• Business and Commerce• Education• Health• Humanities• Information Technology• Law• Science and Engineering	TAFE	UNIVERSITY
	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 focused 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">• Arts, Sport and Recreation• Business, Finance and Property• Education• Fashion and Textiles• Health and Community Services• Information Technology• Science• Tourism• Youth work	Allows students to demonstrate communication skills for TAFE entrance purposes but will also require OLNA achievement in Reading and Writing domains.	Not applicable.

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">• Arts, Sport and Recreation• Education• Fashion and Textiles• Health and Community Services• Information Technology• Science• Tourism• Youth work	Does not allow students to demonstrate communication skills for TAFE entrance purposes, will require OLNA achievement in Reading and Writing domains.	Not applicable.

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">• Biology• Physiotherapy• Commerce• Pharmacy• Economics• Health Science• Computer Technology• Human Movement	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 or B 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">• Arts• Commerce• Law• Teaching (Primary or Arts)• Environmental Science• Agriculture	Refer to TAFE handbook	When followed by Year 12 Mathematics Applications, this is acceptable for many university courses.

Mathematics Essentials General

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	
Most trades and business positions.	TAFE	UNIVERSITY
	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.

Integrated Science General

GEISC

The Integrated Science General course enables students to investigate science issues in the context of the world around them. It encourages students to develop their scientific skills of curiosity, observation, collection and analysis of evidence, in a range of contexts. The multidisciplinary approach, including aspects of biology, chemistry, geology and physics, further encourages students to be curious about the world around them and assume a balanced view of the benefits and challenges presented by science and technology. Students conduct practical investigations that encourage them to apply what they have learnt in class to real-world situations and systems.

Requirements

No specific requirements are necessary but an a genuine interest in Science and satisfactory achievement in Year 10 Science is recommended.

YEAR 11

Unit 1 - Biological and Earth systems

This unit explores the relationship between cycles in Nature and Earth's systems and encourages students to investigate and describe the effect of human activity on these systems.

Unit 2 - Physical and Chemical systems

This unit explores the properties of elements, compounds and mixtures, and how substances interact with each other in chemical reactions to produce new substance.

YEAR 12

Unit 3 -Biological and Earth systems

In this unit students will investigate , through field work, ecosystem dynamics, including interactions within and between species, and interactions between living and non-living components of ecosystems.

Unit 4 - Physical and Chemical systems

This unit focuses on Science Inquiry. Students will explore the properties of chemical substances that determine their use in everyday life. Students will also be investigating forces acting upon objects and how an increased understanding of scientific concepts have led to the development of useful technologies.

How will this course help students in the future?

The Integrated Science course is taught in a range of contexts with the aim to engage students from a wide variety of backgrounds, interests and career aspirations. To be successful in the course students will be required to develop organisational and interpersonal skills during the completion of Science Inquiry tasks. In addition to working together to collect data in the field or the laboratory students will also be learning how to complete detailed planning. This will require them to evaluate ethics and safety involved in various experiments, as well as learn how to process and analyse data collected. Through this, students will build a skill set that can be applied in a wide range of careers. This course also develops students understanding of Sustainability and how they can use their Science understanding to predict possible effects of human activity, develop management plans, or alternative technologies, that minimise human impact and provide for a more sustainable future.

This course also develops students understanding of Sustainability and how they can use their Science understanding to predict possible effects of human activity, to develop management plans, or alternative technologies, that minimise these effects and provide for a more sustainable future.

Suggested contexts (this is not exhaustive) which may be used for teaching of units

Biological and Earth systems

Local ecosystem studies, wetland ecology, aquaculture, horticulture.

Physical and Chemical systems

Vehicle and drivers, rocketry, kitchen chemistry, cosmetics, forensic science.

Humanities and Social Sciences

Economics ATAR

AEECO

Requirements

An A or B in HASS as well as similar results in Maths and English.

What's it all about?

- Economics looks at the choices which all people and societies face as they manage the problem of satisfying their unlimited wants with limited resources.
- The Economics ATAR course teaches the key features of an economist's approach to an issue: simplify a problem; collect information and think critically; draw inferences to make decisions, and develop and improve economic wellbeing.
- The Economics ATAR course develops reasoning, logical thinking and interpretation skills demanded by the world of work, business and government.

Unit 1 – Microeconomics

This unit is an introduction to microeconomics and explores the role of the market in determining the wellbeing of individuals and society. Students explore the workings of real world markets with an emphasis on the Australian economy.

- Markets
- Demand, supply and equilibrium
- Elasticity
- Market efficiency
- Market failure and government policies
- Market power
- Externalities
- Public goods and common resources
- Equity
- Effects of government policies

Unit 2 – Macroeconomics

This unit is an introduction to macroeconomics and explores economic growth, inflation and unemployment with an emphasis on the Australian economy. Students learn it is important to measure and monitor changes in these macroeconomic indicators as changes in the level of economic activity affect the wellbeing of individuals and society.

- Macroeconomic activity
- The business cycle
- Economic growth
- Inflation
- Unemployment
- Balance of payments
- Income distribution
- The public sector
- Taxation
- Economic objectives
- Macroeconomic performance

What can I do with Economics?*

- Stockbroker/Trader
- Financial Advisor
- Market Researcher
- Accountant
- Advertising
- Marketing
- Journalist
- Public Relations
- *nearly every successful business owner needs an understanding of Economics*
- Lawyer
- Financial Analyst

Geography ATAR

AEGEO

Requirements

An A or B in HASS as well as similar results in Maths and English.

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

Career and Enterprise General

GECAE

Requirements

No specific courses are needed for Career and Enterprise, but any person looking to work will find benefit from this course.

What's it all about?

Career and Enterprise is all about getting students work ready with the skills and knowledge needed to gain and be successful in their chosen field of work.

Unit 1

The focus of this unit is exploring work and networks. Students learn about their responsibility in finding work opportunities and skills to build careers. It enables students to increase their knowledge of work and career choices and to identify a network of people and organisations that can help with their school-to-work transition.

Themes include:

- problems of leaving school without qualifications
- identify own skills, attributes, interests and knowledge
- how to embed your skills in your job application.
- strategies to deal with unexpected circumstances in own career
- working as a member of a team
- using social networks
- time management
- starting own businesses and creating new products
- issues with using social media and/or workplace technology resources
- changing features of workplaces and work patterns, including:
 - *part-time*
 - *full-time*
 - *fly-in/fly-out (FIFO)*
 - *volunteer*

Unit 2

The focus of this unit is to build on the knowledge of Unit One and provide practical opportunities for students to practise the skills needed to get and keep work.

Themes include:

- the importance of work health and safety (WHS) in the workplace
- create and innovate solutions to solve problems using strategies,
- career progression and career development
- review and update of own individual pathway plan and resume or career portfolio
- appropriate self-promotion techniques,
- addressing selection criteria and interview questions.
- workplace changes that have consequences for entry-level jobs,

What can I do with Career and Enterprise?

Literally every student who does any form of paid or unpaid work in their lifetime will benefit from the lessons they will learn through Career and Enterprise.

Other information:

Career and Enterprise is an excellent course to go with **ADWPL** (Workplace learning), an Endorsed Program where work experience or paid work can earn you 4 "C" grades towards your WACE.

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.

School production (SoundLab)

Endorsed Program

What is it all about?

School Production is a SCSA developed endorsed program that enables a student to be recognised for the significant learning gained through involvement in a school production. It has been developed to provide recognition for both performance and production and design aspects of a production including backstage support, front of house activities, marketing and promotion, technical support, property management, set production, costume design, music, lighting, choreography and performance.

The course focusses on **SoundLab**:

- Do you want to learn how to be a DJ?
- Are you an aspiring rapper who wants to record a few tracks?
- Do you enjoy singing and want to be the next Ed Sheeran or Taylor Swift?
- Are you fascinated by sound systems, and want to learn how to record music?
- Do you like making songs at home – with computer programs like FL Studio?
- Or perhaps you play a musical instrument. Do you want to take your skills to the next level?

If you have answered yes to any of these questions, then **SoundLab** might be the perfect fit for you. This exciting new course is open to students from Years 9 – 12.

This course is unique because it is student-centred and project-focused. From day one, you can choose your learning goals and receive expert guidance. You will also collaborate with other class members as you work towards creating new sounds as part of a creative community that welcomes students of all abilities.

Technologies

Applied Information Technology General 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 GTAIT.

Course outline

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.

Why choose this course?

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">• Trainee Computer Operator• Data Entry Operator• Network Support Operator• Help Desk Operator• Network Support Officer• Network Analyst• Network Manager• Security Analyst• Network Designer• Integration Centre Specialist• Systems Engineer• Intranet Engineer	TAFE 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

- Safety induction process to be completed
- 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 are highly recommended.

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">• Bricklayer• Carpenter• Concreter• Plumber• Gasfitter• Joiner• Engineer Roof Tiler• Surveyor• Chain person• Welder	TAFE Certificate I in Trades Certificate II in Trades Certificate III in Trades

Children, Family and Community General GECFC

Requirements

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

Course outline

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 Community 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.

Why choose this course?

Students will develop skills to effectively make decisions at personal, family and community levels. Health, education and community service industries offer strong vocational opportunities, from 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">• Child Care Worker/Operator• Education Support Officer• Entertainer• Nanny• Nurse• Parenting Advisor• Pre-School Teacher• Social Worker• Age care worker	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.

Course outline

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">• Chef• Dietitian/Nutritionist• Food Technologist• Food Scientist• Food Stylist/Photographer• Environmental Health Officer• Health Officer• Home Economics Teacher• Health & Physical Education Teacher	<p>Certificate III Hospitality</p> <p>Certificate III Kitchen Operations</p> <p>Diploma of Hospitality</p>	<p>Bachelor of Science {Food Science and Technology}</p> <p>Bachelor of Business {Hospitality Management}</p>

Metals – Materials Design and Technology General

GEMDTM

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

- Safety induction process to be completed
- 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, long pants are highly recommended.

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	
<ul style="list-style-type: none">• Fitting and Turning• Machinist• Mechanical Fitter• Boilermaker• Blacksmith• Electroplater• Engineering Pattern Maker• Foundry Worker• Sheet metal Worker• Welder- First Class	TAFE	UNIVERSITY
	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	
<ul style="list-style-type: none"> • Fashion/Textile Design • Textile Manufacturing and Production • Fashion Marketing and Sales • Fashion Stylist • Fashion Photographer • Textile Teacher • Art Teacher • Textile research and development 	TAFE	UNIVERSITY
	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 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

- Safety induction process to be completed
- 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, long pants are highly recommended.

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">• Cabinetmaker• Carpenter and Joiner• Builder• Glazier• Designer	TAFE Certificate II in Furniture Making Certificate II in Glass and Glazing Certificate III in Cabinet Making Certificate III in Carpentry

Workplace Learning

ADWPL

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

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

Why should you enrol in Workplace Learning?

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

What is required?

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

Workplace Learning Logbook

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

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

The logbook is validated by the Workplace Learning Coordinator.

Workplace Learning Skills Journal

During and/or after the work placement the student is required to respond to TEN (10) questions for every 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

BSBCMM211	Apply communication skills
SITHCCC002	Prepare simple dishes
SITHCCC006	Prepare appetisers and salads
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">• Barista• Bar Manager• Cafe Attendant• Catering Assistant• Duty Manager• Food and Beverage Attendant	<ul style="list-style-type: none">• Front Office Attendant• Housekeeper• Hotel Manager• Porter• Restaurant Manager	TAFE Certificate III Hospitality Diploma of Hospitality UNIVERSITY 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	
	TAFE	UNIVERSITY
<ul style="list-style-type: none"> • Breakfast Cook • Catering Assistant • Chef • Duty Manager • Food Stylist • Head Chef • Housekeeper • Pastry Chef • Restaurant Manager • Sandwich Hand 	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">Leisure industryFitness instructorSports administratorPhysical Education Teacher	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 one (1) 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
ACMWH201	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.

Certificate II in Workplace Skills

BSB20120



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 although students should be self-motivated and have good time management skills.

Course outline

This qualification reflects the role of individuals in a variety of entry-level Business Services job roles who have not yet entered the workforce and are developing the necessary skills in preparation for work.

These individuals carry out a range of basic procedural, clerical, administrative or operational tasks that require self-management and technology skills. They perform a range of mainly routine tasks using limited practical skills and fundamental operational knowledge in a defined context.

Units of Competency

5 core units plus

5 elective units – to be chosen by CRTAFE

Core units

BSBCMM211 Apply communication skills
BSBOPS201 Work effectively in business environments
BSBPEF202 Plan and apply time management
BSBSUS211 Participate in sustainable work practices
BSBWH211 Contribute to the health and safety of self and others

Elective units

BSBCRT201 Develop and apply thinking and problem-solving skills
BSBPEF201 Support personal wellbeing in the workplace
BSBPEF302 Develop self-awareness
BSBDAT201 Collect and record data
BSBFIN301 Process financial transactions
BSBOPS306 Record stakeholder interactions
BSBTEC101 Operate digital devices
BSBTEC201 Use business software applications
BSBTEC202 Use digital technologies to communicate in a work environment
BSBTEC203 Research using the internet
BSBOPS202 Engage with customers
BSBOPS203 Deliver a service to customers
BSBPEF101 Plan and prepare for work readiness
BSBTWK201 Work effectively with others
SIRXCEG002 Assist with customer difficulties
SIRXPDK001 Advise on products and services

Gain skills in:

- Organising tasks
- Managing workplace information
- Producing business documents
- Delivering customer service
- Communicating effectively
- Fostering innovation and change

On completion you will be ideal for roles in data entry, customer service, accounts or as an office clerk.

Senior School non-WACE pathways

There are two pathways for students in Year 11.

1: Big Picture Education (Fulltime enrolment)

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.

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 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 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 Learning Support Coordinator and Student Services. 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.

How does it work?

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

- The student is enrolled in About ME or Big Picture.
- Individual Pathway Plans (IPP) are negotiated between the Learning Support 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 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 About ME or Big Picture, negotiate an IPP for your child.

CAREER POSSIBILITIES	FURTHER STUDY
<ul style="list-style-type: none">• Trades, Building and Construction• Hospitality• Mechanical Trades• Gardening and Landscaping• Health and Nursing• Youth and Community Services• Hairdressing and Beauty, Retail	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 2023

English

English ATAR	\$48 00
English Foundation	\$50 00
English General	\$56 00

Mathematics

Maths Methods ATAR	\$74 00
Maths Applications ATAR	\$74 00
Maths Essentials General	\$84 00
Maths Foundations	\$84 00

Science

Chemistry ATAR	\$53 00
Biology ATAR	\$53 00
Human Biology ATAR	\$53 00
Physics ATAR	\$53 00
Integrated Science General	\$53 00

HASS (Society and Environment)

Geography ATAR	\$32 00
Economics ATAR	\$32 00
Career and Enterprise General	\$42 00

Health and Physical Education

Outdoor Education General	\$74 00
Physical Education Studies General	\$63 00
Certificate II Sport Coaching	\$84 00
Health Studies General	\$42 00

The Arts

Visual Arts General	\$63 00
School Production	\$63 00

Design and Technology

Building and Construction General	\$91 00
Materials Design & Technology Metals	\$107 00
Materials Design & Technology Wood	\$117 00

Business and Digital Technologies

Applied Information Technology General	\$63 00
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Home Economics

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 non-WACE pathways

Workplace Learning	\$26 00
Big Picture / About ME	\$235 00

TAFE

All Certificate courses as part of the school program completed at TAFE are free	Free
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Year 12 Compulsory Charges Schedule 2023

English

English ATAR	\$44 00
English Foundation	\$50 00
English General	\$50 00

Mathematics

Maths Methods ATAR	\$74 00
Maths Applications ATAR	\$74 00
Maths Essentials General	\$84 00
Maths Foundations	\$84 00

Science

Chemistry ATAR	\$63 00
Biology ATAR	\$63 00
Human Biology ATAR	\$63 00
Physics ATAR	\$63 00
Integrated Science General	\$63 00

HASS (Society and Environment)

Geography ATAR	\$40 00
Modern History ATAR	\$32 00
Ancient History General	\$42 00

Health and Physical Education

Outdoor Education General	\$126 00
Physical Education Studies General	\$84 00
Health Studies General	\$42 00
Certificate II Sport Coaching	\$84 00

The Arts

Visual Arts General	\$63 00
School Production	\$63 00

Design and Technology

Building and Construction General	\$91 00
Materials Design & Technology Metals	\$107 00
Materials Design & Technology Wood	\$117 00

Business and Digital Technologies

Applied Information Technology General	\$63 00
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Home Economics

Children, Family and Community General	\$116 00
Food Science and Technology General	\$126 00
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