

# 2027 Senior School

Course Information Booklet



**NORTHAM**  
SENIOR HIGH SCHOOL  
A COMMUNITY UNITED



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## Welcome to Senior School

Welcome to your final 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.
- Years 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.

Staff at Northam Senior High School are committed to all students. We pride ourselves on offering high quality 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.

## School Charges

For some courses, textbooks are required to be purchased as well as course charges. Costs indicated in this book are 2026 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 charges 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, a fully detailed list of the charges can be located in the Contributions and Charges Booklet on the school's website.

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 on the school's website prior to the Christmas break. If students re-select their courses during the school year, a new schedule of charges will be issued.

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

## 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 to prepare 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 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 -
  - a. It is helpful to have a few career choices in mind before choosing courses
2. Find out about courses -
  - a. 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 increased to 17 years of age. This means that students must engage in one of the following options:

- Attending 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 Deputy Principal, Heads of Learning Area, Year 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 2027.

### ***SENIOR SCHOOL PARENT INFORMATION EVENING***

***Wednesday 3 June 2026***

***5:00pm -6:00pm***

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 1 to 3 of Term 3. Students will be required to have completed their 2027 Course Selection and the necessary documentation for the courses they have chosen.

## 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 your potential.

### Attendance Commitment

Your attendance and participation in class are 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)
- 2025 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.

# 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 aim 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 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.

## 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 in 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.

# Western Australian Certificate of Education (WACE) requirements

In order for you to be eligible for a WACE in 2027 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 have 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. 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

To demonstrate the minimum standard of literacy and numeracy for WACE, students will either be required to prequalify through Year 9 NAPLAN against the following cut points in the ‘Strong’ proficiency level:

- Numeracy: the NAPLAN cut point score for prequalification is 570
- Reading: the NAPLAN cut point score for prequalification is 572
- Writing: the NAPLAN cut point score for prequalification is 594

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**

## 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 requires 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 2027 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 in 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 may be facing. Each girl has the opportunity to be personally mentored throughout the program and also make positive social interactions with their fellow Sista Girlz in a fun and caring environment.

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

#### **Follow The Dream Program**

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

The program operates at 25 public schools throughout Western Australia.

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

#### **Clontarf**

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

#### **Tutoring Programs**

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

## Pathways

Most students enrolling in Year 11 in 2027 will aim to graduate in 2028, 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 2027 or 2028 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 Arts

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 2026. 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 2027, students will be contacted to re-select.

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

## UNIVERSITY PATHWAY

I want to go to UNIVERSITY after I complete Year 12



I need an ATAR score of 70 or more



I MUST choose ATAR English

PLUS

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

PLUS

I CAN choose ONE or TWO General Courses or Certificates

## GENERAL PATHWAY

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



I must choose General English



I MUST choose 5 other courses

PLUS

ONE can be a Certificate Course

PLUS

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

## 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 recommendations 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

English ATAR – **COMPULSORY**  
 Geography ATAR  
 Politics and Law ATAR

#### List B Courses

Mathematics: Methods ATAR  
 Mathematics: Applications ATAR  
 Biology ATAR  
 Human Biology ATAR  
 Chemistry ATAR  
 Physics ATAR

### University with Bridging

Students must select the Certificate IV Health and Nursing Studies or the UniReady program.

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 Learning Credentials.

## YOU MUST CHOOSE THE FOLLOWING:

List A Courses	List B Courses
English General English Foundation	Nil

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

List A Courses	List B Courses
Visual Arts General Health Studies General Children, Family and Community General Career & Enterprise General Ancient History General Business Management and Enterprise General	Mathematics Essentials General Mathematics Foundation Food Science and Technology General Physical Education Studies General Outdoor Education General Applied Information Technology General Metals – Materials Design and Technology General Building and Construction General Textiles - Materials Design and Technology General Woodwork – Materials Design and Technology General Science in Practice General Human Biology General

### Certificates

- Certificate II in Hospitality
- Certificate II in Cookery
- Certificate II in Sport Coaching
- Certificate II in Applied Digital Technologies \*
- Certificate II in Construction Pathway Combined Trades\*
- Certificate II in Automotive Vocational Preparation \*
- Certificate II in Community Service \*
- Certificate II in Animal Care \*
- Certificate IV in Preparation for Health and Nursing Studies
- Certificate II in Workplace Skills \*
- Certificate II in Engineering Pathways \*

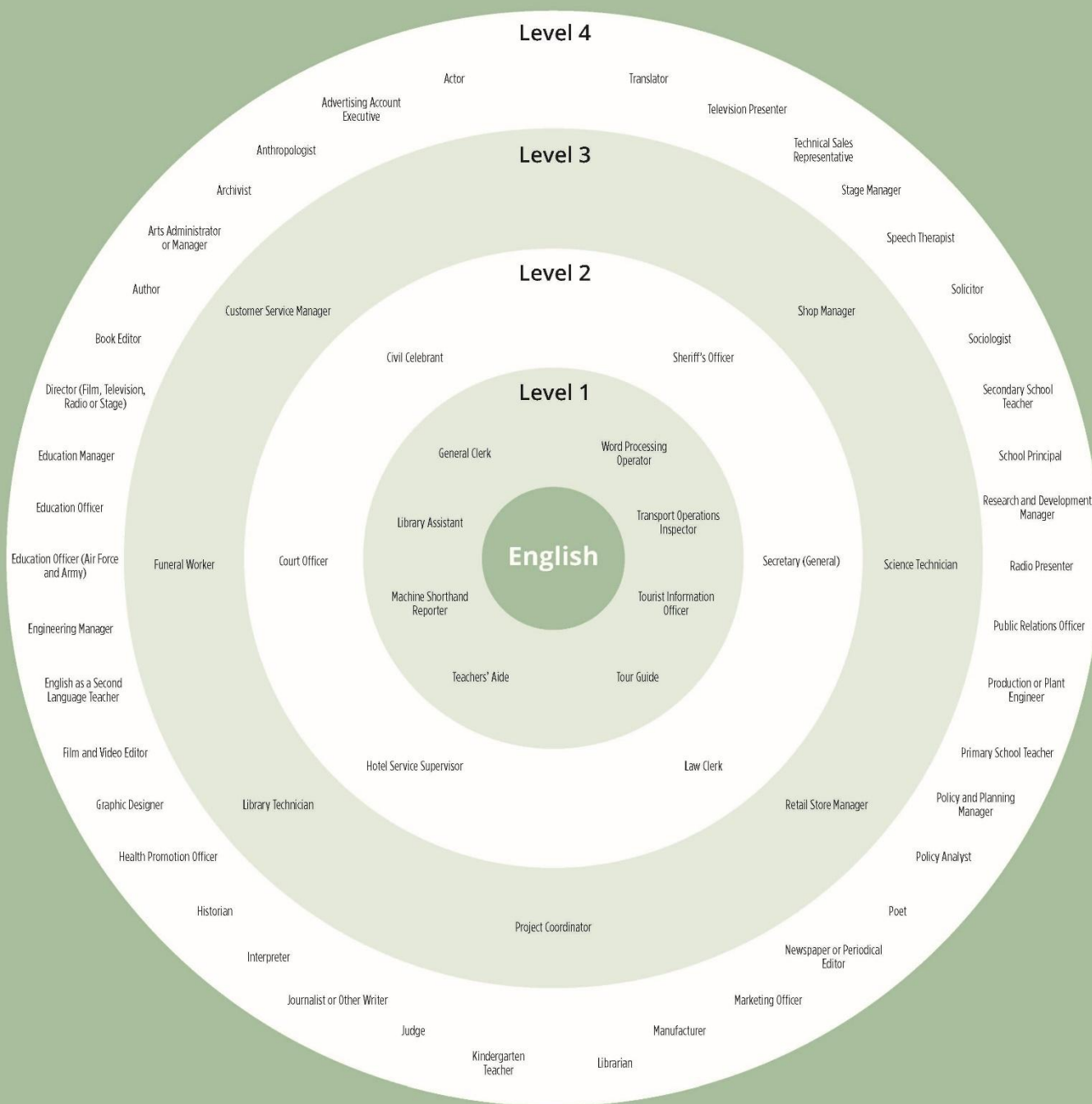
*\*Certificate is delivered by Central Regional TAFE one day each week.*

### Endorsed Programs

- Workplace Learning
- School Production
- UniReady

**\*\* Endorsed programs will only be offered, provided there are sufficient student numbers.**

# Do you enjoy or are you good at **English**?



## Training levels and requirements

**Level 1**  
Usually has a skill level equal to the completion of Year 10, a Senior Secondary Certificate of Education, Certificate I or II. Australian Apprenticeships may be offered at this level.

**Level 2**  
Usually has a skill level equal to a Certificate III or IV, or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

**Level 3**  
Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFE or Registered Training Organisations. Some universities offer studies at this level.

**Level 4**  
Usually requires a level of skill equal to a Bachelor Degree or higher qualification. Study is often undertaken at a university.

This chart shows a selection of occupations that have some relation to the subject of **English**. The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information, visit:  
[www.myfuture.edu.au](http://www.myfuture.edu.au)



# English

## 11 English ATAR AEENG

### Step into the Spotlight with Year 11 ATAR English

Are you ready to elevate your analytical prowess, unleash your creative flair, and master the art of persuasive communication? The Year 11 ATAR English course, aligned with the Western Australian School Curriculum and Standards Authority (SCSA), is your gateway to academic excellence and beyond.

#### Why Choose Year 11 ATAR English?

- **Engage with Diverse Texts:** Delve into a rich tapestry of literature, media, and contemporary texts that challenge and inspire.
- **Enhance Critical Thinking:** Develop the ability to interpret, evaluate, and create texts, honing skills that are invaluable across all areas of study and future careers.
- **Express with Confidence:** Learn to articulate ideas effectively, both in writing and speech, preparing you for success in assessments and real-world scenarios.

Year 11 ATAR English is more than a subject—it's a journey towards becoming a thoughtful, articulate, and informed individual. Whether you're aiming for university admission, vocational pathways, or personal growth, this course lays the foundation for success.

## 12 English ATAR ATENG

### Elevate Your Expression with Year 12 ATAR English

Embark on a transformative journey in Year 12 ATAR English, where language becomes your most powerful tool. Aligned with the Western Australian School Curriculum and Standards Authority (SCSA) guidelines, this course is designed to refine your analytical, creative, and critical thinking skills, preparing you for academic excellence and beyond.

#### Why Choose Year 12 ATAR English?

- **Enhance Communication Skills:** Develop the ability to articulate ideas effectively, both in writing and speech.
- **Critical Thinking:** Engage with diverse texts to evaluate and interpret complex concepts and perspectives.
- **Creative Expression:** Explore imaginative writing and learn to craft compelling narratives and arguments.
- **Academic Preparation:** Build a strong foundation for tertiary education and future career opportunities.

Embark on your Year 12 ATAR English journey, where your narrative meets opportunity!

# 11 English General – Option 1






## GEENG

**Year 11 General Courses – 3 x Courses to choose from.**

### Semester 1 - Level up your language skills.

Love video games? Ever thought about how they tell stories, create worlds, or connect players across the globe? In this version of General English, gaming is your gateway to mastering reading, writing, speaking, and critical thinking.

You'll explore:

-  Storytelling in popular games – from *The Last of Us* to *Zelda*
-  Game reviews, narratives, and persuasive content
-  Gaming in pop culture – Twitch, YouTube, esports, and more
-  Real-world writing – emails, opinion pieces, discussion posts, and analysis
-  Speaking tasks inspired by gaming debates and design pitches






Whether you're a casual player or a future game developer, this course helps you build practical English skills through the lens of one of today's most exciting industries.

**Get ready to press start on English – where language meets gameplay**

### Semester 2 - Anime Unleashed – Language, legends and visual story telling.

Step into a world of powerful storytelling, unforgettable characters, and big ideas – all through the study of anime. This version of General English uses your passion for anime to build the skills you need in reading, writing, speaking, and analysis.

You'll explore:

-  Narrative techniques in anime like *Spirited Away*, *Attack on Titan* and *Demon Slayer*
-  Character arcs, symbolism, and cultural themes
-  Creative writing inspired by anime tropes and genres
-  Speaking and debating topics like censorship, fandom, and representation
-  Real-world literacy – reviews, essays, blogs, and opinion pieces

From shonen battles to slice-of-life dramas, anime becomes the platform for sharpening your English skills in a fun, engaging, and relevant way.

**This isn't just a subject – it's your story arc.**

# 11 English General – Option 2

## GEENG





**Year 11 General Courses – 3 x Courses to choose from.**

### Semester 1 - Lights, Camera, Language: Film Through Time.

#### Explore how films shape us – and how we shape them.

From the golden age of Hollywood to the rise of streaming and digital effects, cinema has evolved with society. This course invites you to explore how film reflects—and challenges—changing ideas, values, and voices across time.

You'll engage with:

-  Classic and contemporary films, from *Psycho* to *Get Out*
-  Reviews, scripts, interviews, and visual storytelling
-  Shifts in genre, character portrayal, and audience expectations
-  Creative writing, critical analysis, persuasive essays, and oral presentations

By studying the evolution of film, you'll sharpen your ability to interpret texts, express your ideas clearly, and respond to changing media landscapes through English.






**This course brings everything together - one scene at a time.**

### Semester 2 - Dystopia Now: Power, Control, and the Human Spirit.

#### What if the future isn't so far away?

Oppressive governments. Surveillance states. Rebellions rising. In this course, you'll dive into dystopian worlds where language is a weapon, freedom is fragile, and every choice counts. Through stories both imagined and real, you'll examine how writers explore fear, hope, and resistance.

You'll analyse:

-  Novels and films like *The Hunger Games*, *1984*, *V for Vendetta*, and *Black Mirror*
-  Themes of propaganda, conformity, and rebellion
-  Speeches, manifestos, protest literature, and media commentary
-  Literary techniques and the power of language to control or liberate
-  Build your reading, writing, speaking, and analytical skills in response to dark futures that reflect real-world issues

This course challenges you to think critically, argue boldly, and imagine better futures through powerful English.

**Because sometimes, the best way to understand today... is to read about tomorrow.**

# 11 English General – Option 3

## GEENG






**Year 11 General Courses – 3 x Courses to choose from.**

### **Semester 1 - Need a Reality Check? Media, Truth, and Influence**

#### **Where does reality end—and the performance begin?**

In a world shaped by likes, livestreams, and viral stories, it's harder than ever to tell what's real. This course dives into the influence of social media, reality television, and misinformation, helping you decode the messages we consume and create every day.

You'll explore:

-  The rise of fake news and media bias
-  Reality TV and the construction of identity and drama
-  Social media influencers, online personas, and the impact of algorithms
-  Texts from news articles, online debates, documentaries, and media satire
-  Write persuasively, analyse critically, and speak with confidence in a digital world






Throughout the course, you'll sharpen your English skills by questioning what's real, what's edited—and why it matters.

**In a world full of filters, likes and scripts, being able to read between the lines is everything.**

### **Semester 2 - Event Management - It takes more than a clipboard to run the show.**

Concerts, conferences, weddings, and festivals don't just happen—they're carefully planned, communicated, and executed. This course takes you behind the scenes to explore how language plays a critical role in managing people, time, and logistics in high-pressure environments.

You'll dive into:

-  Time management, scheduling, and contingency planning
-  Travel itineraries, client communications, and vendor negotiations
-  Real-world texts—emails, run sheets, proposals, briefing notes, and social media posts
-  Speaking and presenting clearly under time constraints
-  Writing with precision and purpose for different audiences and scenarios

As you engage with the fast-paced world of event coordination, you'll build the confidence to communicate effectively, plan strategically, and respond professionally.

**This is English with a deadline—and a guest list.**

# 12 English General – Option 1

## GTENG






**Year 12 General Courses – 3 x Courses to choose from.**

### **What’s the News Here? Truth, Lies, and Media Spin.**

**Discover how stories shape what we believe—and why that matters.**

From viral conspiracy theories to deepfakes and sensational headlines, not all news is created equal. This course investigates how language and media techniques are used to persuade, manipulate, and mislead audiences in today’s fast-paced information age.

You’ll unpack:

-  How conspiracy theories gain traction and influence
-  Techniques used in fake news, satire, and propaganda
-  Real vs reliable: navigating bias in mainstream and alternative media
-  Texts including opinion pieces, documentaries, podcasts, and news reports
-  Develop your voice through analytical writing, debates, speeches, and creative responses






By analysing how truth is twisted—and how to spot it—you’ll build your ability to think critically, argue clearly, and write with purpose.

**Because in English, asking questions is just as important as finding answers.**

### **Semester 2 - Game On: More than scores and highlights.**

From the roar of the crowd to post-match interviews, sports journalism captures the drama, strategy, and emotion of the game. In this course, you’ll explore how language shapes the way we experience sport, celebrate heroes, and critique performance.

You’ll analyse and create:

-  Match reports, player profiles, and commentary scripts
-  Sports documentaries, podcasts, and live broadcasts
-  Opinion columns, fan forums, and media coverage
-  Interviews, panel discussions, and press conferences
-  Refine your ability to write vividly, speak confidently, and think critically under pressure

Whether you're passionate about footy, cricket, or competitive esports, this course gives you the tools to turn your passion into powerful communication.

**It’s not just the game that matters; it’s how you tell the story.**

# 12 English General – Option 2

## GTENG






Year 12 General Courses – 3 x Courses to choose from.

### Semester 1 - Voices of War: Language and Legacy in World War II

#### In the darkest times, words became weapons

World War II changed the world, and the way we tell stories. In this course, you'll explore how writers, poets, survivors, and leaders used language to document the horrors of war, inspire courage, and ensure the past is never forgotten.

You'll study:






-  War poetry, letters, speeches, and survivor testimonies
  -  Texts like *The Book Thief*, *Night*, and wartime propaganda
  -  Famous speeches by Churchill, Roosevelt, and resistance voices
  -  Film scenes, newsreels, and modern retellings of wartime experiences
  -  Build critical skills through analysis, persuasive writing, creative storytelling, and oral presentations
- Through the lens of World War II, you'll learn how English gives voice to loss, hope, bravery—and the lessons history leaves behind. **Because understanding the past begins with reading it well.**

### Semester 2 - Culture Amplified: Music as Protest and Power.

#### Words hit harder with a beat behind them.

From Bob Dylan to Billie Eilish, music has long been a tool for protest, resistance, and social change. This course explores how artists use lyrics, rhythm, and performance to challenge injustice, tell untold stories, and give voice to movements around the world.

You'll explore:

-  Protest songs from different eras and genres
  -  Language, symbolism, and metaphor in lyrics
  -  The role of music in social movements, activism, and identity
  -  Texts including speeches, interviews, song lyrics, and music videos
  -  Strengthen your writing, discussion, analysis, and presentation skills through music with meaning
- Through the study of music and protest, you'll develop your ability to interpret persuasive language, craft original responses, and engage with powerful ideas.

**This is English that doesn't just speak—it sings, shouts, and shakes the system.**

# 12 English General – Option 3

## GTENG






**Year 12 General Courses – 3 x Courses to choose from.**

### **Semester 1 - Order in the Classroom! Language, Law, and Leadership.**

#### **Rules shape our world—so who makes them, and who challenges them?**

From road rules to human rights, politics and law influence every part of our lives. This course unpacks how language is used to argue, persuade, and hold power in legal and political contexts—both real and simulated.

You'll engage with:

-  Speeches, debates, and campaign language
  -  Mock trials, courtroom dialogue, and legal reasoning
  -  Road rules, legislation, policies, and public notices
  -  Political commentary, media coverage, and protest texts
  -  Learn to write persuasively, construct logical arguments, and present with clarity and confidence
- By stepping into the roles of lawyer, lawmaker, and citizen, you'll strengthen your English skills through the art of argument and the structure of the system.






**Because when you understand the language of power, you can use it.**

### **Semester 2 - Turning Pages: Stories That Shape Us.**

#### **Great stories don't just entertain—they reveal who we are.**

In this course, you'll immerse yourself in powerful stories, plays, poems, and novels that explore human experiences across time, cultures, and genres. From timeless classics to contemporary voices, literature becomes your lens to explore language, emotion, and big ideas.

You'll engage with:

-  Novels, short stories, poetry, and plays from diverse authors
-  Universal themes like love, conflict, identity, and change
-  Creative writing, analytical essays, reflective responses, and oral presentations
-  Dramatic readings and character studies
-  Discussions about values, perspectives, and the power of words

Across the year, you'll develop the ability to interpret complex texts, express ideas with clarity, and respond to stories in thoughtful, creative ways.

**This is English for readers, writers, and thinkers—for anyone who's ever been changed by a good book.**

# 11 English Foundation

## FEENG

### Year 11 Foundation English: Your Gateway to Workplace Success

Are you aiming to enhance your communication skills in the workplace? The Year 11 Foundation English course, aligned with the Western Australian School Curriculum and Standards Authority (SCSA), is designed to equip you with practical literacy skills essential for employment and everyday life.

#### Why Choose Year 11 Foundation English?

- **Workplace Readiness:** Develop communication skills directly applicable to employment settings.
- **Practical Skill Development:** Focus on real-world tasks, such as interpreting job advertisements and writing professional emails.
- **Supportive Learning Environment:** Tailored instruction to meet individual learning needs and build confidence.
- **Pathway to Success:** Establish a strong foundation for future educational and vocational opportunities.

#### What you will study

The Year 11 Foundation English curriculum focuses on developing functional literacy skills through two comprehensive units:

- **Unit 1: Communication in Everyday Contexts**  
Enhance your ability to read, write, speak, and listen effectively in daily situations, such as understanding instructions, completing forms, and engaging in conversations.
- **Unit 2: Functional Literacy in Work and Community**  
Build skills to comprehend and produce workplace-related texts, including emails, reports, and informational materials, preparing you for various employment scenarios.

Unlock the power of effective communication. Your future starts here!

# 12 English Foundation

## FTENG

### Year 12 Foundation English: Your Bridge to Workplace Confidence

Are you looking to strengthen your communication skills for the workplace and everyday life? The Year 12 Foundation English course, aligned with the Western Australian School Curriculum and Standards Authority (SCSA), is designed to equip you with practical literacy skills essential for employment, further education, and community engagement.

#### Course Overview

The Year 12 Foundation English curriculum focuses on developing functional literacy skills through two comprehensive units:

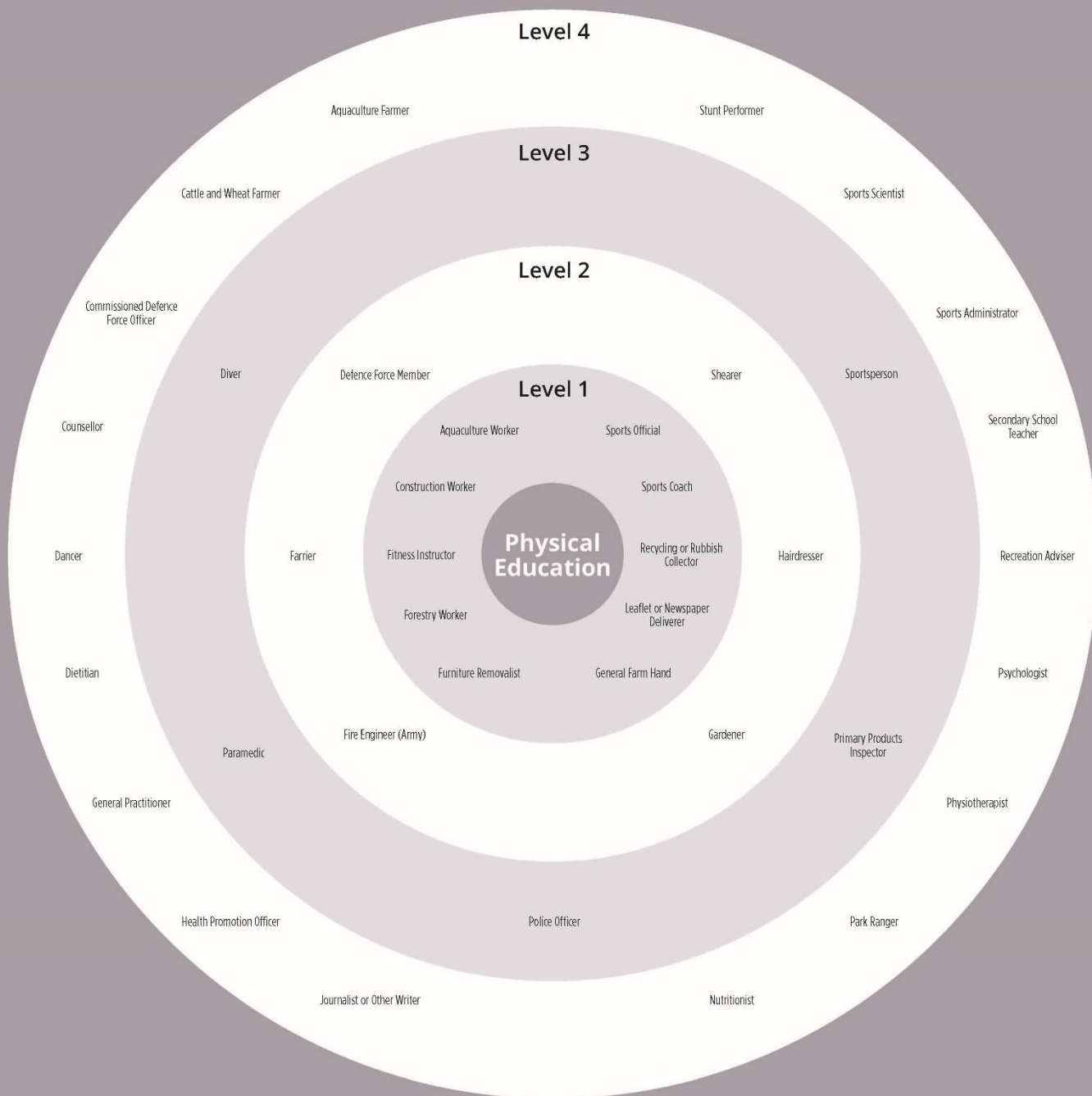
- **Unit 3: Communication in Everyday Contexts**  
Enhance your ability to read, write, speak, and listen effectively in daily situations, such as understanding instructions, completing forms, and engaging in conversations.
- **Unit 4: Functional Literacy in Work and Community**  
Build skills to comprehend and produce workplace-related texts, including emails, reports, and informational materials, preparing you for various employment scenarios.

#### Why Choose Year 12 Foundation English?

- **Workplace Readiness:** Develop communication skills directly applicable to employment settings.
- **Practical Skill Development:** Focus on real-world tasks, such as interpreting job advertisements and writing professional emails.
- **Supportive Learning Environment:** Tailored instruction to meet individual learning needs and build confidence.
- **Pathway to Success:** Establish a strong foundation for future educational and vocational opportunities.

Embark on your Year 12 Foundation English journey and unlock the power of effective communication. Your future starts here!

# Do you enjoy or are you good at **Physical Education**?



## Training levels and requirements

### Level 1

Usually has a skill level equal to the completion of Year 10, a Senior Secondary Certificate of Education, Certificate I or II. Australian Apprenticeships may be offered at this level.

### Level 2

Usually has a skill level equal to a Certificate III or IV, or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

### Level 3

Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

### Level 4

Usually requires a level of skill equal to a Bachelor Degree or higher qualification. Study is often undertaken at a university.

This chart shows a selection of occupations that have some relation to the subject of **Physical Education**. The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information, visit:  
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## Health and Physical Education

### 11/12 Physical Education Studies General GEPES/GTPES

Are you passionate about sport, health, and understanding how the human body performs at its best? The Year 11 and 12 Physical Education Studies courses at Northam SHS offer exciting opportunities to build your practical skills while deepening your knowledge of the science behind performance.

Students explore key theoretical concepts such as functional anatomy, biomechanics, exercise physiology, motor learning, and sports psychology. You'll apply this knowledge to real-world contexts—whether it's through practical sports, coaching sessions, or fitness programming.

These courses can lead to careers in sport science, health promotion, physiotherapy, education, fitness, and outdoor recreation. Whether you're aiming for university or vocational pathways, Physical Education Studies is a fun, active, and rewarding subject that helps you understand the mind and body—and how to bring out the best in both! Get involved, challenge yourself, and take your passion for health and sport to the next level!

#### 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.

### 11/12 Outdoor Education General GEOED/GTOED

Love being outside, taking on challenges, and learning hands-on skills? Year 11 and 12 Outdoor Education at Northam SHS is your chance to build confidence, teamwork, and leadership while experiencing the best of Western Australia's natural environments.

This course combines theory and practical experiences to help you understand human–nature relationships, environmental awareness, and expedition planning. You'll develop real-life skills in risk management, navigation, group leadership, and sustainability.

Students take part in exciting activities such as snorkeling, mountain biking, kayaking, hiking, and camping, with a focus on building expedition skills and resilience through unforgettable outdoor adventures. Whether you're aiming for a career in outdoor recreation, environmental science, tourism, or education, or simply want to grow as a leader and team player, Outdoor Ed is a fun, challenging, and rewarding subject that takes learning beyond the classroom. Get out there, push your limits, and discover what you're capable of!

#### 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.

## Certificate II in Outdoor Recreation

The **Certificate II in Outdoor Recreation** provides students with the foundational skills, knowledge, and confidence to participate safely and responsibly in a range of outdoor activities. This course is designed for students who enjoy hands-on learning, teamwork, and exploring natural environments while developing practical abilities that can lead to further study or entry-level roles in the outdoor recreation industry.

Throughout the program, students learn how to plan and prepare for outdoor activities, use equipment correctly, follow safety procedures, and support others in a group setting. Activities may include bushwalking, navigation, campcraft, canoeing, mountain biking, or other outdoor pursuits depending on school resources and local environments.

The course emphasises:

- **Safety and risk management** in outdoor settings
- **Environmental awareness** and minimal-impact practices
- **Teamwork, communication, and leadership**
- **Technical skills** relevant to selected outdoor activities
- **Personal development**, resilience, and problem-solving

Students will participate in both classroom learning and practical field experiences. Some activities may require extended day trips or overnight camps to apply skills in real-world environments.

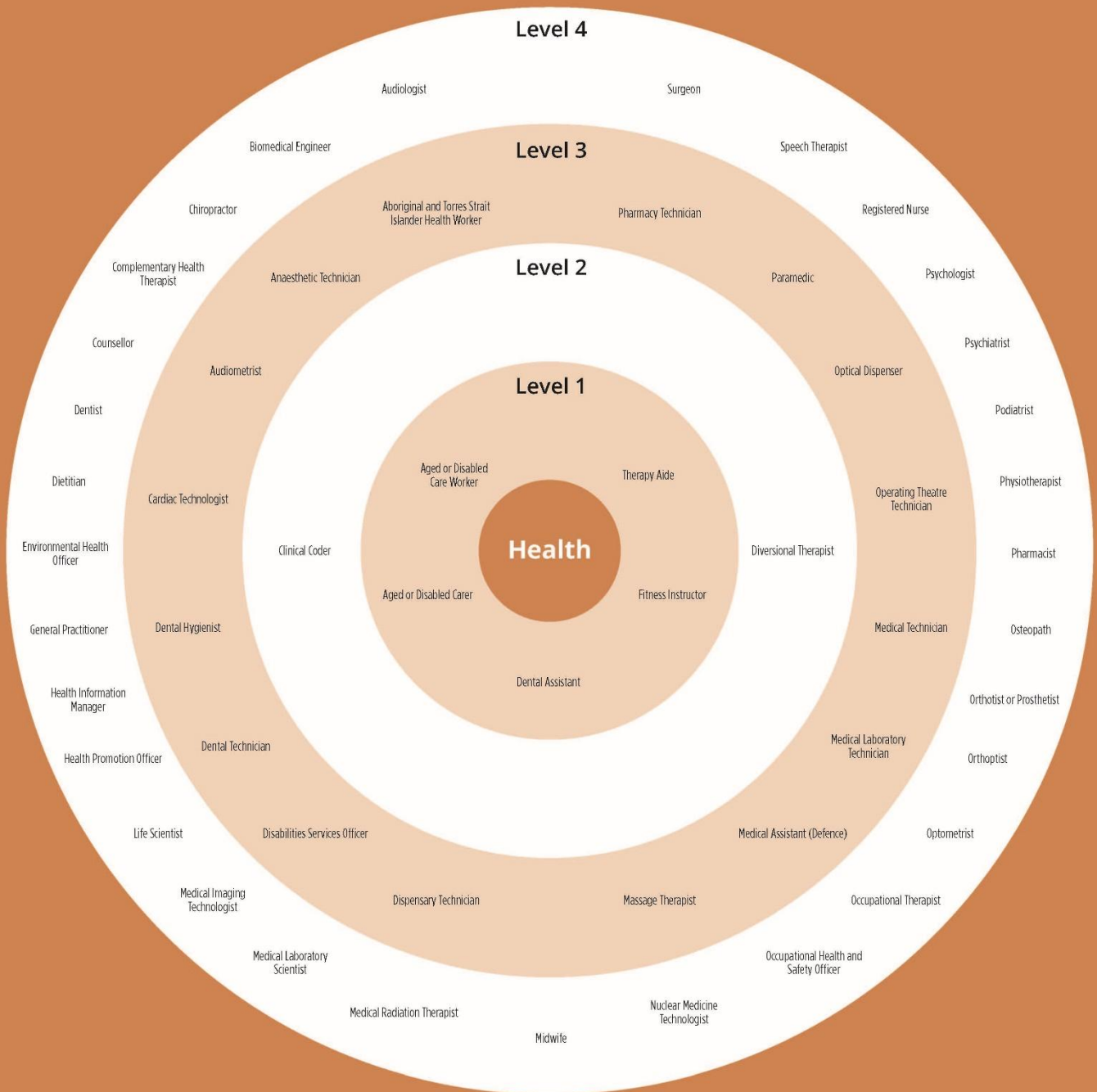
Successful completion of this qualification can support pathways into Certificate III level training, outdoor leadership programs, tourism, sport and recreation roles, or simply help students build confidence and capability in the outdoors.

### 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.



# Do you enjoy or are you good at **Health**?



## Training levels and requirements

### Level 1

Usually has a skill level equal to the completion of Year 10, a Senior Secondary Certificate of Education, Certificate I or II. Australian Apprenticeships may be offered at this level.

### Level 2

Usually has a skill level equal to a Certificate III or IV, or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

### Level 3

Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

### Level 4

Usually requires a level of skill equal to a Bachelor Degree or higher qualification. Study is often undertaken at a university.

This chart shows a selection of occupations that have some relation to the subject of **Health**. The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

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# 11 Health Studies General

## GEHEA

Empower Yourself and Your Community. Are you curious about what it really means to be healthy? Want to learn how your choices, environment, and community shape wellbeing – and how you can make a difference?

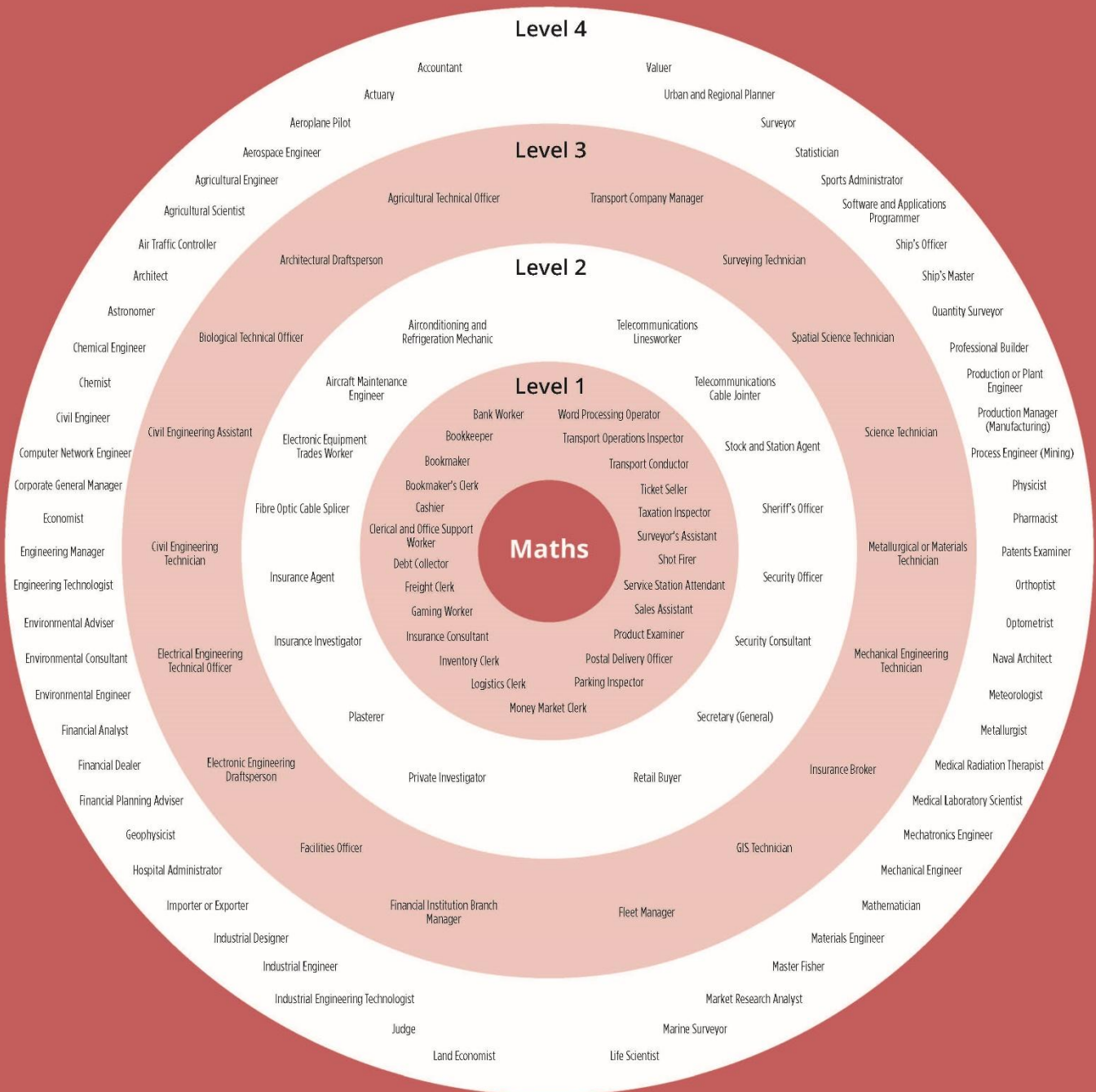
The **Health Studies General** course is your gateway to understanding health as a dynamic and powerful part of everyday life. Through hands-on learning and real-world applications, you'll explore how personal habits, social influences, and environmental factors impact health – and how to take action to improve it.

In **Year 11**, you'll:

- Unpack what influences your health and wellbeing.
- Create action plans for positive change.
- Learn how beliefs, values, and attitudes affect decisions.
- Build essential life skills like communication, goal setting, and leadership.
- Dive into engaging health investigations and inquiry projects.

With a strong focus on prevention, this course equips you with the knowledge and skills to manage your own health and contribute to a healthier community. Whether you're interested in health, community work, or simply want to live well and lead others, **Health Studies** is the perfect start.

# Do you enjoy or are you good at **Maths**?



## Training levels and requirements

**Level 1**  
Usually has a skill level equal to the completion of Year 10, a Senior Secondary Certificate of Education, Certificate I or II. Australian Apprenticeships may be offered at this level.

**Level 2**  
Usually has a skill level equal to a Certificate III or IV, or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

**Level 3**  
Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFE or Registered Training Organisations. Some universities offer studies at this level.

**Level 4**  
Usually requires a level of skill equal to a Bachelor Degree or higher qualification. Study is often undertaken at a university.

This chart shows a selection of occupations that have some relation to the subject of **Maths**. The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information, visit:  
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# 11 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.

### 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.

A Mathematics bonus of 10% of the scaled score for Mathematics: Methods ATAR are 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.

# 11 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.

### 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.

# 11 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 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.

### 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 workforce.

# 11 Mathematics Foundations

## FEMAT

### Requirements

This course is designed for students who have not pre-qualified or passed OLNA in numeracy.

### What is it all about?

The Mathematics Foundation course draws upon knowledge, understanding, skills and processes related to the strands of Number and Algebra, Measurement and Geometry, and Statistics and Probability.

You will develop skills to solve problems relating to addition and subtraction, length, mass, capacity and time. You will interpret various simple forms of data representation used in everyday life. You will work with fractions and decimals to solve problems relating to multiplication and division, perimeter, area and volume and qualitative probability from everyday life.

### Why should I choose this course?

Students choose this course to enable them to achieve Category 3 in the OLNA numeracy assessment. If you achieve Category 3 in OLNA Numeracy, you will be guided to enrol in Year 12 Mathematics Essential or you may choose not to enrol in a maths course in Year 12.

# 12 Mathematics Foundations

## FTMAT

### Requirements

This course is designed for students who have not yet passed OLNA in numeracy.

### What is it all about?

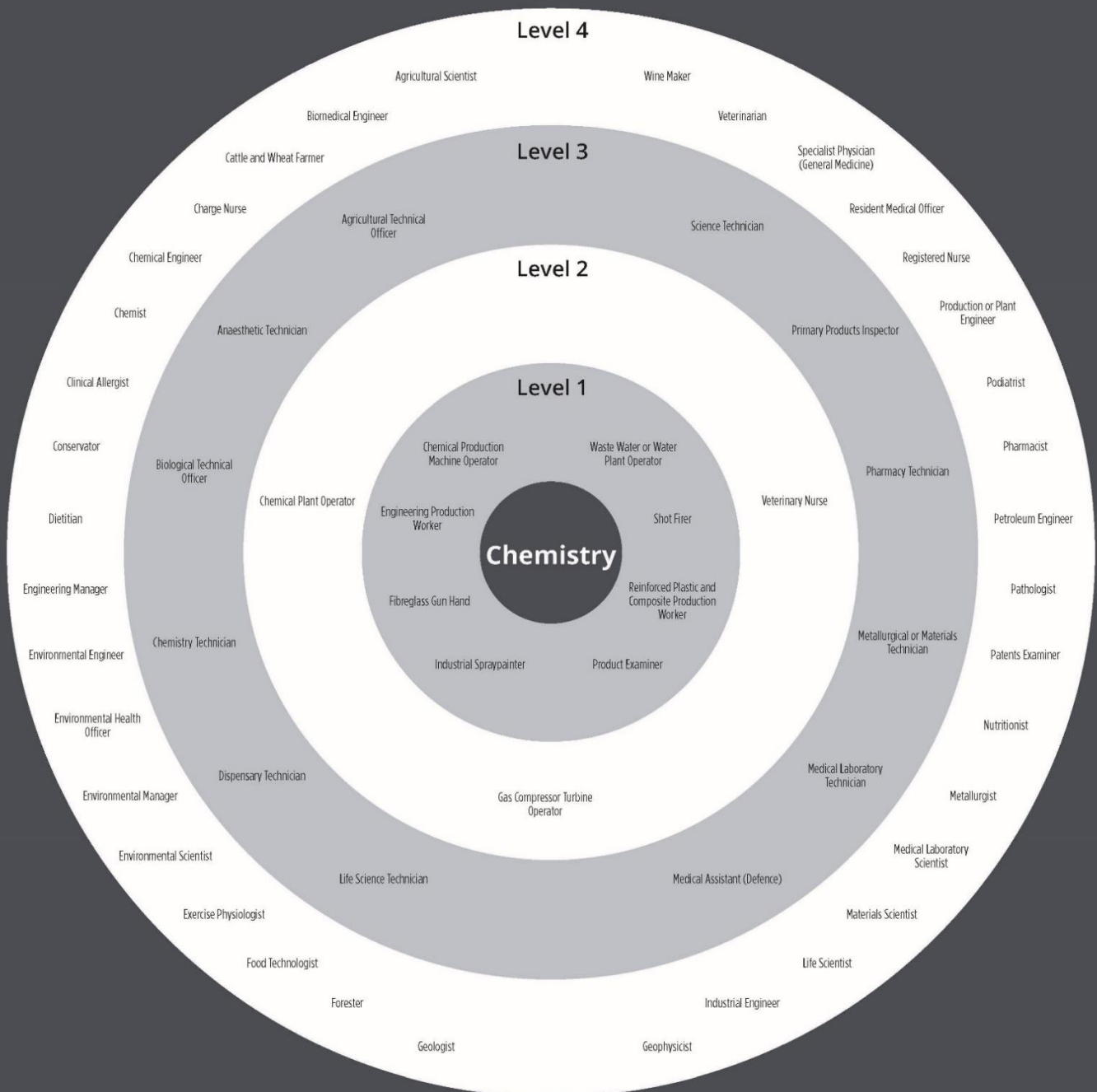
The Mathematics Foundation course draws upon knowledge, understanding, skills and processes related to the strands of Number and Algebra, Measurement and Geometry, and Statistics and Probability.

You will develop skills relating to percentages and link your knowledge to fractions and decimals to solve problems relating to location, time, temperature, shape and design. You will work with rates and ratios and develop an understanding of the connection between statistics and probability to solve real problems encountered in personal, workplace and community life.

### Why should I do this course?

Students choose this course to enable them to achieve Category 3 in the OLNA numeracy assessment. If you achieve Category 3 in OLNA Numeracy, you will be guided to enrol in Year 12 Mathematics Essential or you may choose not to enrol in a maths course in Year 12.

# Do you enjoy or are you good at **Chemistry**?



## Training levels and requirements

### Level 1

Usually has a skill level equal to the completion of Year 10, a Senior Secondary Certificate of Education, Certificate I or II. Australian Apprenticeships may be offered at this level.

### Level 2

Usually has a skill level equal to a Certificate III or IV, or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

### Level 3

Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

### Level 4

Usually requires a level of skill equal to a Bachelor Degree or higher qualification. Study is often undertaken at a university.

This chart shows a selection of occupations that have some relation to the subject of **Chemistry**. The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information, visit:  
[www.myfuture.edu.au](http://www.myfuture.edu.au)



## Science

### 11/12 Chemistry ATAR AECHE/ATCHE

**Chemistry ATAR takes you deeper into the fascinating world of chemical science.**

Have you ever imagined yourself as a Forensic Scientist, Pharmacologist, or Chemical Engineer? You might be surprised to learn that chemistry is already a big part of your daily life—whether it's digesting food, cooking with acids, or even the chemical reactions behind the pleasure of eating chocolate.

You'll learn how to design and carry out exciting experiments, explore the structure and behaviour of chemical systems, and make informed predictions about chemical interactions. Along the way, you'll gain the skills to identify hazardous substances, safely carry out chemical reactions, and make responsible decisions about the use of chemicals and the management of natural resources.

Studying Year 11 and 12 Chemistry not only prepares you to use chemicals safely and effectively at home or in professional settings but also helps you see how chemistry connects to other scientific fields—like biology, medicine, geology, agriculture, and molecular biology. Chemistry ATAR provides a strong foundation for further study and careers in the sciences.

### 11 Biology ATAR AEBLY

**Biology ATAR offers a deeper understanding of life and the living world around us.**

Through this course, students gain a unique appreciation for the complexity of biological systems, exploring everything from microscopic cells to entire ecosystems. It encourages curiosity, analytical thinking, and problem-solving as students investigate the fascinating processes that sustain life.

By studying Year 11 and 12 Biology, you will participate in hands-on investigations and fieldwork in real-world contexts—such as marine reefs, endangered species, urban environments, and biotechnology—help students develop valuable scientific and practical skills. By examining scientific evidence, students also learn to make informed decisions about current and sometimes controversial biological issues.

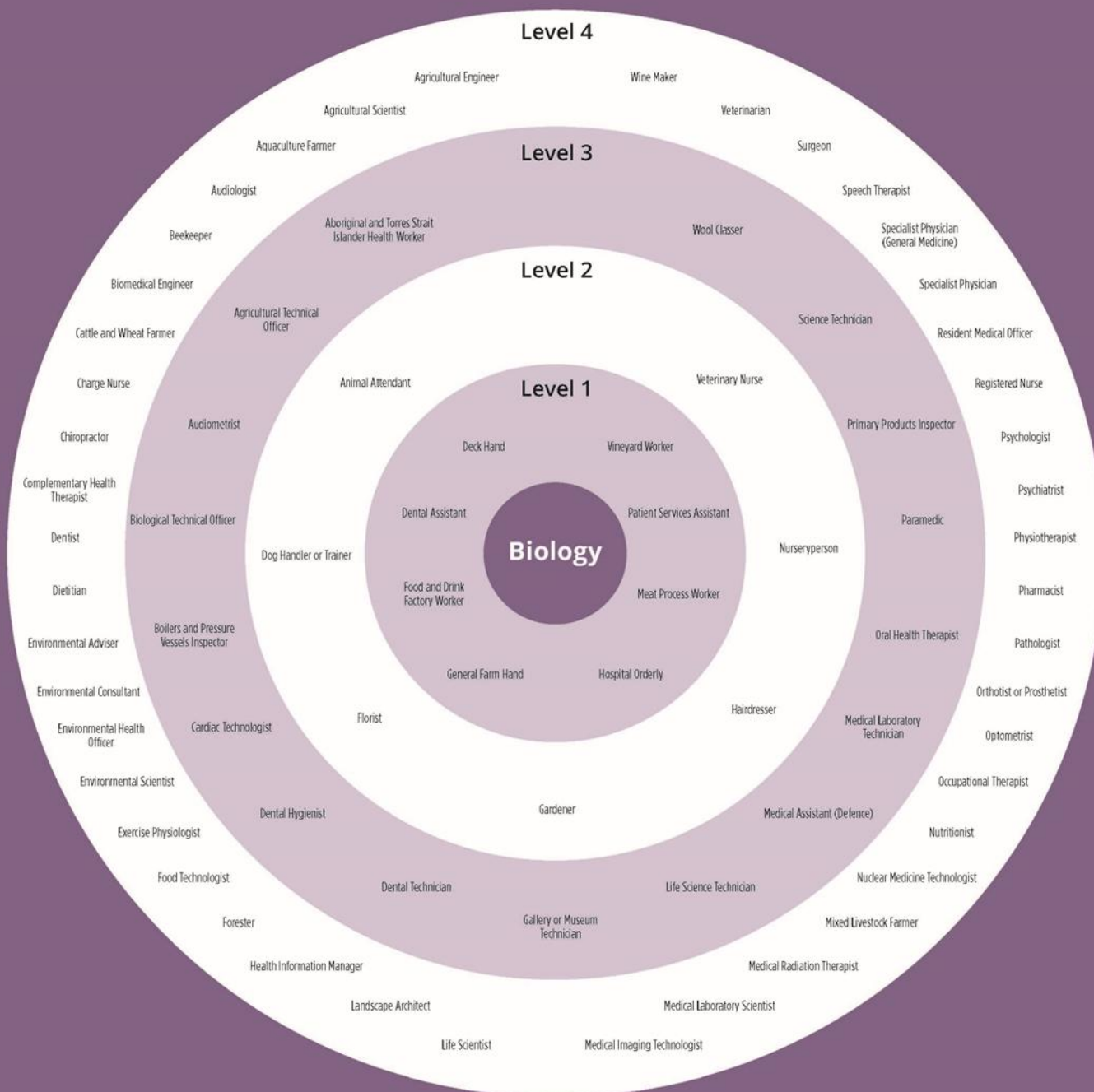
### 11/12 Physics ATAR AEPHY/ATPHY

**Physics ATAR takes you on a journey through the universe—exploring how energy shapes everything from the tiniest particles to the largest galaxies.**

Discover the incredible ways energy transforms our world: from quantum leaps inside atoms, to the motion of vehicles, to the forces that drive cosmic events. Whether it's understanding how we generate and use electricity or how stars are born, this course challenges you to think critically, ask big questions, and uncover the science behind every day and extraordinary phenomena.

By studying Year 11 and 12 Physics you'll build practical skills through hands-on experiments, designing and carrying out investigations to explore real-world problems. By collecting data, analysing results, and communicating your findings effectively, you'll develop powerful problem-solving abilities and a deeper appreciation of how the physical world works.

# Do you enjoy or are you good at **Biology**?



## Training levels and requirements

### Level 1

Usually has a skill level equal to the completion of Year 10, a Senior Secondary Certificate of Education, Certificate I or II. Australian Apprenticeships may be offered at this level.

### Level 2

Usually has a skill level equal to a Certificate III or IV, or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

### Level 3

Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

### Level 4

Usually requires a level of skill equal to a Bachelor Degree or higher qualification. Study is often undertaken at a university.

This chart shows a selection of occupations that have some relation to the subject of **Biology**. The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information, visit:  
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## 11/12 Human Biology ATAR AEHBY/ATHBY

**What does it mean to be human? [Human Biology ATAR](#) invites you to explore the fascinating science behind the human body—how it functions, how we inherit traits, what makes each of us unique, and how the human species has evolved over time.**

From genetics and reproduction to population health and biotechnology, you'll investigate the building blocks of life through hands-on practical work and real-world case studies. Explore topics like DNA, disease prevention, and how lifestyle choices impact health. You'll also develop essential lab skills, including the use of biotechnology techniques, and learn how to assess the risks and benefits of emerging health treatments and technologies.

Whether you're examining how the brain works or discussing ethical questions around fertility and medical treatments, studying ATAR in Year 11 and 12 Human Biology helps you understand yourself—and others—on a whole new level. This course also prepares you to make informed decisions about personal health, diet, and medical options in a rapidly advancing world.

## 11 Science in Practice - General GESIP

**Curious about how science fits into everyday life? [General Science in Practice](#) brings science out of the textbook and into the real world. You'll explore how scientific ideas impact the world around you—through hands-on investigations, real-world case studies, and a mix of biology, chemistry, physics, and geology.**

Studying General Science in Year 11 and 12 will encourage you to think critically and ask questions. You will build key skills like observation, data analysis, and evidence-based reasoning. Whether you're examining environmental issues, exploring new technologies, or investigating natural systems, you'll apply classroom learning to practical situations that matter.

There are no final exams—instead, your progress is assessed through projects and tasks throughout the year. It's a great option for students who enjoy learning by doing. Plus, it provides valuable preparation for careers in fields like health, community services, agriculture, natural resources, applied science, and technology.

Science in Practice is customised to suit your interests as you are tested on what you can do not just what you know. Your learning will be customised around different topics over Year 11 and 12.

Some contexts you could learn about include:

- Sound in Music and Nature (Science of Sound)
- How to get away with Murder (Forensic Science)
- Can we use aquaponics to grow food in space? (Aquaponics)
- Did you eat dirt for breakfast? (Soil Science and Agriculture- Local Geology)
- Ready, set, launch! Design, build and test rockets. (Rocketry and Flight)
- The Invasion- Cane Toads, Palm Squirrels, Feral Pigs, Foxes (Local Ecosystems)



## Humanities and Social Sciences

### 11/12 General Ancient History GEHIA/GTHIA

#### **Ancient History – General**

The study of ancient history is the process of making meaning of the distant past in order to understand our present. It provides an opportunity for students to study people from cultures and communities that no longer exist, and to investigate how these communities responded to the problems and challenges of their time. Ancient history allows students to explore the ancient historical narrative and to seek out evidence for this.

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.

You will investigate life in early civilisations, including the social, cultural, political, economic, religious, and military structures, and the significant values, beliefs, and traditions that existed. You will discover how the world and its people have changed, as well as the significant legacies that exist into the present.

You will learn that in ancient societies key individuals have acted as agents of change, interacting with groups and institutions, and using their power to shape their society. You will investigate key individuals' motives, the methods they used to achieve power, the ways they used their power, the responses of others to their use of power, and their impact and influence on society.

### 11/12 Business Management and Enterprise General GEGME and GTBME

**“1 in 5 of today’s kids will be a business owner during their life.”**

*With an estimated 20% of today’s school leavers destined to run their own business, Business Management and Enterprise (BME) is the ideal preparation for students. If you are interested in a future career as a business owner, professional, trades or in agriculture, BME offers practical advice for people in business.*

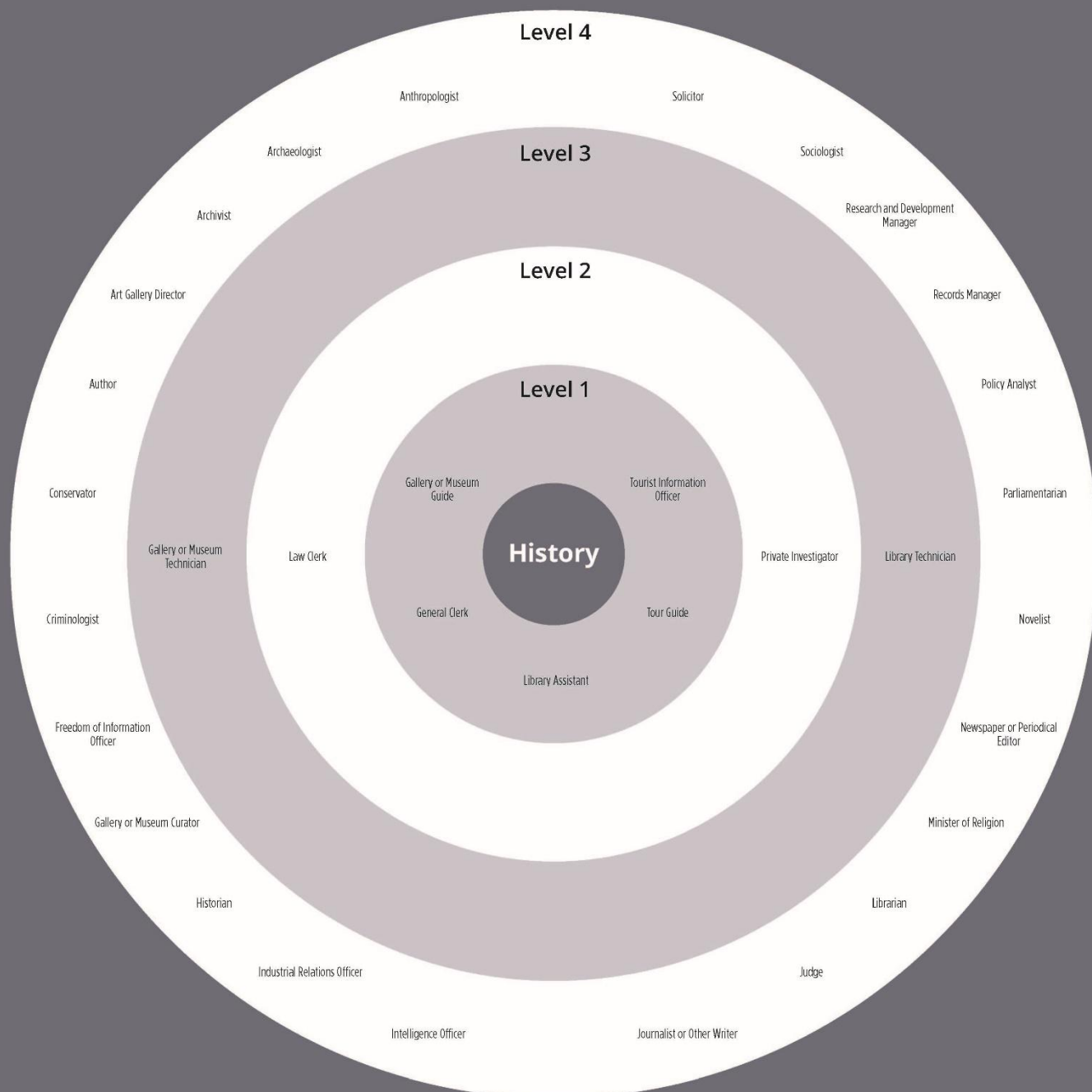
**Starting a business** – establishing a small business in Australia.

What you need to start a business and what contributes to business success and failures. This unit also covers types of business and simple marketing strategies. Students will then use their skills to generate ideas that may be suitable for business ventures and then create a business plan.

**Running a business** – What do you need to run a successful business.

This unit looks at the legal issues of businesses, networking and ethical business practice, as well as practical bookkeeping and banking for small businesses. Students will then look at the personality types of good business people, plus how to use psychology to attract customers.

# Do you enjoy or are you good at **History**?



## Training levels and requirements

### Level 1

Usually has a skill level equal to the completion of Year 10, a Senior Secondary Certificate of Education, Certificate I or II. Australian Apprenticeships may be offered at this level.

### Level 2

Usually has a skill level equal to a Certificate III or IV, or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

### Level 3

Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

### Level 4

Usually requires a level of skill equal to a Bachelor Degree or higher qualification. Study is often undertaken at a university.

This chart shows a selection of occupations that have some relation to the subject of **History**. The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

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## 11 ATAR Modern History AEHIM

### What is it all about?

This unit assists students in learning different skill sets such as research, analysis of information and sources, investigations and inquiries. Students will learn about specific eras and the key people who influenced certain events and movements.

Students will also examine certain concepts of ideas, beliefs, values and attitudes. In both units, students will focus on two main countries' entry into both World Wars, and the social, political and economic effects this had on society. Both units also encourage students to think about the cause and effect of certain events, rather than specific dates and times.

### Unit 1

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

### Unit 2

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

This course will lead onto the Year 12 course in this subject.

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

## 11/12 Careers and Employability

### GECEM

#### Requirements

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

#### What's it all about?

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

You will explore work and networks, learn about responsibility in finding work opportunities and develop skills to build your own career. You will increase your knowledge of work and career choices and be able to identify networks of people and organisations that can help with your 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
- 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
- individual pathway plan/resume/portfolio
- appropriate self-promotion techniques
- addressing selection criteria and interview questions
- workplace changes that have consequences for entry-level jobs
- 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*

#### What can I do with Career and Enterprise?

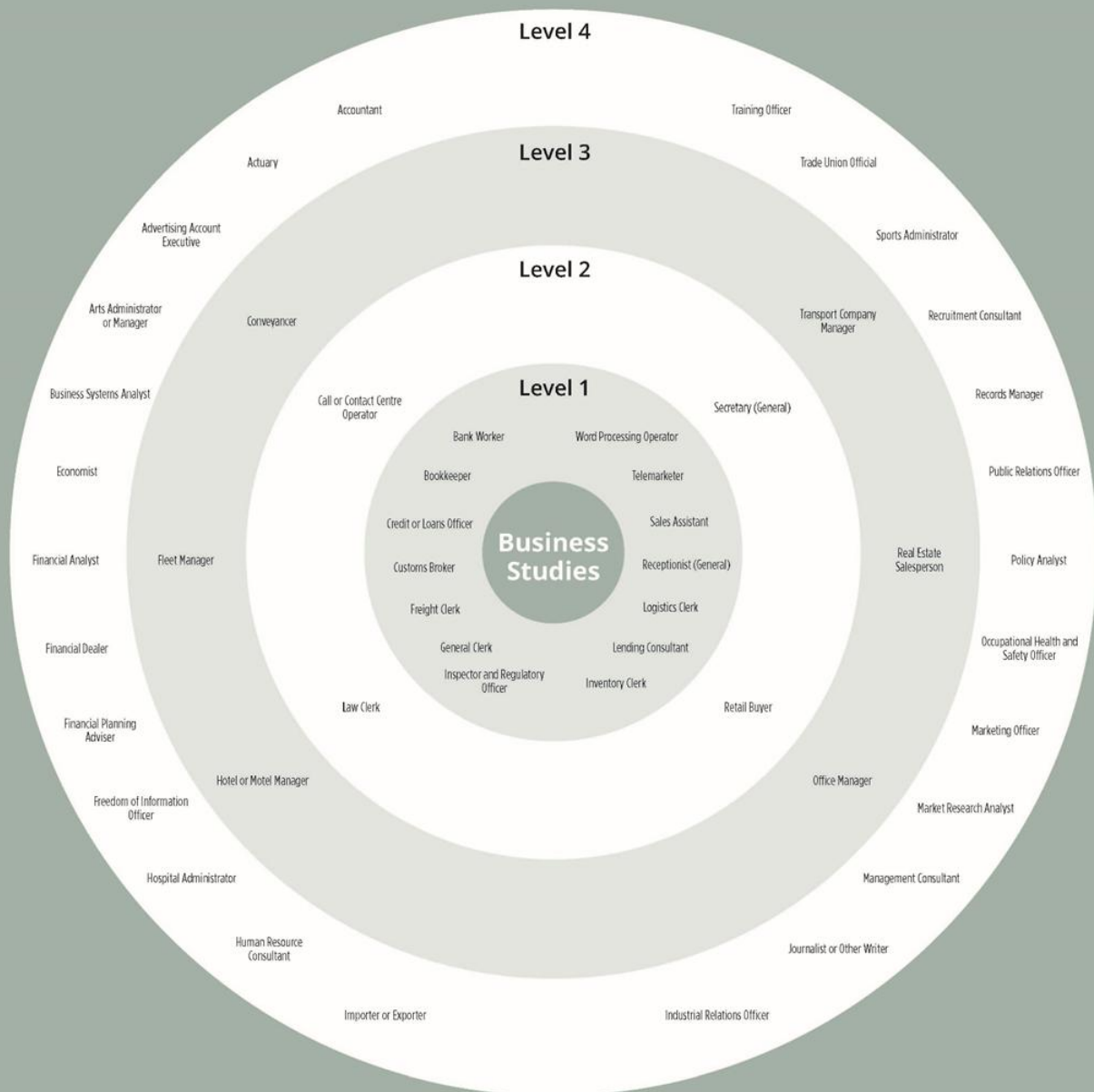
Literally every student who does any form of paid or unpaid work in their lifetime will benefit from the lessons they will learn through Careers and Employability.

#### 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.



# Do you enjoy or are you good at **Business Studies**?



## Training levels and requirements

### Level 1

Usually has a skill level equal to the completion of Year 10, a Senior Secondary Certificate of Education, Certificate I or II, Australian Apprenticeships may be offered at this level.

### Level 2

Usually has a skill level equal to a Certificate III or IV, or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

### Level 3

Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

### Level 4

Usually requires a level of skill equal to a Bachelor Degree or higher qualification. Study is often undertaken at a university.

This chart shows a selection of occupations that have some relation to the subject of **Business Studies**. The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

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## **Year 11 ATAR Business Management and Enterprise AEBME**

280,000 Australians enrolled in Business courses in 2024, are you ready to join them?

With an estimated 20% of today's school leavers destined to run their own business, ATAR Business Management and Enterprise (BME) is the ideal preparation for students, especially for those looking at further studies at Uni or TAFE. If you are interested in a future career as a business owner or working for one of the thousands of companies looking for management staff, BME offers practical advice, as well as a leg up in tertiary studies.

Going National – the skills and talent needed to take your business beyond the simple start up to expanding nationally.

Holding your nerve – looks at the challenges and opportunities you will face expanding your business.

This unit looks at the legal issues of businesses, networking and ethical business practice, as well as practical bookkeeping and banking for small businesses. Students will then look at the personality types of good business people, plus how to use psychology to attract customers.

## **Year 11 General Accounting and Finance GEACF**

Do you have an interest in having and using money? Do you plan on getting and keeping money in the future? Then Accounting and Finance may be for you! Accounting and Finance shows you how money moves in the real world – from EFTPOS and online banking to understanding loans, credit cards and financial institutions. You'll learn the core principles behind financial systems, how businesses record their money and how to read the reports that reveal profit, risk and performance. The course also teaches you how to analyse financial information to make smart decisions about spending, saving, investing and managing risk.

Then you'll explore how government, tax, ethics and social and environmental issues all shape the financial choices we make every day.

# 11/12 Geography ATAR

## AEGEO

### Requirements

An A or B grade in Year 10 HASS as well as similar results in Maths and English.

### What is it all about?

In simple terms, geography is the study of the Earth and its components. But when studying geography, we are not just studying the physical world, but also the people, cultures, politics and human history that have shaped the human world too. We generally divide geography into three categories: physical (the natural world and its processes), environmental (how humans impact the Earth) and human geography (how people interact in a place). These categories are inextricably linked, with each having an influence on the other. Geography aims to bring these together to consider our world in a more holistic manner. If you enjoy learning about people and the places they live, as well as wanting to develop a wide range of transferable skills fit for a choice of careers, study geography in senior school.

You will look into global crisis issues such as climate change, deforestation, habitat destruction, natural disasters and biodiversity loss. You will increase your understanding of the Earth's natural environmental systems and processes, consider the impact of human activities on them and evaluate the environmental consequences.

Geography offers a ticket to traversing the world from your classroom. You will explore the economic and cultural transformations taking place in the world to better appreciate the impact of globalisation and trade. Geography helps break down these concepts and ideas, revealing how regions, economies, and cultures are connected in this global tapestry.

### Geography's Place in Careers

Studying Geography will help you develop skills that are highly desirable to potential employers:

- Problem solving
- Analytical skills
- Technical skills
- Communication
- Organisation
- Time management
- Report writing
- Data presentation

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. Students develop this skill through identification and analysis of issues and problems.



# Do you enjoy or are you good at Geography?



## Training levels and requirements

### Level 1

Usually has a skill level equal to the completion of Year 10, a Senior Secondary Certificate of Education, Certificate I or II, Australian Apprenticeships may be offered at this level.

### Level 2

Usually has a skill level equal to a Certificate III or IV, or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

### Level 3

Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

### Level 4

Usually requires a level of skill equal to a Bachelor Degree or higher qualification. Study is often undertaken at a university.

This chart shows a selection of occupations that have some relation to the subject of **Geography**. The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

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## 11 Politics & Law ATAR AEPAL

### Year 11 ATAR Politics and Law.

*“We are the ones change has been waiting for. We are the change we seek.”*

- President Barack Obama

ATAR Politics and law is the study of the decisions that will make our futures. Law is the way we create our community, and politics is how our community determines its future. Politics and Law ATAR will help you play an active role in the decisions that affect all our lives.

### Democracy and the rule of law.

You will learn about the backgrounds, basis and reasons behind democracies at home and around the world, as well as exploring legal issues that have recently impacted People in WA.

### Representation and Justice.

How do we keep our elections fair and honest? Do our laws protect all of us? You will examine recent elections as well as recent efforts to reform unjust laws.

This is an ideal subject for anyone interested in law, political advocacy, public administration, international relations, foreign affairs, community development, teaching, journalism, human resource management, government and commerce.

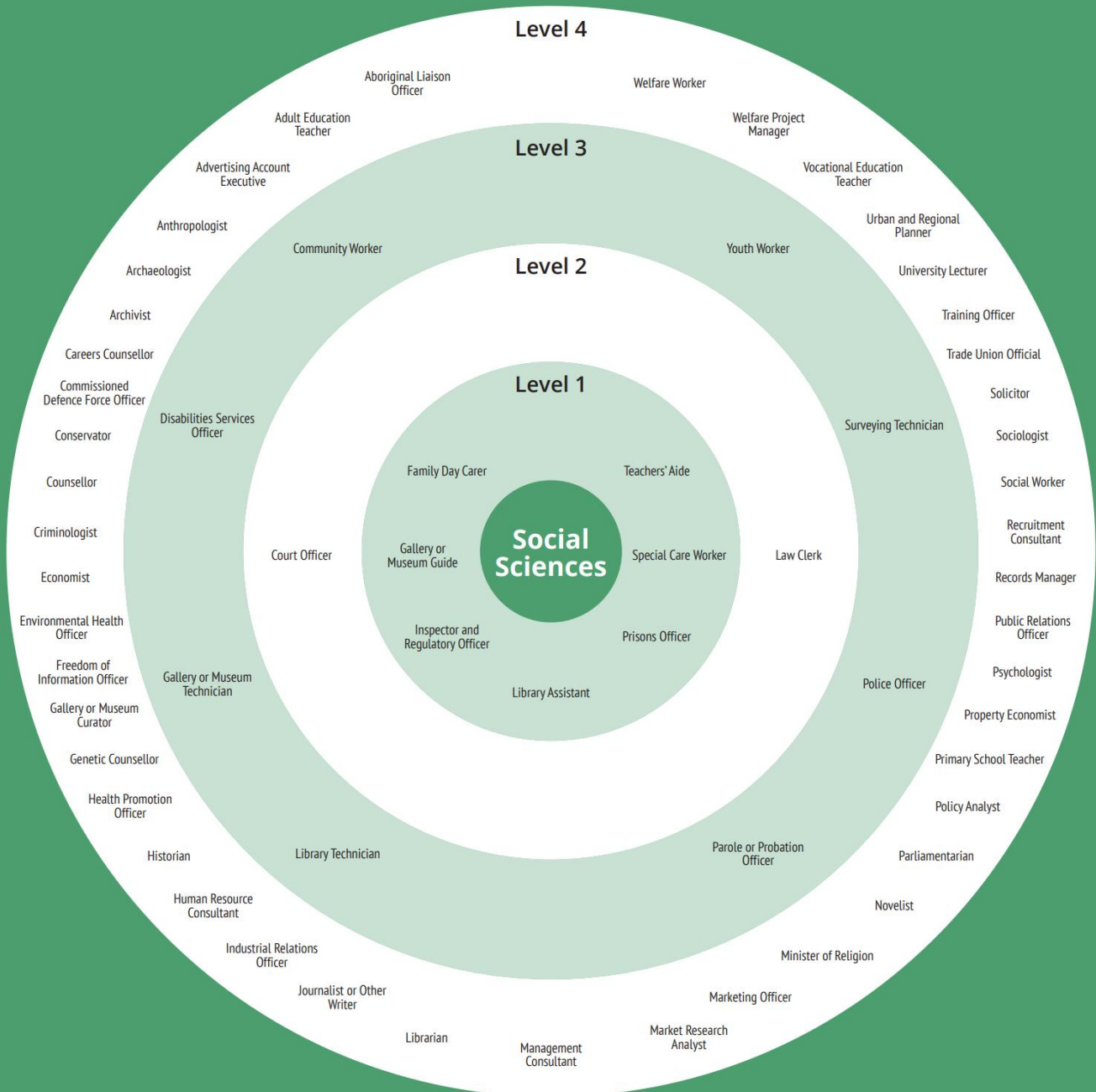
## 12 Politics & Law ATAR ATPAL

The Year 12 Politics and Law ATAR course examines how political and legal power operates within Australia’s system of government, as established by the commonwealth Constitution. Students explore the roles and powers of the legislative, executive and judicial branches, the influence of political parties, individuals and pressure groups on law-making, and the operation of federalism in balancing authority between the Commonwealth and the States. They also analyse avenues of accountability across all branches of government, and investigate how rights are protected, upheld or challenged in Australia and in one other political and legal system.

Contemporary political and legal developments from the past three years are used as case studies throughout the course, enabling students to evaluate the effectiveness, responsiveness and democratic integrity of these systems.



# Do you enjoy or are you good at **Social Sciences**?



## Training levels and requirements

### Level 1

Usually has a skill level equal to the completion of Year 10, a Senior Secondary Certificate of Education, Certificate I or II. Australian Apprenticeships may be offered at this level.

### Level 2

Usually has a skill level equal to a Certificate III or IV, or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

### Level 3

Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

### Level 4

Usually requires a level of skill equal to a Bachelor Degree or higher qualification. Study is often undertaken at a university.

This chart shows a selection of occupations that have some relation to the subject of **Social Sciences**. The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

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# The Arts

## 11 Visual Arts General

### GEVAR

#### What is it all about?

The Arts enables students to create new knowledge, skills and understanding about themselves and the world. The arts help students develop their creativity, critical thinking skills, and problem-solving abilities. It can also help build self-confidence and resilience. 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

#### Experiences

The first focus is experiences. You will base art making and interpretation on your lives and personal experiences, observations of the immediate environment, events and/or special occasions.

#### Explorations

The second focus is explorations. You will explore ways to generate and develop ideas using a variety of materials from your local environment and incorporate them into your 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.

## 11/12 School Production (Endorsed Program)

### ADSP

#### What is it all about?

School Production is a SCSA-endorsed program that recognises the valuable learning students gain through active participation in a theatrical school production. Whether you're passionate about performing on stage or working behind the scenes, this course offers a unique opportunity to develop real-world skills in a creative and collaborative environment.

Students can choose to focus on a wide range of roles, including:

- **Performance** (acting, singing, dancing)
- **Technical Production** (lighting, sound, set design)
- **Design** (costumes, props, makeup)
- **Backstage Support** (stage management, crew)
- **Front of House** (ushering, ticketing, audience engagement)
- **Choreography and Music** (composition, direction, performance)

What makes this course special is its **student-centered, project-based approach**. From the very beginning, you'll set your own goals and receive guidance to help you achieve them. You'll work closely with your peers to bring production to life, building a strong sense of community and teamwork along the way.

This program welcomes students of all abilities and backgrounds. It's about coming together to create something meaningful, memorable, and fun—while gaining recognition for your hard work and creativity.

## General Media for Year 11's

The Media Production and Analysis General course is about creating media and evaluating how it influences our daily lives.

In the course, students study contemporary media work, such as popular and influential media, and explore how to be creative with the media they produce. They learn how to manipulate codes and conventions to create narrative, genre and style, examining how representations are created and interpreted by audiences.

Students develop practical skills through media making. They gain practical skills in the operation of media equipment and learn how to use media software to construct creative and informative media work.

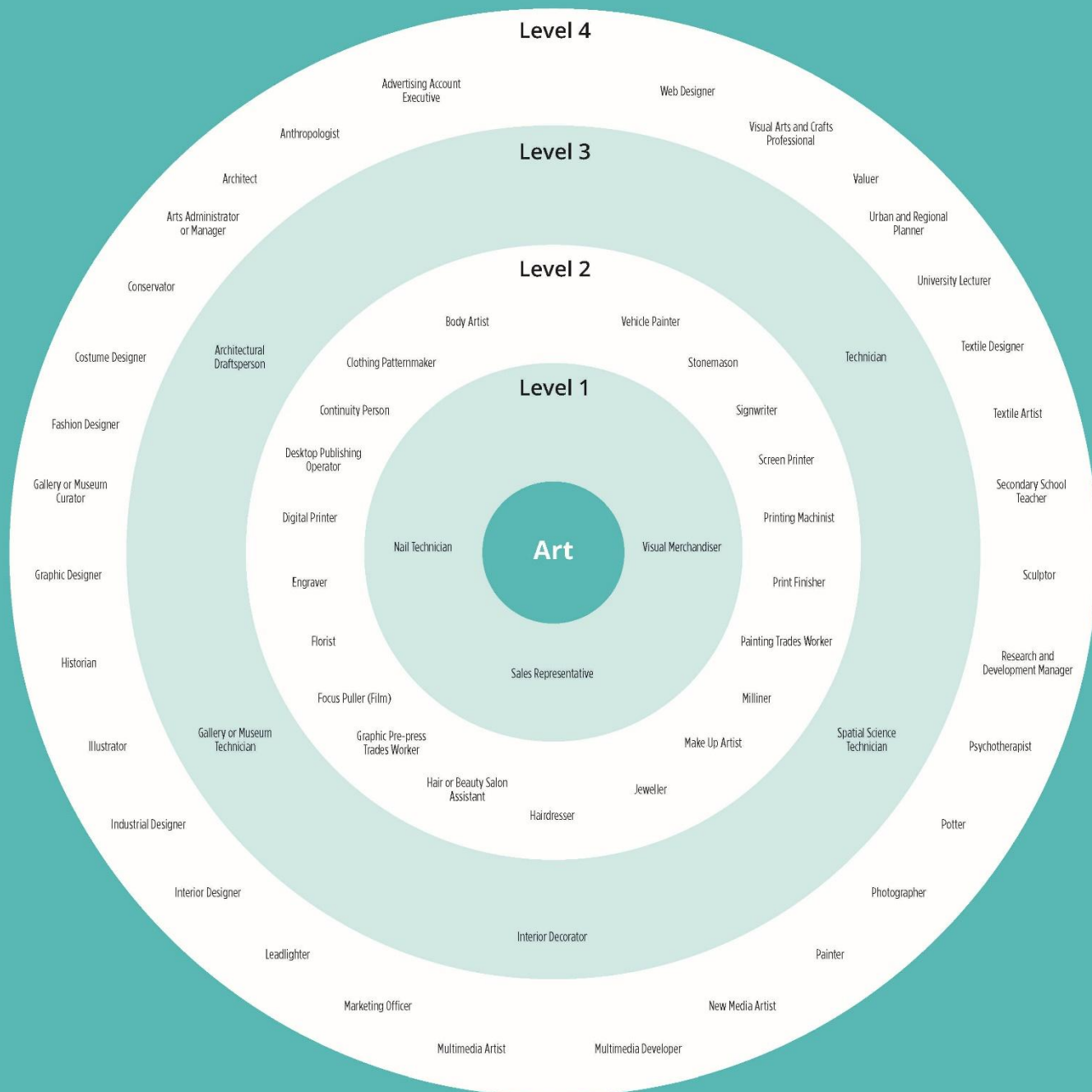
The knowledge, skills and understanding gained by studying the course are directly applicable to real-world contexts that students face in their day-to-day interactions with media. From passive consumption of media content, to using the media to voice their perspectives, students develop crucial media literacy skills.

The course may connect students to further education or training in the media industry, in fields such as communications, film production, photography, digital design, content creation, public relations or marketing. The course provides valuable transferable skills that are highly regarded in workplaces that require visual communication, collaboration and creative thinking.

### **Requirements**

Students need to have minimum C Grades in Media, if they have studied it previously and English and have a genuine interest in media. An ability to be organised for both academic and practical involvement in the course is essential.

# Do you enjoy or are you good at **Art**?



## Training levels and requirements

### Level 1

Usually has a skill level equal to the completion of Year 10, a Senior Secondary Certificate of Education, Certificate I or II. Australian Apprenticeships may be offered at this level.

### Level 2

Usually has a skill level equal to a Certificate III or IV, or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

### Level 3

Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

### Level 4

Usually requires a level of skill equal to a Bachelor Degree or higher qualification. Study is often undertaken at a university.

This chart shows a selection of occupations that have some relation to the subject of **Art**. The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

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# Do you enjoy or are you good at **Performing Arts**?



## Training levels and requirements

### Level 1

Usually has a skill level equal to the completion of Year 10, a Senior Secondary Certificate of Education, Certificate I or II. Australian Apprenticeships may be offered at this level.

### Level 2

Usually has a skill level equal to a Certificate III or IV, or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

### Level 3

Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFE or Registered Training Organisations. Some universities offer studies at this level.

### Level 4

Usually requires a level of skill equal to a Bachelor Degree or higher qualification. Study is often undertaken at a university.

This chart shows a selection of occupations that have some relation to the subject of **Performing Arts**. The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

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## Technologies

### 11/12 Applied Information Technology General GEAIT/GTAIT

#### **“Hack to the future”**

Are you interested in designing and developing technologies for the future? Do you like the idea of using computers to build your career? This course could be for you!

Skills gained by completing this course:

- will learn about a range of computer hardware and software
- will use a range of applications to create solutions for real-world problems

How this course could be of benefit:

- This course offers pathways to further studies in ICT fields and employment opportunities in a range of technology-based careers such as Web designer, IT technician, Multimedia, Software developer, App developer, Engineer, Cyber security and Artificial Intelligence (AI).

### 11/12 Building and Construction General GEBCN/GTBCN

#### **“The Block”**

Are you wanting to start a trade in the building industry when you leave school? Do you see a future for yourself working on one of the many construction-related jobs available? This course could be for you!

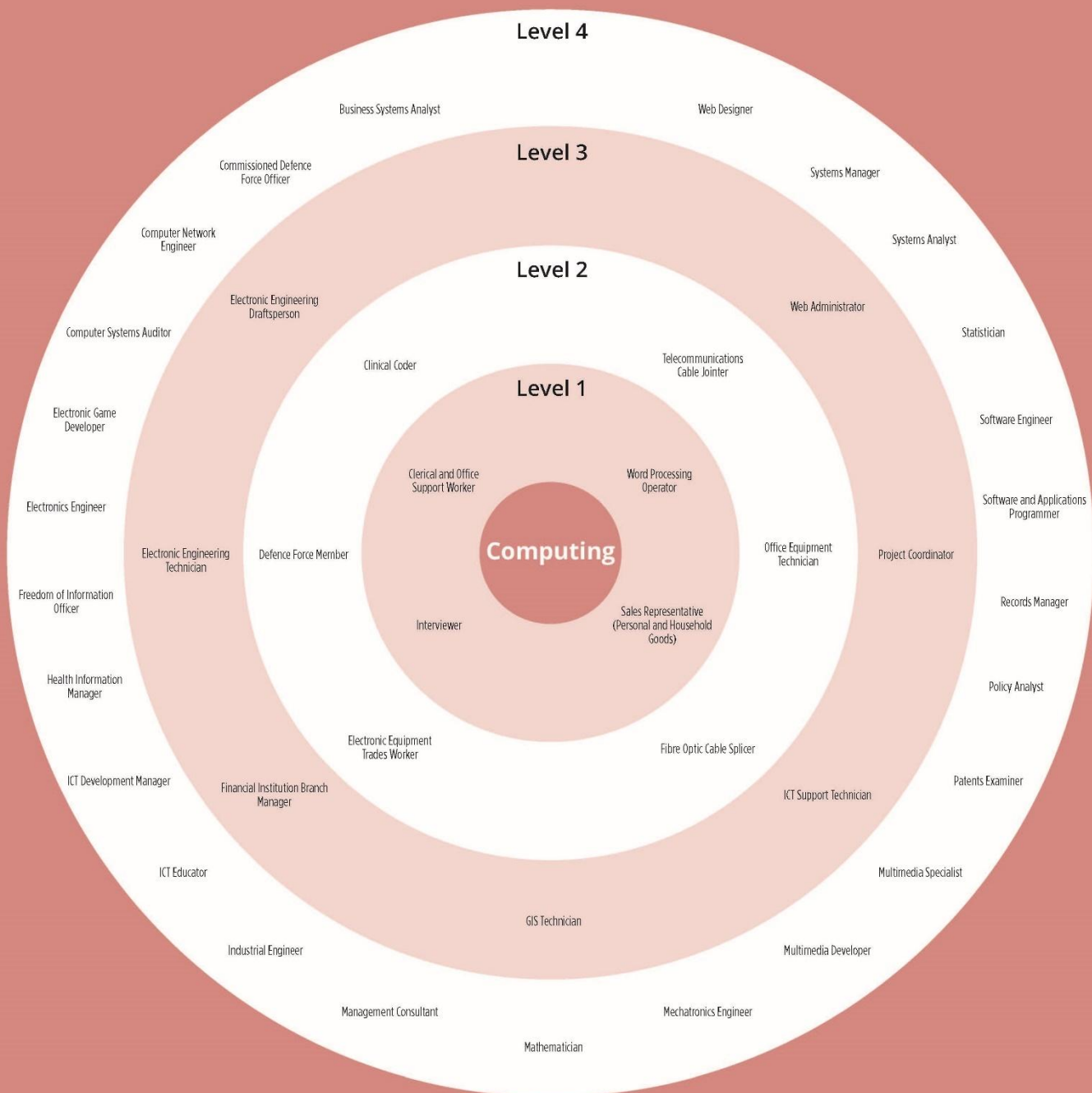
Skills gained by completing this course:

- Brick paving / brick laying
- Concreting
- Metal fabrication / welding
- Tiling
- Reading / Interpreting / Drawing plans for buildings
- Timber framing

How this course could be of benefit:

- This course offers pathways to further studies in the building and construction field, and employment opportunities in a range of building-related careers such as Bricklaying, Plumbing, Boiler making, Landscaping, Concreting, Carpentry, Architecture, Surveying and Engineering.

# Do you enjoy or are you good at **Computing**?



## Training levels and requirements

### Level 1

Usually has a skill level equal to the completion of Year 10, a Senior Secondary Certificate of Education, Certificate I or II. Australian Apprenticeships may be offered at this level.

### Level 2

Usually has a skill level equal to a Certificate III or IV, or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

### Level 3

Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

### Level 4

Usually requires a level of skill equal to a Bachelor Degree or higher qualification. Study is often undertaken at a university.

This chart shows a selection of occupations that have some relation to the subject of **Computing**. The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

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# Do you enjoy or are you good at **Construction**?



## Training levels and requirements

### Level 1

Usually has a skill level equal to the completion of Year 10, a Senior Secondary Certificate of Education, Certificate I or II. Australian Apprenticeships may be offered at this level.

### Level 2

Usually has a skill level equal to a Certificate III or IV, or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

### Level 3

Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

### Level 4

Usually requires a level of skill equal to a Bachelor Degree or higher qualification. Study is often undertaken at a university.

This chart shows a selection of occupations that have some relation to the subject of **Construction**. The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

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## 11/12 Wood – Materials Design and Technology General GEMDTW/GTMDTW

### **“Nailed it!”**

Are you interested in designing and building furniture, or perhaps getting into a career like cabinetmaking or carpentry? This could be the course for you!

Skills gained by completing this course:

- Use of a large range of modern tools and equipment as used in industry
- Designing and producing unique items furniture

How this course could be of benefit:

- This course offers pathways to further studies in design or furniture making, and employment opportunities in a range of technology-based careers such as cabinetmaking, furniture making, carpentry, upholstery, wood machinist.

## 11/12 Metals – Materials Design and Technology General GEMDTM/GTMDTM

### **“Making sparks fly”**

Do you enjoy designing and creating products out of metal? Cutting / bending / machining / forging / welding metal? This could be the course for you!

Skills gained by completing this course:

- Use of a large range of modern tools and equipment as used in industry
- Designing and producing unique metal fabricated items
- Reading and interpreting technical drawings

How this course could be of benefit:

- This course offers pathways to further studies in design or metals engineering, and employment opportunities in a range of technology-based careers such as Metal Fabrication, Fitter, Panel beating, Boiler making, Engineering, Metallurgy, Machinist and Mechanic.

## 11/12 Textiles – Materials Design and Technology General GEMDTT/GTMDTT

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

The Textiles – Material Design and Technology General is a practical course. You will use design and manufacturing processes and technologies, including principles of design, planning and management to create textile products.

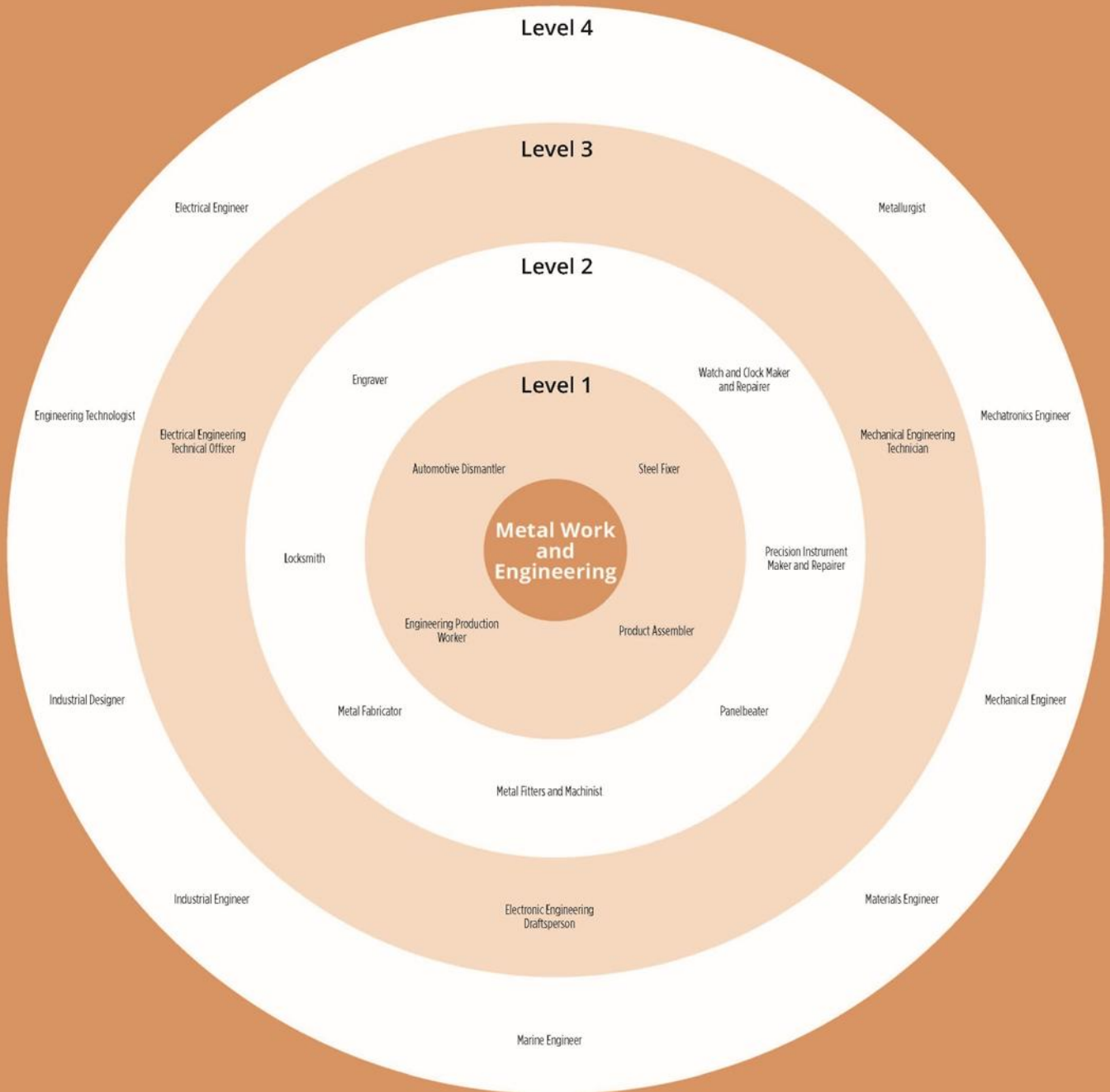
You will construct textile products for themselves and others, with consideration as a designer and for the client. Items include clothing, costumes, fashion accessories, and home items such as bean bags, cushions, soft toys and quilts.

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.

### **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.

# Do you enjoy or are you good at Metal Work and Engineering?



## Training levels and requirements

### Level 1

Usually has a skill level equal to the completion of Year 10, a Senior Secondary Certificate of Education, Certificate I or II. Australian Apprenticeships may be offered at this level.

### Level 2

Usually has a skill level equal to a Certificate III or IV, or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

### Level 3

Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFE or Registered Training Organisations. Some universities offer studies at this level.

### Level 4

Usually requires a level of skill equal to a Bachelor Degree or higher qualification. Study is often undertaken at a university.

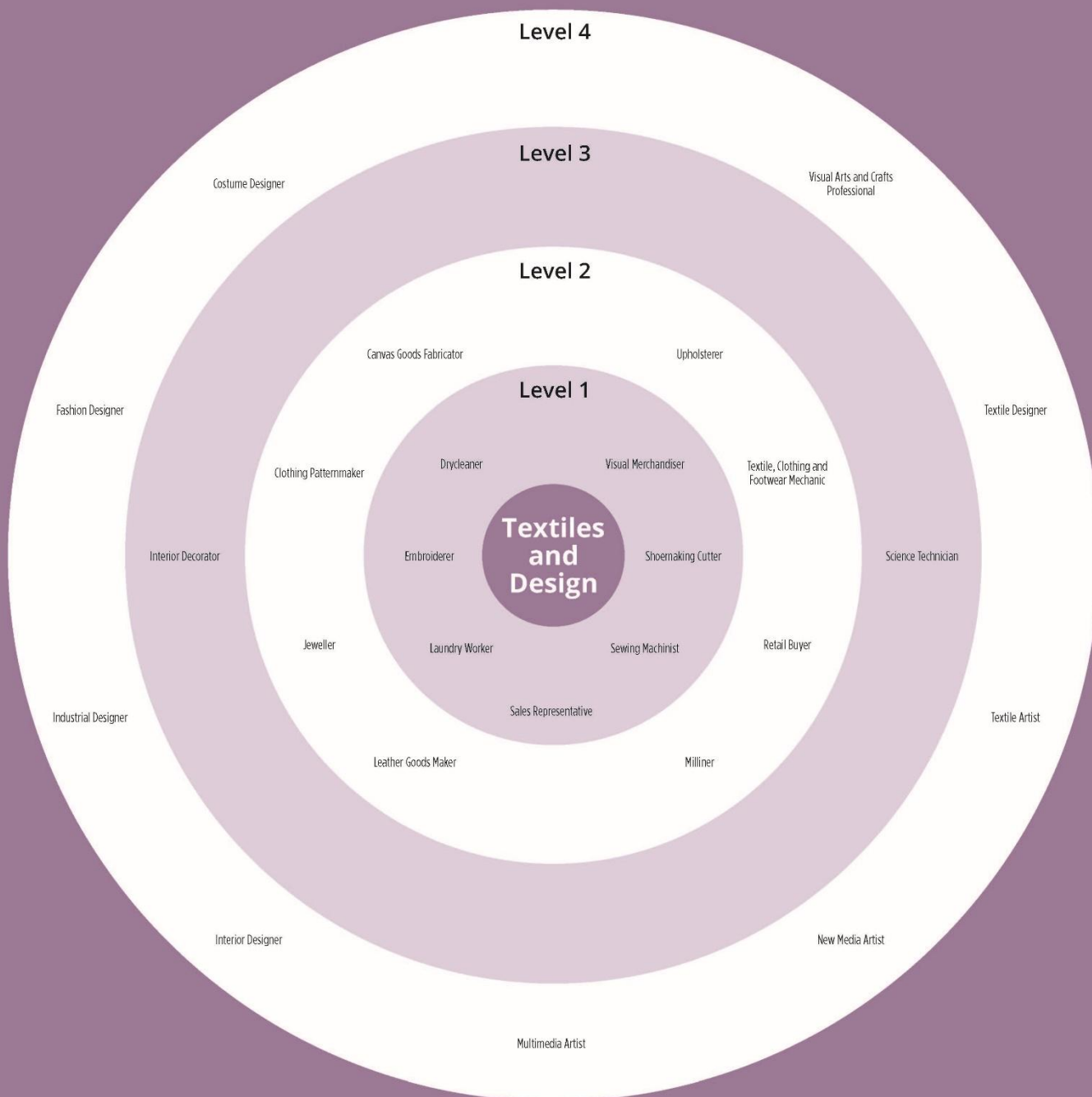
This chart shows a selection of occupations that have some relation to the subject of **Metal Work and Engineering**. The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

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# Do you enjoy or are you good at **Textiles and Design**?



## Training levels and requirements

**Level 1**  
Usually has a skill level equal to the completion of Year 10, a Senior Secondary Certificate of Education, Certificate I or II. Australian Apprenticeships may be offered at this level.

**Level 2**  
Usually has a skill level equal to a Certificate III or IV, or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

**Level 3**  
Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

**Level 4**  
Usually requires a level of skill equal to a Bachelor Degree or higher qualification. Study is often undertaken at a university.

This chart shows a selection of occupations that have some relation to the subject of **Textiles and Design**. The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information, visit:  
[www.myfuture.edu.au](http://www.myfuture.edu.au)



## 11/12 Children, Family and Community General GECFC/GTCFC

### **“Do you even care?”**

Are you interested in the ways that families and communities operate? Do you want to see people around you lead healthy lives and achieve their needs and wants? This could be the course for you!

Skills gained by completing this course:

- An understanding of the factors that have an impact on people living healthy lives.
- Developing skills like goal setting, self-management, decision making, communication and cooperation
- Create products and systems that help others

How this course could be of benefit:

- This course offers pathways to further studies in fields such as Health, Education and community services. There are a large number of employment opportunities in a range of technology-based careers such as Teacher’s aide, Care worker, Child care, Youth worker, Aboriginal Liaison, Health officer, Drug and Alcohol counsellor, Therapist, Aged care and Community-based programs.

## 11/12 Food Science and Technology General GEFST/GTFST

### **“Where’s my next meal?”**

Are you the type of person who likes to learn new skills in the kitchen and prepare amazing food? Or maybe just someone who enjoys eating great food? Do you want to join part of the Food-Tech revolution and shape the future of what we eat? This could be the course for you!

Skills gained by completing this course:

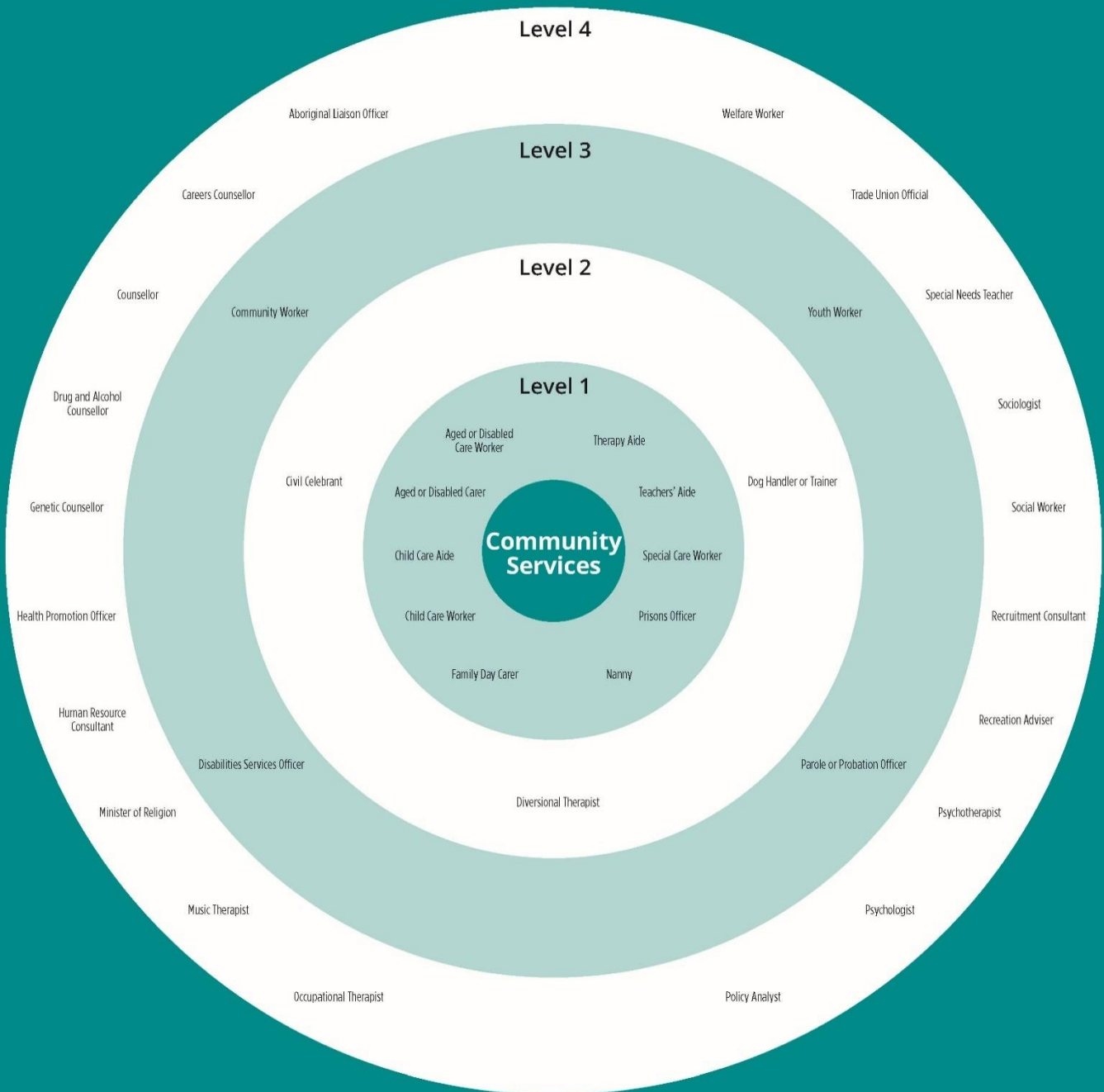
- Strong understanding of types of food, and nutrition.
- Use of a range of commercial food preparation equipment
- Following safe, hygienic food handling skills and practices
- Functional foods: explore the unique properties of foods
- Culinary design: hands-on experience designing and creating food products that are nutritious and delicious.

How this course could be of benefit:

- This course offers pathways to further studies and employment opportunities in a range of technology-based careers such as Hospitality, Nutritionist, Health officer, Food and beverage manufacturing, Butcher, etc.



# Do you enjoy or are you good at **Community Services**?



## Training levels and requirements

### Level 1

Usually has a skill level equal to the completion of Year 10, a Senior Secondary Certificate of Education, Certificate I or II. Australian Apprenticeships may be offered at this level.

### Level 2

Usually has a skill level equal to a Certificate III or IV, or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

### Level 3

Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

### Level 4

Usually requires a level of skill equal to a Bachelor Degree or higher qualification. Study is often undertaken at a university.

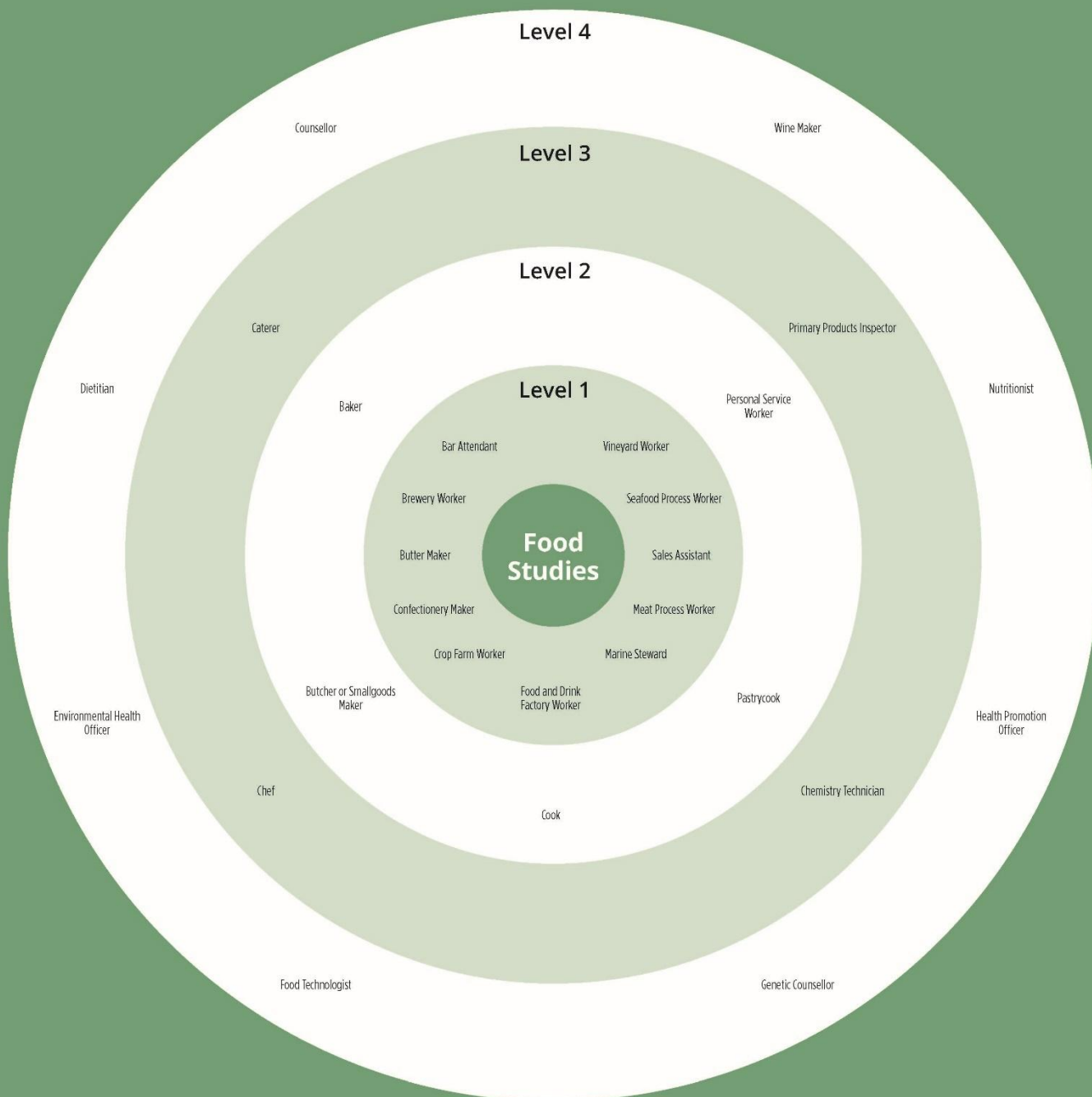
This chart shows a selection of occupations that have some relation to the subject of **Community services**. The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

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# Do you enjoy or are you good at **Food Studies**?



## Training levels and requirements

**Level 1**  
Usually has a skill level equal to the completion of Year 10, a Senior Secondary Certificate of Education, Certificate I or II. Australian Apprenticeships may be offered at this level.

**Level 2**  
Usually has a skill level equal to a Certificate III or IV, or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

**Level 3**  
Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

**Level 4**  
Usually requires a level of skill equal to a Bachelor Degree or higher qualification. Study is often undertaken at a university.

This chart shows a selection of occupations that have some relation to the subject of **Food Studies**. The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information, visit:  
[www.myfuture.edu.au](http://www.myfuture.edu.au)



## Endorsed Programs

### 11 UniReady



**UniReady is an alternate pathway offered by Curtin University.**

UniReady is an endorsed SCSA program. Each unit completed equates to one (1) C grade.

On completion of this course students receive a notional ATAR of 70. Students must pass 4 units and demonstrate English competency.

#### Course Outline - 4 units studied- 2 core and 2 optional

##### Core Units:

Fundamentals of Academic Writing

Foundations of Communication

\*\*Optional Units offered will depend on the student interest which is developed during course counselling\*\*

##### Optional Units:

Introduction to Commerce

Introduction to Humanities

Introduction to Health Sciences

Applying Mathematics

##### Course fees

\$85 per Unit per student.

## 11/12 Workplace Learning ADWPL

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
- 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 of an attendance record and task schedule as well as 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 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 C2SITH



**“Give me a ¼ shot, half oat, half almond, 2 sugars, extra hot latte!”**

Are you interested in knowing how businesses such as hotels, restaurants and bars operate successfully? Do you see a future for yourself working in the hospitality industry? Do you enjoy talking to people, want to learn skills to travel or work while studying at uni? This course could be for you!

Skills gained by completing this course:

- Preparation, storage, production and presentation skills of food and drinks
- Skills to serve meals, food items and catering for functions
- Skills to maintain supplies, materials and work areas in a workplace environment

How this course could be of benefit:

- This 2 year course offers pathways to further studies and employment opportunities in a range of technology-based careers such as Waiter, Café worker, Barista, Flight attendant, Bar attendant, Cook, Baker, Event planner, Hotel management and Tourism.

## Certificate II in Cookery SIT2042



**“Yes Chef!”**

Are you wanting to give yourself the opportunity to earn a qualification, or maybe even have a future in a commercial kitchen? This could be the course for you!

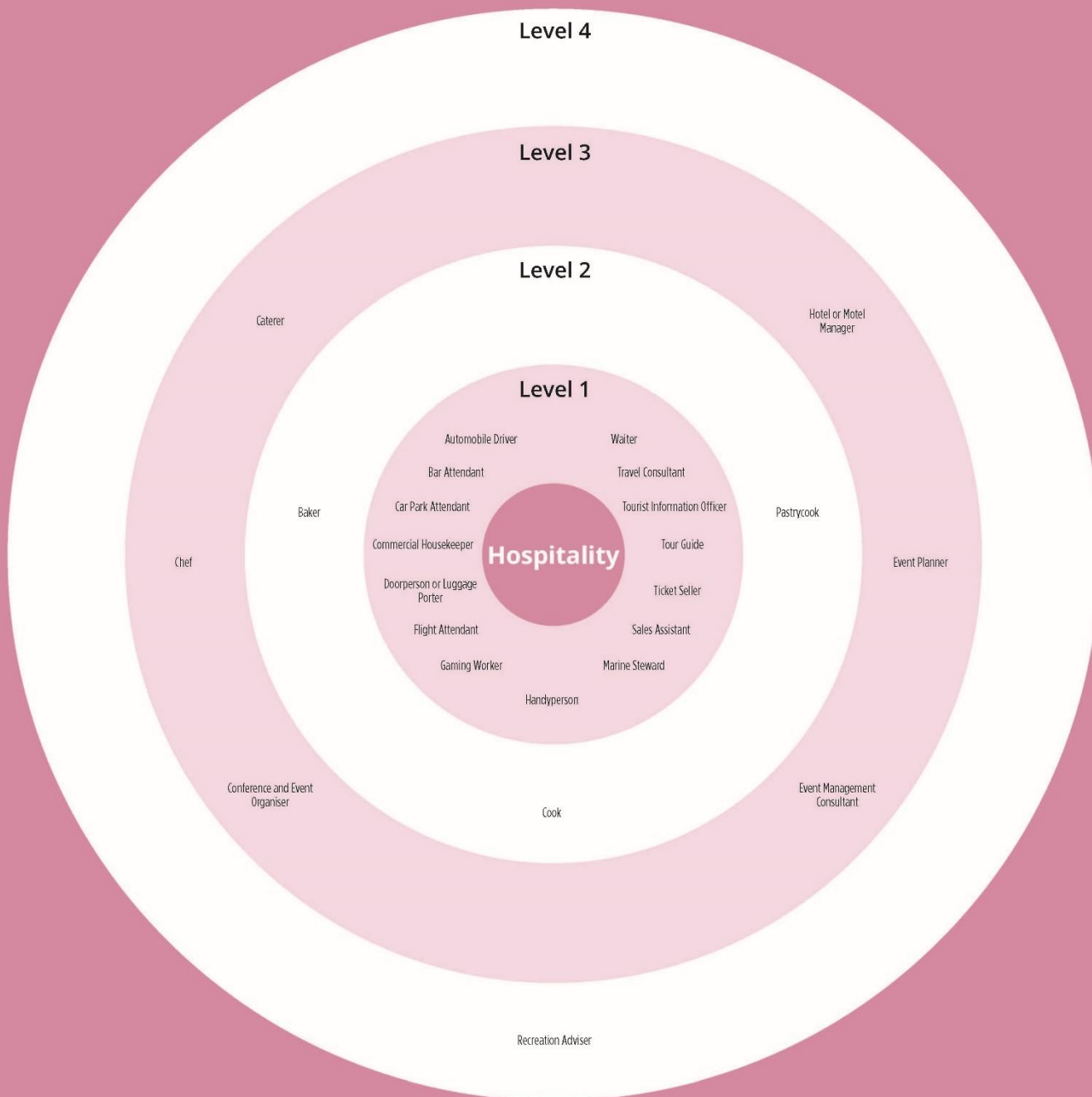
Skills gained by completing this course:

- Food preparation, storage, production and presentation skills
- Prepare and serve meals for functions
- Maintain kitchen supplies and materials

How this course could be of benefit:

- This 2 year course offers pathways to further studies and employment opportunities in a range of technology-based careers such as Hospitality, Nutritionist, Health officer, Food and beverage manufacturing, Butcher, Chef, Baker, Caterer and Dietician.

# Do you enjoy or are you good at **Hospitality**?



## Training levels and requirements

### Level 1

Usually has a skill level equal to the completion of Year 10, a Senior Secondary Certificate of Education, Certificate I or II. Australian Apprenticeships may be offered at this level.

### Level 2

Usually has a skill level equal to a Certificate III or IV, or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

### Level 3

Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFE or Registered Training Organisations. Some universities offer studies at this level.

### Level 4

Usually requires a level of skill equal to a Bachelor Degree or higher qualification. Study is often undertaken at a university.

This chart shows a selection of occupations that have some relation to the subject of **Hospitality**. The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

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# Certificate II in Sport Coaching

## C2SIS



### Unlock Your Future in Sports with the Certificate II in Sport Coaching.

Are you passionate about sports and want to turn that passion into a career? The **Certificate II in Sport Coaching** is a two-year course delivered in partnership with IVET RTO (Code 40548) that combines hands-on practical experience with valuable theoretical knowledge.

#### What's Included?

This course offers a balanced mix of 50% practical and 50% theory. You'll gain real-world experience coaching and officiating during a range of carnivals, developing key skills, tactics, and gameplay. Practical sessions include coaching, first aid training, and event planning, while theory covers body systems, sports medicine, coaching skills, fitness, and more. You'll also complete the Australian Sports Commission's online Coaching Course, recognized by the Department of Sport and Recreation.

#### Why Choose This Course?

By successfully completing the course, you'll earn a **Certificate II in Sport Coaching**, which can help open doors for further employment and study in the sports and recreation industry. The qualification is fully accredited, and it satisfies Curriculum Council graduation requirements. Plus, it's a fantastic way to kick-start a career in coaching, sports management, or fitness.

#### Requirements

To get started, you'll need to have a **C Grade or higher** in Lower School General Physical Education and be actively engaged in class.

If you love sports and want to turn that passion into a qualification that counts, this is the course for you. Don't miss out on the chance to start your career in sports coaching today!

# Certificate IV in Preparation for Health & Nursing Studies 52895WA



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

## Prerequisites

Students wishing to enrol in this Certificate **must** have passed OLN (Literacy component) **AND / OR** are achieving a B grade in Year 10 English and preferably studying an ATAR 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 should meet with VET Coordinator prior to the counselling interview outlining reasons for studying this program.**

## 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, collaboration or face-to-face scheduled meetings (by appointment only).

## 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.

### Prerequisites

Students must have a USI number. (See page 12 in this booklet)

It is preferable to have C Grades in Year 10 English and Maths and be on track for OLNA.

An interest in the automotive trades is essential. Students should be self-motivated and have good time management skills.

An application is required, numbers are limited. Good attendance and engagement are taken into account to gain a place in this course.

There are compulsory uniform requirements for this course listed below:

- Long pants (cotton drill).
- Long sleeved hi-vis shirt (cotton drill), short sleeves can be worn but students are to have long sleeves with them as well.
- Steel capped boots that comply with Australian Safety Standards.
- Clear safety glasses.
- Long Hair must be tied back safely.

### Course Outline

This qualification provides a comprehensive introduction to the automotive industry.

### Why choose this course?

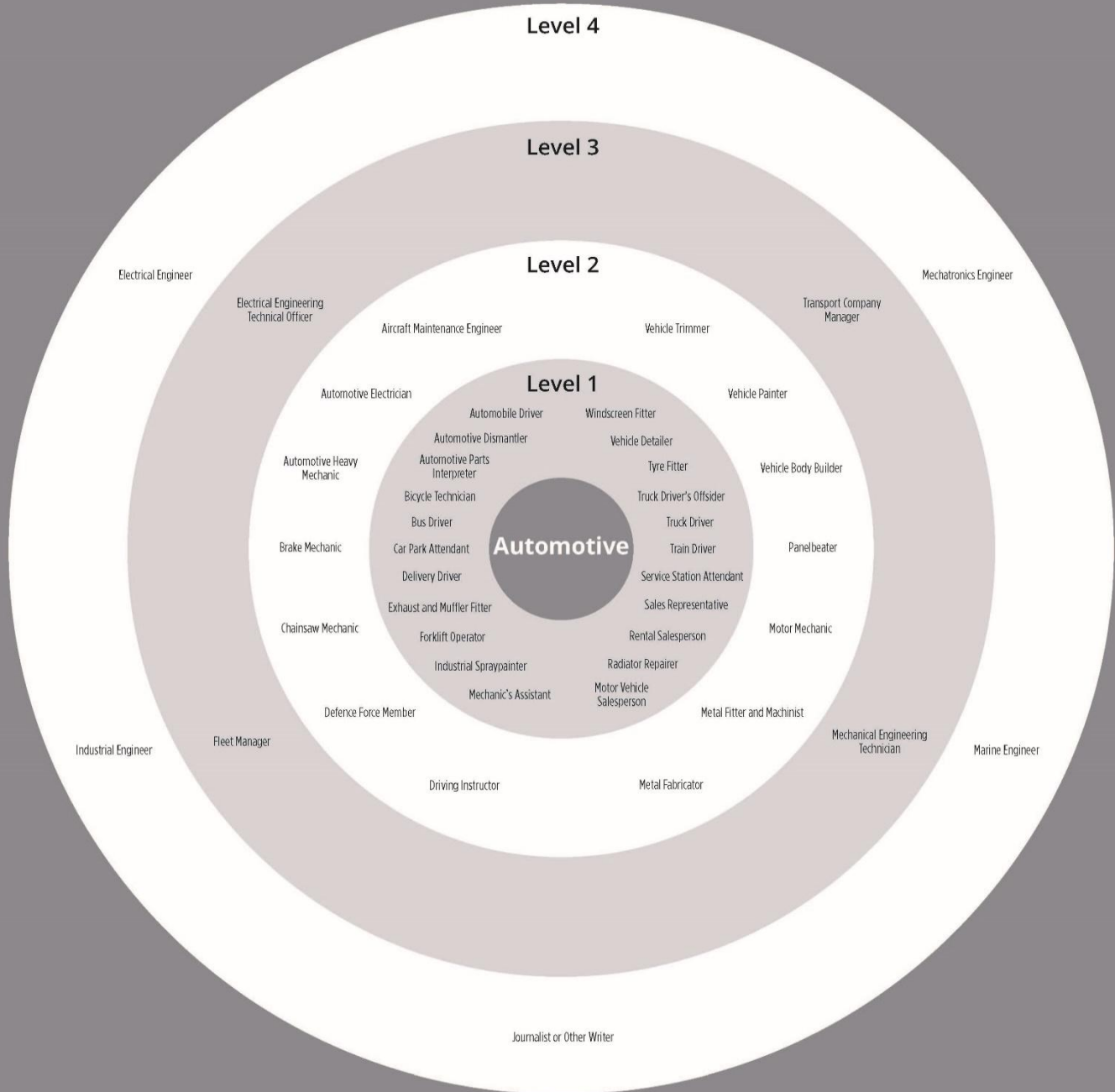
This qualification aims to provide students with the initial employability skills and knowledge that prospective employers are looking for and enhances apprenticeship opportunities in the automotive industry.

### Further study

Certificate III in Automotive Mechanical Technology.



# Do you enjoy or are you good at **Automotive**?



## Training levels and requirements

### Level 1

Usually has a skill level equal to the completion of Year 10, a Senior Secondary Certificate of Education, Certificate I or II, Australian Apprenticeships may be offered at this level.

### Level 2

Usually has a skill level equal to a Certificate III or IV, or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

### Level 3

Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

### Level 4

Usually requires a level of skill equal to a Bachelor Degree or higher qualification. Study is often undertaken at a university.

This chart shows a selection of occupations that have some relation to the subject of **Automotive**. The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

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# Certificate II in Applied Digital Technologies

## ICT20120



**This is a two (2) year course. This Certificate is delivered at Central Regional TAFE one day per week.**

### **Prerequisites**

Students must have a USI number. (See page 12 in this booklet)

It is preferable to have C Grades in Year 10 English and Maths and be on track for OLNA.

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

Students are expected to attend class in neat, casual attire in a similar way as if they were dressing for work. Students should ensure they wear comfortable, non-slip closed shoes.

An application is required, numbers are limited. Good attendance and engagement are taken into account to gain a place in this course.

### **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.

### **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 or In Combined Trades CPC20220



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

## Prerequisites

Students must have USI numbers. (See page 12 in this booklet)

It is preferable to have C Grades in Year 10 English and Maths and be on track for OLNA.

Students should have an interest in the broader construction industry and enjoy practical and physical work outdoors. Students should be self-motivated, have good time management skills and be able to work as part of a team and follow directions.

There is compulsory uniform requirements for this course listed below:

- Long pants (cotton drill).
- Long sleeved hit-vis shirt (cotton drill), short sleeves can be worn but students are to have long sleeves with them as well.
- Steel capped boots that comply with Australian Safety Standards.
- Clear safety glasses.
- Long hair must be tied back safely.

An application is required, number are limited. Good attendance and engagement are taken into account to gain a place in this course.

## 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 provide 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

### Further study

- Certificate III in Construction and/or Civil Construction Traineeships
- Certificate IV in Civil Construction for those looking 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.

### Prerequisites

Students must have a USI number. (See page 12 in this booklet)

It is preferable to have C Grades in Year 10 English and Maths and be on track for OLNA. Students should have an interest in working with people in a caring capacity.

Students are expected to attend class in neat, casual attire in a similar way as if they were dressing for work. Students should ensure they wear comfortable, non-slip closed shoes.

An application is required, numbers are limited. Good attendance and engagement are taken into account to gain a place in this course.

### Work Placement (ADWPL)

Work placement is a requirement of this course. Students are required to enrol in ADWPL Workplace Learning and complete 30 – 40 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 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.

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 Central Regional TAFE RTO Code 52789 one day per week.

### Prerequisites

Students must have a USI number. (See page 12 in this booklet)

It is preferable to have C Grades in Year 10 English and Maths and be on track for OLN A.

An application is required, numbers are limited. Good attendance and engagement are taken into account to gain a place in this course.

Students are expected to attend class in neat, casual attire in a similar way as if they were dressing for work. Students should ensure they wear comfortable, non-slip closed shoes.

### 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.

### How will you 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.

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 delivered at Central Regional TAFE RTO Code 52789 one day per week.**

### Prerequisites

Students must have a USI number. (See page 12 in this booklet)

It is preferable to have C Grades in Year 10 English and Maths and be on track for OLN.

An application is required, numbers are limited. Good attendance and engagement are taken into account to gain a place in this course.

Students are expected to attend class in neat, casual attire in a similar way as if they were dressing for work. Students should ensure they wear comfortable, non-slip closed shoes.

### 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**

### Gain skills in:

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

This qualification leads to Certificate III in Business, Certificate III in Entrepreneurship and New Business, Certificate III in Legal Services, Certificate III in Library and Information Services, Certificate III in Work Health and Safety, Certificate IV in Business.

# Certificate II in Engineering Pathways

## MEM20422



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

### Prerequisites

Students must have a USI number. (See page 12 in this booklet)

It is preferable to have C Grades in Year 10 English and Maths and be on track for OLNA.

There are compulsory uniform requirements for this course listed below:

- Long Pants (cotton drill).
- Long sleeved Hi-vis shirt (cotton drill), short sleeves can be worn but students are to have long sleeves with them as well.
- Steel capped boots that comply with Australian Safety Standards.
- Clear safety glasses.
- Long hair must be tied back safely.

An application is required, numbers are limited. Good attendance and engagement are taken into account to gain a place in this course.

### Description

After successful completion of this qualification, you may choose to become a trade assistant or progress to an Apprenticeship in a wide variety of fields, including;

- Fabrication - Heavy (Boilermaker)
- Light (Sheetmetal)
- Welder or Heavy/Welder and Fitting and Machining

This qualification provides practical skills and knowledge in a range of metals and engineering industry areas. Also learn about safety in the workplace, computing and maths and practice the skills you have learned in a workshop environment.

The skills packaging for the qualification has been developed on an assumption that competency will be developed through a combination of on and off-the-job learning strategies, such as those delivered through a formal traineeship.

### Why should I choose this course?

This course is an excellent opportunity to experience an insight into becoming a Fabricator or Fitter and Machinist.

Units completed may assist you in gaining employment as an apprentice.

### Gain skills in:

- Using tools
- Measuring and calculating
- Technical drawing and drafting
- Load shifting
- Thermal cutting
- Using forging and casting equipment
- Welding

# Senior School non-WACE pathways

There are two pathways for students in Year 11 and 12



## 1: Big Picture Learning Academy

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. The philosophy is one student at a time.

Unlike a traditional secondary school program, the Big Picture Program allows students to learn at their own pace, be that fast or slower. Learners need not be restricted by what the curriculum mandates. Students work toward achieving their best in the International Big Picture Learning Credential which is a new, personalised form of assessment. It evaluates and recognises the capacities, experiences and qualities of secondary school graduates by judging their achievements on demonstrations and observations of performance throughout their schooling against six specially constructed assessment frames in the areas of: Knowing how to learn, Empirical reasoning, Quantitative reasoning, Social reasoning, Communication and Personal qualities.

Student final year results are presented in a Learner Profile that is a showcase of a graduate's attainments, backed up by evidence of their work that students curate in a interactive online portfolio. The Learner Profile is personalised and designed to reflect the richness of students' real-world experiences, personal qualities and academic results. The International Big Picture Learning Credential (IBPLC) offers a rigorous non-ATAR pathway from secondary to tertiary study that is currently accepted by 17 universities around Australia, including Murdoch University.

The Big Picture Learning Academy allows students to develop skills that will prepare them for life afterschool, 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 less than 20.

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

### Key tenets of the design are around:

Learning through student interest



Connecting to community and the world of work through out-learning



Wellbeing and positive relationships



New measures for assessing student success

## 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 support 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, literacy and numeracy gaps, disrupted education history, and social and/or emotional issues. The selection process is 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.

## OFFICIAL

There is a focus within the Academy 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 students/parents 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 students 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
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.

OFFICIAL

My Year 11 Pathway 2026



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