HOW TO USE THIS BOOK

This book presents a summary of the courses available and other vital information necessary to make good choices.

It does not stand-alone. Advice and information is available from the Deputy Principal, Student Services Coordinator Heads of Learning Area and the Year 9 Coordinator.
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The Western Australian Certificate of Education (WACE) is awarded to secondary school students who satisfy the requirements. Generally, students will complete two years of senior secondary study, after which they are awarded the WACE. The minimum requirements to receive a WACE in 2016 and beyond are listed below.

Achieving a WACE will continue to signify that students have successfully met the breadth and depth requirements and the achievement standards for the courses they choose. However, for 2016 and beyond

- Students will need to demonstrate a minimum level of literacy and numeracy based on the skills regarded as essential for individuals to meet the demands of everyday life and work in a knowledge based economy;
- Students will need to achieve an ATAR or complete a Certificate II or higher. Achieving an ATAR will require students to complete a minimum of four (4) designated ATAR courses at Year 12

**Breadth and depth**

Students will complete a minimum of 20 course units or the equivalent. This requirement must include at least:

- A minimum of ten (10) Year 12 units
- Two (2) completed Year 11 English units and one (1) pair of completed Year 12 English units
- One pair of Year 12 course units from each of List A (arts/languages/social sciences) and List B (mathematics/science/technology).

**Achievement standard**

Achieve a minimum of six (6) C grades in Year 11 units and eight (8) C grades in four (4) pairs of Year 12 units (or equivalents; see below).

There will be provision for students to offset these unit requirements by completing VET qualifications at Certificate I, II, III or IV level. A Certificate I can replace two Year 11 course units, a Certificate II, two Year 11 and two Year 12 units, a Certificate III, two Year 11 and two Year 12 units and a Certificate IV or above, two Year 11 and four Year 12 units.

**English language competence**

- Completion of at least four units of English post Year 10 – studied over at least two years.
- Students will need to demonstrate minimum standards of literacy and numeracy mapped to the Australian Core Skills Framework.

Full details are available on the School Curriculum and Standards Authority (formerly Curriculum Council) website at www.curriculum.wa.edu.au/internet/Policy/WACE_Requirements
Hedland Senior High School will be offering the opportunity for Year 10 students to access courses appropriate to student capabilities, educational and employment pathways. This will ensure students have had exposure to and are well prepared to make informed decisions for Year 11 and 12.

A highlight of this new structure is for students with an aptitude in a particular area may be able to access Stage 2 Courses.

Following are examples of subject/course combinations aligned to educational and employment pathways.

**Note:** We want all students to be successful. Students will be advised based on achievement data which courses and pathways are most suitable to their demonstrated abilities.

### General University Pathway

- Specialised Science
- Specialised Society & Environment
- Mathematics
- English
- HPE or Kicking or Shooting Goals

+ one Arts or T&E course

### Specialist Arts University Pathway

- Specialised Science
- Specialised Society & Environment
- Mathematics
- English
- SAP Performance(or KG/SG/HPE)
- SAP Production

### Specialist Arts Non-University Pathway

- General Science/General Society & Environment
- SAP Performance(or KG/SG/HPE)
- SAP Production
- Mathematics
- English

+ one course from T&E

### Vocational Pathway

**Business/Hospitality focus**

- General Science/General Society & Environment
- Mathematics
- English
- HPE or Kicking or Shooting Goals
- Business course (or one Arts course)
- Hospitality course (or one Arts course)

**Trade Focus**

- General Science/General Society & Environment
- Mathematics
- English
- HPE or Kicking or Shooting Goals
- Woodwork and Metalwork (or one Arts course)
- Building and Design course (or one Arts course)
The information gained from the following list of websites may help students determine their post-school options.

**Apprenticeships and Traineeships**

**Australian Defence Force Academy**
www.defencejobs.gov.au

**Australia wide job search**
www.jobsearch.gov.au

**Career, employment, training information in Western Australia**

**Career research**
www.careersonline.com.au

**Centrelink**
www.centrelink.gov.au

**Curtin University**
www.curtin.edu.au

**Edith Cowan University**
www.ecu.edu.au

**Job Resources Australia**
www.youth.gov.au

**Murdoch University**
www.murdoch.edu.au

**My Future**
www.myfuture.edu.au

**OZJAC**
www.ozjac.com.au

**Training WA (TAFE course information)**
www.trainingwa.wa.gov.au

**Tertiary Institutions Services Centre**
www.tisc.edu.au

**University of Notre Dame**
www.nd.edu.au

**University of Western Australia**
www.uwa.edu.au

**Vacancies Australia wide**
www.seek.com.au

**Western Australian Government** (go to ‘Education and Training’)
www.wa.gov.au
Aspire UWA

This program aims to work with schools, communities and educational organisations to raise aspirations amongst high school students in communities typically under-represented in higher education. The program will engage with schools in the Pilbara region and Outer Metropolitan Perth that have a significant Indigenous student population and/or groups of students drawn from new and emerging communities.

The program starts to work with the students when they are in Year 9 and continues to support them through to a successful transition to university.

Students can nominate to be considered for the program.

Current activities include:

- Campus visits for local schools with activities designed to encourage students to explore their future study options including the Race around Campus.
- Camps for students from the Pilbara where they will be introduced to the various facets of Uni life.
- Visits from the UWA Prospective Students’ Office providing advice on pathways, subject selection and the experience of studying at UWA.
- Visits from UWA staff, including the Aspire UWA project team, the Faculty of Medicine, Dentistry and Health Sciences’ and staff from the School of Indigenous Studies.
- Regular e-newsletters and competitions for the students.
YEAR 8-10 ASSESSMENT POLICY

The following policy has been developed so students, parents and teachers are clear regarding their responsibilities.

It is provided to all students in Years 8-10 at Hedland SHS and is based Senior School requirements outlined by the School Curriculum and Standards Authority of Western Australia.

Teacher responsibilities:

A subject/course outline and clear Assessment Guidelines must be provided to students at the commencement of their learning program by their teacher.

Student responsibilities:

- complete all course requirements by the due date
- complete all assessment tasks
- maintain a good record of attendance
- initiate contact with teachers regarding missed in-class assessment tasks and extension of the due date for out-of-class assessment tasks.

For any late out-of-class assessment task, where you do not provide a reason which is acceptable to the School, the following penalties apply:

- 10% reduction in the mark (if submitted one school day late) or
- 20% reduction in the mark (if submitted two school days late) or
- 50% reduction in the mark (if submitted three school days late) or
- a mark of zero (if submitted more than three school days late or not submitted)

Absence from Class/Missed work
If you are likely to experience difficulty meeting a deadline you must discuss the matter with you teacher at the earliest opportunity before the due date. Any missed in-class assessment task where you do not provide a reason which is acceptable, a penalty of a mark of zero will apply:

Acceptable reasons for non-submission or non-completion include:

- where sickness, injury or significant personal circumstances for part or all of the period of an out-of-class assessment task prevents completion and submission and/or prevents attendance on the day that an in-class assessment task is scheduled.

Your parent/guardian must provide either a medical certificate or a letter of explanation immediately you return to school.

Non acceptable reasons include:

- events that can be rescheduled, e.g. sitting a driver’s licence test, preparation for the school ball.
- family holidays during the term. In exceptional circumstances, your parent/guardian may negotiate with the Year Coordinator to manage the situation.
Cheating, collusion and plagiarism

All work in each individual assessment task must be your own work. You can not submit for marking, as original, any work which contains:

- identical or similar material to the work of another person (e.g. another student, a parent, a tutor) identical, or similar material to a published work unless the source is acknowledged in referencing.

You must not cheat (i.e. engage in a dishonest act to gain an unfair advantage).

If it is believed you have engaged in cheating, collusion or plagiarism you will be referred to the head of learning area. If you permit others to copy your work you will also be penalised.

If it is demonstrated beyond reasonable doubt that you have cheated, colluded or plagiarised, at the discretion of the Principal, the following penalties will apply:

- a mark of zero for the whole assessment task, or
- a mark of zero for part of the assessment where the teacher can identify the part of the assessment task that has been copied or plagiarised
## The Arts

### Arts Pathways

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<th>Arts Pathways</th>
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<td><strong>Dance</strong></td>
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<td>Year 10</td>
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<td>Year Certificate II Dance</td>
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<tr>
<td><strong>Drama</strong></td>
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<td>Year 10</td>
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<td>Year 11</td>
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<td><strong>Music</strong></td>
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<td>Year 10</td>
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<td>Year 11</td>
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<td><strong>Photography/Visual Arts</strong></td>
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<td>Year 10</td>
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<td>Year 11</td>
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SPECIALIST ARTS PROGRAM

This program focuses on targeting creative ability and creating artists. It is important that students interested in this course are passionate, motivated and enthusiastic, with potential in the Arts. Outstanding opportunities will be organised through the partnerships with successful artists, actors, musicians and dancers who will inspire and mentor students. This unique extension program is designed to enrich students’ artistic talents in a supportive local environment. Students will have many opportunities to exhibit and perform their own works as well as participate in community programs. Entry to the Specialist Arts Program is automatic for students previously enrolled in the program, however extra limited places are available for Year 10 students through an audition and interview process.

How will this course help students in the future?
The Specialist Arts Program is the development of “Artists” as opposed to “Arts Students”. Students will make connections to relevant fields of study and to more generally prepare them for creative thinking and problem solving in future work and life. Pathways into Year 11 and 12 may see students continue into Arts courses at Stages 2 and 3.

ARTS PRODUCTION

Visual Arts / Design / Media

Recommended Background
Successful completion of Year 9 SAP program or a least a Grade B in Year 8/9 Music or Visual Arts.

Topics/Content
Students will be involved in unique experiences and situations to create arts works. Examples are painting sets and managing/designing props, creating artworks and art making activities in different mediums, multimedia, photo-media, photography, stage makeup and costume design, and technical staging requirements.

ARTS PERFORMANCE

Dance/Drama/Music

Recommended Background
Successful completion of Year 9 SAP program or a least a Grade B in Year 8/9 Dance or Drama.

Topics/Content
Students will be involved in unique experiences and situations to perform arts works. Examples are performing dance works of different genres, acting in drama activities and productions, choreographing dance pieces, writing, performing and directing drama works, staging techniques, and group and solo performances.

ARTSaway Camp

Exploring beyond the Pilbara enables students to open their minds across the arts in a different learning environment. Access to Western Australia’s best arts facilities are explored.

ARTSaway is a wonderful exciting week full of creative experiences for our Year 10 Specialist Arts Students. ARTSaway takes place in and around Perth.

The purpose of this trip is to broaden our students experiences and understanding across the arts in real-life context. Workshops and activities take place in The Art Gallery of Western Australia, The State Theatre (Black Swan Company), Buzz Dance Theatre and to Edith Cowan University.

ARTSaway Campers are exposed to contemporary dance, theatre, skills, circus, art, and music.
Students undertaking this course will develop an appreciation of a variety of genres, styles and forms. They will gain transferable skills that enable them to engage with dance through choreography, performance and appreciation. Students are encouraged to work independently and in collaboration with others to solve tasks and present dance works.

**How will this course help students in the future?**
Through participation in the Dance course, students develop transferable skills essential to their future. These include communication skills, collaborative teamwork skills, negotiation and conflict resolution skills, problem solving skills, as well as the ability to organise, analyse and evaluate. Participation may lead to opportunities for future study in dance or related arts fields.

Students now have the opportunity to gain a nationally recognised qualification in The Arts - Dance at Hedland Senior High School. This qualification can be used as a pathway into specialist Certificate III qualifications within the live performance industry. Students will develop basic dance techniques and physical condition for dance performance and have the option to explore in greater detail one or more dance genres – contemporary, jazz, tap, street dance, cultural dance and Aboriginal and Torres Strait Islander dance. Exploring backstage operations, like scenic art, audio, vision systems and bump in bump out, are electives that students may also choose. This course is highly practical and written tasks will reflect real-life situations in the performing arts area.
PERFORMANCE

In the Performance courses, students are given the opportunity to develop their performance abilities and potential. Students share their creativity and personal expression through creating, presenting and responding to performance tasks. Students are encouraged to work independently and in collaboration with others to solve tasks and present performance works.

How will this course help students in the future?
While some students intend to make a career in performance, they also participate for enjoyment and satisfaction. They experience the pleasure that comes from developing personal skills, knowledge and understandings that can be transferred to a range of careers and situations. Performance builds confidence, empathy, understanding about human experience, and a sense of identity and belonging. These are invaluable qualities for modern living.

Topics/Content
Students will explore a variety of different theatre games and learn a variety of types of theatre. Students may perform on a professional stage and have an all access backstage pass. Students will develop skills to become a set designer, design sets as well as learn about a variety of plays. They will have the opportunity to write scripts and may have the opportunity to compete in the annual YOHFest competition.

DANCE

Topics/Content
In Dance students will develop and further enhance their skills across a variety of disciplines including Jazz, Contemporary and Hip Hop. Students will learn how to use choreographic tools to create and develop their own dance styles and have the opportunity to participate in a live performance. Opportunities may exist to participate in YOHfest, Rock Eisteddfod and enrichment activities.

Commitment
One hour of homework/study per week.
VISUAL ARTS/DIGITAL MEDIA

In the Visual Arts/Digital Media course, students engage in traditional, modern and contemporary media and techniques within the broad areas of art forms. Students will gain an awareness of the role that artists, photographers and designers play in reflecting, challenging and shaping societal values. By encouraging students to appreciate the work of other artists, students will be equipped with the knowledge and skills to understand design principles and processes, analyse problems and devise innovative strategies. Students will create projects using both traditional arts and digital photography practices.

How will this course help students in the future?
The Visual Arts/Digital Media course aims to enable students to make connections to relevant fields of study and to more generally prepare them for creative thinking and problem solving in future work and life. Students will develop a competitive edge for current and future industry and employment markets. It provides access to further vocational and university pathways.

PHOTOGRAPHY

Recommended Background
An interest in photography and design.

Topics/Content
Students have the opportunity to learn about different types of cameras and manual control. They will gain practical experience in the field and manipulate their work using digital media such as Photoshop CS4. Students will become a photographer, designer and have the chance to work in a photography studio equipped with professional gear.

VISUAL ARTS

Recommended Background
Participation in lower school Visual Arts and/or an interest for art and design.

Commitment
1 hour of homework a week.

Topics/Content
If you love being creative then this is the course for you. In visual arts students will have fun designing and creating many different artworks. A hands on course, students will have experiences with different mediums including paint and clay. Students will design and create art works. Students will be able to manipulate their ideas using digital media such as Photoshop CS4. Student works could be considered for selection in local exhibitions such as the Hedland Art Awards.
**ENGLISH**

Students will be placed into pathways based on performance data (NAPLAN, Semester 2 achievement) and teacher recommendations.

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<tr>
<th>PATHWAYS</th>
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<tr>
<td><strong>Year 10</strong></td>
<td><strong>Course One</strong></td>
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<td></td>
<td>For students who intend to choose a university pathway or who are, as yet unsure of which pathway they may take.</td>
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<td>Students will study a range of text types including prose, poetry, media, drama and transitional. Students will be given the opportunity to build on their language skills in each of the outcomes of Reading, Writing, Speaking, Listening and Viewing.</td>
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<tr>
<td></td>
<td>This course is suitable for students with good English skills receiving a B Grade or higher in Year 9 English. Courses of Study in English in Year 11 and 12.</td>
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<tr>
<td><strong>Year 11</strong></td>
<td>1C 1D 2A 2B</td>
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</table>

| **Year 10** | **Course Two** |
| | For students who intend to choose a TAFE or Apprenticeship pathway. Students will focus on strengthening skills. The focus for students is on issues associated with emerging and late adolescence. |
| | This course is suitable for students working in integrated programs such as Workplace Learning. |
| **Year 11** | 1A 1B 1C 1D |
Students will participate in either Kicking Goals, Shooting goals or General Health and Physical Education.

Students wishing to trial for either Kicking or Shooting Goals should see the Managers of these programs.

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<tr>
<th>PATHWAYS</th>
<th>Course Units</th>
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<tr>
<td></td>
<td>1A</td>
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<tr>
<td>GENERAL HEALTH AND PHYSICAL EDUCATION</td>
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<td>Year 10</td>
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<tr>
<td>Year 11</td>
<td><strong>HPE</strong></td>
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<tr>
<td>KICKING GOALS/SHOOTING GOALS</td>
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<td>Year 10</td>
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<td>Year 11</td>
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Health and Physical Education contributes to the development of the whole person. It provides students with an understanding of health issues and the skills needed for confident participation in sport and recreational activities. It enables students to make responsible decisions about health and physical activity and to promote their own and other's health and well being.

How will this course help students in the future?
Students will progressively develop skills, knowledge and understanding that will enable them to pursue their personal interests and potential in physical activity as athletes, coaches, officials and/or administrators. It will prepare them to play an active role in the development of communities and societies.

1. All students will be required to complete units in Health Education. Topics covered during Health Education include Water Safety, Basic First Aid, Physical Education Studies and Keys for Life (Pre-Driver Training). Students in Year 10 will have the opportunity to select a group of sports in which they have to participate for 2014. Please see table below:

<table>
<thead>
<tr>
<th>Term</th>
<th>Option 1</th>
<th>Option 2</th>
<th>Option 3</th>
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<tbody>
<tr>
<td>Term 1</td>
<td>Field Hockey</td>
<td>Touch Rugby</td>
<td>AFL</td>
</tr>
<tr>
<td>Term 2</td>
<td>Netball</td>
<td>Gaelic Football</td>
<td>Indoor Cricket</td>
</tr>
<tr>
<td>Term 3</td>
<td>Softball</td>
<td>Basketball</td>
<td>Soccer</td>
</tr>
<tr>
<td>Term 4</td>
<td>Volleyball</td>
<td>Badminton</td>
<td>Lacrosse</td>
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</tbody>
</table>

***NB: The order of sports may change due to availability of resources. Every attempt will be made not to change the sporting contexts but this cannot be guaranteed."
Kicking Goals/Shooting Goals

Through these award winning programs, students are able to develop their skills and knowledge of Australian Rules Football and Netball. The programs provide students with the knowledge and skills to coach younger athletes.

How will this course help students in the future?
Students will progressively develop skills, knowledge and understanding that will enable them to pursue their personal interests and potential in AFL, Netball and sport in general as athletes, coaches, officials and/or administrators.

KICKING GOALS

Recommended Background
Involvement in Kicking Goals in Year 9

Commitment
Up to one hour of study/homework per week plus co-curricular activities

Topics/Content
Students will investigate skills, strategies and tactics involved in Australian Rules Football and Netball through practical training sessions, game play and video analysis.

A variety of coaching and teaching concepts will be covered throughout this course- with students being given the opportunity to apply their coaching skills to practical situations.

SHOOTING GOALS

Recommended Background
Involvement in Kicking Goals in Year 9

Commitment
Up to one hour of study/homework per week plus co-curricular activities

Topics/Content
Students will investigate skills, strategies and tactics involved in Australian Rules Football and Netball through practical training sessions, game play and video analysis.

A variety of coaching and teaching concepts will be covered throughout this course- with students being given the opportunity to apply their coaching skills to practical situations.
Students will be placed into courses based on performance data (NAPLAN, Semester 2 achievement) and teacher recommendations.

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<thead>
<tr>
<th>PATHWAYS</th>
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<tbody>
<tr>
<td>Year 10</td>
<td>Pathway One: 10A</td>
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<td></td>
<td>For students wanting to study stage 2 and 3 Mathematics for further education; preparation for higher level trades such as electrical training or university entry or who are yet unsure of which pathway they will undertake at the end of their schooling and who have demonstrated a high to very high knowledge and understanding of Mathematical Concepts and Skills in Year 9. Students will study and be assessed in the areas of Understanding, Fluency, Problem Solving and Reasoning in the objectives of Algebra and Number, Data and Chance and Measurement.</td>
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<tr>
<td>Year 11</td>
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<tr>
<td>Year 10</td>
<td>Pathway Two: 10</td>
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<tr>
<td></td>
<td>For students wanting to study Stage 1 and lower Stage 2 Mathematics for further education; general trade entry, university entry where mathematics is unlikely to be needed or employment. Students will study and be assessed in the areas of Understanding, Fluency, Problem Solving and Reasoning in authentic context based learning experiences covering the objectives of Algebra, Number, Data and Chance and Measurement.</td>
</tr>
<tr>
<td>Year 11</td>
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</table>
Students will be placed into courses based on performance data (NAPLAN, Semester 2 achievement) and teacher recommendations.

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<tr>
<th>PATHWAYS</th>
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<td>1A</td>
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<tr>
<td>Year 10</td>
<td>Course One - ATAR Pathway</td>
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<td>For students who intend to choose a University pathway, VET course or employment where a background in Science is an advantage.</td>
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<tr>
<td>Year 11</td>
<td><img src="#" alt="Course One" /></td>
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<tr>
<td>Year 10</td>
<td>Course Two - General Science</td>
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<td></td>
<td>For students interested in a TAFE or Apprenticeship pathway. Students will undertake the National Curriculum study areas four periods per week in either Semester 1 or Semester 2 with blocks of five weeks on each topic area.</td>
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<tr>
<td>Year 11</td>
<td><img src="#" alt="Course Two" /></td>
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Note: It may be possible for students to be accelerated into Stage 2 Human Biological Science OR Biological Sciences and Integrated Science.
SCIENCE ATAR Pathway

This course is designed to prepare students to study a specialised Science course in Year 11 and 12. Students who would like to select a Stage 2 Science course in Year 11, following on with a Stage 3 Science course in Year 12, are encouraged to undertake this Science course in Year 10.

The Year 10 Science (ATAR Pathway) course will involve four periods of Science class per week for the full year. The Science topics studied in this course cover the scope of the Australian Curriculum for Physical, Chemical, Biological, Earth and Space Sciences.

SEMESTER ONE

Students will focus on the Chemical and Earth and Space Sciences. Biological Sciences. Their understanding of the Atomic Theory will be further developed in regards to the relationships within the Periodic Table, with chemical reactions being studied in detail. Interactions between the layers of the atmosphere will be used to examine global cycles, and students will study the features of galaxies, stars and solar systems to understand the origins of the Universe.

SEMESTER TWO

Students will focus on the Physical and Earth and Space Sciences. They will study the motion of objects and energy transformations, and develop their understanding of energy conservation within a system. Students will also study genetics and how the diversity of living things supports the theory of natural selection.

Built into the program will be elements of how humans have developed science over time; science investigation skills and methodology. The courses will also, where possible, be delivered with a local area context.
Students will be placed into compulsory courses based on performance data (NAPLAN, Semester 2 achievement) and teacher recommendations.

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<tr>
<th>PATHWAYS</th>
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<td><strong>Year 10</strong></td>
<td><strong>COURSE ONE—Specialist Society &amp; Environment</strong></td>
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<td>For students who intend to choose a university pathway or who are, as yet unsure of which pathway they may take.</td>
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<td>Students will study elements of History, Geography, Economics and Political and Legal Studies. Students will be given the opportunity to build on their skills in each of these disciplines.</td>
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<td>This course is suitable for students with good reading and writing skills receiving a B Grade or higher in Year 9 Society and Environment.</td>
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<td><strong>Year 10</strong></td>
<td><strong>COURSE TWO—General Society &amp; Environment</strong></td>
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<td>For students who intend to choose a TAFE or Apprenticeship pathway. Students will focus on strengthening and further developing their knowledge and skills across the Society and Environment disciplines of Geography, History, Politics/Law and Career Development. Students will undertake study four periods per week in either Semester 1 or Semester 2 with blocks of five weeks on each topic area.</td>
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SPECIALISED SOCIETY AND ENVIRONMENT

If you are a student who would like to study a course from the Society and Environment learning area at stage 2 in year 11 and stage 3 in year 12, then you should consider the Year 10 Specialised course.

This course is designed for students who have an interest in the study of Society and Environment. A broad spectrum of S & E topics will be covered to help you decide which Stage 2 courses you would like to study in Year 11. Specialist S & E covers all the major SOSE strands; Politics and Law, History, Economics, Geography.

TERM ONE

Politics and Law

Students will critically examine the impact of laws and government decisions on daily life. Students will look at the principles of natural justice, the rule of law, civil rights and research ways political and legal decision-making can promote or undermine people's civil rights.

TERM TWO

History

Students will gain valuable skills to allow them to analyse historical documents and critically assess events from the past. Students will focus on heroes and villains from modern American history.

TERM THREE

Economics

Students will focus on personal economics and finance. They will explore how individuals derive an income and make decisions about how to spend and save focusing on consumption, investment and savings decisions. Students will also explore how the government redistributes income.

TERM FOUR

Skills Development/Geographical Systems

Students will begin learning basic mapping concepts which will complement their learning throughout the term. They will be focusing on weather and climate and human impact upon the environment. Students will apply their knowledge to researching an atmospheric disaster, such as a cyclone.
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<td>Information Technology/Business Management</td>
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<td>Woodwork/Metalwork</td>
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BUSINESS PATHWAY

In this course, students use a range of computer hardware and software to create, manipulate and communicate information. They will develop practical skills as well as knowledge and understanding of business activity by focussing on innovation, initiative and entrepreneurship.

The result is a set of skills which will equip the student for the 21st century and give them an appreciation of the impact of information technology and business.

How will this course help students in the future?
Through this course, students gain essential life and work skills in problem-solving, time management and communications skills, while working both independently and collaboratively. They will be well equipped to be proactive participants in the dynamic world of business, behaving responsibly and demonstrating integrity in business activities. The course provides an excellent general grounding in ICT and business for the future study aspirations and professional lives of all students.

INFORMATION TECHNOLOGY

Recommended Background
A genuine interest in working in multimedia and computers

Topics/Content
The focus for this unit is personal communication and using technology to meet personal computing needs. This includes the study of how individuals use information technology in their daily lives. Students investigate and develop an understanding of what is required to be able to successfully communicate to meet their personal needs. Students develop a range of skills that enable them to communicate using appropriate technologies and to gain knowledge that assists in communicating within a personal context.

BUSINESS MANAGEMENT

Recommended Background
A genuine interest in Business Management

Topics/Content
In this unit, the focus is on the role of business in Australia. Most people have had consumer experiences, whether it is using a mobile phone, watching TV or paying for and using other goods and services. Therefore, learning contexts are selected that tap into these interests and build upon this informal understanding. Different perspectives on the contribution of business to society are considered.
INDUSTRIAL WORKSHOP

Recommended Background
A genuine interest in construction

Workshop Safety Compliance
- Wear safety glasses at all times in the workshop
- Wear covered in shoes
- Restrain long hair

Topics/Content
The focus of this unit is on introduction to building and construction. The unit introduces properties of common construction materials. Basic plan reading is practised with application in building as well as skills in areas of content, such as working with materials. The unit explores processes drawn from building projects. A variety of materials are worked with and a range of practical skills are developed.

TECHNICAL GRAPHICS

Recommended Background
A genuine interest in Technical Drawing

Topics/Content
The focus for this unit is design basics. Students understand that design is a discipline area with its own history, traditions and tools and techniques. Students are introduced to design elements and principles and design process and practice. They are introduced to basic drawing skills and a range of techniques to demonstrate their control over the elements of design. Students are introduced to basic production skills and process, materials and technologies.
HOSPITALITY/COMMUNITY SERVICES PATHWAY

The Textile and Food courses provide opportunities for students to develop an understanding of two important industries in Australian Society. These courses are highly practical and suit those students who prefer a more ‘hands on’ approach to their learning.

How will this course help students in the future?
This course caters for all students, from those seeking career pathways in related industries to those aiming for personal development, parenting and life skills. Industries that are of particular importance is both the fashion and hospitality industry. Catering and serving skills that suit the likes of a Chef, Barista and Waitperson will be introduced, allowing students to identify where their passion within the Hospitality Industry. Also, students gain an understanding of the construction of garments introducing them to the basics of the fashion industry.

TEXTILES

Recommended Background
A genuine interest in working with Textiles

Safety Compliance
• Wear covered in shoes
• Restrain long hair

Topics/Content
Textiles is a practical course that allows students to explore and use textiles. Students have the opportunity to build upon their previously acquired skills as they have the opportunity to construct a garment such as a Hooded Jumper. Students will learn how to follow a commercial pattern and will involve themselves in all stages of the construction process: pattern layout, cutting out, sewing and the finishing of a professionally looking garment.

FOODS

Recommended Background
A genuine interest in working with food and catering

Safety Compliance
• Wear covered in shoes
• Restrain long hair

Topics/Content
Foods is a course that covers a range of topics such as Coffee Making, Cake Decorating and Catering. Students have the opportunity to use a commercial coffee machine to make a range of espresso coffees such as Cappuccinos, Lattes, Flat Whites and even an Affogato! Students with a particular niche in this area may also wish to develop skills in latte art. Students will be taught the art of piping techniques and cake decorating where they will create and decorate a variety of cakes. Students will refine these skills to produce a fondant covered cake that displays sugar art. Throughout the course students will utilise a range of cookery methods and preparation techniques to produce a wide repertoire of recipes.
TRADES PATHWAY

This is a practical course where students can choose to work with wood or metal in the design and manufacture of products. This is also a course about ideas, innovation and creativity. In order to do these well, students research and test materials and use strategies to develop innovative and creative ideas. They apply skills of management in planning and implementing a process, at the same time as they manipulate tools and machines to produce high-quality products.

How will this course help students in the future?
This course connects to the world of work, further vocational education and training and university pathways. Students may achieve VET competencies as they complete their design projects, while at the same time developing cognitive skills fundamental to designing in a practical context. This activity enhances employability and may lead to further training and employment opportunities in areas that include textiles and clothing, manufacturing, design, built environment, science and engineering.

METALWORK

Recommended Background
A genuine interest in working with metal desirable

Workshop Safety Compliance
- Wear safety glasses at all times in the workshop
- Wear covered in shoes
- Restrain long hair

Topics/Content
The focus for this unit is production fundamentals. It is an introductory unit for those students who have limited experiences in the manufacturing of products. Students are introduced to principles and practices of design, fundamentals of design to manufacture products for themselves. They learn to communicate various aspects of the design process within the structure of making their product. Throughout the process, students learn about materials, including their origins, classifications, properties and suitability for purpose. Students are introduced to relevant technology process skills. Students work in a defined environment and learn to use a variety of relevant technologies safely and effectively.

WOODWORK

Recommended Background
A genuine interest in working with wood desirable

Workshop Safety Compliance
- Wear safety glasses at all times in the workshop
- Wear covered in shoes
- Restrain long hair

Topics/Content
The focus for this unit is production fundamentals. It is an introductory unit for those students who have limited experiences in the manufacturing of products. Students are introduced to principles and practices of design, fundamentals of design to manufacture products for themselves. They learn to communicate various aspects of the design process within the structure of making their product. Throughout the process, students learn about materials, including their origins, classifications, properties and suitability for purpose. Students are introduced to relevant technology process skills. Students work in a defined environment and learn to use a variety of relevant technologies safely and effectively.