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### 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 Senior School Deputy Principal, Student Services Coordinator, the Year 10 Coordinator; and the career counsellor to whom students will be allocated.
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*Hedland Senior High School*
EXPECTATIONS OF SENIOR SCHOOL STUDENTS

It is important that students take careful note of the following points relating to the school’s expectations of students in the Senior School, particularly Year 11 and 12.

As leaders in the school, Senior School students are expected to set a high standard of behaviour for the rest of the student body.

Students will need to allocate at least three hours study time per week out of school for each Stage 2 and above course to cope with the workload, this does not include homework.

Students undertaking VET and Stage 1 courses also have a considerable workload and need to apply themselves and hand in all the allocated tasks on time.

Student behaviour is expected to be responsible at all times. Inappropriate behaviour may lead to exclusion from extra curricular activities such as the School Ball and Country Week.

To ensure success in Senior School courses regular and punctual attendance is essential. All absences need to be explained by a note or phone call from the parent or caregiver. Truancy, including non-attendance for individual classes is unacceptable.

Students of legal age wishing to drive to school need to notify the appropriate Year Coordinator and provide a letter of permission from a parent or guardian. UNDER NO CIRCUMSTANCES are students to leave the school grounds during school time, recess or lunchtime, either by themselves or with other students.

Leaving school grounds within the school time (including recess and lunch) is not permitted. Sick students who wish to go home must either see the school nurse, or if unavailable, a member of the Administration.

All Year 11 students MUST attempt six course or course equivalents (12 course units) and be either eligible for an ATAR and/or enrolled in a Certificate II qualification. Study periods will not be provided within the school timetable.
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.

To be awarded the WACE in 2015, a student will need to meet the following requirements:

- complete a minimum of 20 course units or the equivalent, which must include at least:
  - a minimum of 10 units from courses
  - four course units from English, Literature and/or English as an Additional Language/Dialect, studied during Year 11 and Year 12 (at least two of these units must be completed in Year 12)
  - one pair of course units from each of List A (arts/languages/social science) and List B (mathematics/science/technology) completed in Year 12

  NOTE: Repeated units can only count once

- achieve a C grade average or better across the best 16 course units, of which at least eight must be completed in Year 12 (completing endorsed programs and/or vocational education and training may reduce the number of course units required for the calculation)

- demonstrate English language competence

- sit WACE examinations for all Stage 2 and Stage 3 pairs of units in which they are enrolled, unless exempt.

Full details are available on the School Curriculum and Standards Authority (formerly Curriculum Council) website at

www.scsa.wa.edu.au/internet/Senior_Secondary/The_WACE/WACE_Requirements
Hedland Senior High School will be offering the following:

**School Curriculum and Standards Authority Courses**
All WACE courses consist of units, each with their own syllabus. Students are encouraged to study units appropriate to their level of development.

**Direct Entry University Pathway**
University-bound students study a program containing Stage 2 and Stage 3 units over their senior secondary years. In their final year, all or most of the units studied would be at Stage 3.

**Indirect Entry University/Competitive Apprenticeship/TAFE course Pathway**
Students who are planning on going to university through indirect methods, for example, portfolio entry or through TAFE (Certificate IV) and those seeking a highly competitive apprenticeship (electrical) study a mixture of Stage 1 and 2 units in years 11 and 12 (a minimum of two Stage 2 courses are required in Year 12).

**TAFE/Apprenticeship/Workforce Pathway**
Students who are planning on going into training through TAFE or at a private Registered Training Organisation, or directly into the workforce, study a mixture of Stage 1 and 2 units, or Stage 1 units in years 11 and 12.

Stage 2 and Stage 3 pairs of units completed in Year 12 have a compulsory WACE examination that is used to statistically moderate school-based assessments. This information is used by the Tertiary Institutions Service Centre and the School Curriculum and Standards Authority (formerly Curriculum Council) to generate scaled scores that can be used for university selection.

Other choices for 2012 may include:

- A training program accredited under the Vocational Education and Training Act 1996 (this includes TAFEWA colleges and private registered training organisations).
- A traineeship.
- A combination of any of the above, including school.
LIST A and LIST B Courses offered at Hedland SHS for 2013

Students must choose at least one course from each of the lists.

<table>
<thead>
<tr>
<th>LIST A</th>
<th>LIST B</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAE  Career and Enterprise</td>
<td>ACF  Accounting and Finance*</td>
</tr>
<tr>
<td>CFC  Children, Family and Community</td>
<td>AIT  Applied Information Technology</td>
</tr>
<tr>
<td>DAN  Dance</td>
<td>BIO  Biological Sciences*</td>
</tr>
<tr>
<td>DRA  Drama</td>
<td>BCN  Building and Construction</td>
</tr>
<tr>
<td>ECO  Economics*</td>
<td>BME  Business Management &amp; Enterprise</td>
</tr>
<tr>
<td>ENG  English</td>
<td>CHE  Chemistry*</td>
</tr>
<tr>
<td>LIT  Literature</td>
<td>DES  Design</td>
</tr>
<tr>
<td>GEO  Geography</td>
<td>FST  Food Science and Technology</td>
</tr>
<tr>
<td>MPA  Media Production and Analysis</td>
<td>HBS  Human Biological Science</td>
</tr>
<tr>
<td>HIM  Modern History</td>
<td>ISC  Integrated Science</td>
</tr>
<tr>
<td>MUS  Music</td>
<td>MDT  Materials, Design &amp; Technology</td>
</tr>
<tr>
<td>PAL  Politics and Law *</td>
<td>MAT  Mathematics</td>
</tr>
<tr>
<td>VAR  Visual Arts</td>
<td>MAS  Mathematics Specialist*</td>
</tr>
<tr>
<td>WPL  Workplace Learning</td>
<td>PES  Physical Education Studies</td>
</tr>
<tr>
<td></td>
<td>PHY  Physics*</td>
</tr>
</tbody>
</table>

*It may not be possible to timetable subjects if they are chosen by a very small number of students. Courses may be offered through alternative delivery methods.*

Tailored programs

There are a number of different programmes that students may select as a part of their Senior Schooling pathway at Hedland Senior High School:

1. University
2. Vocational Programs (VET)
3. Skilled to Work Program
4. Training Option Program (TOPs)

For more information, please refer to the Vocational Education Training (VET) section.
The following are examples of course combinations for students seeking university entrance. All students are required to study English and it is strongly recommended they study an appropriate level of Mathematics. It is possible to select from both List A and B to develop your own program.

<table>
<thead>
<tr>
<th>Arts/Humanities</th>
<th>Science</th>
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<tbody>
<tr>
<td>English or Literature 2A/2B</td>
<td>English or Literature 2A/2B</td>
</tr>
<tr>
<td>Mathematics 2A/2B or higher</td>
<td>Mathematics 2A/2B or higher</td>
</tr>
<tr>
<td>History 2A/2B</td>
<td>Chemistry or Physics 2A/2B</td>
</tr>
<tr>
<td>Drama or Dance 2A/2B</td>
<td>Human Biology 2A/2B</td>
</tr>
<tr>
<td>+ two additional courses</td>
<td>Physical Education Studies 2A/2B</td>
</tr>
<tr>
<td>All listed courses are delivered face to face</td>
<td>+ one additional course</td>
</tr>
<tr>
<td>All listed courses are delivered face to face</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Medicine/Law/Dentistry/ Vet Science</th>
<th>Other</th>
</tr>
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<tbody>
<tr>
<td>English or Literature 2A/2B</td>
<td>English or Literature 2A/2B</td>
</tr>
<tr>
<td>Mathematics* 3A/3B</td>
<td>Mathematics 2C/2D</td>
</tr>
<tr>
<td>Physics* 2A/2B</td>
<td>Economics* 2A/2B</td>
</tr>
<tr>
<td>Chemistry* 2A/2B</td>
<td>Chemistry 2A/2B</td>
</tr>
<tr>
<td>+ two additional courses</td>
<td>Politics and Law * 2A/2B</td>
</tr>
<tr>
<td>*Delivered through SIDE</td>
<td>Physical Education Studies 2A/2B</td>
</tr>
</tbody>
</table>

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<tr>
<th>Alternative Entry</th>
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<tr>
<td>English 1C/1D or 2A/2B</td>
<td>English or Literature 2A/2B</td>
</tr>
<tr>
<td>Mathematics 1D/1E or 2A/2B</td>
<td>Mathematics 2C/2D</td>
</tr>
<tr>
<td>Career and Enterprise 1C/1D</td>
<td>Economics* 2A/2B</td>
</tr>
<tr>
<td>VET Certificate II or Workplace Learning</td>
<td>Chemistry 2A/2B</td>
</tr>
<tr>
<td>+ three additional stage 1 or 2 courses</td>
<td>Politics and Law * 2A/2B</td>
</tr>
<tr>
<td></td>
<td>Physical Education Studies 2A/2B</td>
</tr>
<tr>
<td></td>
<td>*Delivered through SIDE</td>
</tr>
</tbody>
</table>

Note: The University of Western Australia has a new course structure from 2012. For more information go to [www.newcourses2012.uwa.edu.au](http://www.newcourses2012.uwa.edu.au)
To be considered for university admission as a school leaver an applicant must -
- meet the requirements for the Western Australian Certificate of Education (WACE) as pre-
scribed by the School Curriculum and Standards Authority (formerly Curriculum Council),
- achieve competence in English as prescribed by the individual universities,
- obtain a sufficiently high **Australian Tertiary Admission Rank** (ATAR) for entry to a particular
  university and/or course (Some universities may not require an ATAR for some pathways), and
- satisfy any prerequisites or special requirements for entry to particular courses.

The ATAR is a NUMBER that shows your position relative to other students. For example, an
ATAR of 75.00 means a student is placed in the top 25% of all students. It can be used Australia-
wide.

**Portfolio Pathway to Edith Cowan University (ECU)**
In addition to the requirements outlined above, Edith Cowan University offers an additional pathway
for entry by school leaver students.

Detailed information about the requirements for the Portfolio Entry Pathway to ECU may be ob-
tained from [www.ecu.edu.au](http://www.ecu.edu.au).

**Portfolio Entry to Murdoch University**
In addition to the requirements outlined above, Murdoch University offers a portfolio pathway for
admission to the Bachelors degrees in Media, Mass Communication and in Digital Media. For more
information see [www.murdoch.edu.au](http://www.murdoch.edu.au).

**University Application Procedures**
Information about applying to the universities and admission to undergraduate courses will be sent
to Year 12 students at their schools in August of each year. Application is via TISC’s website.
The closing date for applications without incurring a late fee is normally the end of September. Of-
ers of admission are made by the universities in the second half of January and in early February.

Any further information about application procedures may be obtained from TISC. Enquiries about
mid-year entry, external studies and particular course requirements should be directed to the uni-
versity concerned.
Applications need to be made through TISC when the applicant is:
- an Australian citizen,
- a New Zealand citizen,
- approved/granted Australian permanent resident status.

International students do not fit these categories and will need to apply directly to the International
Office at the relevant university.

Full details regarding individual university entrance requirements and processes are available from
the TISC website: [http://www.tisc.edu.au](http://www.tisc.edu.au). The University Admission 2015 booklet is available on
the website, but please note that it is subject to change.
State Training Providers, for example, Pilbara Institute, offer courses for vocational education and training, apprenticeships and traineeships, support for workplace learning and courses for business and industry.

To gain entry into a State Training Provider (TAFE), applicants need to meet the entrance requirements for the chosen course. Where a course is deemed to be competitive, applicants are required to meet both the entrance requirements and selection criteria. Selection criteria will focus on secondary education achievement, skill development, previous qualifications and workplace learning (paid or unpaid).

Courses that require selection criteria to be met will clearly indicate this below the entrance requirement information.

Students who are interested in applying for State Training Provider (TAFE) courses are strongly advised to access the latest information from www.trainingwa.wa.gov.au.

Students will find detailed information on the website, but if more information or clarification is needed, then contact:

The Career Centre
166 Murray Street
Perth City
(Second floor, above Woolworths)

Phone: 13 23 98 or 1800 999 167

Email: career.centre@dtwd.wa.gov.au

Web: www.trainingwa.wa.gov.au/careercentre

THIS INFORMATION IS CURRENT AS OF APRIL, 2011
WHERE TO ACCESS INFORMATION

IN SCHOOL

School Staff Members: All students and their parents are encouraged to seek assistance from the appropriate staff members, particularly when discussing the content of courses and their prerequisites.

School Psychologist, Coordinator or Vocational Education Teacher will be able to help direct you to, or provide you with sources of information. More importantly they can assist you through the process of making your decision.

OUT OF SCHOOL

CAREER INFORMATION CENTRE: (Free Service)
City Central Building Level 2,
166 Murray Street Mall, PERTH
Telephone: 08 9464 1305
Hours: 8.30 a.m. - 5:00 p.m
Mon to Fri

This is a reference centre with a variety of information on almost every career. There are printed materials, handbooks, cassettes, videos and film.

TRAINING WA
- Initial information can be had from your School Psychologist or Careers Officer.
- For more detailed assistance contact the Counsellor at the appropriate College.

Applications:
For full-time study you need to complete an application form and lodge it by end Term Three

www.trainingwa.wa.gov.au
www.vetinfonet.det.wa.edu.au

Check the closing date for applications for your course.

TERTIARY INSTITUTIONS

Admission to undergraduate courses at all tertiary education institutions in Western Australia is co-ordinated through the Tertiary Institutions Service Centre or TISC
100 Royal Street,
EAST PERTH WA 6004
Phone: 08 9318 8000  FAX 08 9225 7050

Application forms are provided to Year 12 students at school. Private students can get application forms direct from T.I.S.C.

It is highly recommended that students interested in entering a tertiary institute subscribe to the TISC website through:

www.tisc.edu.au

Students participating in a Tertiary Entrance Examination (TEE) pathway will receive copies of all the Western Australian university prospectus during Term 2. They can also access information through the Prospective Students Officer at each of the universities:

MURDOCH UNIVERSITY
Telephone: 08 9360 6538
Fax: 08 9360 6491
www.murdoch.edu.au

CURTIN UNIVERSITY OF TECHNOLOGY
Telephone: 08 9266 2626
Fax: 08 9266 4108
www.curtin.edu.au

UNIVERSITY OF WESTERN AUSTRALIA
Telephone: 08 6488 2477 or 1800 653050
Fax 08 6488 1226
www.uwa.edu.au

EDITH COWAN UNIVERSITY
Telephone: 134328
www.ecu.edu.au

UNIVERSITY OF NOTRE DAME
Telephone: 1800 640 500
www.nd.edu.au
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
Students can begin a training qualification in Years 11 and 12 at the same time as completing the Western Australian Certificate of Education (WACE) through one of three programs: School Based Apprenticeship (not available at Hedland SHS), School Based Traineeship or Vocational Education and Training. A student’s week will consist of a combination of days at school and in the workplace as well as block release to TAFE.

Apprenticeships and traineeships combine practical experience at work with structured training that leads to a nationally recognised qualification.

There are a number of different programmes that students may select as a part of their Senior Schooling pathway at Hedland Senior High School:

**School Based Traineeships (SBT):**
School based traineeships allow students in Years 11 and 12 to develop skills and get paid while they prepare for a career in the workforce. Students work towards secondary graduation and an industry recognized qualification.

Students enter into a legally binding contract between the employer, the student and parent/guardian to complete the traineeship.

Trainees enter into a contract with an employer in order to gain hands-on skills and work experience while earning a wage.

**Vocational Education and Training (VET):**
Students can apply to be enrolled in a VET course. It is in most cases a two-year commitment. Students will attend one of the TAFE campuses for up to eight weeks of the year. The courses offered are outlined later in the handbook. They are intended as a transition from school to an apprenticeship.

**Training Option Program (TOPs):**
TOP is a school-based training program that is intended as a transition from school to the workplace. Students are provided with opportunities to complete various School Curriculum and Standards Authority (formerly Curriculum Council) endorsed courses such as Keys for Life, as well as completing units of competency at TAFE.

**Skilled to Work Program**
This exciting new program incorporates WACE courses with work placement and is designed as a transition into the workforce. It is designed for students who have found it difficult to achieve a satisfactory results in literacy and numeracy. The program will include integrated modules of work delivered by a single teacher.

Find out more by going to:
www.apprenticentre.wa.gov.au
SIDE or the School of Isolated and Distance Education is the centre for distance learning within the WA Department of Education and Training. The school has a large and diverse student population ranging from Kindergarten to Year 12:

**SIDE caters for:**
- full time students unable to attend a conventional school due to geographical isolation
- WA students travelling Australia or the world, on a long term basis, with their parents
- WA students whose local high school does not offer the subjects they wish to study, or where the timetable does not allow them to join the class
- students suffering from long term illnesses
- part time adults undertaking courses to improve their education and employment options.

**SIDE offers:**
- the same subject choices as most primary schools and secondary schools
- a comprehensive choice of WACE and Vocational Post Compulsory courses
- written and audio visual materials customised for the distance learning student
- kits to accompany many courses
- a fully equipped Resource Centre has an extensive book, video and audio tape library with research and loan facilities

A wide range of communication systems is used to increase the interaction between student and teacher. These include telephones, electronic mail, interactive multimedia, the delivery of live television programs via satellite technology as well as video conferencing.

Stage 2 and 3 Courses typically studied by students enrolled at Hedland SHS include:

- Chemistry
- Physics
- Biology
- Politics and Law
- Visual Arts
- Accounting and Finance

Not all courses are offered by SIDE. For more information go to about SIDE and available courses, go to www.side.wa.edu.au.
As a part of our sister school arrangement a group of Year 12 students are offered a variety of revision camp opportunities during the year.

The purpose of these camps is to provide students with extra support and resources to ensure the best possible results during their Western Australian Certificate of Education (WACE) Examinations.

Students must consistently demonstrate a desire to achieve outstanding results in their chosen subjects, as well as demonstrate respect for the values of our school and community.

It is an expectation that all students that attend will be completing 4 or more Stage 2 WACE courses or a Stage 3 course.
SENIOR SCHOOL ASSESSMENT POLICY

This policy is provided to all senior secondary students at Hedland SHS and is based on School Curriculum and Standards Authority (formerly Curriculum Council) requirements.

All students are enrolled in a combination of School Curriculum and Standards Authority (formerly Curriculum Council) accredited courses. Some students may also be gaining credit for the WACE by undertaking one of the VET programs (E.g. Automotive or Hospitality).

This policy covers the assessment of all School Curriculum and Standards Authority (formerly Curriculum Council) accredited courses.

The VET programs are undertaken at and assessed by TAFEWA.

1 Responsibilities

It is the student's responsibility to:

- complete all course requirements by the due date
- maintain a file for each course studied and to make it available whenever required
- maintain a good record of attendance, conduct and progress (a student who is absent from a class for five lessons or more per term is deemed to be 'at risk' of not completing the course unit requirements and referred to the Year Coordinator)
- initiate contact with teachers concerning absence from class, missed in-class assessment tasks, requests for extension of the due date for out-of-class assessment tasks and other issues pertaining to assessment.

It is the responsibility of the teacher to:

- develop a teaching/learning program that meets the syllabus requirements
- provide students with a course outline and an assessment outline at the start of the course
- ensure that assessments are fair, valid and reliable
- provide students with timely assessment feedback and guidance
- maintain accurate records of student achievement/assessment file and make it available whenever required
- monitor attendance and refer 'at risk' students to the Year Coordinator/Head of Learning Area
- meet school and external timelines for assessment and reporting
- inform students and parents of academic progress as appropriate.

It is the responsibility of the Year Coordinator/Head of Learning Area to:

- monitor student attendance
- contact parents of 'at risk' students.

It is the responsibility of the Deputy Principal to:

- track student achievement in relation to achievement of WACE
- re-counsel students at risk of not achieving WACE.
2 Information provided to students

At the start of every course, the teacher will provide a printed copy of the following to each student:

- the syllabus

- a course unit outline that includes at least the following information:
  - the content
  - the sequence in which the content will be taught and the approximate time to teach each section.

- an assessment outline that includes at least the following information:
  - the assessment types
  - the weighting for each assessment type
  - the weighting for each assessment task
  - a general description of each assessment task
  - a general indication of the content covered by each assessment task
  - an indication of the outcomes covered by each assessment task
  - the approximate timing of assessment tasks (i.e. the week in which each assessment task is planned or the due dates for significant stages of each extended task).

In each course unit a number of assessment tasks occur during the semester (including, in most cases end of semester exams – see Section 10 for details). Some tasks are completed in-class and others are completed out-of-class. Each task provides evidence of student achievement, the combination of which the teacher uses to assign a grade at the completion of the course unit.

During every course, the requirements for each assessment task will be clearly described in writing (i.e. what the student needs to do, often indicating the steps involved for extended tasks). Where appropriate, the criteria against which the task will be marked or rated will also be provided.

3 Modification of the assessment outline

When a student’s disability or specified learning disability does not allow them to complete a particular assessment task, the teacher may modify the task. This will normally occur in consultation with the head of learning area/teacher-in-charge. An individual education plan will be developed showing any modifications to the assessment outline for the course unit.

When a student’s cultural beliefs do not enable them to complete a particular assessment task, the teacher may modify this task in consultation with the head of learning area/teacher-in-charge. An individual education plan will be developed showing any modifications to the assessment outline for the course unit.

When a student’s personal circumstances limit his/her capacity to complete a particular assessment task, the teacher, in consultation with the student and others involved, may negotiate a variation to the submission date. The teacher will consider fairness for all students when making decisions about adjusting timelines for a particular student.

If circumstances change during the teaching of a course unit that requires the teacher to make adjustments to scheduled assessment tasks then an updated copy of the assessment outline clearly indicating the changes will be provided to students.
4 Completion of a course unit

A grade is assigned for each course unit completed (i.e. if the student completes the school’s structured education and assessment program within the given timeframe). Students are required to:

- submit all out-of-class assessment tasks for marking on the due date
- attempt all in-class assessment tasks on the scheduled date.

Note: If an assessment task is submitted electronically a hard copy must also be provided at the next lesson.

Unless there is a reason that is acceptable to the school (see Section 5 for details), failure to attend a scheduled in-class assessment task or submit on time an out-of-class assessment task may result in the student either:

- receiving a lower grade than expected at the end of the course unit (if there is sufficient evidence from the assessment tasks completed to assign a grade) or receiving a ‘U’ (Unfinished) notation instead of a grade (if there is insufficient evidence to assign a grade).

Note: A ‘U’ notation will result in no record of this course unit on the student’s Statement of Results from the School Curriculum and Standards Authority (formerly Curriculum Council) and may affect their achievement of a Western Australian Certificate of Education.

For any late out-of-class assessment task, where the student does 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)

Note: Where a student is likely to experience difficulty meeting a deadline they must discuss the matter with the teacher at the earliest opportunity before the due date.

If a teacher changes the due date for a task, it should be in writing. E.g. on the board for students to copy into their diary or handout.

For any missed in-class assessment task where the student does not provide a reason which is acceptable to the School, a penalty of a mark of zero will apply:

If a student does not submit an assessment task or attend a scheduled in-class assessment task, the teacher will contact the parent/guardian to discuss the risk of the student not completing the course unit and to negotiate a solution.
5 Acceptable reasons for non-submission or non-completion

The penalty for non-submission or non-completion will be waived if the student provides a reason acceptable to the school. For example:

- 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,
- where sickness, injury or significant personal circumstances prevents a student attending on the day that an in-class assessment task is scheduled.

In such cases the parent/guardian must provide either a medical certificate or a letter of explanation immediately the student returns.

Where the student provides a reason acceptable to the school for the non-submission or non-completion of an assessment task the teacher will:

- negotiate an adjusted due date for an out-of-class assessment task or an adjusted date for an in-class assessment task (generally, within two days of the student’s return), or
- re-weight the student’s marks from other tasks (if there is sufficient evidence to assign a grade), or
- decide on an alternate assessment task if, in the opinion of the teacher, the assessment is no longer confidential, or
- statistically estimate the student’s mark for the assessment task on the basis of their marks in similar tasks

Events that can be rescheduled are not a valid reason for non-completion or non-submission of an assessment task (e.g. sitting a driver’s licence test, preparation for the school ball).

Family holidays during the term are not considered a valid reason for non-completion or non-submission of an assessment task. In exceptional circumstances, the parent/guardian may negotiate with the Year 11 or 12 Year Coordinator the development of an Individual Education Plan. This plan will show how the missed lesson time will be compensated for and any modifications to the assessment outlines for each course unit.

6 Changes of course units

When a student commences a course unit late they are at risk of being disadvantaged compared to others in the class. An application to transfer is made through the Deputy Principal. A meeting may be held with the parent/guardian to discuss student progress and the requirements necessary for the student to be assigned a grade in the new course unit.

The deadlines for changes are:

- Friday of Week 3 of Term 1 for all Semester 1 units.
- Friday of Week 1 of Term 3 for all Semester 2 units.

When a student transfers to a different unit in the same course, or a unit in a similar course, the marks from any assessment tasks that assess the syllabus will be used. These marks may need to be statistically adjusted to ensure that they are on the same scale as the marks for all students in the new class.

Where additional work and/or assessment tasks are necessary, the teacher will develop an Individual Education Plan showing the extra work to be completed and the modifications to the assessment outline. The plan will be discussed with the parent/guardian and provided to the student.
7 Transfer from another school

It is the responsibility of any student who transfers into a class from the same course at another school, to provide the school with the details of all completed assessment tasks. The Deputy Principal will contact the previous school to determine:

- the part of the syllabus that has been completed
- the assessment tasks which have been completed
- the marks/ratings awarded for these tasks.

The Head of Learning Area/teacher-in-charge will:

- determine how the marks from assessment tasks at the previous school will be used
  Note: Where necessary these marks will be statistically adjusted to ensure that they are on the same scale as those at Hedland SHS.
- determine the additional work, if any, to be completed
- determine the additional assessment tasks, if any, to be completed to enable a grade to be assigned.

Where additional work and/or assessment tasks are necessary, the teacher will develop an individual education plan showing the extra work to be completed and the modifications to the assessment outline. The plan will be discussed with the parent/guardian and provided to the student.

8 Cheating, collusion and plagiarism

All work in each individual assessment task must be the work of the student. Students are not permitted to 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 or footnotes.

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

If a student is believed to have engaged in cheating, collusion or plagiarism, the teacher will complete the ‘cheating, collusion or plagiarism’ proforma and refer the matter to the head of learning area/teacher-in-charge. As part of this process, the student will be provided with the right of reply.

Note: Where a student permits others to copy their work they will also be penalised.

If it is demonstrated beyond reasonable doubt that a student has 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
Note: The parent/guardian will be informed of the penalty and any further disciplinary action.

9 Security of assessment tasks

Where there is more than one class in a course unit most or all of the assessment task will be the same. In such cases, to ensure that no students are unfairly advantaged, the question papers used for in-class assessment tasks will be collected at the end of the lesson. In their own interests, students must not discuss the nature of the questions with students from the other classes until after all classes have completed the task.

Discussion of the questions will be treated as cheating and the students will be penalised.

Where Hedland SHS uses the same assessment task or exam as other schools, the task and the student responses will be retained by the teacher until the task has been completed by all school/s.

10 Examinations

A written examination will be held in all Stage 2 or 3 courses at the end of Semester 1 and the end of Semester 2. In some courses a practical exam will also be held.

Examinations may be held in Stage 1 courses where considered appropriate by the Head of Learning Area/teacher-in-charge.

Examinations are typically 1.5 to 2 hours in Year 10, 2 or 2.5 hours in Year 11 and 2.5 or 3 hours in Year 12. The examination timetable and a copy of the examination rules will be issued to students three weeks before the commencement of the exam period.

11 Reporting achievement

Hedland SHS reports student achievement at the end of Semester 1 and at the end of Semester 2. The report provides a comment by the teacher for each course unit and the following information:

Semester 1
a grade for the unit
a mark (based on the weighted combination of the marks for all assessment tasks in the unit, including the Semester 1 exam)
the mark in the Semester 1 exam

Semester 2
a grade for the unit
a mark (based on the weighted combination of the marks for all assessment tasks in the unit, including the Semester 2 exam)
the mark in the Semester 2 exam

In some Semester 1 course units, the mark and grade will not be finalised until after the Semester 2 exam (as this exam covers both units). In this case, an estimated mark and grade are reported at the end of Semester 1.

All grades reported are subject to School Curriculum and Standards Authority (formerly Curriculum Council) approval at the end of the year.

The parent/guardian will be notified of any changes to that result from the School Curriculum and Standards Authority (formerly Curriculum Council)’s review of the student results submitted by Hedland SHS.
EXAMINATION POLICY

- Students will not be permitted to enter 30 minutes after the exam has started.
- No allowance can be made for students who misread the timetable and miss an exam.
- Morning exams start at 8.00am. It is suggested that you plan to be at school by 7:45am.
- Afternoon exams start at 12:00pm. It is suggested that you plan to be at school by 11:45am.
- Reading time is 10 minutes. No notes may be made during reading time. No marking of the paper by pen, pencil, highlighter or any other item or the use of a calculator is permitted during this period.
- School uniform is to be worn at all times at school.
- Pencil cases, files and mobile phones are not permitted in the examination room.
- Any student found to be taking a mobile phone into the examination room will be deemed as cheating as mobile phones can be used to send text messages, and a mark penalty will be assigned according to School Curriculum and Standards Authority guidelines.
- Permitted exam materials must be in a clear loose leaf plastic envelope.
- Borrowing by students is NOT permitted. Students must come to exams with spare pen/pencils, the correct calculator and any other materials as specified by their teachers.
- Eating is not permitted during examination period but students may bring water into the exam in a clear bottle with the label removed.
- Students must observe instructions given by the exam supervisor as well as those on the exam cover page.
- Students must sit in allocated seats.
- Talking and passing information is not allowed in examinations. Students requiring help from the supervisor should raise their arm to attract attention.
- Students must remain in the exam room for the entire length of the exam period. Students may only leave the room in exceptional circumstances and under the supervision of a supervisor.
- Students who are doing four or more Stage 2 and above exams will have normal classes suspended.
- Students unwell on the day of the examination are required to notify the school that they will not be attending the exam and are required to provide a medical certificate. Students that are absent on the day of an exam (due to illness) will have their examinations re scheduled on their return to school.
### THE ARTS

#### ARTS PATHWAYS

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**Note:** Students enrolled in a Stage 2 or 3 course in Year 12 will be required to sit an external written and practical examination unless exempt.
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.
Students are equipped with the knowledge and skills to understand design principles and processes, analyse problems and devise innovative strategies through projects using both digital and darkroom photography practices.

**How will this course help students in the future?**
Students produce visual communications. This course leads to further studies and qualifications in design and photography based industries. These include graphic designers, photographers, photographic processors, commercial artists and web designers.

**DESIGN**

**Photography (List B)**

**Recommended Background**
Participation in lower school Visual Arts. An interest and/or prior experience in photography

**Commitment**
Up to one hour of homework/study per week.

**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 will be introduced to digital photography and learn basic camera control through the examination of aperture and shutter speed. Digital manipulation techniques will be introduced through the use of Photoshop CS4.

**DESIGN**

**UNIT 1AESP (Photography Context)***

**Recommended Background**
Successful completion of 1AESP in Photography

**Commitment**
Up to one hour of homework/study per week.

**Topics/Content**
The focus for this unit is applied design. Students understand that design can be used to solve problems and to satisfy user needs. They are introduced to ethical and legal issues relating to the creation and use of design.

Students will use SLR 35mm film cameras to learn basic darkroom techniques and will explore the rules of composition using both digital and film cameras.
**DESIGN UNIT 1CDESP (Photography Context)**

**Recommended Background**
Successful completion of 1BDESP in Photography

**Commitment**
Up to one hour of homework/study per week.

**Topics/Content**
The focus for this unit is personal design. Students understand that they visually communicate aspects of their personality, values and beliefs and affiliations through decoration and adornment, choice of artefacts and consumer items and their manipulation of personal surroundings and environments.

Students will use digital photography and camera control through the examination of aperture and shutter speed. Digital manipulation techniques will be applied through the use of Photoshop CS4. Studio lighting will be explored.

**DESIGN UNIT 1DDESP (Photography Context)**

**Recommended Background**
Successful completion of 1CDESP in Photography

**Commitment**
Up to one hour of homework/study per week.

**Topics/Content**
The focus for this unit is social design. Students become aware that society is made up of different groups of people that share common values, attitudes, beliefs, behaviour and needs; and that social design helps to inform and bind these groups together, assisting in creating and maintaining a sense of identity and community.

Students will use digital photography and camera control through the examination of aperture and shutter speed. Digital manipulation techniques will be applied through the use of Photoshop CS4. Studio lighting will be explored.
The Drama course develops students’ understandings and skills of this vibrant and varied art form as creators, performers and audience members. Students are encouraged to explore and communicate ideas about the production, design and performance of drama in a range of settings. They develop creative and analytical skills as they engage in drama.

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

**DRAMA (List A)**

**Recommended Background**
An interest in Drama and preferably experience in Year 10

**Commitment**
4 hours per week class time, 2 hours per week homework time

**Topics/Content**
The focus of the unit is dramatic action. This involves the driving force of drama that arises from conflicting human desires, motivations and objectives and the dramatic tension they create. In this unit students extend their voice and movement skills and develop specific techniques to enable them to present characters that audiences believe. They also learn how to write and devise realistic dialogue that drives dramatic action.

**DRAMA 2ADRA**

**Recommended Background**
Successful completion of 2ADRA

**Commitment**
4 hours per week class time, 2 hours per week homework time

**Topics/Content**
The focus for this unit is challenge and identity. Students consider the dynamic role of drama in shaping cultural and personal identity. They learn how drama is shaped by its historical and cultural context and how drama can provide a commentary or critique that may challenge conventional thinking about particular issues.
In the Media Production and Analysis course, students develop skills to make and understand media ranging from traditional forms such as film, photography, newspapers, magazines, comics, radio and television to new and emerging multimedia technologies. They will consider how people, events and issues are represented. Students will also create, produce and present their own works in media of their choice to express their ideas using media technologies and practices.

How will this course help students in the future?
Through multimedia, students can deconstruct a work, transform it or produce an original work combining visual, audio and print production skills. Studies in this field are of vocational relevance in a workplace dominated increasingly by multimedia applications.
Media Production and Analysis aims to prepare all students for a future in a digital and global world by providing the foundation for lifelong learning about the media.

Recommended Background
A genuine interest in working in multimedia and computers

Topics/Content
The focus for this unit is personal experience of the media. Students examine familiar fictional texts, analysing stars and stereotypes from easily accessible forms such as TV, radio or film. This is a basic introduction to the language of media and how audiences' cultural experiences influence their responses to media. They learn basic production processes and create their own productions.

Recommended Background
Successful completion of 1AMPA

Topics/Content
The focus for this unit is introduction to point of view. In this unit, students will be introduced to the concept and learn how a point of view can be constructed in non-fiction texts. They will analyse familiar non-fiction texts and consolidate their production skills by demonstrating an understanding of point of view in their own productions.
MUSIC (List A)

In the Music course, students are given the opportunity to develop their musical abilities and potential and share their creativity and personal expression through creating, presenting and responding to music. They produce and present music, working independently and with others.

How will this course help students in the future?
The Music course is designed to encourage students to participate in musical activity as both a recreational and a vocational choice. It may serve as a pathway for further training and employment in a range of professions within the music industry, or as a means of experiencing the pleasure and satisfaction that comes from making music.

MUSIC 1CMUS Contemporary

**Recommended Background**
- Lower school class music
- Instrumental/vocal experience
- Music theory knowledge—basic tab and treble manuscript reading
- Typically for students with a high interest in performing and creating music.

**Commitment**
- Strong work ethic and ability to work individually and as a team member
- Up to two hours rehearsal a week on top of class time
- Minimum half hour daily instrumental practice
- Member of at least one school music ensemble.

MUSIC 1DMUS Contemporary

**Recommended Background**
- Successful completion of 1CMUS
- Instrumental/vocal experience
- Music theory knowledge—basic tab and treble manuscript reading
- Typically for students with a high interest in performing and creating music.

**Commitment**
- Strong work ethic and ability to work individually and as a team member
- Up to two hours rehearsal a week on top of class time
- Minimum half hour daily instrumental practice
- Member of at least one school music ensemble.
VISUAL ARTS (List A)

In the Visual Arts course, students engage in traditional, modern and contemporary media and techniques within the broad areas of art forms. The course promotes innovative practice.

How will this course help students in the future?
The Visual Arts 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. It aims to contribute to a sense of enjoyment, engagement and fulfilment in their everyday lives, as well as to promote an appreciation for the environment and ecological sustainability.

VISUAL ARTS
1AVAR

Recommended Background
- Art theory knowledge—Elements and Principles of Art
- Typically for students with a high interest in creating artworks, and an understanding of applying theory and analysis skills to art making activities.

Commitment
- Up to one hour of homework/study per week.

Topics/Content
The focus for this unit is experiences. Students develop artworks primarily concerned with experiences of the self and observations of the immediate environment.

VISUAL ARTS
1BVAR

Recommended Background
- Successful completion of 1AVAR
- Art theory knowledge—Elements and Principles of Art
- Typically for students with a high interest in creating artworks, and an understanding of applying theory and analysis skills to art making activities.

Commitment
- Up to one hour of homework/study per week.

Topics/Content
The focus for this unit is explorations. Students explore ways to combine and manipulate media and techniques to express personal ideas and feelings.
Topics/Content

The focus for this unit is **identities**. In this unit students explore concepts or issues related to personal, social, cultural or gender identity. They investigate themes of personal interest and a range of observational, conceptual and/or imaginative starting points for visual exploration. They become aware that art may give form to ideas and issues that concern the wider community and develop understandings of how the visual arts may be both socially affirming and challenging.
Note:
Students enrolled in a Stage 2 or 3 course in Year 12 will be required to sit an external examination unless exempt.
Language plays a central role in human life: it provides a vehicle for communication, a tool for thinking, a means of creativity and a source of pleasure. In the English course, through the use of oral, written and visual communication texts students examine the relationship between language and power, and learn how to become competent, reflective, adaptable and critical users of language. Students learn about the English language, how it works and how to use it effectively.

**How will this course help students in the future?**
Students learn that in using language they are actively engaged in social processes and the reproduction and/or re-working of social and cultural conventions. They learn about the relationship between language and power, and come to understand that well-developed language skills provide them with access to sources of power through knowledge; that language can be used to influence behaviour; how they use language can influence how others respond to them, and how others behave; and that a knowledge of language and how it works can be used to resist control by others.

**ENGLISH 1AENG**

**Recommended Background**
There is no minimum requirement for this unit.

**Commitment**
Two hours per week of homework

**Topics/Content**
The recommended focus for this unit is **skill building**. Students develop their language in the context of their future needs, aspirations and areas of interest. They further develop reading, oral, viewing and writing skills to meet their specific needs and achieve their goals. They will work with a variety of everyday and work-based texts that they will be expected to use once they leave school.

**ENGLISH 1BENG**

**Recommended Background**
To succeed in 1B English students will need to have achieved a grade C or higher in 1A English.

**Commitment**
Two hours per week of homework

**Topics/Content**
The recommended focus for this unit is **strengthening skills**. Students continue to develop language skills and concepts in the context of post-school destinations and interests. They will continue to work with a variety of everyday and work-based texts and accessible literary texts.
**ENGLISH 1CENG**

**Recommended Background**
To succeed in this unit, students will need to have achieved a grade C or higher in Year 10.

**Commitment**
Two and a half hours homework per week.

**Topics/Content**
The recommended focus for this unit is **language and self**. Students learn to use language to present their experiences, ideas, opinions and responses more effectively, exploring how language can be used differently in different situations. They develop the ability to express responses to texts by exploring how language is used to convey personal information, opinions and experiences. They develop the skills and knowledge needed to expand the range of texts and types of language used for communication and in mass media texts. Students study workplace documents, mass media texts and popular culture texts.

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**ENGLISH 1DENG**

**Recommended Background**
To succeed in this unit, students need to have completed 1C English and received a grade C or higher.

**Commitment**
Two and a half to three hours of homework and study.

**Topics/Content**
The recommended focus for this unit is **language and society**. Students explore and develop language skills to assist their participation in work and society, such as finding, accessing, using and evaluating information. They also develop skills needed for more general social and cultural participation such as comprehending, interpreting and evaluating mass media, popular culture and literature texts, identifying ideas, attitudes and opinions in such texts and discussing their responses and those of other people. Students study more complex workplace documents as well as mass media texts, popular culture texts and less complex literary texts.
ENGLISH 2AENG

Recommended Background
Students need to have a high level of analytical and time management skills to succeed at this course.

Commitment
Four hours of homework and study per week.

Topics/Content
The recommended focus for this unit is language and action. Students develop their language skills by exploring issues of concern or controversy, past or present, and by examining how language is used in relation to these topics: how language can be used to influence attitudes and bring about action or change, and how such uses of language can be challenged and/or resisted. They consider the relationship between language and power; representations of power through language; how particular uses of language can be empowering or disempowering and how they can empower themselves through language. Students study literary texts, mass media texts and popular culture texts.

ENGLISH 2BENG

Recommended Background
Students need to have completed with a successful grade 2A English – Language and Action.

Commitment
Six hours of homework and study per week.

Topics/Content
The recommended focus for this unit is language and the world. Students examine the relationship between language and the world by exploring how language offers particular ideas and information about topics, events or people. They listen, view and read critically, identifying and critiquing particular uses of language and representations within the texts, substantiating their views in written, visual and oral form. They shape language to produce texts that offer particular ideas and information about topics, events or people. Students study literary, mass media and popular culture texts.
Recommended Background
Students need to have a high level of analytical and time management skills to succeed at this course.

Commitment
Four hours of homework and study per week.

Topics/Content
In this unit students explore how our response to literary texts results from relationships among writer, reader, text and context. They engage in close textual analysis of literary texts and develop their understandings of the historical and cultural contexts of the writer, the text and the reader. Students explore how language works in literary texts and how readers are positioned. They consider how texts are structured and how texts use or adapt generic conventions. Students explore the idea that language is a tool for offering particular representations of individuals, groups and ideas, and that the representations offered in text are shaped by the cultural values and attitudes circulating within a society. Students also consider their context as readers and identify and consider the understandings they bring to their readings. In general, students’ readings of texts will be more detailed and analytical than the responses expected of students in Stage 1 units.
# HEALTH AND PHYSICAL EDUCATION

## PATHWAYS

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Note:
Students enrolled in a Stage 2 or 3 course in Year 12 will be required to sit an external written and practical examination unless exempt.
Students have the opportunity to access a nationally recognized Certificate II in Sport Coaching (2014) and Sport and Recreation (2015).

**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.

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### KICKING/SHOOTING GOALS

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#### Recommended Background

Involvement in Shooting Goals or Kicking Goals in Year 9 or 10.

Students must apply to be included in this program.

**Commitment**

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

**Topics/Content**

This course provides you with the skills and knowledge to assist more senior coaches in the planning and implementation of instruction for a range of sports. You will learn to work under supervision and as part of team.

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#### Recommended Background

Involvement in Shooting Goals or Kicking Goals in Year 9 or 10.

Students must apply to be included in this program.

**Commitment**

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

**Topics/Content**

This qualification provides the skills and knowledge for an individual wishing to work in the sport and recreation industry in a generalist capacity. Likely functions for someone with this qualification can include providing support in the provision of sport and recreation programs, grounds and facilities maintenance, routine housekeeping, retail and customer service assistance, administrative assistance or bar and café service in locations such as fitness centre, outdoor sporting grounds or complexes or aquatic centres. All job roles are performed under supervision.
PHYSICAL EDUCATION STUDIES
(List B)

Physical Education Studies contributes to the development of the whole person. The emphasis is on learning through movement and personalised learning experiences. Students will analyse their own personal performance as well as others, apply theoretical principles and plan whilst coaching, instructing, teaching and leading. The students use physical activity and sport as fundamental contexts to develop broader physiological, psychological, biomechanical and motor learning understandings.

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.

PHYSICAL EDUCATION STUDIES
1APES

Recommended Background
No specific background required

Commitment
Up to one hour of study/homework per week

Topics/Content
The focus for this unit is participation in physical activity. Students are introduced to fundamental movement concepts and the structure of their body that provide a basis for exploring their participation. Students are introduced to a ‘game sense’ approach to understand tactical problems. They use observation and simple qualitative methods to assess personal movement competency, undertake general fitness activities, practise interpersonal and mental skills and make decisions and set simple goals. They reflect on personal attitudes towards values associated with physical activity and the characteristics of the coach.

PHYSICAL EDUCATION STUDIES
1BPES

Recommended Background
Successful completion of Unit 1APES

Commitment
Up to one hour of study/homework per week

Topics/Content
The focus for this unit is participation with peers. Selected learning contexts enable students to enhance their understanding of themselves and others. In selected physical activities and in response to problems that are encountered, students observe their peers and teach simple skills. This includes the implementation of skills and tactics. While taking on various roles and positions, they apply strategies for solution focused decision making and strategies to enhance motivation. They plan and conduct warm up and cool-downs and develop skills in sports first aid.
Recommended Background
Successful completion of Unit 1BPES is highly recommended

Commitment
Up to 1.5 hours of study/homework per week

Topics/Content
The focus for this unit is the process of building personal profiles. Students are introduced to simple movement and conditioning, psychological and social concepts that provide a basis for assessing and enhancing their current participation. Students are introduced to a ‘game sense’ approach to solve tactical problems. In building a profile for improvement, they use observation and qualitative methods to assess personal movement competency; undertake fitness, interpersonal and mental skills profiling and review their decisions and goals. They review participation preferences in relation to activities, roles and positions, reflecting on personal attitudes towards values associated with physical activity, and consider physical activity and sport from social, cultural and political perspectives. Their findings guide a plan for improvement.

Recommended Background
Successful completion of Unit 1CPES

Commitment
Up to 1.5 hours of study/homework per week

Topics/Content
The focus for this unit is extending personal profiles. Selected learning contexts will enable students to make meaningful comparisons between themselves and others in terms of participation preferences (relating to positions, activities and roles), personal characteristics, competencies, attitudes and behaviours in physical activity, thereby enhancing their understanding both of themselves and others. They apply strategies for solution focused decision making, management of emotions, arousal and stress, team building and group development. Extending students’ personal profiles and undertaking comparative analysis with a peer, professional athlete, coach or official’s profile will guide a plan for improvement. Using observation, qualitative methods and selected measurements, students make comparisons between various aspects of their own and others’ participation profiles and plans.
**Recommended Background**
B grade or higher in Year 10 Health and Physical Education

**Commitment**
Up to 1.5 hours of study/homework per week

**Topics/Content**
The focus of this unit is exploring anatomical and biomechanical concepts, the body’s responses to physical activity, and stress management processes to improve their own and others’ performance in physical activity.

On completion of this unit, students should be able to:

- evaluate, match and refine skill technique to changing situational demands in modified competitive situations
- understand the classification of motor skills and phases of motor learning
- identify the cues used to improve performance
- understand the phases of information processing during skill performance
- understand the skeletal and muscular structure used in the production of movement and apply the correct terminology
- understand the structure and function of the circulatory and respiratory systems
- understand linear and angular kinematics
- identify the body’s immediate response to physical activity and long-term adaptations to training
- identify the relationship between food, energy and movement
- evaluate the mental skills required for improving performance.

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**Recommended Background**
Successful completion of 2APES

**Commitment**
Up to 1.5 hours of study/homework per week

**Topics/Content**
The focus of this unit is to identify the relationship between skill, strategy and the body in order to improve the effectiveness and efficiency of performance.

On completion of this unit, students should be able to:

- identify and implement tactical problems varying in complexity and apply these to solve problems in a selected sport
- understand the types of feedback and their purpose
- identify the relationship between skill learning processes and individual differences
- define the characteristics of skeletal muscle tissue and describe its relationship to the production of movement
- explain the relationship between antagonist pairs and joint movement
- identify types of joints and their associated movements
- define and apply Newton’s 1st, 2nd and 3rd laws of motion
- understand the principles of balance
- understand the coordination of linear motion
- understand the relationship between energy systems and physical activity
- explain the interrelationship between training types, fitness components and the principles of training.
**PHYSICAL EDUCATION STUDIES**

**3APES**

**Recommended Background**
Successful completion of 2APES and 2BPES.

**Commitment**
Up to 2.5 hours of study/homework per week

**Topics/Content**

The focus of this unit is to provide opportunities for students to build upon their acquired physical skills and biomechanical, physiological and psychological understandings to improve their own and others’ performance in physical activity.

On completion of this unit, students should be able to:
- adjust and refine movement skills in dynamic and challenging environments
- define transfer of learning and understand its effects
- evaluate the different types of transfer and their impact on skill execution and movement efficiency
- analyse movement skills of self and others and design coaching/teaching programs to improve performance
- define and relate the following biomechanical principles: momentum, impulse momentum, coefficient of restitution, levers, moment of inertia and angular momentum
- understand and describe the microstructure of skeletal muscles and how they contract
- understand the relationship between muscle contraction and the amount of force exerted
- investigate the relationship between nutritional requirements and energy demands during physical activity
- understand the implications of preparing and performing in different environmental conditions
- explain the physiological impact of performance enhancers

**PHYSICAL EDUCATION STUDIES**

**3BPES**

**Recommended Background**
Successful completion of 3APES

**Commitment**
Up to 2.5 hours of study/homework per week

**Topics/Content**

The focus of this unit is to extend students’ understanding of complex biomechanical, psychological and physiological concepts to evaluate their own and others’ performance.

On completion of this unit, students should be able to:
- adapt and implement strategic responses varying in complexity to situational demands in dynamic and challenging environments
- explain and apply fluid mechanics such as spin, Bernoulli’s principle and drag in specific physical activities
- apply biomechanical principles to analyse and evaluate specific skills
- understand the role of the neuromuscular systems in relation to muscle function
- identify characteristics of fast and slow twitch fibres and their relationship to physical performance types
- critically evaluate training programs designed to improve performance
- apply Carron’s model of group cohesion to analyse participation in physical activity.
Mathematics Specialist can be taken as a single course, stand-alone without MAT, depending on the student's background and capability, but is only available following school counselling and School Curriculum and Standards Authority (formerly Curriculum Council) approval.

Note:
Students enrolled in a Stage 2 or 3 course in Year 12 will be required to sit an external examination unless exempt.
The Mathematics (MAT) course has been created to offer senior secondary students the opportunity to advance their mathematical skills, to build and use mathematical models, to solve problems, to learn how to conjecture and to reason logically, and to gain an appreciation of the elegance, beauty and creative nature of mathematics. Students use numbers and symbols to represent many situations in the world around them. They examine how mathematical methods associated with number, algebra and calculus allow for precise, strong conclusions to be reached, providing a form of argument not available to other disciplines.

**How will this course help students in the future?**
People who are mathematically able can contribute greatly towards dealing with many difficult issues facing the world today; problems such as health, environmental sustainability, climate change, and social injustice. We need to understand these problems thoroughly before we can expect to solve them, and this is where mathematics and mathematical modelling are so important.

**MATHEMATICS**

**1BMAT**

**Recommended Background**
1AMAT or equivalent lower school mathematics background

**Commitment**
Up to 3 hours outside of school time per week

**Topics/Content**
In this unit, students use decimals, fractions, percentages and ratios for practical purposes. They write and use algebraic rules for number patterns. They measure volume and other attributes of objects, and derive and use formulas for area and volume. They read and draw maps with scales, describe and draw shapes in three dimensions. Students describe likelihood for chance events, and design and test simple probability devices. They collect time-series data relevant to them, display data in tables and graphs and interpret the displays. They calculate using mental strategies, written methods and calculators.

This unit includes the content areas: number and algebra, space and measurement, chance and data.

Students will be provided with opportunities to:
carry through tasks, identify information, choose and use mathematical methods, choose methods of processing—mental, written, with a calculator, interpret solutions, check and correct answers, link answers to contexts, communicate methods, reasoning and results.

The number formats for the unit are whole numbers, decimals, common fractions, common percentages, simple ratios, square and cubic numbers written with powers.

**MATHEMATICS**

**1CMAT**

**Recommended Background**
1BMAT or equivalent lower school mathematics background

**Commitment**
Up to 3 hours outside of school time per week

**Topics/Content**
In this unit, students develop understanding of multiplication and division. They use whole numbers and the four operations for practical purposes, including financial matters useful to them personally and in employment. Students measure lengths and masses of objects and calculate perimeters. They interpret timetables that they are likely to use. They explore three-dimensional shapes and use informal maps. Students recognise and describe chance in familiar activities and produce data using probability devices. They collect and describe categorical and time-series data. They calculate using mental strategies, written methods and calculators.

This unit includes the content areas: number and algebra, space and measurement, chance and data.

Students will be provided with opportunities to:
plan and carry through tasks, identify and organise information, develop systematic approaches, choose and use mathematical methods, choose methods of processing—mental, written, with a calculator, interpret solutions, check the answers.

The number formats for the unit are whole numbers, decimals, common fractions, common percentages, simple ratios, square and cubic numbers written with powers.
Recommended Background
1CMAT

Commitment
Up to 3 hours outside of school time per week

Topics/Content
In this unit, students use integers, decimals, fractions, percentages and ratios for practical purposes. They apply mathematics in making financial decisions. They write word sentences algebraically and solve simple equations. They calculate area and perimeters of circles and use Pythagoras’s theorem for the sides of triangles. They describe the effects of reflecting, rotating and translating shapes in design, and enlarge, reduce and distort figures. They interpret detailed maps. Students collect measurement data from fair samples, display data in tables and graphs, calculate averages and describe spread of data, and compare datasets. They use mental strategies, written methods, calculators and computer technologies where appropriate.

This unit includes the content areas:
- number and algebra
- space and measurement
- chance and data.

Students will be provided with opportunities to:
- plan and carry through tasks
- identify and organise information
- develop systematic approaches
- choose and use mathematical methods
- choose methods of processing—mental, written, with a calculator.
- interpret solutions
- check answers fit specifications
- link solutions to contexts and reach conclusions
- generalise results.
- communicate methods, reasoning and results.

The number formats for the unit are decimals, fractions, percentages, square numbers, square roots, positive and negative numbers, simple ratios.

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Recommended Background
1DMAT or equivalent lower school mathematics background

Commitment
Up to 3 hours outside of school time per week

Topics/Content
In this unit, students use positive and negative numbers and numbers with powers for practical purposes. They calculate interest and repayments for loans. They draw graphs to represent real situations, and use them to describe how quantities are related. They use trigonometry to calculate measurements in right triangles, and calculate volume and surface area of shapes. They analyse networks. Students simulate everyday chance events, calculate probabilities and predict using probabilities. They collect bivariate data relevant to them, display the data in tables and graphs, and describe trends. They use mental strategies, written methods, calculators and computer technologies where appropriate.

This unit includes the content areas:
- number and algebra
- space and measurement
- chance and data.

Students will be provided with opportunities to:
- plan and carry through tasks
- identify and organise information
- develop systematic approaches
- choose and use mathematical methods
- choose methods of processing—mental, written, with a calculator
- interpret solutions
- check answers fit specifications
- link solutions to contexts and reach conclusions
- generalise results.
- communicate methods, reasoning and results.

The number formats for the unit are percentages, ratios, positive and negative numbers, numbers expressed with positive integer powers, square roots, cube roots.
**MATHEMATICS 2AMAT**

**Recommended Background**
Successful completion of 1D/E or successful completion of Year 10 Core Mathematics Topics

**Commitment**
1 - 2 hours outside of school time per day

**Topics/Content**
In this unit, students study and apply exponential relationships. They develop skills for solving equations algebraically and graphically, and investigate and generalise number patterns. They use coordinate geometry in two dimensions. They use formulas directly and inversely for calculations involving shapes three-dimensional. They apply trigonometry in right triangles. They represent information using network diagrams. Students simulate everyday chance events, calculate and interpret probabilities, and collect and analyse bivariate and time-series data. They use mental and written methods and technologies where appropriate.

This unit includes the content areas:
- number and algebra
- space and measurement
- chance and data.

Students will be provided with opportunities to:
- plan and carry through tasks:
  - identify and organise information
  - develop systematic approaches
  - choose and use mathematical methods
  - choose methods of processing—mental, written, with a calculator
  - interpret solutions
  - check answers fit specifications
  - link solutions to contexts and reach conclusions
  - generalise results.
  - communicate methods, reasoning and results.

The number formats for the unit are positive and negative numbers, square roots, cube roots and numbers expressed with positive integer powers.

**MATHEMATICS 2BMAT**

**Recommended Background**
2AMAT

**Commitment**
1 - 2 hours outside of school time per day

**Topics/Content**
In this unit, students apply ratios, rates and direct proportion in practical situations. They calculate profit, loss, discount and commission in financial contexts. They study introductory algebra and linear relationships in numeric, algebraic and graphical forms. They use Pythagoras’s theorem for the sides of triangles and analyse the reflection, rotation and translation of shapes in design. Students collect data from fair samples, and represent and interpret the data. They use mental and written methods and technologies where appropriate.

This unit includes the content areas:
- number and algebra
- space and measurement
- chance and data.

Students will be provided with opportunities to:
- plan and carry through tasks:
  - identify and organise information
  - develop systematic approaches
  - partition problems into sub-problems
  - identify simpler, related problems
  - choose and use mathematical methods
  - choose methods of processing—mental, written, with a calculator
  - interpret solutions
  - check answers fit specifications
  - link solutions to contexts and reach conclusions
  - generalise results.
  - communicate methods, reasoning and results.

The number formats for the unit are decimals, fractions, percentages, positive and negative numbers, numbers expressed with positive integer powers, square roots, cube roots, simple ratios and rates.
**MATHEMATICS 2CMAT**

**Recommended Background**
Successful completion of 2A/BMAT or Successful completion of Year 10 Core and a significant proportion of 10A topics and contexts

**Commitment**
Up to 4 hours outside of school time per week

**Topics/Content**
In this unit, students study functions and their graphs. They formulate recursion rules and apply recursion in practical situations. They explore patterns, making conjectures and testing them. They use trigonometry for the solution of right and acute triangles. Students simulate chance events on technologies, and calculate and interpret probabilities for chance events that occur in two- or three-stage processes. They plan random samples, collect, and analyse data from them, and infer results for populations. They use mental and written methods and technologies where appropriate.

This unit includes the content areas:
- number and algebra
- space and measurement
- chance and data.

Students will be provided with opportunities to:
- plan and carry through tasks
- identify and organise information
- develop systematic approaches
- partition problems into sub-problems
- identify simpler, related problems
- choose and use mathematical methods
- choose methods of processing—mental, written, with a calculator
- interpret solutions
- check answers fit specifications
- link solutions to contexts and reach conclusions
- generalise results.
- communicate methods, reasoning and results.

The number formats for the unit are positive and negative numbers, square roots, cube roots, recurring decimals and numbers expressed with integer powers.

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**MATHEMATICS 2DMAT**

**Recommended Background**
2CMAT

**Commitment**
Up to 4 hours outside of school time per week

**Topics/Content**
In this unit, students calculate interest and repayments in order to make decisions about savings and loans, and they interpret information on financial statements that are part of everyday living. They study and apply quadratic relationships. They extend their knowledge of coordinate geometry, and represent information in networks and interpret network diagrams. Students calculate and interpret probabilities for events with more than one chance component. They analyse and compare datasets, determine trends in data and use trend lines for prediction. They use mental and written methods and technologies where appropriate.

This unit includes the content areas:
- number and algebra
- space and measurement
- chance and data.

Students will be provided with opportunities to:
- plan and carry through tasks
- identify and organise information
- develop systematic approaches
- partition problems into sub-problems
- identify simpler, related problems
- choose and use mathematical methods
- choose methods of processing—mental, written, with a calculator
- interpret solutions
- check answers fit specifications
- link solutions to contexts and reach conclusions
- generalise results.
- communicate methods, reasoning and results.

The number formats for the unit are positive and negative numbers, square roots, cube roots and numbers expressed with integer powers.
MATHEMATICS
3AMAT

Recommended Background
Successful completion of 2C/DMAT or Successful completion of Year 10 Core and a significant proportion of 10A topics and contexts

Commitment
1 - 2 hours outside of school time per day

Topics/Content
In this unit, students explore and analyse the properties of functions and their graphs. They develop and use algebraic skills for solving equations. They apply recursion in practical situations, including for finance. They use trigonometry for the solution of triangles. Students use counting principles to calculate probabilities and analyse normally distributed data. They plan sampling methods, analyse data from samples and infer results for populations. They use mental and written methods and technologies where appropriate.

This unit includes the content areas:
- number and algebra
- space and measurement
- chance and data.

Students will be provided with opportunities to:
- plan and carry through tasks
- identify and organise information
- choose and use mathematical methods
- choose methods of processing—mental, written, with a calculator
- interpret solutions
- check answers fit specifications
- link solutions to contexts
- generalise results
- argue to support or contest mathematical conclusions
- communicate methods, reasoning and results.

The number formats for the unit are positive and negative numbers, recurring decimals, square roots, cube roots and numbers expressed with rational powers.

MATHEMATICS
3BMAT

Recommended Background
3AMAT

Commitment
1 - 2 hours outside of school time per day

Topics/Content
In this unit, students study differential and integral calculus of polynomial functions and use calculus in optimisation problems. They develop algebraic skills for solving equations and apply them in linear programming. They analyse and construct project networks. They reason deductively in algebra and geometry. Students analyse bivariate data, and argue to support or contest conclusions about data. They use mental and written methods and technologies where appropriate.

This unit includes the content areas:
- number and algebra
- space and measurement
- chance and data.

Students will be provided with opportunities to:
- plan and carry through tasks
- choose and use mathematical models and methods
- choose methods of processing—written, with a calculator
- interpret solutions
- check answers fit specifications
- link solutions to contexts
- generalise results
- argue to support or contest mathematical conclusions
- communicate methods, reasoning and results.

The number formats for the unit are positive and negative numbers, recurring decimals, square roots, cube roots and numbers expressed with rational powers.
**MATHEMATICS SPECIALIST**  
(List B)

The Mathematics-Specialist course provides a solid foundation for the many students who will continue their study of mathematics beyond the compulsory years of schooling. It has an emphasis on mathematical reasoning, modelling, recursion and the use of technology, in keeping with recent trends in mathematics education, and in response to the growing impact of computers and the Internet. Students engage in posing and solving problems within mathematics itself, and thus appreciate mathematics as a creative endeavour.

**How will this course help students in the future?**
This course allows students to appreciate mathematics, as well as helping them to develop the necessary understanding and skills to prepare them for productive working lives.

**MATHEMATICS 3AMAS**

**Recommended Background**
"A" grade in a year ten ATAR pathway mathematics unit.

**Commitment**
Up to 3 hours outside of school time per week

**Topics/Content**
The focus for this unit is on representation and students use a variety of forms. A strong distinction is drawn between exact and approximate results and their practical applications in particular contexts when solving problems. Students use mathematical models to understand situations defined in terms of change. Mathematical reasoning is introduced and used to establish laws and investigate functions.

This unit includes the content areas:
- concepts and relationships
- tools and procedures
- the practice of mathematics

To a degree of complexity in the topics below:
- Vectors
- Trigonometry
- Exponentials and logarithms
- Functions
- Mathematical reasoning
- Polar Coordinates

**MATHEMATICS 3BMAS**

**Recommended Background**
3BMAS

**Commitment**
Up to 3 hours outside of school time per week

**Topics/Content**
Students explore new ways of expressing and analysing change, including limiting behaviour and continuity. Students establish and use properties to develop deductive proofs. By building strong algebraic skills to support mathematical arguments, supplemented by the use of appropriate technology students investigate more complex models to solve practical problems.

This unit includes the content areas:
- concepts and relationships
- tools and procedures
- the practice of mathematics

To a degree of complexity in the topics below:
- Vectors
- Trigonometry
- Exponentials and logarithms
- Functions
- Mathematical reasoning
- Complex numbers
### SCIENCE

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* Depending on student numbers may be offered through alternative delivery methods (e.g. SIDE)

^ This course is only offered through alternative delivery methods (e.g. SIDE)

# Will only be offered if there are sufficient numbers to create a class

Note:
Students enrolled in a Stage 2 or 3 course in Year 12 will be required to sit an external examination.
BIOLOGICAL SCIENCES
(List B)

BIOLOGICAL SCIENCES
2ABIO

Recommended Background
Students entering this course will have typically achieved an A or B grade in Life and Living and Investigating Scientifically.

Commitment
Up to four hours of homework/study per week

Topics/Content
The focus for this unit is adaptations for survival. Adaptations help solve the problems of meeting the requirements of cells through the structure and function of organisms and their body systems. Students develop an understanding that ecosystems are formed by communities of organisms interacting with one another and the surrounding environment and that ecosystems vary from place to place. Organisms can be classified according to their relatedness. Students will explore cell processes such as photosynthesis and respiration when considering the roles autotrophic and heterotrophic organisms in the cycling of matter and the flow of energy in ecosystems. Organisms are able to survive in places where matter and energy are available in useable forms.

BIOLOGICAL SCIENCES
2BBIO

Recommended Background
It is highly recommended students complete unit 2ABIO before entering this course.

Commitment
Up to four hours of homework/study per week

Topics/Content
The focus for this unit is patterns of change. Students understand the interrelationships between organisms in determining the factors that affect population dynamics. The population size and distribution of organisms have been affected by human activities which have changed the balance in the ecosystem. Students will observe that many organisms have different developmental stages in their life cycles with characteristics that can be related to their ways of life and habitats. Organisms may use two types of cell division in the growth and reproduction stages of their life cycles. Reproductive processes are required to produce new individuals to replace others or to survive various environmental conditions. Students understand the genetic basis of heredity with DNA being the genetic material and the gene as the unit of inheritance. They will examine patterns of inheritance and the influence of the environment to explain variations between individuals and generations of organisms.

How will this course help students in the future?
This course caters for all students including: those who are interested in biology; those who want to continue to study biology or related disciplines such as marine biology, biotechnology, botany, agriculture, veterinary science and zoology in tertiary institutions; and those who are interested in a career in a field related to biology such as floristry, forensic science, landscape gardening, horticulture, medicine or pest control.
In the Physics course, students investigate the natural and built world around them in a wide and interesting range of contexts. They explore the different forms of energy and energy transformations, and study how mechanical forces can shape the environment. They learn how electric and magnetic fields can be used in machines and electronic devices, why different materials are used in heating and cooling systems, how communication and vision systems apply our understanding of the properties of light and sound waves and how radioactivity is used in industrial testing and in the treatment of diseases.

How will this course help students in the future?
Students pursuing post-secondary education at TAFE will find that their studies in Physics provide them with foundation knowledge that will support their studies in many areas such as those requiring laboratory and technical skills, as well as those leading to electrical and other physics-related vocations. This course also provides prerequisite, preferred or highly desirable knowledge and skills for many science, engineering and science-related courses at tertiary institutions.

Recommended Background
Students entering into this course would have achieved an A or B grade in Energy and Change in Year 10 Science and an A or B grade in Algebra are essential for enrolment in this course.

Commitment
Up to four hours of homework/study per week

Topics/Content
The unit content is based around the concepts of motion and forces. Students explore motion in one dimension to solve both qualitative and quantitative problems. Through the study of nuclear physics, they learn about atomic structure and subatomic particles to understand and appreciate phenomena such as those that lead to the emission of nuclear radiation, and nuclear energy. They are encouraged to develop their own investigations of real world problems, extending their investigative and communication skills. They learn that uncertainties are an integral part of the measurements made in their experiments, and engage with more abstract questions to select appropriate problem-solving strategies.

Recommended Background
Students must complete unit 2APHY before entering this course.

Commitment
Up to four hours of homework/study per week

Topics/Content
The unit content organisers are heating and cooling and electrical fundamentals. In learning about heating and cooling, students gain insight into temperature measurement, internal energy, conduction and convection and radiation to develop understandings about how energy is transferred by heat through different types of materials. They also examine the thermal properties of substances, including thermal expansion, specific heat capacity and latent heat. Within electrical fundamentals, they learn to apply the concepts of charge and energy transfer to situations involving both electrostatics and current electricity. They construct and study characteristics of electric circuits; learn how to work safely with electricity; and gain a more comprehensive understanding of the relationship between electricity and magnetism. They research real world problems and plan to carry out an investigation, and deal with abstract concepts and principles when selecting problem-solving techniques.
CHEMISTRY (List B)

The Chemistry course equips students with the knowledge and understandings to enable them to appreciate the natural and built environment, its materials and interactions between them. Students predict chemical effects, recognise hazards and make informed, balanced decisions about chemical use and sustainable resource management. This course enables students to relate chemistry to other sciences including biology, physics, geology, medicine, molecular biology and agriculture. It also helps them to prepare for further study and to be responsible and efficient users of specialised chemical products and processes at home or in the workplace.

How will this course help students in the future?
This course enables students to relate chemistry to other sciences including biology, physics, geology, medicine, molecular biology and agriculture, and to take advantage of vocational opportunities that arise through its application. It also helps them to prepare for further study and to be responsible and efficient users of specialised chemical products and processes at home or in the workplace.

Recommended Background
Students entering this course will have typically achieved an A or B grade in Natural & Processed Materials and Investigating Scientifically in Year 10 Science.

Commitment
Up to four hours of homework/study per week

Topics/Content
The focus for this unit is chemistry in and around the home. In this unit, students develop more formal understandings of chemical structure, change and language within familiar contexts, by looking and examining their home and everyday environments.

Recommended Background
It is strongly recommended students complete unit 2ACHE before entering this course.

Commitment
Up to four hours of homework/study per week

Topics/Content
The focus for this unit is chemistry and the environment. In this unit students develop formal understandings of acids and bases, oxidation and reduction, and organic chemistry through environmental contexts.
HUMAN BIOLOGICAL SCIENCE  
(List B)

Human Biological Science covers a wide range of ideas relating to the functioning human. Students learn about themselves, relating structure to function and how integrated regulation allows individuals to survive in a changing environment. This course gives students a chance to explore what it is to be human - how the human body works, the origins of human variation, the evolution of the human species and human ecology.

How will this course help students in the future?
An understanding of human biology is valuable for a variety of career paths. The course content deals directly and indirectly with many different occupations in fields such as science education, medical and paramedical fields, food and hospitality, childcare, sport and social work. Appreciation of the range and scope of such professions broadens students’ horizons and enables them to make informed choices.

HUMAN BIOLOGICAL SCIENCE  
2AHBS

Recommended Background
Students entering this course will have typically achieved an A or B grade in Life and Living and Investigating Scientifically.

Commitment
Up to four hours of homework/study per week

Topics/Content
The focus for this unit is functioning humans. The functioning body has many needs including food, oxygen and the removal of its wastes. For each one of these needs, the body has a system that fulfills them, and a transport system that links them together. Cells that make up the body rely on these systems to survive. All of the cell processes, including metabolism and cell division, have specific requirements that must be met from the surrounding environment. Offspring show features of both parents and it is possible to predict these due to the known patterns of inheritance. New chromosomal combinations result from reproductive processes. Chance occurrences during cell division can result in mutations. Many factors can affect the body's health and it must be able to defend itself. Each system has its own defence mechanisms and can be assisted by the use of medical preparations and hygiene practices.

HUMAN BIOLOGICAL SCIENCE  
2BHBS

Recommended Background
It is highly recommended students complete unit 2AHBS before entering this course.

Commitment
Up to four hours of homework/study per week

Topics/Content
The focus for this unit is human survival. Almost everything that happens inside the human body can be traced back to DNA. It provides the instructions for the cells that make up the human body. Humans start as a single cell that develops into all of the organs and tissues seen in the body. The formation of that original single cell involves many carefully controlled and timed processes in males and females. Once formed, this cell undergoes many changes during pregnancy and into infancy and is susceptible to environmental threats from which it needs protection. The reproductive process is complex and not always successful. Tests and counselling can assist people with reproductive difficulties and genetic counselling can help determine the level of risk of having an offspring with a genetic condition for families with known conditions. The environment plays a large role in determining the survival of individuals.
**PSYCHOLOGY**

(List B)

Psychology is the scientific study of how we think, feel and act. It aims to answer important questions such as what motivates people and what factors influence their development. Whilst there are other disciplines that overlap with psychology's main aim to understand humans, psychology is rigorous in its use of scientific method. This allows for systematic exploration into the complexities of human behaviour based on evidence gathered through planned investigations.

**How will this course help students in the future?**
This course introduces students to a breadth of knowledge focusing on the psychology of self, others and society. Psychological knowledge helps us understand factors relating to individuals such as: cognition, or the way we think; biological influences or heredity; and personality, the enduring traits that distinguish individuals. Psychological knowledge also helps us understand the way that individuals function within groups. This consists of knowledge associated with socialisation, moral development, the formation of attitudes and also how people relate and communicate. On a larger scale, psychological knowledge can be applied to society as a whole, helping us understand how individuals function within different contexts and how this is influenced by culture, shaping people's values, attitudes and beliefs.

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**Recommended Background**
Students entering this course will have typically achieved an A or B grade in Life and Living and Investigating Scientifically.

**Commitment**
Up to four hours of homework/study per week

**Topics/Content**
In this unit, students focus on contemporary issues. The content focuses on a number of concepts that enable them to fully appreciate the complexities of human behaviour, at an individual, group and societal level. They examine the traditional theories of intelligence and the concept of perception and expand their knowledge and understanding of human behaviour by analysing such factors as heredity. They study the impact of group influences on individual behaviour and carry out their own practical investigations. Students learn to identify the aims of a psychological investigation, recognise the method/s used and evaluate the conclusions. They apply appropriate structure to, and sequence data using correctly labelled tables, graphs and diagrams.

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**Recommended Background**
It is highly recommended students complete unit 2APSY before entering this course.

**Commitment**
Up to four hours of homework/study per week

**Topics/Content**
In this unit, students focus on human performance. The content focuses on memory and forgetting, motivation and arousal and how they affect human performance. Students extend their understanding of how we learn by looking at classical and operant conditioning and negative and positive reinforcement. They explore what is meant by the term personality and examine the relationship between personality, motivation and human performance. Students select and apply knowledge about social psychology to investigate relationships in a range of social contexts. They apply appropriate communication skills and processes in the communication of psychological understandings to a range of audiences. They also apply psychological research methods that allows them to develop useful skills in analytical and critical thinking and making inferences.
INTEGRATED SCIENCE

In this course the focus for learning is the practice of science, the knowledge of content from the biological, physical and earth/environmental science disciplines and an understanding of the impact of science on the world in which students live.

How will this course help students in the future?
This unit includes skills, knowledge and understandings to the degree of complexity described below.

The impact of science
- development of scientific knowledge due to evolving ideas and application of technology
- use of scientific concepts to solve problems related to everyday technology, processes and situations
- use of scientific evidence in support of different points of view.

The practice of science
- different investigation methods/types including planning, conducting, processing and evaluating
- skills required to use specific equipment
- skills used to collect data from field and laboratory
- record and display data in different ways including tables, graphs and spreadsheets
- analyse data, including identifying trends (qualitative and quantitative)
- extrapolate their knowledge and skills of investigation methods to new situations
- safe handling of chemicals, samples and equipment
- ethical handling of organisms
- use of relevant scientific conventions and terminology
- skills for presentation of scientific information
  - ICT
  - audio/visual.

Conceptual understandings
- knowledge and understanding of the following fields of Science:
  - biological science
  - physical science
  - earth/environmental science
- knowledge and understanding of scientific concepts appropriate to the chosen context/s
- knowledge and understanding of scientific laws, principles, generalisations and relationships appropriate to the chosen context/s.
CERTIFICATE II IN SAMPLING AND MEASUREMENT

This qualification covers the skills and knowledge required to perform a range of sampling and measurement as part of laboratory, production or field operations in the construction, manufacturing, resources and environmental industry sectors.

How will this course help students in the future?

The Certificate II in Sampling and Measurement offers entry level training for sampling and measurement skills applied across a range of industries. Employment outcomes targeted by this qualification include samplers and testers, production personnel, plant operators, production operators, field assistants, drivers, sample couriers, and many others.

Samplers and testers conduct limited sampling and testing as part of their duties in their particular industry. In some industry sectors (for example, mineral assay) this work forms a whole job role. They apply a restricted range of skills and operational knowledge to perform these tasks and do not generally work inside a laboratory. They:

- follow set procedures to sample raw materials and products
- may package, label, store and transport samples
- use simple equipment (hydrometers, thermometers and pH meters) to make measurements and perform basic tests that take a short time and involve a narrow range of variables and easily recognised control limits
- may make visual inspection of products and packaging.

The units that have been included are:

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<tr>
<th>National Code</th>
<th>Title</th>
<th>Hours</th>
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<tr>
<td>MSL943002A</td>
<td>Participate in laboratory/field workplace safety</td>
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<tr>
<td>MSAENV272B</td>
<td>Participate in environmentally sustainable work practices</td>
<td>20</td>
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<tr>
<td>MSL912001A</td>
<td>Work within a laboratory/field workplace (induction)</td>
<td>40</td>
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<tr>
<td>MSL922001A</td>
<td>Record and present data</td>
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<td>MSL913001A</td>
<td>Communicate with other people</td>
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<td>MSL952001A</td>
<td>Collect routine site samples</td>
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<tr>
<td>MSL972001A</td>
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<td>MSL973001A</td>
<td>Perform basic tests</td>
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Total Hours 320
### PATHWAYS

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<th>1B</th>
<th>1C</th>
<th>1D</th>
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<th>2B</th>
<th>3A</th>
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<td><strong>Geography</strong> - for students with satisfactory literacy skills – interested in tertiary entrance</td>
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<tr>
<td><strong>Workplace Learning</strong> - for students interested in further training/workforce/TAFE</td>
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**Note:**
Students enrolled in a Stage 2 or 3 course in Year 12 will be required to sit an external examination unless exempt.
The Economics course investigates the choices which all people, groups and societies face as they confront the ongoing problem of satisfying their unlimited wants with a limited amount of resources. The study of Economics supports an understanding of the nature of decision-making, our demands for the allocation of resources and how we distribute those resources. This is done in the context of the global economy and Australia's role as an international citizen.

**How will this course help students in the future?**
The Economics course develops reasoning, logical thinking and interpretation skills demanded by the world of work, business and government. These skills relate to a variety of qualifications in vocational, technical and university education contexts. The learning experiences available through this course explore the knowledge, values and opinions which surround the complex range of economic events and issues facing our community.

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**ECONOMICS**

**(List A)**

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**ECONOMICS 2AECO**

**Recommended Background**
An A or B grade in Investigation, Communication and Participation in Society & Environment and sound achievement in English are required for this course.

**Commitment**
Up to one hour of study/homework per day

**Topics/Content**
The focus for this unit is **markets**. It explores the key role markets play in determining the wellbeing of individuals and society, as well as the limitations of markets. The emphasis is on understanding the operation of real world markets that are relevant to students.

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**ECONOMICS 2BECO**

**Recommended Background**
It is strongly recommended that students should have completed and passed unit 2AECO before entering this course.

**Commitment**
Up to one hour of study/homework per day

**Topics/Content**
The focus for this unit is **macroeconomics**. It is an introduction to macroeconomics and the government’s role in the economy. It explores macroeconomic issues such as economic growth, inflation and unemployment with a focus on the Australian economy.
Geography is the study of physical and cultural environments. It provides students with the knowledge and skills to observe and describe places on the surface of the Earth, and from a spatial perspective analyse and provide explanations on human and physical phenomena and their complex interactions. Students develop a range of skills that help them to understand the physical world, interpret the past, scrutinise the present and explore sustainable strategies for the future care of places.

**How will this course help students in the future?**
This course assists students to make informed decisions about where and how they will live, work, recreate, travel and seek opportunities. The understandings, skills, knowledge and values developed in the course will ensure students are well placed to enrol in post-school studies at tertiary levels and employment in the workforce. They are important components of all management positions in business, government and non-government agencies. They are also significant to careers associated with tourism, town planning, primary industries, such as agriculture and mining, land evaluation, environmental planning, teaching, overseas aid programs, foreign affairs and trade.

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**GEOGRAPHY (List A)**

**Recommended Background**
Students entering this course will have typically achieved an A or B grade in Society and Environment.

**Commitment**
Up to one hour of study/homework per day

**Topics/Content**
The focus of this unit is the geography of natural hazards and impact minimisation. The increasing incidence of hazards, together with their impact on standards of living, has prompted the active search for proposed solutions. An understanding of how these hazards are perceived and managed at a local, regional and global level is developed in a range of ways. First, an understanding of hazards (geomorphic and atmospheric) is developed. Secondly, the spatial distribution of hazards, the cause and impact and increased risks due to urbanisation and poor management are explored. Finally, students investigate strategies to minimise the risks associated with hazards.

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**GEOGRAPHY 2AGEO**

**Recommended Background**
It is strongly recommended students should have completed and passed unit 2AGEO before entering this course.

**Commitment**
Up to one hour of study/homework per day

**Topics/Content**
The focus of this unit is the geography of sustainable resource use. Natural resources provide the basis for economic growth in Australia. There is an unprecedented global demand for these resources. Future provision will require application of sustainable management practices to resource development and the surrounding environment. Regional perspectives supported with local area case studies are used to investigate spatial patterns that emerge between resource developments, local communities and market destinations. There is a need to evaluate management practices that can sustain these resources into the future. Approaches to sustainable management can vary significantly between countries in terms of social, economic and environmental factors. Students will compare these spatial patterns and practices in resource use in Australia to those in a less developed country.
MODERN HISTORY
(List A)

Studying Modern History enables students to become critical thinkers and helps inform their judgements and actions in a rapidly changing world. Students are exposed to a variety of historical sources including artefacts, oral stories, film, diary extracts and other written accounts in order to determine the cause and effect, and the motives and forces influencing people and events. Through the process of historical inquiry, students are encouraged to question and evaluate historical sources; identify various representations and versions of history; use evidence to formulate and support their own interpretations; and communicate their findings in a variety of ways.

How will this course help students in the future?
Through this course, students benefit from acquiring the literacy skills of the discipline of history such as critical thinking, research, analysis and effective written expression. These skills equip students for a world changed and linked by information and communication technology and prepare them for lifelong learning. Students are well prepared for careers involving policy making, administration and research. Learning the skills of critical inquiry is essential for people working in business, government, law, health, science, academia, industry, tourism, environment, media and the arts.

MODERN HISTORY
2AHIM

Recommended Background
An A or B grade in Investigation, Communication and Participation in Year 10 Society & Environment and good English skills are required for this course.

Commitment
Up to one hour of study/homework per day

Topics/Content
The focus for this unit is societies and change. Students become aware of the evolving nature of societies and the various forces for continuity and change that exist. They learn that some values, beliefs and traditions are linked to the identity of a society, but others are transitory. Also, that in any period of change there are those individuals and institutions that support change, but others that oppose it; and that there are different interpretations of the resultant society. Students will focus on the context of USA between the wars.

MODERN HISTORY
2BHIM

Recommended Background
It is strongly recommended students should have completed and passed unit 2AHIM before entering this course.

Commitment
Up to one hour of study/homework per day

Topics/Content
The focus for this unit is historical trends and movements. Students understand that throughout history there have been events, ideas, beliefs and values that have contributed to underlying historical trends and movements. They understand that some of these trends and movements have lasted thousands of years, whilst others have had a fleeting impact on society, and that these trends and movements have met with varying degrees of support and opposition, sometimes causing conflict. They are able to note cause, impact and consequence, action and reaction and trends of continuity and change. Students will focus on fascism in Nazi Germany.
Politics and Law is a study of the processes of decision-making concerning society’s collective future. It aims to develop knowledge of the principles, structures, institutions and processes of political and legal systems primarily in Australia. It brings together the judicial, executive and legislative arms of government to demonstrate how society is governed and examines the philosophy and values on which society is governed.

**How will this course help students in the future?**
The study of Politics and Law contributes to students’ intellectual, social, and ethical development. The course aims to support all students in developing a sense of identity, and a sense of political, legal, cultural and social awareness. The study of Politics and Law can be a valuable background to careers such as law, political advocacy, public administration, community development, teaching, journalism, government and commerce.

**Politics and Law (List A)**

**Recommended Background**
Students entering this course will have typically achieved an A or B grade in Society and Environment.

**Commitment**
Up to one hour of study/homework per day

**Topics/Content**
The focus for this unit is political and legal systems. Students critically examine the principles, structures and processes of political and legal systems.

**Politics and Law 2APAL**

**Recommended Background**
It is strongly recommended students should have completed and passed unit 2APAL before entering this course.

**Commitment**
Up to one hour of study/homework per day

**Topics/Content**
The focus for this unit is representation and justice. Students critically examine and assess political and legal systems in relation to representative democracy and justice.

**Politics and Law 2BPAL**
WORKPLACE LEARNING
(List A)

The Workplace Learning course aims to provide all students with the knowledge, workplace skills and attitudes valued within work environments, as a preparation for employment. Specific technical skills and knowledge learnt during formal education help students gain and keep employment. Generic work related skills that are transferable are vital to all forms of employment in today’s world.

How will this course help students in the future?
Employers value generic work related skills that are transferable and vital to all forms of employment. These skills are often referred to as employability skills and are relevant for everyone who is seeking work or working. Employability skills are developed over the life time of an individual and are valued in education, training, workplaces and community environments. Participation in a supported structured workplace learning program based on employability skills and involving a number of different workplaces assists students to make informed decisions. These decisions are important as students move from school to further education, training, employment and participation in the community.

Please note:
There are limited places into this course. Enrolment is by application and interview.

WORKPLACE LEARNING
1AWPL

Recommended Background
There is no minimum entry requirement for this course.

Commitment
Up to three hours of study/homework per week

Topics/Content
This unit is to introduce structured workplace learning. Students prepare for, and are placed in, a suitable workplace. While in the work placement, students are assessed on work related skills by the workplace supervisor. Students reflect on the skills assessed.

As a workplace learning course, it is expected that the majority of the learning takes place in the workplace. Preparation for, and reflection on, workplace learning may take place in the classroom context.

WORKPLACE LEARNING
1BWPL

Recommended Background
It is strongly recommended students should have completed 1AWPL.

Commitment
Up to three hours of study/homework per week

Topics/Content
This unit is designed to build on structured workplace learning and follows on from Unit 1AWPL. Students prepare for, and are placed in, a suitable workplace. The workplace could be in the same or a different industry area. Skills are selected to complement the skills from Unit 1AWPL. While in the work placement, students are assessed on work related skills by the workplace supervisor. Students reflect on the skills assessed.

As a workplace learning course, it is expected that the majority of the learning takes place in the workplace. Preparation for, and reflection on, workplace learning may take place in the classroom context.
# Technology and Enterprise

<table>
<thead>
<tr>
<th>PATHWAYS</th>
<th>Course Units</th>
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<tbody>
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<td>Accounting and Finance — offered through alternative delivery methods</td>
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</tr>
<tr>
<td>Year 11</td>
<td>1B 1D</td>
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<tr>
<td>Year 12</td>
<td>2B 3A</td>
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<tr>
<td>Cert II Information, Digital Media and Technology/Applied Information Technology</td>
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<td>Business Management and Enterprise</td>
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<td>Design (Technical Graphics)</td>
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<td>Food Science and Technology (Hospitality)</td>
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<td>Materials, Design and Technology (Wood, Metals)</td>
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This course focuses on financial literacy and aims to provide students with a range of skills that enable them to make sound financial judgements. Students will develop an understanding of the fundamental principles upon which accounting and financial management are based through the preparation, examination and analysis of financial documents and systems.

**How will this course help students in the future?**
Students develop an understanding of the fundamentals on which accounting and financial management are based. Many students may find themselves self-employed with a high probability of

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**ACCOUNTING AND FINANCE**

2AACF

**Recommended Background**
A genuine interest in accountancy, business and/or commerce

**Topics/Content**
The focus for this unit is **double entry accounting for small businesses**. Students apply their understanding of financial principles, systems and institutions to manage financial information and make decisions in a variety of small businesses. Students develop an understanding of the rationale for the use of particular conventions and principles and the consequences of disregarding them.

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**ACCOUNTING AND FINANCE**

2BACF

**Recommended Background**
Successful completion of 2AACF

**Topics/Content**
The focus for this unit is **accrual accounting**. Students apply financial systems and principles to the operations of businesses and distinguish between cash and accrual methods of accounting. Students prepare and analyse financial reports for a variety of types of business organisations and become familiar with the main aspects of electronic processing of financial data.
ICA20111 – Certificate II
Information, Digital Media and Technology

Overview
Certificate II in Information, Digital Media and Technology is a two-semester long course for those who want to find employment in the IT sector. There are fourteen (14) units of competency with the ICA20111 course – seven (7) core units and seven (7) electives. Successful completion of these fourteen (14) units will lead to a nationally recognised and industry based qualification.

Recommended background
There are no prerequisites for this course. A basic knowledge of computers is desirable but not compulsory.

Commitment
Up to 2 hours of study and homework

Topics/Content
This qualification will provide students with foundation ICT skills and knowledge for an individual to be an effective ICT user or employee. At the completion of this course, students will gain knowledge and skills in relation to – occupational health and safety in the IT environment, computer maintenance, computer software, working effectively in an IT environment and using social media, computer operating systems, computer hardware, network administration, protection and prevention from malware and spam, designing documents, building websites, the production and manipulation of digital images, and using a digital media package.
In this course, students use a range of computer hardware and software to create, manipulate and communicate information. Using a range of applications, students investigate, design, construct and evaluate ICT solutions in a range of environments. The result is a set of skills to equip the student for the 21st century and give them an appreciation of the impact of information technology.

**How will this 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. The course provides an excellent general grounding in ICT for the future study aspirations and professional lives of all students.

**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. They 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.
The Building and Construction course encompasses the skills and applications of many of the trades and professions in the construction industry. Students have the opportunity to practise creating a physical environment which is important in this age of environmental awareness. Students will learn and practise building processes and technologies, including principles of design, planning and management.

How will this course help students in the future?
The course is an introduction to further studies in trades, engineering and architecture and leads to employment options, further vocational education and university education. To achieve VET competencies, students focus on practical skills. Students who intend to pursue university studies develop their scientific and mathematical knowledge and skills through application in practical contexts.

**BUILDING AND CONSTRUCTION 1ABCN**

**Recommended Background**
A genuine interest in working with wood

**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.

**BUILDING AND CONSTRUCTION 1BBCN**

**Recommended Background**
Successful completion of 1BBCN

**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 basics of 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.
BUSINESS MANAGEMENT AND ENTERPRISE (List B)

The course helps students to develop practical skills as well as knowledge and understanding of business activity by focusing on innovation, initiative and entrepreneurship. Course content ranges from the many facets of business to opportunities and issues faced by national and international business. This course uses real businesses and scenarios to develop financial and business literacy, whilst at the same time enhancing interpersonal and intrapersonal skills.

How will this course help students in the future?
This course will give students the ability to make sound and ethical decisions based on knowledge and understanding. They will be well equipped to be proactive participants in the dynamic world of business, behaving responsibly and demonstrating integrity in business activities.

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.

BUSINESS MANAGEMENT AND ENTERPRISE
IABME

Recommended Background
Successful completion of 1ABME

Topics/Content
In this unit, the focus is on contexts related to initiative and inspiration, which are the values of the dynamic and imaginative entrepreneur or business manager. Opportunities are provided to explore business start-ups and to recognise the factors that contribute to business success. Entrepreneurship and innovative thinking are introduced, generating ideas and proposals that may be suitable for business ventures. These proposals are then developed into a business plan.
The Children, Family and the Community course provides opportunities for students to develop an understanding of the diversity of the Australian society. Recognising this diversity and promoting inclusivity among the individuals, families and groups makes up our society and provides the foundation for a cohesive community. This course examines the factors that impact on the ability of individuals and families to develop skills that enable them to live independently or to care for others.

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

**CHILDREN, FAMILY & COMMUNITY (List A)**

The Children, Family and the Community course provides opportunities for students to develop an understanding of the diversity of the Australian society. Recognising this diversity and promoting inclusivity among the individuals, families and groups makes up our society and provides the foundation for a cohesive community. This course examines the factors that impact on the ability of individuals and families to develop skills that enable them to live independently or to care for others.

**Recommended Background**
A genuine interest in working with individuals, families and groups making up our society

**Safety Compliance**
- Wear covered in shoes
- Restrain long hair

**Topics/Content**
The focus for this unit is me, my family and my community. The unit considers opportunities for individuals to lead successful independent lives or to effectively care for others through examination of development and developmental needs, social belief systems, the family, values, and resources that support daily living. Students examine values, decision-making and family and school rules and sanctions.

**CHILDREN, FAMILY & COMMUNITY 1ACFC**

**Recommended Background**
Successful completion of 1ACFC

**Safety Compliance**
- Wear covered in shoes
- Restrain long hair

**Topics/Content**
The focus for this unit is family uniqueness. The unit examines family types, roles of family members, different stages in the family life cycle, support services available to the family and issues arising from family interactions. Students learn about growth and development and the behaviours that promote growth and development.

**CHILDREN, FAMILY & COMMUNITY 1BCFC**

**Recommended Background**
Successful completion of 1ACFC

**Safety Compliance**
- Wear covered in shoes
- Restrain long hair

**Topics/Content**
The focus for this unit is family uniqueness. The unit examines family types, roles of family members, different stages in the family life cycle, support services available to the family and issues arising from family interactions. Students learn about growth and development and the behaviours that promote growth and development.
In the Design course, students develop a competitive edge for current and future industry and employment markets. Students are equipped with the knowledge and skills to understand design principles and processes, analyse problems and devise innovative strategies through projects.

**How will this course help students in the future?**
In this course, students develop a competitive edge for current and future industry and employment markets. It provides access to further vocational and university pathways.

**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.

**Design (List B)**

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**Recommended Background**
Successful completion of 1ADEST

**Topics/Content**
The focus for this unit is **applied design**. Students understand that design can be used to solve problems and to satisfy user needs. They are introduced to ethical and legal issues relating to the creation and use of design. Students expand visualising/rendering techniques and a basic lexicon of terminology for design principles. Students increase familiarity with basic production skills and processes, materials and technologies.
The Food Science and Technology course provides opportunities for students to explore and develop food-related interests and passions to achieve personal and professional goals. Students choose a context from hospitality, nutrition and health promotion or product development to develop and apply enterprising and innovative ideas to food production to meet future needs.

**FSTH (Hospitality)** covers the development of food preparation, production and presentation skills and self-management and interpersonal skills that enable students to prepare meals and food items and cater for functions.

**How will this course help students in the future?**
This course connects with further vocational education and training, university and employment pathways. Students may achieve VET competencies as they design and produce a variety of products, services or systems, while applying skills fundamental to the design of food and related technologies and working in practical environments. This course enhances employability, leading to further training and employment opportunities in areas that include food processing, hospitality, retail, community services, health and education.

**Recommended Background**
A genuine interest in working with food and catering

**Safety Compliance**
- Wear covered in shoes
- Restrain long hair

**Topics/Content**
The focus for this unit is **spotlight on my food**. Students explore ways in which individuals select and use foods, and how this is determined by family customs, lifestyle, budget, availability of food and food preparation skills. They learn about the variety and availability of familiar, local foods and use food selection models to determine their place in a balanced diet. They use strategies to identify the cultural values of their peers and the sensory characteristics of food that impact on their food preferences and food choices. Students identify their personal food requirements and the influence of food choice on health. They identify trends in the food industry that influence their food selections. Factors that affect the local food supply and personal food production systems are examined. They identify the laws and regulations that ensure a safe, local food supply and the preparation and storage techniques that prevent food contamination.

**Recommended Background**
Successful completion of 1AFST

**Safety Compliance**
- Wear covered in shoes
- Restrain long hair

**Topics/Content**
The focus for this unit is **food, health and choices**. In this unit students learn about a balanced diet and apply nutrition concepts that promote healthy eating. They appreciate that everybody is different and that food needs and preferences vary. Students learn about healthy and unhealthy foods and classify these according to nutrient content, variety, availability, storage and cost. They gain knowledge of the function of food in the body and the nutrient needs of adolescents. Students determine the personal, physical, intellectual, emotional, social and spiritual needs and wants that define their eating habits. They study the impact on their health of dietary decisions that result from their food consumption and lifestyle patterns. The ethics of the practice and influence of food manufacturers and the media on the food choices of the adolescent market are examined.
MATERIALS, DESIGN & TECHNOLOGY (List B)

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 manufacturing, design, built environment, science and engineering.

MATERIALS, DESIGN & TECHNOLOGY

Metal context: 1AMDTM
Wood context: 1AMDTW

Recommended Background
A genuine interest in working with wood/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.

MATERIALS, DESIGN & TECHNOLOGY

Metal context: 1BMDTM
Wood context: 1BMDTW

Recommended Background
Successful completion of 1AMDTM/1AMDTW/1AMDTT

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 design fundamentals. It is for students who have informal experiences interacting with a variety of items designed to meet certain needs. Students apply the fundamentals of design and concepts related to designing for self, considering beliefs and values. They learn to communicate various aspects of the design process within the structure of making what they design.

Throughout the process, students learn the origins, classifications and suitability for purpose of materials. Students are introduced to a range of technology skills, generate ideas and realise these ideas through their design projects.
The demand for young people with well-developed vocational skills will remain strong in Western Australia. Vocational education and training (VET) programs enable students to gain work skills and experience. Students can begin job training while still at school.

VET programs may suit students who like a more practical, hands-on approach to schooling. VET offers students a combination of education and industry training whilst in Years 11 and 12. Units of Competency, linked to a certificate course are a part of VET, either delivered at school, through a Registered Training Organisation (such as Pundulmurra and South Hedland TAFE) or completed in the workplace. Successful completion of VET courses may provide students with improved access to TAFE, traineeships, apprenticeships and future employment.

Selection for a position in a TAFE course is based on student performance in Year 10 and interview. Continuation of a TAFE course once selected is based on attendance, performance at TAFE and school and behaviour.

**VET STAND-ALONE**

**Units of Competency**

**Recommended Background**

C grade in Year 10 English and Mathematics

**Commitment**

- 55 nominal hours of unit/s of competency successfully completed each 1 unit equivalent
- Students may complete numerous unit equivalents

**Topics/Content**

- A variety of units of competency from an accredited provider (E.g. TAFE, an approved teacher)
- Units completed above the minimum for a unit equivalent can be counted together with those from another program
- VET Stand-alone units occurs within the Certificate II in Business, Certificate II in Trades
VET TRADE COURSES

These are two year programs. Students undertake a range of competencies across an industry area and aim to complete a Certificate II in Construction Pathways, Automotive Mechanical or Engineering.

Students are required to complete an application/interview to be selected into a VET course. If there are insufficient numbers courses will not run and students will be re-counseled.

Certificate II
Construction Pathways

Recommended Background
Have completed year 10 with a C grade average

Workshop Safety Compliance
There is an OH&S unit which must be completed before students are allowed to continue
- Wear safety glasses at all times in the workshop
- Wear covered in shoes
- Restrain long hair
- Comply with school/TAFE uniform Requirements

Commitment
- Strong work ethic
- An ability to work independently
- Attendance is compulsory
- Pleasant and respectful attitude

Topics/Content
Students undertake a range of competencies across the two years to complete a Certificate II in Construction. Students develop general knowledge required to complete tasks in the construction industry though the safe use of woodworking tools/measuring devices as well as communicating, reading and interpreting plans. There is a significant work placement requirement for this certificate

Courses
English
Mathematics
Materials Design & Technology—Wood 1A/1B
Materials Design & Technology-Metals 1A/1B
Design—Technical Graphics 1A/1B

This course is conducted at Pundulmurra campus

Hedland Senior High School
Certificate II
Engineering

Recommended Background
Have completed year 10 with a C grade average. Students require higher level of Mathematics.

Workshop Safety Compliance
There is an OH&S unit which must be completed before students are allowed to continue
- Wear safety glasses at all times in the workshop
- Wear covered in shoes
- Restrain long hair
- Comply with school/TAFE uniform

Commitment
- Strong work ethic
- An ability to work independently
- Attendance is compulsory
- Pleasant and respectful attitude

Topics/Content
Students undertake a range of competencies across the two years to complete a Certificate II in Engineering. Students develop the general knowledge required to complete tasks involved in engineering fabrication industry though the use of communication skills, reading and interpreting plans and the use of engineering equipment (welders, grinders, etc). This course may be more theory based that other trade courses and students are required to complete 5 core theory based units initially.

Courses
English
Mathematics
Design—Technical Graphics 1A/1B
Materials Design and Technology-Metals 1A/1B
Building & Construction-1A/1B

+ additional course

Certificate II
Electro technology (Career Start)

Recommended Background
Have completed year 10 with a C grade average. Students require higher level of Mathematics.

Workshop Safety Compliance
There is an OH&S unit which must be completed before students are allowed to continue
- Wear safety glasses at all times in the workshop
- Wear covered in shoes
- Restrain long hair
- Comply with school/TAFE uniform

Commitment
- Strong work ethic
- An ability to work independently
- Attendance is compulsory
- Pleasant and respectful attitude

Topics/Content
This qualification covers competencies for work entry program providing grounding in safety and basic skills and knowledge for work in any electro-technology discipline. This certificate will enable students to gain skills required for an Electrical Apprenticeship.

Courses
English
Mathematics
Design—Technical Graphics 1A/1B
Materials Design and Technology-Metals 1A/1B
Building & Construction-1A/1B

+ additional course

These courses are conducted at South Hedland campus
Certificate II
Hospitality (Kitchen Operations)

Recommended Background
There is no minimum requirement

Safety Compliance
- Wear covered in shoes
- Comply with school/TAFE uniform requirements

Commitment
- Strong work ethic
- An ability to work independently
- Attendance is compulsory
- Pleasant and respectful attitude

Topics/Content
This qualification will provide you with the practical skills and knowledge to assist in catering and commercial kitchens. You will learn skills in preparing and storing food, washing dishes and utensils, preparing and presenting food, maintaining supplies and cleaning work areas. You will also learn about the hospitality industry, hygiene and safety in the workplace and effective communication. You will practise the skills you have learned in a simulated work environment. This course has a strong practical component.

Courses
English
Mathematics
Food Science and Technology—Hospitality
Career and Enterprise
+ two additional courses

Certificate II
Business

Recommended Background
There is no minimum requirement

Safety Compliance
- Wear covered in shoes
- Comply with school/TAFE uniform requirements

Commitment
- Strong work ethic
- An ability to work independently
- Attendance is compulsory
- Pleasant and respectful attitude

Topics/Content
This qualification will provide you with the practical skills and knowledge to prepare for work and perform a range of administrative tasks in a defined context, including word processing, spreadsheets, mail procedures, preparing and processing accounts and the operation of a range of general office equipment.

Courses
English
Mathematics
Applied Information Technology
Business Management & Enterprise
Media Production & Analysis
+ one additional course (Career and Enterprise in strongly recommended)

These courses are conducted at South Hedland campus
Skilled to Work is a school-based training program that is intended as a transition from school to the workplace. It is designed for students with low literacy and numeracy and/or students who have been unable to fulfill the assessment requirements of main-stream classes. The program is delivered by the same teacher for the majority of their classes. Students are provided with opportunities to complete various School Curriculum and Standards Authority Courses. There will also be a work placement component of one day per week.

Based on achievement, students will be advised of their eligibility for this program.

TOPs is a school-based training program that is intended as a transition from school to the workplace. It is designed for students with low literacy and numeracy and/or students who have missed large amounts of schooling. The program is delivered by the same teacher for the majority of their classes. Students are provided with opportunities to complete various School Curriculum and Standards Authority (formerly Curriculum Council) endorsed courses such as Keys for Life, as well as completing units of competency at TAFE.

There are strict eligibility criteria for students to enter TOPs. Selection will be in consultation with teachers, students, parents and course advisors.