YEAR 12
HANDBOOK
2014

HEDLAND SENIOR HIGH SCHOOL
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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 and the Year 11 Coordinator.
## Learning Area Pathways and Courses

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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 for Year 12 students may be provided within the school timetable depending on individual student needs/circumstances.
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 2014, 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 3 pairs of units in which they are enrolled, unless exempt. WACE examinations are optional for Stage 2 Courses in 2014

Full details are available on the SCSA website at www.scsa.wa.edu.au
Hedland Senior High School offers the following:

**SCSA 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 year 12 (a minimum of two Stage 2 courses are required in Year 12).

**TAFE**
Students who are currently enrolled in a VET Certificate will complete requirements during 2013. Students will study a mixture of Stage 1 and 2 units, or Stage 1 units in Year 12.

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 Curriculum Council to generate scaled scores that can be used for university selection.
LIST A and LIST B Courses offered at Hedland SHS for 2014

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

<table>
<thead>
<tr>
<th>LIST A</th>
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<tbody>
<tr>
<td>CFC Children, Family and Community</td>
<td>ACF Accounting and Finance*</td>
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<tr>
<td>DRA Drama</td>
<td>AIT Applied Information Technology</td>
</tr>
<tr>
<td>ECO Economics*</td>
<td>BIO Biological Sciences*</td>
</tr>
<tr>
<td>ENG English</td>
<td>BCN Building and Construction</td>
</tr>
<tr>
<td>LIT Literature</td>
<td>CHE Chemistry*</td>
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<tr>
<td>GEO Geography</td>
<td>DES Design</td>
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<td>MPA Media Production and Analysis</td>
<td>HBS Human Biological Science</td>
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<td>HIM Modern History</td>
<td>ISC Integrated Science</td>
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<td>MUS Music</td>
<td>MDT Materials, Design &amp; Technology</td>
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<tr>
<td>PAL Politics and Law *</td>
<td>MAT Mathematics</td>
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<tr>
<td>VAR Visual Arts</td>
<td>MAS Mathematics Specialist*</td>
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<td>WPL Workplace Learning</td>
<td>PES Physical Education Studies</td>
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<td>PSY Psychology</td>
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<td>PHY Physics*</td>
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Students should also be aware that certain course combinations are considered unacceptable in the calculation of an ATAR, for example, Chemistry or Physics and Integrated Science.

*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.
TERTIARY ENTRANCE REQUIREMENTS

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 prescribed 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 (Edith Cowan University may not require an ATAR for some pathways); and
- satisfy any prerequisites or special requirements for entry to particular courses.

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 obtained from Student Recruitment on 13 43 28 or www.reachyourpotential.com.au.

Portfolio Entry to Murdoch University
In addition to the requirements outlined above, Murdoch University offers a portfolio pathway for admission to Bachelor degrees in Media, Mass Communication and in Digital Media. For more information see 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 2014. Application will be via the TISC website. The closing date for applications is normally the end of September. Late applications will incur a late fee. Offers 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 university concerned.

Applications need to be made through TISC when the applicant is:

- an Australian citizen,
- a New Zealand citizen, or
- 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: www.tisc.edu.au. The University Admission 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 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

**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:

**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 eight weeks 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 Curriculum Council endorsed courses such as Keys for Life, as well as completing units of competency at TAFE.

**Skilled to Work Program**
This 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
- 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 with Mt Lawley Senior High School a group of Year 12 students are offered a variety of revision opportunities during the year.

The purpose of these opportunities 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.
This policy is provided to all senior secondary students at Hedland SHS and is based on Curriculum Council requirements.

All students are enrolled in a combination of 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 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 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 4 of Term 1 for all Semester 1 units.
- Friday of Week 2 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

1In 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 Curriculum Council approval at the end of the year.

The parent/guardian will be notified of any changes to that result from the Curriculum Council’s review of the student results submitted by Hedland SHS.

For all Stage 2 and 3 course units, a statistically adjusted school mark is reported by the Curriculum Council on the student’s Statement of Results.
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 phoned 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 Curriculum Council 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 on 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

<table>
<thead>
<tr>
<th>Course Units</th>
<th>1A</th>
<th>1B</th>
<th>1C</th>
<th>1D</th>
<th>2A</th>
<th>2B</th>
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<tbody>
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<td><strong>DANCE</strong></td>
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#### SIDE PATHWAYS

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<th>Course Units</th>
<th>1A</th>
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Note:
Students enrolled in a Stage 3 course in Year 12 will be required to sit an external written and practical examination unless exempt.
**DANCE (List A)**

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

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

**Recommended Background**
No specific background required, however, some lower school dance is highly recommended.

**Commitment**
Two hours of homework/study per week.

**Topics/Content**
Students continue to develop their safe dance practices whilst learning a range of genre specific techniques. Students explore the popular culture genre and research early Hip Hop and Social dance.

**DANCE Unit 2ADAN**

**Commitment**
Two hours of homework/study per week.

**Topics/Content**
Students further their choreographic skills by producing their own works informed by Australian culture. Students use their knowledge and understanding of Dance language to reflect the development of their ideas and concepts to examine how the language of movement in Australia is unique.

**DANCE Unit 2BDAN**

**DANCE Certificate II**

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.

_Hedland Senior High School_
### DESIGN UNIT 1ADESP (Photography Context)

**Recommended Background**
An interest and/or prior experience in photography.

**Commitment**
Up to two hours 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 1BDESP (Photography Context)

**Commitment**
Up to two hours 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 two hours 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)

**Commitment**
Up to two hours 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.

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**DRAMA**

**2ADRA**

**Commitment**
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**

**2BDRA**

**Commitment**
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.

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**DRAMA**

**3ADRA**

**Recommended Background**
Successful completion of 2ABBDRA

**Commitment**
2 hours per week homework time

**Topics/Content**
The focus for this unit is **text and style**. Students perform and produce a published drama work incorporating a detailed study and interpretation of text, subtext, context and style. They learn about different theoretical approaches to representational and presentational or non-realist drama and the ways that drama texts can be reworked for contemporary performance contexts and audiences.

**DRAMA**

**3BDRA**

**Commitment**
2 hours per week homework time

**Topics/Content**
The focus for this unit is **drama perspectives**. Students apply conventions and techniques of drama forms and styles in original ways to develop original works that may be either celebratory and/or critical in their perspective. They show understanding of how a range of practical and theoretical approaches manipulates the elements of drama. Students work independently or collaboratively to devise and perform an original work.
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.

Recommended Background
A genuine interest in working in multimedia and computers

Topics/Content
The focus for this unit is entertainment. Students view, listen to, and analyse relevant media texts as their experience of the language of media is reinforced. They examine how audiences’ cultural experiences influence their responses to media. They build upon basic production processes and create their own productions.

Recommended Background
Successful completion of 1CMPA

Topics/Content
The focus for this unit is infotainment. A range of non-fiction commercial and non-commercial media styles and genre provide opportunities to examine how reality is dramatized and re-presented whilst engaging and informing audiences. Students create their own non-fiction media works learning about aspects of production.
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.

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.

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.

Topics/Content
Aural: Students develop their listening skills through a variety of contexts.
Composition: Students learn how to write and create music in a variety of styles.
History: Students will study the development of contemporary music from the 1950’s to the present day.
Performance: Students study technical work, improvisation, playing by ear, playing by memory and public performance.

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.

Topics/Content
Aural: Students develop their listening skills through a variety of contexts.
Composition: Students learn how to write and create music in a variety of styles.
History: Students will study the development of contemporary music from the 1950’s to the present day.
Performance: Students study technical work, improvisation, playing by ear, playing by memory and public performance.
Theory: Students develop their written skills through a variety of contexts.
Analysis: Students learn how to analyse the individual elements of music so as to determine how they have been combined to create the musical work.
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. Students are encouraged to explore and represent their ideas and gain an awareness of the role that artists and designers play in reflecting, challenging and shaping societal values. Students are encouraged to appreciate the work of other artists and engage in their own art practice.

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 1CVAR

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 two hours 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. They discover ways to compile and record their experiences through a range of art activities and projects that promote a fundamental understanding of art language and appreciation of the visual arts in their everyday life.

Visual Arts 1DVAR

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 two hours 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. They use clearly defined processes, a discrete range of sources and specific art language to create artworks.
Recommended Background

Commitment
- Strong work ethic and ability to work individually and as a team member.
- Up to two hours homework a week on top of class time.

Topics/Content
The focus for this unit is commentaries. It offers students opportunities to engage with the social, political and cultural purposes of art making and art interpretation. They have flexibility to select learning contexts that reflect their own cultural milieu and promote the production of a unique and cohesive body of work. Broad and innovative inquiry includes the conceptualisation and documentation of experiences within contemporary society. They research issues, events, and ideologies and examine their own beliefs, considering how the visual arts have reflected and shaped society and values.

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Recommended Background

Commitment
- Strong work ethic and ability to work individually and as a team member.
- Up to two hours homework a week on top of class time.

Topics/Content
The focus for this unit is points of view. It provides students with the opportunity to identify and explore concepts or issues of personal significance in the presentation of a sustained, articulate and authentic body of work. They research and analyse factors affecting points of view such as time, place, culture, religion and politics, synthesising this knowledge to express and communicate their personal viewpoint or position. In the critical analysis and interpretation of their own work and the work of others, they reflect on the relationships between artworks, audiences and contextual factors, considering how these contribute to the development of different perspectives.
### ENGLISH

**Note:**
Students enrolled in a Stage 3 course in Year 12 will be required to sit an external examination unless exempt.

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<th>PATHWAYS</th>
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<td></td>
<td>1A</td>
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<tr>
<td>1. For students with minimal literacy skills – interested in further training/workforce</td>
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<td>Year 11 English</td>
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<td>Year 12 Literature</td>
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<tr>
<td>2. For students with satisfactory literacy skills – interested in further training/workforce/portfolio entrance university</td>
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<td>Year 11 English</td>
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<td>Year 12 Literature</td>
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<td>3. For students with strong literacy skills – interested in tertiary entrance</td>
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<td>Year 11 English</td>
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<td>Year 12 Literature</td>
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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 2CENG

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 communities. Students develop an understanding of the way language operates in a community (e.g. workplaces, subcultures, sporting groups, interest groups, professions, political groups, religious groups) to transmit understandings, create identities, establish power and operate effectively. Students will examine a range of texts and text types to explore the ways a community may create its own language structure in order to influence attitudes and values. They will also examine how language structures/protocols can be used to marginalise, privilege and/or exclude individuals and subgroups.

ENGLISH 2DENG

Commitment
Four hours of homework and study per week.

Topics/Content
The recommended focus for this unit is language as representation. Students develop an understanding of the way language is used to offer particular representations of topics, events, places or people. They will also consider how these responses are mediated by cultural/social structures. They listen, read and view critically in order to examine the way we make meaning of representations in texts and to account for the different meanings available within textual representations. Students will use language to explore how purpose, context and audience may influence the representations offered in texts.
**ENGLISH 3AENG**

**Recommended Background**
Students need a C grade or higher in 2X English

**Commitment**
Four hours of homework and study per week.

**Topics/Content**
The recommended focus for this unit is language and identity. Students study how identities are expressed, constructed, represented and critiqued through language. They learn to critically interpret the relationship between particular uses of language and texts on the one hand and conceptions of identity on the other. They develop oral, visual and written language skills by learning to produce texts in a range of genres which explore, produce, challenge and/or subvert conceptions of identity. Students study literary, mass media and popular culture texts.

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**ENGLISH 3BENG**

**Commitment**
Six hours of homework and study per week.

**Topics/Content**
The recommended focus for this unit is language and ideas. Students explore the way language is used in relation to ideas and how this varies among particular fields, genres, and discourses. They study the way in which ideas are expressed, constructed and critiqued through language. They analyse the assumptions underlying language use and how knowledge is presented in selected fields, genres and discourses, and the attitudes, values and ideologies associated with these assumptions. Students demonstrate their understandings and language skills by learning to analyse language use and produce selected ideas in a range of language forms used in particular fields, genres and/or discourses, and how language is used in relation to ideas and the assumptions that underlie language use. Students study literary, mass media and popular culture texts.
Reading literature for pleasure and for the intellectual experience are key elements of the course. In Literature, students learn how to understand the values and attitudes that are privileged or marginalised by texts as well as the cultural and historical contexts in which they are produced and received. Through the study of Literature, students create readings of literary texts and develop the skills necessary to better understand their world. They apply and explore their understandings of literature through writing their own poems, plays and stories.

**How will this course help students in the future?**
The course encourages students to be literate and articulate; to be competent in the expression of ideas and feelings; and to engage critically with texts. The reading, critical thinking and production skills encouraged by this course will be useful in students’ other studies, in their further studies, in their chosen careers and in their lives generally.

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

**Topics/Content**
These units introduce students to relevant and engaging literary texts. Students are asked to read poetry, prose and drama and to consider how all texts use language and conventions in particular ways. They consider how the understanding of a specific literary text is shaped by the way it is presented. Students learn that certain conventions that texts use allow us to group texts into genres.

Students are asked to make connections between familiar texts and unfamiliar ones including those from other times and places. They learn the strategies used to help make meaning of what is read, such as recurring themes, narratives, structures and conventions.

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

**Topics/Content**
This unit introduces students to relevant and engaging literary texts. Teachers will choose texts that they think are most appropriate to their students. Students are asked to read poetry, prose and drama and to consider how all texts use language and conventions in particular ways. They consider how the understanding of a specific literary text is shaped by the way it is presented. Students learn that certain conventions that texts use allow us to group texts into genre.

Students are asked to make connections between familiar texts and unfamiliar ones including those from other times and places. They learn the strategies used to help make meaning of what is read, such as recurring themes, narratives, structures and conventions.
Reading literature for pleasure and for the intellectual experience are key elements of the course. In Literature, students learn how to understand the values and attitudes that are privileged or marginalised by texts as well as the cultural and historical contexts in which they are produced and received. Through the study of Literature, students create readings of literary texts and develop the skills necessary to better understand their world. They apply and explore their understandings of literature through writing their own poems, plays and stories.

How will this course help students in the future?
The course encourages students to be literate and articulate; to be competent in the expression of ideas and feelings; and to engage critically with texts. The reading, critical thinking and production skills encouraged by this course will be useful in students’ other studies, in their further studies, in their chosen careers and in their lives generally.

Commitment
Six hours of homework and study per week

Topics/Content
Across the two units, it is expected that students develop a more sophisticated understanding of the elements of literary study. Students are also expected to respond to texts of increasing complexity.

In these units, students explore the different ways in which literary texts relate to the historical conditions, value systems and cultural life of particular societies. They explore the various contexts of particular texts and consider how literary texts sometimes challenge and at other times naturalise the ideas of the society in which they are produced, as well as influencing the judgements we make about these ideas. They consider the ways that a nation or culture comes to recognise itself through the literary texts that it produces. Students consider how literary texts might challenge the ideology of some groups within society while supporting the views of others. They consider how literary texts might conform to, or challenge generic expectations. Students continue to explore how language works in more complex literary texts and how readers are positioned. This involves a closer study of the relationship between language and meaning. Students are asked to produce competent analytical, discursive and reflective responses and to discuss other readings of texts as presented in critical reviews. They continue their analysis of the ways that writers use language and adopt or adapt generic conventions. They are also required to create their own literary pieces, that is, stories, poems or plays of their own as part of their continuing development of their understanding of what is literary and how works of literature are produced. Students are encouraged to experiment with language, to draft and edit and to adopt or adapt the conventions of genre to their purpose in the texts that they produce.
### HEALTH AND PHYSICAL EDUCATION

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Note:
Students enrolled in a Stage 3 course in Year 12 will be required to sit an external written and practical examination unless exempt.
Students will complete a Certificate II in Sport Coaching (specialising in AFL/Netball) or equivalent.

**YR 12 GENERAL AFL/NETBALL**

**Topics/Content**

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

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

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**CERTIFICATE II SPORT COACHING (Netball)**

**Recommended Background**

Involvement in Shooting 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 a team.

**CERTIFICATE II SPORT COACHING (AFL)**

**Recommended Background**

Involvement in Shooting 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 a team.
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.

*1BPES*

**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.

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.
PHYSICAL EDUCATION STUDIES
3APES

Recommended Background
Successful completion of 2APES and 2BPES.

Commitment
Upto 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
- analyse mental skills strategies used pre, during and post-performance to manage stress, motivation, concentration, arousal levels and self-confidence.

PHYSICAL EDUCATION STUDIES
3BPES

Recommended Background
Successful completion of 3APES.

Commitment
Upto 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.
Students enrolled in a Stage 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.

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**MATHEMATICS 1BMAT**

**Recommended Background**
Successful completion of 1AMAT

**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.

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**MATHEMATICS 1CMAT**

**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 apply mathematics to financial matters in the workplace. 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.
Mathematics 1DMAT

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.

Mathematics 1EMAT

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.
Recommended Background

1EMAT

Commitment
3 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
  - 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.

Commitment
3 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 formulae 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
  - 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 2CMAT

Recommended Background
2BMAT

Commitment
3-4 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, recurring decimals and numbers expressed with integer powers.

MATHEMATICS 2DMAT

Commitment
3-4 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-stages. 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
  - 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, recurring decimals, square roots, cube roots and numbers expressed with integer powers.
**MATHEMATICS 3AMAT**

**Recommended Background**
2DMAT

**Commitment**
3-4 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.

**MATHEMATICS 3BMAT**

**Commitment**
3-4 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 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.

**MATHEMATICS 3CMAT**

**Recommended Background**
3BMAT

**Commitment**
3-4 hours outside of school time per day

**Topics/Content**
In this unit, students develop their knowledge of calculus concepts and their algebraic, graphing and calculus skills, and apply these in mathematical modelling. They use counting techniques and probability laws, and calculate and interpret probabilities for the binomial, uniform and normal random variables. They use mental and written methods and technologies where appropriate.

**MATHEMATICS 3DMAT**

**Commitment**
3-4 hours outside of school time per day

**Topics/Content**
In this unit, students extend and apply their understanding of differential and integral calculus. They solve systems of equations in three variables and linear programming problems. They verify and develop deductive proofs in algebra and geometry. Students model data with probability functions and analyse data from samples. They justify decisions and critically assess claims about data. They use mental and written methods and technologies where appropriate.
# SCIENCE

## HSHS PATHWAYS

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## Integrated Science - for students interested in tertiary entrance

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## SIDE PATHWAYS

(for information on these courses go to: side.wa.edu.au)

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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.
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
3AHBS

Commitment
Up to four hours of homework/study per week

Topics/Content
The focus for this unit is human regulation. The body works to maintain a constant internal environment despite changes in the external environment. Normal body activities require constant feedback of blood sugar, temperature, gas and body fluid concentrations. Both the endocrine and nervous systems are involved in this maintenance. Malfunctions can be caused by genetics, behaviour or disease, and some can be controlled by medical intervention. Genes can be affected by the environment and/or chance events. The range of variation seen in humans today is not always the result of simple genetics and may involve more complicated models of inheritance. The environment can determine what lives or dies. This is a struggle for survival that has been recorded over millions of years in fossils. Natural selection leading to evolution is supported by evidence from comparative anatomy and biochemical studies. Throughout a human’s lifetime there are medical treatments and procedures that can influence the quality of life.

HUMAN BIOLOGICAL SCIENCE
3BHBS

Commitment
Up to four hours of homework/study per week

Topics/Content
The focus for this unit is the future of humans. Movement of the body requires complex processes of coordination. Bones, muscles and nerves must work together in a perfectly coordinated effort regardless of whether it is pulling a hand away from a hot object, playing sport or maintaining an upright stance. The malfunction of these systems can occur through trauma, disease and/or ageing. The role of DNA is vitally important and recent advances in knowledge and biotechniques have led to new ways of diagnosing and treating disease. If the body becomes damaged or infected, modern medical technology can be used to enhance trauma recovery, to deal with specific pathogens or alleviate the impact of ageing. Humans can trace their origins back for millions of years to the first primates. Throughout history there are a number of trends that can be followed through primates and hominids to the features of modern humans.
INTEGRATED SCIENCE (List B)

Integrated Science encourages students to be questioning, reflective and critical thinkers about scientific issues. This course is based on a holistic view of science knowledge and starts with the problems and issues that are important to young people. It draws on the traditional disciplines of science, such as biology, chemistry, geology and physics, as well as less traditional areas, such as forensic science and biotechnology, as a resource to enable students to investigate issues that are interesting and relevant in a modern world.

How will this course help students in the future?
This course will equip students to undertake tertiary study and/or gain employment. It is of a broad and flexible nature in the earlier units and covers more explicit content through the integrated approach to scientific questions in Stage 2 and 3 units.

INTEGRATED SCIENCE 1CISC

Topics/Content
The focus for learning is the practice of science, general knowledge of factual content in biological, physical and earth/environmental science and an understanding of the impact of science on the world in which students live.

Students will engage with content and learning experiences that best suit their needs.

INTEGRATED SCIENCE 1DISC

Topics/Content
The focus for learning is the practice of science, general knowledge of factual content in biological, physical and earth/environmental science and an understanding of the impact of science on the world in which students live.

Students will engage with content and learning experiences that best suit their needs.

INTEGRATED SCIENCE 3AISC

Commitment
Up to four hours of homework/study per week

Topics/Content
The focus of this unit is on mining and environment. Mining is a human activity that impacts on the environment. It is a significant primary industry and contributor to the economy of Australia. Large quantities of minerals and resources are extracted from Australia's landscape and, once extracted, much of the raw materials are exported. The types of mining and the exploration techniques for mineral resources are studied in this unit and the extraction of metals and the effect of mining and extraction on ecosystems are examined. Major trends in mining methods, the issues and challenges that arise from these, sustainability and the environmental impact will be examined.

INTEGRATED SCIENCE 3BISC

Commitment
Up to four hours of homework/study per week

Topics/Content
The focus for this unit is the sustainable use of energy and the implications for people's health and the environment because of its use. Students live in a modern society that is characterised by its reliance upon technology and high demands for energy. As a consequence, we are now faced with a number of significant and global challenges; greenhouse, climate change, peak oil and we need to consider the efficient use of energy and the development of alternative energy resources. This unit will involve students in a detailed study of energy, resources, alternatives and the outcomes of continuing to rely on fossil fuels. Throughout the course of this unit, students should be encouraged to make decisions about energy generation, distribution and energy use.
This course is designed to integrate the understanding of scientific principles, the acquisition of psychological knowledge and the application of both in an enjoyable and contemporary forum. The course outcomes provide unifying ideas and purposes for both males and females learning about psychology, and cater for a full range of achievement. This course is suitable for students continuing study in the vocational area, those proceeding directly to the workplace, and those pursuing studies at the tertiary level as well as students who want to develop skills for their own enjoyment. The course stimulates their natural curiosity in relation to themselves and others. The study of Psychology is highly relevant to further studies in the health professions; education; human resources; social sciences; sales; media; and marketing and management and aims to provide a better understanding of human behaviour and the means to enhance quality of life.

In this unit, students focus on behaviour. They are introduced to the language of psychology and learn about how human behaviour can be explored in relation to themselves, others and society. Students learn about the scope of psychology as a scientific discipline, focus on the definitions of psychology and behaviour and look at the distinction between psychology and psychiatry and the diversity of psychology as a profession. They are introduced to psychological research and access current research through journal articles and the internet.

In this unit, students focus on relationships. They are introduced to a number of terms, concepts and theories related to social cognition and personality. Students focus on social relations and different aspects of social behaviour and explore how interaction with others shapes interpersonal processes such as aggression and conflict. They look at effective communication and the factors that influence its development. They further develop their research skills and understanding of statistical concepts and access, evaluate, organise and present information, either individually or in collaboration with others.
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.

PHYSICS

3APHY

Commitment
Up to four hours of homework/study per week

Topics/Content
In this unit, students explore the motion of objects in gravitational fields, including the motion of projectiles, orbiting satellites, planets and moons, and ways in which forces may affect the stability of extended objects. They also learn about magnetic fields and how they interact with moving charges in situations involving current electricity, the motor effect and electromagnetic induction. They identify real world problems, develop research questions to plan, conduct and evaluate investigations. Their problem-solving techniques include combinations of concepts and principles.

PHYSICS

3BPHY

Commitment
Up to four hours of homework/study per week

Topics/Content
The study of mechanical and electromagnetic waves allows students to appreciate both classical and modern interpretations of the nature and behaviour of waves. They learn how waves are used in a variety of technologies, such as in musical instruments, communication systems or sensing systems. They encounter the scale of the observable entities in our Universe, and relate physical principles about waves to the study of the Universe and its parts. Extending their knowledge of atomic physics, they analyse spectra and explain a range of physical phenomena such as fluorescence and X-ray emission. They also learn about some aspects of modern physics such as relativity and cosmology. Students develop their understanding of the behaviour of charged particles in devices such as particle accelerators and cathode ray oscilloscopes. They research their own question and develop problem-solving strategies that involve linking a number of concepts and principles.
### HSHS PATHWAYS

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<tr>
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<td>Year 12</td>
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<td><strong>Workplace Learning</strong></td>
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<td>Year 12</td>
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<td><strong>Geography</strong></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.
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 3AGEO

**Recommended Background**
Students entering this course will have typically achieved a C or higher in Stage 2 Geography.

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

**Topics/Content**
The focus of this unit is the geography of planning cities. Challenges exist in designing cities to be more productive, vibrant and sustainable. Urban planning involves a range of stakeholders that contribute to decision-making and the planning process. The present and future needs of society are addressed by the allocation and reallocation of land uses, improving infrastructure and transport systems and enhancing amenities to meet the different perspectives of stakeholders. Students will examine concepts, processes and roles of planning by comparing Perth with a selected mega city.

### GEOGRAPHY 3BGEO

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

**Topics/Content**
The focus of this unit is the geography of climate change over geological time. This global phenomenon possesses the capacity to affect significant areas of the planet. Climate change, including the greenhouse effect, is created by both natural and human processes that have local and global consequences. The human response to climate change is affected by social, economic and political considerations, and resource access and distribution. Students will investigate policies and strategies designed to guide future action used to address the effects of the climate change.
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.
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.

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**WORKPLACE LEARNING 1CWPL**

**Recommended Background**

There is no minimum entry requirement for this course.

**Commitment**

Up to three hours of study/homework per week

**Topics/Content**

The unit is designed to **consolidate structured workplace learning**. Students prepare for, and are placed in, a new workplace.

If a student has completed 1AWPL and 1BWPL, it is required that the work placement for this pair of units is a different industry or employer or job role from the placement(s) for 1AWPL and 1BWPL.

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**WORKPLACE LEARNING 1DWPL**

**Recommended Background**

It is strongly recommended students should have completed 1AWPL.

**Commitment**

Up to three hours of study/homework per week

**Topics/Content**

The unit is designed to **extend structured workplace learning**. Students prepare for, and are placed in, a suitable workplace. Skills are selected to complement the skills from Units 1AWPL/1BWPL/1CWPL. While in the work placement students are assessed on work related skills by the workplace supervisor. Students reflect on the skills assessed.

It is strongly recommended that the workplace used in 1DWPL is different from the workplace experienced in Unit 1CWPL.
## TECHNOLOGY AND ENTERPRISE

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<th>PATHWAYS</th>
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<td></td>
<td>1A</td>
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<tr>
<td>Applied Information Technology</td>
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<td>Year 11</td>
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<td>Design (Technical Graphics)</td>
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<td>Year 12</td>
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<td>Children Family and Community</td>
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<td>Year 12</td>
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<td>Materials, Design and Technology (Wood, Metals)</td>
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APPLIED INFORMATION TECHNOLOGY (List B)

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.

Topics/Content
The focus for this unit is personal information and communication technologies and using technology to meet personal computing needs. This includes the study of how individuals use, and can be affected by, information technology in their daily lives. Students investigate computer systems and understand the configuration needed to meet their personal needs. They acquire and apply a range of knowledge and skills to create information solutions that inform, persuade, educate or entertain.

Topics/Content
The focus for this unit is community information and communication technologies and using ICT commonly required in the operation of a small business or community organisation. Students investigate small business networks and the peripheral devices required to use communication and graphics applications. They understand the configuration required for a small business computing system. They examine the impact of information technology solutions within the community.
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.

**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.

**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.

**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.

**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.
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?**

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 child care and community work.

### Topics/Content

The focus for this unit is **living and working together**. The influence of biological and environmental factors, lifestyle behaviours and health status on growth and development will be studied. Students learn that individuals exist within a series of dynamic and changing environmental systems. They examine issues and opportunities arising from relationships between individuals, families and community groups, as they live and work together. Students work individually and in teams, and consider their decisions when designing, producing and evaluating products or services which cater for individual, family and community needs and wants.

### Safety Compliance

- Wear covered in shoes
- Restrain long hair

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The focus for this unit is **getting more out of life**. Achievement of a sense of wellbeing will enhance the ability of individuals and families to develop skills for independent living and the ability to care for others. Students set goals and extend their abilities to effectively meet individual, family and community needs and wants. Students explore the health of individuals and the protective and preventative strategies that impact on growth and development.

Students examine the roles and responsibilities of particular groups and the impact of attitudes, beliefs and values on the management of resources.
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.

**Recommended Background**
Successful completion of 1ABMDTM/1ABMDTW

**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 techniques. It is for students who have many informal experiences interacting with a variety of items specifically designed to meet certain needs. Students are introduced to principles and practices of design, learning about fundamentals of design and concepts related to designing for individuals and markets, while 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, properties and suitability for purpose of materials. Students are introduced to a range of technology skills, generate ideas and realise these through their design projects.

Throughout the process, students learn the origins, classifications, properties and suitability for purpose of materials. Students are introduced to a range of technology skills, generate ideas and realise these through their design projects. They work in a defined environment and learn to use a variety of relevant technologies safely and effectively.

Students, in consultation with teachers, select projects of interest to design and make products for the consumer market.