



SENIOR SCHOOL SUBJECT HANDBOOK 2018

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WACE REQUIREMENT

Information from the 2017 WACE manual

Senior secondary schooling in Western Australia covers students in Year 11 and Year 12.

The Western Australian Statement of Student Achievement (WASSA) is issued to all Year 12 students at the completion of their secondary schooling. The WASSA provides a formal record of what students leaving in Year 12 have achieved as a result of their school education in Western Australia.

The Western Australian Certificate of Education (WACE) is the certificate that students in Western Australia receive on successful completion of their senior secondary education. It is recognised nationally in the Australian Qualifications Framework (AQF), by universities and other tertiary institutions, industry and training providers.

While students typically complete a WACE in their final two years of senior secondary school, there is no specified time limit for completion. Study towards achievement of the WACE can be undertaken over a lifetime. It should be noted that the WACE requirements may change over time and students studying towards the achievement of the WACE after they leave school will be required to meet the WACE requirements current at the time of the completion of their studies.

Refer to [Section 7](#) of the WACE manual for further details about the WASSA and the WACE.

Overview of courses and programs

Students come from diverse backgrounds and have varying needs. They may be interested in university study, have specific vocations in mind involving further education and training, or intend to enter the workforce after leaving school.

For this reason, senior secondary schooling in Western Australia offers a wide range of courses and programs that enable students to study courses similar to those offered in other parts of Australia and provide multiple pathways to university, training and employment.

Table 1: *General features of senior secondary courses and programs*

| Courses and Programs | General Features |
|--|---|
| Australian Tertiary Admission Rank (ATAR) courses | These courses are examined by the Authority (see Section 6). Student results in ATAR courses are used by the Tertiary Institutions Service Centre (TISC) to calculate a student's Australian Tertiary Admission Rank (ATAR). The ATAR is used to determine eligibility for university entrance. Students seeking to achieve an ATAR will need to complete a minimum of four Year 12 ATAR courses, excluding unacceptable combinations (see Undergraduate Admission Requirements for School Leavers on the TISC website). ATAR courses are for students who are aiming to go to university. |

| Courses and Programs | General Features |
|--|---|
| General courses | These courses are not externally examined. However, they each have an externally set task (EST) which is set by the Authority (see sub-section 3.4.2). General courses are for students who are typically aiming to enter further vocationally based training or the workforce straight from school. General courses may be used for alternative entry to some university courses. Information about alternative entry should be sought directly from universities. |
| Vocational Education and Training (VET) industry specific courses | These courses include a full VET qualification and mandatory workplace learning. VET industry specific courses contribute towards the WACE as course units. Qualifications undertaken through VET industry specific courses can be used to meet the Certificate II or higher requirement of the WACE. The workplace learning component of the course contributes as unit equivalents towards the WACE (see Section 4 for more detail). VET industry specific courses are for students aiming to enter further vocationally based training or the workforce straight from school. Some VET qualifications may be used for alternative entry to some university courses. Information about alternative entry should be sought directly from universities. |
| Foundation courses | These courses provide a focus on functional literacy and numeracy skills, practical work-related experience and the opportunity to build personal skills that are important for life and work. The Foundation courses are not designed, nor intended, to be an alternative senior secondary pathway. Foundation courses are for students who have not been able to demonstrate the minimum standard for literacy and/or numeracy (see sub-section 1.8) before Year 11 and are unlikely to do so before the end of Year 12 without significant levels of support. |
| Preliminary courses | <p>Preliminary courses are for students who have been identified as having a learning difficulty and/or an intellectual disability (see sub-section 1.10). They provide a relevant option for students who:</p> <ul style="list-style-type: none"> cannot access the ATAR, General or Foundation course content with adjustment and/or disability provisions are unable to progress directly to training from school require modified and/or independent education plans have been identified as having a recognised disability under the <i>Disability Discrimination Act 1992</i> and meet the above criteria. <p>Preliminary courses do not contribute to achievement of the WACE.</p> |
| Vocational Education and Training (VET) credit transfer | VET qualifications undertaken separate to a VET industry specific course may contribute to the WACE through credit transfer. Qualifications undertaken as VET credit transfer contribute to the WACE as unit equivalents and may be used to meet the Certificate II or higher requirement (see Section 4 for more detail). Some VET qualifications may be used for alternative entry to some university courses. Information about alternative entry should be sought directly from universities. |
| Endorsed programs | These programs provide access to areas of learning not covered by WACE courses or VET programs and contribute to the WACE as unit equivalents (see Section 5). Endorsed programs are for students wishing to participate in programs which are delivered in a variety of settings by schools, workplaces, universities and community organisations. |

For ATAR, General, and Foundation courses, each unit is nominally 55 hours contact time. For VET industry specific courses, the unit time is dependent on the qualification and may require more than 55 hours per unit.

For ATAR, General and Foundation courses:

- Units 1 and 2 are typically studied in Year 11 and reported to the Authority as a pair, but where a single unit is studied it is reported separately
- Units 3 and 4 are typically studied in Year 12 and must be studied and reported to the Authority as a pair
- Units 1 and 2 cannot be studied after a student has completed Units 3 and 4.

For VET industry specific courses, both Year 11 units and Year 12 units are reported as pairs. Preliminary courses comprise four units. Each unit is studied and reported separately.

Some ATAR and General courses have **defined** contexts. These courses are:

- Design: Dimensional Design, Graphics, Photography, and Technical Graphics – General units only
- Materials Design and Technology: Metal, Textiles, Wood – ATAR and General units
- Music: Contemporary Music, Jazz, Western Art Music – ATAR units only.

For Design and Music, students can enrol in more than one context in each course with defined contexts, but only a maximum of four units will count towards WACE requirements. Music students who enrol in two contexts of Music will be required to nominate the context in which they will sit the ATAR course examination.

For Materials Design and Technology, students can enrol in, and gain credit towards the WACE in up to eight Materials Design and Technology units – four at Year 11 and four at Year 12 across two defined contexts. The two options to achieve this are:

Option 1 four ATAR course units (two at Year 11 and two at Year 12) in conjunction with four General course units from another defined context (two at Year 11 and two at Year 12)

Option 2 eight General course units (four at Year 11 and four at Year 12) from two different, defined contexts.

Students who select option 1 and enrol in one defined context of Materials Design and Technology as an ATAR course and another defined context as a General course will sit the ATAR course examination using the defined context which reflects their ATAR enrolment.

Course and program review and revision

Courses are typically reviewed every five years.

The review timeline for each course will be published on the Authority website. Where required, the review will be followed by a revision of the syllabus.

The most current training packages are used in VET industry specific courses which are updated regularly as new versions of training packages are endorsed. The Authority follows all national guidelines provided for training package transition arrangements in Western Australia. Any changes made to training packages are reflected in timely amendments to information provided in the courses.

Summary of WACE achievement requirements

General requirements

Students must:

- demonstrate a minimum standard of literacy and a minimum standard of numeracy
- complete a minimum of 20 units, or equivalents as described below
- complete at least four Year 12 ATAR courses* or complete a Certificate II** (or higher***) VET qualification.

*In the context of ATAR courses in the WACE, the term 'complete' requires that a student sits the ATAR course examination or has an approved sickness/misadventure application for not sitting the examination in that course. Students who do not sit the ATAR course examination will not have a course mark or grade recorded on their WASSA, nor will they receive an ATAR course report.

Note: for ATAR courses with practical components, students must complete both the written and practical examinations.

**In the context of VET in the WACE, the term 'complete' requires that a student has been deemed

competent in all units of competency that make up a full qualification.

***The partial completion of a Certificate III or higher VET qualification may meet this requirement according to predetermined criteria (see [Section 4](#) of the WACE manual).

Literacy and numeracy standard

Students must demonstrate the WACE literacy standard and WACE numeracy standard.

For the WACE literacy standard, students must demonstrate the minimum standard of literacy by achieving Band 8 or higher in the reading and writing tests of the Year 9 National Assessment Program – Literacy and Numeracy (NAPLAN) or by successfully completing the reading and writing components of the Authority's Online Literacy and Numeracy Assessment (OLNA).

For the WACE numeracy standard, students must achieve either Band 8 or higher in the numeracy test of Year 9 NAPLAN or successfully complete the numeracy component of the OLNA.

This means that a student who achieves Band 8 or above in the reading, writing or numeracy test of the Year 9 NAPLAN will be considered to have *pre-qualified* for the corresponding component and thus deemed to have successfully completed that component.

Students who have *not* pre-qualified in reading, writing or numeracy are required to sit the corresponding component/s of the OLNA in Semester 1 of Year 10. If students do not demonstrate the standard in Semester 1, then they must sit the component/s in Semester 2 of Year 10 and, if required, Semester 1 of Year 11. Subsequently, students may choose when next to sit the component/s. Students will have up to six opportunities (in March and September each year) before completing Year 12 to demonstrate the WACE minimum standards of literacy and numeracy.

Students who do not demonstrate the literacy and numeracy standard by the time they exit senior secondary schooling can apply to the Authority to re-sit the OLNA at any age.

International and mature-age students are required to sit the OLNA at the first available opportunity.

Students who have *not* pre-qualified through NAPLAN, and who choose *not* to sit the OLNA, do *not* qualify for the WACE.

Breadth and depth requirement

Students must:

- complete a minimum of 20 units, which may include unit equivalents attained through VET and/or endorsed programs. This requirement must include at least:
 - a minimum of ten Year 12 units, or the equivalent
 - four units from an English course, post-Year 10, including at least one pair of Year 12 units from an English course
 - one pair of Year 12 units from each of List A (arts/languages/social sciences) and List B (mathematics/science/technology). (See table in [sub-section 7.2.1](#) of the WACE manual)

Achievement standard

Students must achieve at least 14 C grades or higher (or the equivalent, see below) in Year 11 and 12 units, including at least six C grades (or equivalents) in Year 12 units.

Unit equivalence

Unit equivalence can be obtained through VET qualifications undertaken as VET credit transfer and/or endorsed programs. The maximum unit equivalence available is eight units – four Year 11 units and four Year 12 units. Students may obtain unit equivalence as follows:

- up to eight unit equivalents through completion of VET qualifications, **or**

- up to four unit equivalents through completion of endorsed programs, **or**
- up to eight unit equivalents through a combination of VET qualifications and endorsed programs, but with endorsed programs contributing no more than four unit equivalents.

For VET qualifications:

- a Certificate I is equivalent to two Year 11 units
- a Certificate II is equivalent to two Year 11 and two Year 12 units
- a Certificate III or higher is equivalent to two Year 11 and four Year 12 units
- a partially completed Certificate III or higher is equivalent to two Year 11 and two Year 12 units (credit only allocated if the criteria for partial completion are met).

For endorsed programs, unit equivalence is identified on the Authority's approved list of endorsed programs.

Study options for the WACE

In selecting their study options for the WACE, students must bear in mind:

- the List A and List B subject requirement (see [Section 7](#) of the WACE manual)
- the enrolment criteria (eligibility) for Languages and English as an Additional Language or Dialect (forms and information are available on the Authority website at <http://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/english/english-as-an-additional-language-or-dialect>)
 - the enrolment criteria for Foundation courses (see [sub-section 1.8](#) of the WACE manual).

Students wishing to receive an ATAR are required to complete a minimum of four ATAR courses in Year 12, excluding unacceptable combinations as defined by TISC (see the TISC University Admissions brochures on www.tisc.edu.au).

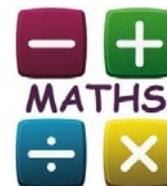
Because syllabus content of a course increases in complexity from Year 11 to Year 12, a student is **not** permitted to:

- complete Year 12 (T) units in a course and subsequently enrol in Year 11 (E) units in the same course. For example, a student cannot enrol in GTENG in Year 11 and then enrol in GEENG or G1ENG and G2ENG in Year 12
- enrol in more than two units in a subject course type (e.g. ATAR course) in a given calendar year, except in the ATAR and General courses with defined contexts. For example, a student could not enrol in AEENG, or A1ENG and A2ENG, together with ATENG in the same year.

Students should also be aware that if they choose to study more than four units in different courses in a particular subject* (e.g. Physics ATAR Year 11 and 12 and Physics General Year 11), only four units in total in one subject across all years contribute towards achievement of the WACE.

Learning Area Subject Offerings 2018

Maths



| YEAR | ATAR PATHWAY | GENERAL PATHWAY |
|---------|--|-------------------------------|
| YEAR 11 | ATAR Mathematics Applications ATAR Mathematics Methods ATAR Mathematics Specialist | General Mathematics Essential |
| YEAR 12 | ATAR Mathematics Applications ATAR Mathematics Methods ATAR Mathematics Specialist | General Mathematics Essential |

YEAR 11 SUBJECTS

| | |
|----------------------|---|
| SUBJECT | Year 11 ATAR Mathematics Applications |
| PREREQUISITES | Year 10 ATAR Pathway, it is also strongly recommended that all OLNA categories have been successfully completed |
| NOMINAL HOURS | 110 |
| CONTENT | <p>This is an ATAR course in which students focus on the use of mathematics to solve problems in contexts that involve financial modelling, geometric and trigonometric analysis, graphical and network analysis and growth and decay in sequences. It also provides opportunities for students to develop systematic strategies based on the statistical investigation process. Units 1 and 2 are completed in Year 11 and Units 3 and 4 in Year 12.</p> |
| APPROX. COST | \$50 |

| | |
|----------------------|---|
| SUBJECT | Year 11 ATAR Mathematics Methods |
| PREREQUISITES | Year 10 ATAR Pathway, it is also strongly recommended that all OLNA categories have been successfully completed |
| NOMINAL HOURS | 110 |
| CONTENT | <p>This is an ATAR course in which students focus on the use of calculus and statistical analysis. The study of calculus provides a basis for understanding rates of change in the physical world while the study of statistics develops students' ability to describe and analyse phenomena that involve uncertainty and variation. Units 1 and 2 are completed in Year 11 and Units 3 and 4 in Year 12.</p> |
| APPROX. COST | \$50 |

| | |
|---|---|
| SUBJECT | Year 11 ATAR Mathematics Specialist |
| PREREQUISITES | Year 10 ATAR Pathway, it is also strongly recommended that all OLNA categories have been successfully completed |
| NOMINAL HOURS | 110 |
| CONTENT | |
| This is an ATAR course which provides opportunities beyond those presented in the Mathematics Methods ATAR course, to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. The ATAR Mathematics Specialist course is the only ATAR mathematics course that should not be taken independently and any student selecting this course must also select Mathematics Methods. Units 1 and 2 are completed in Year 11 and Units 3 and 4 in Year 12. | |
| APPROX. COST | \$50 |

| | |
|---|--|
| SUBJECT | Year 11 General Mathematics Essential |
| PREREQUISITES | Year 10 General Pathway |
| NOMINAL HOURS | 110 |
| CONTENT | |
| This is a General course in which students focus on using mathematics effectively, efficiently and critically to make informed decisions. This course provides the opportunity for students to prepare for post-school options of employment and further training. Units 1 and 2 are completed in Year 11 and Units 3 and 4 in Year 12. | |
| APPROX. COST | \$50 |

YEAR 12 SUBJECTS

| | |
|--|--|
| SUBJECT | Year 12 ATAR Mathematics Applications |
| PREREQUISITES | Year 11 ATAR Mathematics Applications |
| NOMINAL HOURS | 110 |
| CONTENT | |
| This is an ATAR course in which students focus on the use of mathematics to solve problems in contexts that involve financial modelling, geometric and trigonometric analysis, graphical and network analysis and growth and decay in sequences. It also provides opportunities for students to develop systematic strategies based on the statistical investigation process. Units 1 and 2 are completed in Year 11 and Units 3 and 4 in Year 12. | |
| APPROX. COST | \$50 |

| | |
|--|---|
| SUBJECT | Year 12 ATAR Mathematics Methods |
| PREREQUISITES | Year 11 ATAR Mathematics Methods |
| NOMINAL HOURS | 110 |
| CONTENT | |
| This is an ATAR course in which students focus on the use of calculus and statistical analysis. The study of calculus provides a basis for understanding rates of change in the physical world while the study of statistics develops students' ability to describe and analyse phenomena that involve uncertainty and variation. Units 1 and 2 are completed in Year 11 and Units 3 and 4 in Year 12. | |
| APPROX. COST | \$50 |

| | |
|----------------------|--|
| SUBJECT | Year 12 ATAR Mathematics Specialist |
| PREREQUISITES | Year 11 ATAR Mathematics Methods and Year 11 ATAR Mathematics Specialist |
| NOMINAL HOURS | 110 |
| CONTENT | This is an ATAR course which provides opportunities beyond those presented in the Mathematics Methods ATAR course, to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. The ATAR Mathematics Specialist course is the only ATAR mathematics course that should not be taken independently and any student selecting the course must also select Mathematics Methods. Units 1 and 2 are completed in Year 11 and Units 3 and 4 in Year 12. |
| APPROX. COST | \$50 |

| | |
|----------------------|---|
| SUBJECT | Year 12 General Mathematics Essential |
| PREREQUISITES | Year 11 General Mathematics Essential |
| NOMINAL HOURS | 110 |
| CONTENT | This is a General course in which students focus on using mathematics effectively, efficiently and critically to make informed decisions. This course provides the opportunity for students to prepare for post-school options of employment and further training. Units 1 and 2 are completed in Year 11 and Units 3 and 4 in Year 12. |
| APPROX. COST | \$50 |

English



| YEAR | ATAR PATHWAY | GENERAL PATHWAY |
|---------|--------------|---------------------------------------|
| YEAR 11 | ATAR English | General English General Literature |
| YEAR 12 | ATAR English | General English General Literature |

YEAR 11 SUBJECTS

| | |
|----------------------|--|
| SUBJECT | Year 11 ATAR English |
| PREREQUISITES | A minimum of a C grade in Year 10 English, it is also strongly recommended that all OLNA categories have been successfully completed |
| NOMINAL HOURS | 110 |
| CONTENT | <p>The English ATAR course focuses on students' analytical, creative, and critical thinking and communication skills in all language modes. It encourages students to engage critically with contemporary texts, with texts from the past and with texts from Australian and other cultures in order to develop a sense of themselves, their world and their place in it.</p> <p>Unit 1 focuses on the similarities and differences between texts and how visual elements combine with spoken and written elements to create meaning. Students</p> <ul style="list-style-type: none"> • explore how meaning is communicated through the relationships between language, text, purpose, context and audience. • explore how language and texts are shaped by their purpose, the audiences for whom they are intended, and the contexts in which they are created and received. • consider how language, structure and conventions operate in a variety of imaginative, interpretive and persuasive texts, through responding to and creating texts. • develop an understanding of stylistic features and apply skills of analysis and creativity • are able to respond to texts in a variety of ways, creating their own texts, and reflecting on their own learning. <p>Unit 2 focuses on analysis of how language and structural choices shape perspectives in and for a range of contexts. Students</p> <ul style="list-style-type: none"> • analyse the representation of ideas, attitudes and voices in texts to consider how texts represent the world and human experience. • consider the interplay of imaginative, interpretive, persuasive and analytical elements in a range of texts and present their own analyses, by responding to and creating texts in different modes and media • critically examine the effect of stylistic choices and the ways in which these choices position audiences for particular purposes, revealing and/or shaping attitudes, values and perspectives • are encouraged to reflect on their language choices and consider why they have represented ideas in particular ways through the creation of their own texts. <p>Pathway: Successful completion of Units 1 and 2 English ATAR leads to Units 3 and 4 English ATAR in Year 12.</p> |
| APPROX. COST | \$60 |

| | |
|----------------------|--|
| SUBJECT | Year 11 General English |
| PREREQUISITES | There are no prerequisites for the English General course. |
| NOMINAL HOURS | 110 |
| CONTENT | <p>The English General Course focuses on the skills and knowledge needed by students to competency communicate and interpret English in a variety of contexts and to succeed in a wide range of post-secondary pathways. The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair.</p> <p>Unit 1</p> <p>Unit 1 focuses on students comprehending and responding to the ideas and information presented in texts. Students:</p> <ul style="list-style-type: none"> • employ a variety of strategies to assist comprehension • read, view and listen to texts to connect, interpret and visualise ideas • learn how to respond personally and logically to texts by questioning, using inferential reasoning and determining the importance of content and structure • consider how organisational features of texts help the audience to understand the text • learn to interact with others in a range of contexts, including every day, community, social, further education, training and workplace contexts • communicate ideas and information clearly and correctly in a range of contexts • apply their understanding of language through the creation of texts for different purposes <p>Unit 2</p> <p>Unit 2 focuses on interpreting ideas and arguments in a range of texts and contexts. Students:</p> <ul style="list-style-type: none"> • analyse text structures and language features and identify the ideas, arguments and values expressed • consider the purposes and possible audiences of texts • examine the connections between purpose and structure and how a text’s meaning is influenced by the context in which it is created and received • integrate relevant information and ideas from texts to develop their own interpretations • learn to interact effectively in a range of contexts • Create texts using persuasive, visual and literary techniques to engage audiences in a range of modes and media. <p>Pathway: Units 1 and 2 English General lead to Units 3 and 4 English General in Year 12</p> |
| APPROX. COST | \$60 |

| | |
|----------------------|---|
| SUBJECT | Year 11 General Literature |
| PREREQUISITES | A minimum of a C grade in Year 10 English and a general interest in reading and narratives |
| NOMINAL HOURS | 110 |
| CONTENT | <p>Year 11 General Literature is a course that offers students the opportunity to immerse themselves in the themes and ideas within written texts. Students will create readings of, as well as create their own, texts, including essays, poems, short stories, plays and multimodal texts. Issues and themes raised within the texts will be a focus for studies along with how authors create and inspire attitudes and responses. Students learn about literary language, narrative, image and the power of representation. This course offers the experience of exposure to the pleasure and power that reading and creating literary texts can offer.</p> |
| APPROX. COST | \$60 |

YEAR 12 SUBJECTS

| | |
|----------------------|--|
| SUBJECT | Year 12 ATAR English |
| PREREQUISITES | Year 11 ATAR English |
| NOMINAL HOURS | 110 |
| CONTENT | <p>The English ATAR course focuses on developing students' analytical, creative, and critical thinking and communication skills in all language modes. It encourages students to critically engage with texts from their contemporary world, with texts from the past and with texts from Australian and other cultures. Such engagement helps students develop a sense of themselves, their world and their place in it. Through close study and wide reading, viewing and listening, students develop the ability to analyse and evaluate the purpose, stylistic qualities and conventions of texts and enjoy creating their own imaginative, interpretive, persuasive and analytical responses</p> <p>The Year 12 syllabus is divided into two units which are delivered as a pair.</p> <p>Unit 3</p> <p>Students</p> <ul style="list-style-type: none"> • explore representations of themes, issues, ideas and concepts through a comparison of texts • analyse and compare the relationships between language, genre and contexts, comparing texts within and/or across different genres and modes • recognise and analyse the conventions of genre in texts and consider how those conventions may assist interpretation • compare and evaluate the effect of different media, forms and modes on the structure of texts and how audiences respond to them • demonstrate understanding of these concepts through the creation of imaginative, interpretive, persuasive and analytical responses. <p>Unit 4</p> <p>Students</p> <ul style="list-style-type: none"> • examine different interpretations and perspectives to develop further their knowledge and analysis of purpose and style • challenge perspectives, values and attitudes in texts, developing and testing their own interpretations through debate and argument • explore relationships between content and structure, voice and perspectives and the text and context, through close study of texts, in order to extend their experience of language and of texts and explore their ideas through their own reading and viewing • demonstrate understanding of the texts studied through creation of imaginative, interpretive, persuasive and analytical responses. |
| APPROX. COST | \$60 |

| | |
|----------------------|---|
| SUBJECT | Year 12 General English |
| PREREQUISITES | Year 11 General English course |
| NOMINAL HOURS | 110 |
| CONTENT | <p>The General English course focuses on consolidating and refining the skills and knowledge needed by students to become competent, confident and engaged users of English in everyday, community, social, further education, training and workplace contexts. The English General course is designed to provide students with the skills that will empower them to succeed in a wide range of post-secondary pathways.</p> <p>The Year 12 syllabus is divided into two units which are delivered as a pair.</p> <p>Unit 3</p> <p>Unit 3 focuses on exploring different perspectives presented in a range of texts and contexts. Students:</p> <ul style="list-style-type: none"> • explore attitudes, text structures and language features to understand a text’s meaning and purpose • examine relationships between context, purpose and audience in different language modes and types of texts, and their impact on meaning • consider how perspectives and values are presented in texts to influence specific audiences • develop and justify their own interpretations when responding to texts • Learn how to communicate logically, persuasively and imaginatively in different contexts, for different purposes, using a variety of types of texts. <p>Unit 4</p> <p>Unit 4 focuses on community, local or global issues and ideas presented in texts and on developing students’ reasoned responses to them. Students:</p> <ul style="list-style-type: none"> • explore how ideas, attitudes and values are presented by synthesising information from a range of sources to develop independent perspectives • analyse the ways in which authors influence and position audiences • investigate differing perspectives and develop reasoned responses to these in a range of text forms for a variety of audiences, construct and clearly express coherent, logical and sustained arguments and demonstrate an understanding of purpose, audience and context • Consider intended purpose and audience response when creating their own persuasive, analytical, imaginative, and interpretive texts |
| APPROX. COST | \$60 |

| | |
|----------------------|---|
| SUBJECT | Year 12 General Literature |
| PREREQUISITES | Year 11 General English Literature |
| NOMINAL HOURS | 110 |
| CONTENT | <p>Year 12 General English Literature enables students to explore text in terms of their cultural, social and historical context; their values and attitudes; and their generic conventions and literacy techniques. Students have the opportunity to create readings of literary text and to create their own texts too.</p> <p>Students get to experience the aesthetic and intellectual pleasure that reading and creating literary text can bring in units 3 and 4 of the course.</p> <p>Unit 3</p> <ul style="list-style-type: none"> • Produce, interpret and respond to texts. • Use language as a medium to offer representations of the world and to position readers • Recognise and use elements of language (for example, tense and sentence structure) and stylistic elements of language (for example, use of metaphor or symbol or imagery; use of narrative point of view) that invite responses • Make choices about audience, purpose, genre, ideas and attitudes. • Read literary texts. • develop a vocabulary, including appropriate literary terms, to articulate understandings of literary texts • develop an understanding of the processes of textual production individually and collaboratively <p>Unit 4</p> <ul style="list-style-type: none"> • Produce and interpret texts is informed with an understanding of the conventions usually associated with a genre • Use language as a medium to offer representations of the world and to position readers • Select language (for example, tense and sentence structure) and stylistic elements of language (for example, use of metaphor or symbol or imagery; use of narrative point of view) that invite responses • Understand the different ways in which language can be used. • Interpret different responses. |
| APPROX. COST | \$60 |

Science



| YEAR | ATAR PATHWAY | GENERAL PATHWAY |
|---------|--|---|
| YEAR 11 | ATAR Biology ATAR Chemistry ATAR Physics | General Earth & Environmental Science General Integrated Science |
| YEAR 12 | ATAR Biology ATAR Chemistry ATAR Physics | General Earth & Environmental Science General Integrated Science |

YEAR 11 SUBJECTS

| | |
|----------------------|---|
| SUBJECT | Year 11 ATAR Biology |
| PREREQUISITES | A minimum of a B grade in Year 10 Science, it is also strongly recommended that all OLNA categories have been successfully completed |
| NOMINAL HOURS | 110 |
| CONTENT | <p>ATAR Biology is made up of two units</p> <p>Unit 1 is on ecosystems and diversity where students analyse, investigate and describe abiotic and biotic ecosystem components and their interactions, using classification systems for collecting of data, to compare and evaluate and to understand the relationships between these systems. Students develop an understanding of the processes involved in the movement of energy and matter in ecosystems and use classification keys to identify organisms and investigate patterns in relationships between organisms. Students learn to carry out fieldwork, which gives opportunities for them to work together to collect first-hand data and to experience local ecosystem interactions.</p> <p>Unit 2 is on the basic unit, the cell, from the single cell through to the multi- cellular cell. Students learn that although cell structure and function are very diverse, all cells possess some common features in order maintain the chemical processes vital for cell functioning. Students examine cells to develop an understanding of the chemical nature of cell systems and the processes required for survival. They also investigate the ways in which energy can be transformed and transferred in the processes of photosynthesis and respiration, and the role of enzymes in biochemical systems. They learn to examine the structure and function of plant and animal systems at cell and tissue levels and how materials are removed to and from the cells.</p> |
| APPROX. COST | \$60 |

| | |
|----------------------|---|
| SUBJECT | Year 11 ATAR Chemistry |
| PREREQUISITES | A minimum of a B grade in Year 10 Science, it is also strongly recommended that all OLNA categories have been successfully completed |
| NOMINAL HOURS | 110 |
| CONTENT | <p>The ATAR Chemistry course is made up of two units.</p> <p>Unit 1 covers the chemical fundamentals of structure, properties and reactions. Students will use models of atomic structure and bonding to explain the properties of materials. Students will develop an understanding of the energy changes associated with chemical reactions and the use of chemical equations to calculate the masses involved in chemical reactions.</p> <p>Unit 2 covers molecular interactions and reactions and students will continue to develop their understanding of bonding models and the relationship between structure, properties and reactions. They will consider the factors that affect the rate of chemical reactions, investigate the properties of water and the properties of acids and bases, and use chemical equations to calculate the concentrations and volumes of solutions involved in chemical reactions.</p> |
| APPROX. COST | \$60 |

| | |
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| SUBJECT | Year 11 ATAR Physics |
| PREREQUISITES | A minimum of a B grade in Year 10 Science, it is also strongly recommended that all OLNA categories have been successfully completed |
| NOMINAL HOURS | 110 |
| CONTENT | <p>The ATAR Physics course is made up of two units.</p> <p>Unit 1 involves heating processes, nuclear reactions and electricity which helps to appreciate how global energy needs are met. Students will explore the ways physics is used to describe, explain and predict the energy transfers and transformations used in modern societies. Students investigate heating processes, apply the nuclear model of the atom to investigate radioactivity, and learn how nuclear reactions convert mass into energy. They examine the movement of electrical charge in circuits and use this to analyse, explain and predict electrical phenomena.</p> <p>Contexts that can be investigated in this unit include, technologies related to nuclear, thermal, or geothermal energy; the greenhouse effect; electrical energy production; large-scale power systems; radiopharmaceuticals, and electricity in the home; and related areas of science, such as nuclear fusion in stars and the “Big Bang” theory.</p> <p>Unit 2 involves an understanding of motion and waves which can be used to describe, explain and predict a wide range of phenomena. Students will describe linear motion in terms of position and time, and examine the relationships between force, momentum and energy for interactions in one dimension. They investigate common wave phenomena, including waves on springs, and water, sound and earthquake waves.</p> <p>Contexts that can be investigated in this unit include technologies such as accelerometers, motion detectors, global positioning systems (GPS), energy conversion buoys, music, hearing aids, echo locators, and related areas of science and engineering, such as sports science, car and road safety, acoustic design, noise pollution, seismology, bridge and building design.</p> |
| APPROX. COST | \$60 |

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|----------------------|--|
| SUBJECT | Year 11 General Earth & Environmental Science |
| PREREQUISITES | A minimum of a C grade in Year 10 Science |
| NOMINAL HOURS | 110 |
| CONTENT | <p>The General Environmental Science pathway consists of two units.</p> <p>Unit 1 explores the Earth’s surface, which is continually changing, and students learn about the role of plate tectonics in the surface structure of the Earth. They examine the evidence for plate tectonics and the occurrence of volcanoes and earthquakes. Students learn to determine the properties of minerals and to distinguish between igneous, sedimentary and metamorphic rocks. Fieldwork is an important part of this unit, providing valuable opportunities for students to work together to observe natural environments.</p> <p>Unit 2 allows students gain an understanding of different environments as they examine local ecosystems and the effects of change on the Earth that links them together. They will learn to realise that changes in the atmosphere are related to changes in biodiversity.</p> |
| APPROX. COST | \$60 |

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|----------------------|---|
| SUBJECT | Year 11 General Integrated Science |
| PREREQUISITES | A minimum of a C grade in Year 10 Science |
| NOMINAL HOURS | 110 |
| CONTENT | <p>The General Integrated Science course consists of two units.</p> <p>In Unit 1 students will investigate and describe the effect of human activity on the functioning of cycles in nature by bringing together the understanding of Earth and biological systems. Students will investigate the structure and function of cells, organs and organisms, and the relationship between the biological and the physical environment. Laboratory work forms an important part of this course. It provides useful opportunities for students to work together to collect and interpret data in the field or the laboratory.</p> <p>Possible contexts for the teaching of the course include environmental degradation, marine biology, sustainability and biodiversity, water and biotechnology.</p> <p>In Unit 2, students will develop an understanding matter and energy in biological, chemical and physical systems. Students will investigate the properties of elements, compounds and mixtures, and how substances interact with each other in chemical reactions to produce new substances. They will also explore the concepts of forces, energy and motion and how has led to the development of useful technologies and systems.</p> <p>Possible contexts for the teaching of the course are forensic science, rocketry, kitchen chemistry, cosmetics, marine archaeology and mining.</p> |
| APPROX. COST | \$60 |

YEAR 12 SUBJECT

| | |
|----------------------|--|
| SUBJECT | Year 12 ATAR Biology |
| PREREQUISITES | Year 11 ATAR Biology |
| NOMINAL HOURS | 110 |
| CONTENT | <p>The ATAR Biology science course is made up of two units, which continue from Year 11.</p> <p>Unit 3 covers the continuity of the species and the importance of heredity as it explains why offspring resemble their parent cell or organism. Students will learn that organisms require cellular division and differentiation for growth, development, repair and sexual reproduction. Students investigate the processes involved in the transmission of genes to the next generation of cells and to offspring and consider different patterns of inheritance by analysing the possible genotypes and phenotypes of offspring. They investigate the genetic basis for the theory of evolution by natural selection and explore changes, selection pressures and isolation in order to explain and make predictions about future changes to populations. They also explore the ways in which models and theories related to heredity and population genetics, and associated technologies, have developed over time.</p> <p>Unit 4 covers the ability of an organism to survive in its environment. Students will learn that in order to survive, organisms must be able to maintain systems and function in the face of changes in their environments. Students investigate how systems control organisms' responses to environmental change – internal and external – in order to survive in a variety of environments. They study changes in infectious diseases and consider the factors that contribute to the spread of the disease and how outbreaks can be predicted, monitored and contained. Students explore the ways in which models and theories of organisms and populations responses to environmental change have developed over time.</p> |
| APPROX. COST | \$60 |

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|----------------------|--|
| SUBJECT | Year 12 ATAR Chemistry |
| PREREQUISITES | Year 11 ATAR Chemistry |
| NOMINAL HOURS | 110 |
| CONTENT | <p>The ATAR Chemistry course is made up of two units, which continue on from Year 11.</p> <p>Unit 3 investigates equilibrium, acid and bases and redox reactions. Students will study the concept of reversibility of reactions and the dynamic nature of equilibrium in chemical systems. They will investigate models of acid-base behaviour that explain their properties and uses and the principles of oxidation and reduction reactions, including the generation of electricity from electrochemical cells.</p> <p>Unit 4 investigates organic chemistry and the process of making chemicals. Students will develop their understanding of the relationship between the structure, properties and chemical reactions of different organic substances. Students also investigate the process of making chemicals to form useful substances and products and the need to consider a range of factors in the design of these processes</p> |
| APPROX. COST | \$60 |

| | |
|----------------------|--|
| SUBJECT | Year 12 ATAR Physics |
| PREREQUISITES | Year 11 ATAR Physics |
| NOMINAL HOURS | 110 |
| CONTENT | <p>The ATAR Physics course is made up of two units which continue from Year 11.</p> <p>Unit 3 looks at how field theories have enabled physicists to explain a vast array of natural phenomena and have contributed to the development of technologies that have changed the world, including electrical power generation, artificial satellites and modern communication systems. Students will develop a deeper understanding of motion and its causes by using Newton’s Laws of Motion and the gravitational field model to analyse motion on inclined planes, the motion of projectiles, and satellite motion. Students investigate electromagnetic interactions and apply this knowledge to understand the operation of direct current motors, direct current (DC) and alternating current (AC) generators, transformers, and AC power distribution systems. Students will also investigate the production of electromagnetic waves.</p> <p>Unit 4 looks at the development of quantum theory and the theory of relativity that changed the understanding of how nature operates and led to the development of a wide range of new technologies, including those that revolutionised the storage, processing and communication of information. In this unit, students will examine observations of relative motion, light and matter that could not be explained by existing theories, and investigate how the shortcomings of existing theories led to the development of the special theory of relativity and the quantum theory of light and matter. Students evaluate the contribution of the quantum theory of light to the development of the quantum theory of the atom and examine the Standard Model of particle physics and the “Big Bang” theory</p> |
| APPROX. COST | \$60 |

| | |
|----------------------|---|
| SUBJECT | Year 12 General Earth & Environmental Science |
| PREREQUISITES | Year 12 General Earth & Environmental Science |
| NOMINAL HOURS | 110 |
| CONTENT | <p>The Earth and Environmental science course is made up of two units which continues from year 11.</p> <p>Unit 3 is on Managing Earth resources you examine the occurrence of non-renewable mineral and energy resources and review how an understanding of Earth and environmental science processes guides mining and exploration. You will investigate how mining is managed to sustain the quality and availability of renewable resources, including water, energy resources, and the importance of managing these resources at local, regional and world scales. Learn about the ecosystem and how natural changes influence resource availability and sustainable management.</p> <p>Unit 4 is on Earth hazards and climate change where you will consider how Earth processes and human activity can contribute to Earth hazards, and the ways in which these hazards can be predicted and managed to reduce their impact on the Earth environments. Review the scientific evidence for climate change, including the examination of evidence from the geological record, oceanic and atmospheric data. You will consider the reliability for predicting climate change, and the implications of future climate change events, including changing weather patterns, globally and in Australia, for example, changes in flooding patterns or aridity, and changes to vegetation distribution, river structure and groundwater recharge.</p> |
| APPROX. COST | \$60 |

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|---|---|
| SUBJECT | Year 12 General Integrated Science |
| Minimum of C grade | Year 11 General Integrated Science |
| 110 hours | 110 |
| | |
| <p>The General Integrated Science pathway consists of two units and is a continuation of year 11.</p> <p>In Unit 3, students will integrate ideas relating to the processes involved in the movement of energy and matter in ecosystems. Students will investigate and describe a number of ecosystems, exploring the range of living and non-living factors and how they relate to each other. Students will investigate interactions within and between species, and between living and non-living components of ecosystems. They learn how measurements of population numbers, species diversity, and descriptions of species interactions can be used to make comparisons between ecosystems. Fieldwork is an important part of this course and provides opportunities for students to work together to collect data and to experience local ecosystems.</p> <p>In Unit 4, students will explore the properties of chemical substances that determine their use, and the techniques involved in separating mixtures and solutions. Students will investigate forces acting upon an object and the effects of kinetic, potential and heat energy on objects. Students will discover the way in which increases in the understanding of scientific concepts have led to the development of useful technologies and systems. Practical experiences are an essential part of this course.</p> | |
| APPROX. COST | \$60 |

Humanities (HASS)



| YEAR | ATAR PATHWAY | GENERAL PATHWAY | CERTIFICATES |
|---------|--|---|------------------------------------|
| YEAR 11 | ATAR Geography ATAR Modern History ATAR Politics and Law | General Business Management & Enterprise General Career & Enterprise | Certificate II in Logistics (TOLL) |
| YEAR 12 | ATAR Modern History ATAR Politics and Law | General Careers and Enterprise | Certificate II in Business |

YEAR 11 SUBJECTS

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|----------------------|---|
| SUBJECT | Year 11 ATAR Geography |
| PREREQUISITES | A minimum B grade in Humanities and Social Sciences in Year 10, it is also strongly recommended that all OLNA categories have been successfully completed |
| NOMINAL HOURS | 110 hours |
| CONTENT | <p>The study of the Year 11 Geography ATAR course draws on students' curiosity about the diversity of the world's places and their peoples, cultures and environments. It provides students with the knowledge and understanding of the nature, causes and consequences of natural and ecological hazards, international integration in a range of spatial contexts, land cover transformations, and the challenges affecting the sustainability of places. In the Year 11 ATAR course, students learn how to collect information from primary and secondary sources, such as field observation and data collection, mapping, monitoring, remote sensing, case studies and reports.</p> |
| APPROX. COST | \$60 |

| | |
|----------------------|---|
| SUBJECT | Year 11 ATAR Modern History |
| PREREQUISITES | A minimum B grade in Humanities and Social Sciences in Year 10, it is also strongly recommended that all OLNA categories have been successfully completed |
| NOMINAL HOURS | 110 hours |
| CONTENT | <p>Studying the Year 11 Modern History ATAR course 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 government papers, extracts from newspapers, letters, diaries, photographs, cartoons, paintings, graphs and secondary sources, 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.</p> |
| APPROX. COST | \$60 |

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| SUBJECT | Year 11 ATAR Politics and Law |
| PREREQUISITES | A minimum B grade in Humanities and Social Sciences in Year 10, it is also strongly recommended that all OLN categories have been successfully completed |
| NOMINAL HOURS | 110 |
| CONTENT | |
| <p>The Year 11 Politics and Law ATAR course provides a study of the processes of decision making concerning society's collective future. It aims to develop the knowledge of the principles, structures, institutions and processes of political and legal systems primarily in Australia. It brings together the executive, legislative and judicial branches of government to demonstrate how society is governed and how each branch of government is held to account. It examines the democratic principles practised in Australia and makes comparisons with other political and legal systems.</p> | |
| APPROX. COST | \$ 60 |

| | |
|--|---|
| SUBJECT | Year 11 General Business Management and Enterprise |
| PREREQUISITES | A minimum C grade in Humanities and Social Science in Year 10 |
| NOMINAL HOURS | 110 |
| CONTENT | |
| <p>This course focuses on establishing and operating a small business in Australia and aims to provide students with an understanding of the knowledge and skills of the processes and procedures required for generating business ideas and turning them into a viable business venture. Students engage in the running of a small business, or participate in business simulations, to develop practical business skills and to develop financial and business literacy. Through the consideration of real businesses and scenarios, students develop knowledge, understanding and skills that enable them to analyse business opportunities, develop proposals and make sound, ethical business decisions. The course equips students to participate proactively in the world of business, behave responsibly and demonstrate integrity in business activities.</p> | |
| APPROX. COST | \$50 |

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|---|---|
| SUBJECT | Year 11 General Careers & Enterprise General |
| PREREQUISITES | A minimum C grade in Humanities and Social Science in Year 10 |
| NOMINAL HOURS | 110 |
| CONTENT | |
| <p>The study of career education involves learning to manage and take responsibility for personal career development. The Year 11 General Career and Enterprise involves recognising one's individual skills and talents, and using this understanding to assist in gaining and keeping work. Key components of the course include: the study of different career development theories and the application of these theories to an individual's career development; entrepreneurial behaviours; learning to learn; and the exploration of social, cultural and environmental issues that globally affect work, workplaces and careers</p> | |
| APPROX. COST | \$50 |

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| SUBJECT | Certificate II in Logistics (TOLL) |
| CONTENT | |
| <p>Click on the link below to be taken to the VET section with details on this course: Certificate II in Logistics (TOLL)</p> | |

YEAR 12 SUBJECTS

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|----------------------|--|
| SUBJECT | Year 12 ATAR Modern History |
| PREREQUISITES | Year 11 ATAR Units 1 and 2 with a minimum C grade |
| NOMINAL HOURS | 110 |
| CONTENT | <p>The Year 12 ATAR History syllabus is divided into two units: Modern nations in the 20th century and the modern world since 1945.</p> <p>Students examine the ‘nation’ as the principal form of political organisation in the modern world; the crises that confronted nations in the 20th century, their responses to these crises, and the different paths they have taken to fulfil their goals. Students investigate crises that challenged the stability of government, the path of development that was taken and the social, economic and political order that was either established or maintained. Students examine the ways in which the nation dealt with internal divisions and external threats. Students focus on the distinctive features of the modern world that emerged in the period 1945–2001. This course aims to build students’ understanding of the contemporary world – that is, why we are here at this point in time.</p> |
| APPROX. COST | \$60 |

| | |
|----------------------|---|
| SUBJECT | Year 12 ATAR Politics and Law |
| PREREQUISITES | Year 11 ATAR Units 1 and 2 with a minimum C grade |
| NOMINAL HOURS | 110 |
| CONTENT | <p>The Year 12 ATAR Politics and Law syllabus is divided into two units: Political and legal power and Accountability and rights. Students examine the political and legal system established by the Commonwealth Constitution (Australia) and the power wielded within the system, making reference to particular political and legal developments and issues. Students examine avenues for, and the effectiveness of, accountability in relation to the three branches of government in Australia. The ways and the extent to which rights are protected and democratic principles are upheld and/or undermined in Australia, and one other country, are also examined.</p> |
| APPROX. COST | \$60 |

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|----------------------|---|
| SUBJECT | Year 12 General Career and Enterprise |
| PREREQUISITES | Year 11 General Units 1 and 2 with a minimum C grade |
| NOMINAL HOURS | 110 |
| CONTENT | <p>In the Year 12 General Career and Enterprise course, students learn about adopting a proactive approach to securing and maintaining work. They also develop skills in self-management, using work search tools and techniques, developing career competencies and accessing learning opportunities. Students explore issues associated with career management, workplaces and influences and trends in times of change to inform strategies associated with self-management, career building and personal and professional learning experiences.</p> <p>Work, training and learning experiences provide opportunities to extend students’ knowledge and skills in anticipation of responding to change and maintaining an edge. These experiences are documented in career portfolios, using an increasing range of information technology skills.</p> |
| APPROX. COST | \$50 |

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|----------------|---|
| SUBJECT | Certificate II in Business |
| CONTENT | <p>Click on the link below to be taken to the VET section with details on this course: Certificate II in Business</p> |

Physical Education



| YEAR | ATAR PATHWAY | GENERAL PATHWAY | CERTIFICATES |
|----------------|--|---|---|
| YEAR 11 | ATAR Physical Education Studies ATAR Health Education Studies | General Physical Education Studies General Health Education Studies General Outdoor Education Studies | Certificate II in Sports Coaching II (over 2 years) |
| YEAR 12 | ATAR Physical Education Studies ATAR Health Education Studies | General Physical Education Studies General Health Education Studies General Outdoor Education | |

YEAR 11 SUBJECTS

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|----------------------|--|
| SUBJECT | Year 11 ATAR Physical Education Studies (PES) |
| PREREQUISITES | A minimum of a B grade in Year 10 Physical Education, it is also strongly recommended that all OLNA categories have been successfully completed |
| NOMINAL HOURS | 110 |
| CONTENT | The Year 11 ATAR PES course is designed to further explore the mechanics behind how the body responds to and learns through sport. This course will focus on anatomical and biomechanical concepts; the body's responses to physical activity and stress management; how to improve physical and game performance; the relationship between skill, strategy and body efficiencies; and effectiveness of specific sport performances. |
| APPROX. COST | \$180. Please note students taking PES courses must pay their course fees up front. |

| | |
|----------------------|---|
| SUBJECT | Year 11 ATAR Health Education Studies |
| PREREQUISITES | A minimum of a B grade in Year 10 Health Education, it is also strongly recommended that all OLNA categories have been successfully completed |
| NOMINAL HOURS | 110 |
| CONTENT | The Year 11 ATAR Health Studies course is designed to improve a student's understanding of how the health system works within Australia and its overall complexity. This course will focus on health promotion and protection; key stakeholders and agendas; factors affecting individual and community health profiles; the impact of technology; and identifying strategies and actions to improve the health of all Australians. |
| APPROX. COST | \$90 |

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|---|---|
| SUBJECT | Year 11 General Physical Education Studies (PES) |
| PREREQUISITES | A minimum of a C grade in Year 10 Physical Education |
| NOMINAL HOURS | 110 |
| CONTENT | |
| <p>The purpose of the Year 11 General PES course is to understand and apply principles and concepts to sport. This course will develop a comprehensive knowledge of anatomical, physiological and practical factors associated to sporting activities. These concepts will also be applied to individual and team performances in specific sports to improve and increase the student's sporting development.</p> | |
| APPROX. COST | \$180. Please note students taking PES courses must pay their course fees up front. |

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|---|--|
| SUBJECT | Year 11 General Health Education Studies |
| PREREQUISITES | A minimum of a C grade in Year 10 Physical Education |
| NOMINAL HOURS | 110 |
| CONTENT | |
| <p>The Year 11 General Health Studies course is designed to allow students to identify what is healthy, how that identification is influenced and how we can establish goals to lead to a healthy lifestyle. This course will focus on the factors of health such as; what it means to be healthy; personal choices development; investigative health skills; preventive skills and actions; and opportunities to influence communities to make better and more informed healthy choices.</p> | |
| APPROX. COST | \$90 |

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| SUBJECT | Year 11 General Outdoor Education Studies (OES) |
| PREREQUISITES | A minimum of a B grade in Year 10 Physical Education , evidence of Stage 9 Senior Swimming Certificate or higher, or evidence being able to swim 400m competently |
| NOMINAL HOURS | 110 |
| CONTENT | |
| <p>The Year 11 General Outdoor Education course uses an experiential approach to discover and explore the environment and challenge students in a range of outdoor pursuits (snorkelling, canoeing and roping). This course will focus on developing specific technical skills, planning, preparation and safety skills, resource management, teamwork and leadership. Throughout the year students will be attending excursions and camps to reinforce and appreciate the local environments.</p> | |
| APPROX. COST | \$575. Please note students taking OES courses must pay their course fees up front. |

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|---|--|
| SUBJECT | Certificate II in Sports Coaching (Year 11 & 12) |
| CONTENT | |
| <p>Click on the link below to be taken to the VET section with details on this course: Certificate II in Sports Coaching</p> | |

YEAR 12 SUBJECTS

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|---|---|
| SUBJECT | Year 12 ATAR Physical Education Studies (PES) |
| PREREQUISITES | Year 11 ATAR Physical Education Studies (PES) |
| NOMINAL HOURS | 110 |
| CONTENT | |
| <p>The Year 12 ATAR PES course focuses on the complex interrelationships between motor learning and psychological, biomechanical and physiological factors that influence individual and team performance. Students engage as performers, leaders, coaches, analysts and planners of physical activity. Physical activity serves both as a source of content, data and as a medium for learning.</p> <p>Learning in the Physical Education Studies ATAR course cannot be separated from active participation in physical activities, and involves students in closely integrated written, oral and physical learning experiences, based upon the study of selected physical activities.</p> | |
| APPROX. COST | \$180. Please note students taking PES courses must pay their course fees up front. |

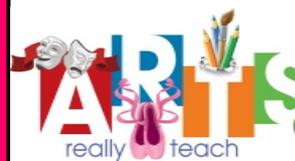
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|--|--|
| SUBJECT | Year 12 ATAR Health Education Studies |
| PREREQUISITES | Year 11 ATAR Health Education Studies |
| NOMINAL HOURS | 110 |
| CONTENT | |
| <p>The Year 12 ATAR Health focuses on the study of health as a dynamic quality of human life. Students undertaking this course develop the knowledge, understanding and skills necessary to promote an understanding of the importance of personal and community action in promoting health.</p> <p>The influence of social, environmental, economic and biomedical determinants of health is a key focus of the course. Other course content includes the influence of beliefs, attitudes and values on health behaviour, and the importance of self-management and interpersonal skills in making healthy decisions.</p> | |
| SUBJECT | \$90 |

| | |
|---|---|
| SUBJECT | Year 12 General Physical Education Studies |
| PREREQUISITES | Year 11 General Physical Education Studies or Year 11 ATAR Physical Education Studies |
| NOMINAL HOURS | 110 |
| CONTENT | |
| <p>The Year 12 General PES course continues to build upon the foundation knowledge from Year 11 General PES and the relationship between science and sport. It continues to improve the knowledge of simple movement, biomechanical, physiological and functional anatomy and to apply it to specific sports. This is followed by analysis of student's own and others' sporting performance through specific training principles, fitness, nutrition and goal setting.</p> | |
| APPROX. COST | \$180. Please note students taking PES courses must pay their course fees up front |

| | |
|----------------------|---|
| SUBJECT | Year 12 General Health Education Studies |
| PREREQUISITES | Year 11 General or ATAR Health Education Studies or Children, Family and Community with a minimum of a C grade |
| NOMINAL HOURS | 110 |
| CONTENT | The Year 12 General Health Education Studies course builds upon the ideas of health and its effects on individuals, Communities and society in general. This course focus is on consolidating the importance of health promotion, the use of health language, the impact of individual and cultural beliefs on health and the health support mechanisms in place to support individuals and families. Students will be researching data in trends and patterns using investigative methods into preventive health, its costs and marketing to address the diverse range of health needs in Australia. |
| APPROX. COST | \$90 |

| | |
|----------------------|---|
| SUBJECT | Year 12 General Outdoor Education (OES) |
| PREREQUISITES | A minimum of a B in a Physical Education course or C in Year 11 Outdoor Education General. Evidence of Stage 9 Senior Swimming Certificate or higher, or evidence of being able to swim 400m competently. |
| NOMINAL HOURS | 110 |
| CONTENT | The Year 12 General Outdoor Education course continues to refine the skills developed in the Year 11 General Outdoor Education course by improving student's skills and knowledge base and the ability to plan and participate in the outdoors safely. This course focus is on improving technical skills, environmental and impact knowledge, navigation and survival skills, personal resilience, coping and leadership skills. Students will also demonstrate applying these skills appropriately in the outdoors environment in a range of activities (roping, navigation and sailing), excursions and camps throughout the year. |
| APPROX. COST | \$575. Please note students taking OES courses must pay their course fees up front. |

The Arts



| YEAR | GENERAL PATHWAY | ATAR PATHWAY | CERTIFICATES |
|---------|---|----------------------|---|
| YEAR 11 | General Design Dimensional: Fashion, Textiles and Interior Design General Design Graphics General Dance | ATAR Design Graphics | Certificate III in Music Certificate II in Visual Arts Certificate II in Creative Industries (all certificates are 2 year courses) |
| YEAR 12 | General Graphic Design | | |

YEAR 11 SUBJECTS

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|----------------------|--|
| SUBJECT | Year 11 ATAR Design Graphics |
| PREREQUISITES | A minimum of a B grade in Design Graphics or Visual Arts or a B grade average across Maths, English, Science and HASS in Year 10 |
| NOMINAL HOURS | 110 |
| CONTENT | <p>The ATAR Design Graphics course is suitable for students who have good skills in both hand held drawing and computer Adobe software. Specific development in using Adobe Illustrator and Indesign will be delivered within the course. The projects are based around developing a high level of skill in using software to produce designs of a professional standard. The written component of the course includes investigation in sustainability, audience behaviours, culture, safety and analysis of design artworks. A commitment to developing extensive art and design vocabulary is needed for successful completion of this course. Design Graphics focuses on the following themes:</p> <ul style="list-style-type: none"> • Unit 1 – Product Design In this unit you will learn more about the theory of visual communication and how this is used to target a specific audience. Developing skills in creating vector designs through the use of the ADOBE tools will be emphasised. • Unit 2 – Cultural Design – In this unit you will develop a deeper understanding of how culture influences design decision and is used to connect to an audiences values and beliefs. This is an opportunity to explore current social and political topics in today’s society. <p>The ATAR pathway is suitable for students looking to pursue a pathway in the creative industries at university or through vocation. This is an excellent pre requisite for career pathways such as graphic design, media or computer science.</p> |
| APPROX. COST | \$80 |

| | |
|----------------------|---|
| SUBJECT | Year 11 General Design Dimensional: Fashion, Textiles and Interior Design |
| PREREQUISITES | A minimum of a C grade in Fashion or Textiles |
| NOMINAL HOURS | 110 |
| CONTENT | <p>General Design Dimensional: Fashion, Textiles and Interior Design provides students with the flexibility to focus on an area of interest that may include models, jewellery, original textiles, fashion items, costumes, interior designs or a series of design drawings in which any of the three dimensional examples are.</p> <p>There are two units in this course, which are based on the following themes:</p> <ul style="list-style-type: none"> • Unit 1 - Design fundamentals. The focus of this unit is to introduce design process and practice including the development of basic design skills and a range of techniques. • Unit 2 - Personal design. Students explore design elements and principles and the design process in projects communicating something of themselves. <p>In completion of these two units, students work through a process of investigation, design development and storyboards which will be presented as a portfolio (suitable for presentation to the client) and display in the annual "Artjam" exhibition.</p> |
| APPROX. COST | \$120 |

| | |
|----------------------|---|
| APPROX. COST | \$80 |
| SUBJECT | Year 11 Dance General |
| PREREQUISITES | A minimum of a C grade in Year 10 Dance |
| NOMINAL HOURS | 110 |
| CONTENT | <p>Students studying year 11 General Dance will be challenged to extend their fitness, strength and flexibility whilst also furthering their knowledge of dance styles and technique. In the theory component of the course students respond to, analyse and evaluation of own, others' or professional dance works.</p> <p>This course focuses on the following:</p> <ul style="list-style-type: none"> • Exploring the components of dance • Choreography • Performance • Contextual knowledge • Performance • Contextual knowledge <p>Examples of genres that may be studied in this unit include, but are not limited to: contemporary, ballet, jazz, hip-hop, tap, ballroom and cultural dance, for example, Spanish, Indian.</p> <p>To support students in these projects, all students in this course have the opportunity to participate in the annual full day contemporary dance workshop and attend a contemporary musical theatre performance. This course is designed to accelerate student's skills, performance and reflective abilities. This course is strongly recommended as a prerequisite for the General Dance course in year 12.</p> |
| APPROX. COST | \$80 |

| | |
|----------------------|--|
| SUBJECT | Year 11 Design Graphics General |
| PREREQUISITES | A minimum of a C grade in Year 10 Media, Design Graphics or Photography |
| NOMINAL HOURS | 110 |
| CONTENT | <p>The Year 11 General Design Graphics course is designed for creative students who enjoy working with hand held drawing materials and computer Adobe graphics software. The students will develop skills in using Adobe Illustrator and InDesign software for a range of purposes and formats including logos for clothing and large format posters. This course focuses on the following themes:</p> <ul style="list-style-type: none"> • Unit 1: Design Fundamentals- This unit focuses on introducing students to processes and skills and theory involved in developing design products from beginning to end stages. A strong emphasis on visual language theory that underpins good design practice is developed. • Unit 2: Personal Design- The Personal Design Unit focuses on producing design solution that are based on developing designs for personal branding (designs based on your own interests). This includes developing skills in creating designs that are marketed for a teenage audience. <p>This course also emphasises the scope of design in professional and trade based industries allowing students to maximise vocational and/or university pathways. In completion of this course, students develop a competitive edge for current and future industry and employment markets.</p> |
| COST | \$80 |

| | |
|----------------|---|
| SUBJECT | Certificate II in Creative Industries |
| CONTENT | <p>Click on the link below to be taken to the VET section with details on this course: Certificate II in Creative Industries</p> |

| | |
|----------------|--|
| SUBJECT | Certificate III in Music |
| CONTENT | <p>Click on the link below to be taken to the VET section with details on this course: Certificate III in Music</p> |

| | |
|----------------|--|
| SUBJECT | Certificate II in Visual Art |
| CONTENT | <p>Click on the link below to be taken to the VET section with details on this course: Certificate II in Visual Art</p> |

YEAR 12 SUBJECTS

| | |
|----------------------|---|
| SUBJECT | Year 12 General Design Graphics |
| PREREQUISITES | Year 11 General Design Graphics |
| NOMINAL HOURS | 110 |
| CONTENT | <p>The Year 12 General Design Graphics course will provide students with a deep understanding of how design works. Students develop their skills in choosing the strongest design works to pursue and develop for final design solutions. Projects include designing graphics for product packaging, illustration based design work and magazine layouts. This course focuses on the following themes:</p> <ul style="list-style-type: none">• Unit 3: Product design - Students in Year 12 develop a deeper understanding of the range of graphic design products that are relevant to the industry and varied consumer needs and audience factors.• Unit 4: Cultural design - This course will expand on students' understanding of how cultural influences, values and how beliefs and behaviours inform design decisions. <p>Successful completion of the Year 12 course will support students in a vocational or university pathway. The development of a strong graphics design portfolio is needed for entry into these pathways.</p> |
| APPROX. COST | \$80 |

Technologies



| YEAR | HOME ECONOMICS PATHWAY | ICT PATHWAY | D&T PATHWAY | CERTIFICATES |
|---------|---|--|--|--|
| YEAR 11 | General Food Science And Technology General Children, Family and the Community | General Applied Information Technology | General Materials Design & Technology Wood General Materials Design & Technology Metal | Certificate II in Engineering (2 year course) |
| YEAR 12 | General Food Science And Technology General Children, Family and the Community | General Applied Information Technology | General Materials Design & Technology Wood General Materials Design & Technology Metal | |

YEAR 11 SUBJECTS

| SUBJECT | Year 11 General Applied Information Technology |
|--|---|
| PREREQUISITES | N/A |
| NOMINAL HOURS | 110 |
| CONTENT | |
| <p>In this course, students learn how to use computers for personal use and within a small business environment. They learn application skills in audio editing, email, spread sheets, presentation and word processing software. Students will develop knowledge in design concepts, hardware, managing data, networks, the impacts of technology and project management.</p> | |
| APPROX. COST | \$50 |

| SUBJECT | Year 11 General Children, Family And The Community |
|---|---|
| PREREQUISITES | N/A |
| NOMINAL HOURS | 110 |
| CONTENT | |
| <p>The General Children, Family and the Community course focuses on the factors that influence human development and the wellbeing of individuals, families and communities. Topics include:</p> <ul style="list-style-type: none"> • Hereditary and environmental influences on the growth and development of a child • Developmental domains and creating resources to support developmental milestones • Family diversity and the various factors that impact on the ability of individuals and families to lead healthy lives • Producing and evaluating products, resources and services designed to meet the needs of individuals and families • Implications of social issues and the establishment of social systems • Developing self-management skills and interpersonal skills in a range of practical situations <p>This course caters for students seeking career pathways in areas, such as education, nursing, psychology, counseling, community services, childcare and health.</p> | |
| APPROX. COST | \$120 |

| | |
|----------------------|---|
| SUBJECT | Year 11 General Food Science And Technology |
| PREREQUISITES | N/A |
| NOMINAL HOURS | 110 |
| CONTENT | <p>Food impacts every aspect of daily life and is essential for maintaining overall health and wellbeing. The application of science and technology plays an important role in understanding how the properties of food are used to meet the needs of consumers and producers. Food laws and regulations govern the production, supply and distribution of safe foods. Students develop practical food-related skills, understandings and attitudes that enhance their problem-solving abilities and decision-making skills.</p> <p>In the Food Science and Technology General course students:</p> <ul style="list-style-type: none"> • Develop their interests and skills through the design, production and management of food-related tasks. • Develop knowledge of the sensory, physical, chemical and functional properties of food and apply these in practical situations. • Explore innovations in science and technology and changing consumer demands. • Explore new and emerging foods and technologies encourage the design, development and marketing of a range of products, services and systems. • Develop a range of creative food dishes such as pizza, pavlova, crème caramel and home-made pasta. <p>This is a theory and practical learning experience for students wishing to pursue a career in nutrition, health, food and beverage manufacturing, food processing, community services, hospitality and retail.</p> |
| APPROX. COST | \$275 |

| | |
|----------------------|---|
| SUBJECT | Year 11 General Materials Design & Technology (MDT): Wood |
| PREREQUISITES | A minimum of a C grade in Year 10 Discovering Engineering, Design Woodwork or Materials Design Technology |
| NOMINAL HOURS | 110 |
| CONTENT | <p>Materials Design & Technology (Wood) is primarily a hands-on subject which allows students to produce practical projects whilst developing a better understanding of materials and improving their designing skills. Working with various timbers, students develop a range of manipulative, processing, manufacturing and organisational skills. Students use the Technology Process (Design) to solve problems and then produce projects using appropriate timbers to test the success of their designs, in the workshops.</p> |
| APPROX. COST | \$150 |

| | |
|----------------------|--|
| SUBJECT | Year 11 General Materials Design & Technology: Metal |
| PREREQUISITES | A minimum of a C grade in Year 10 Discovering Engineering, Design Woodwork or Materials Design Technology |
| NOMINAL HOURS | 110 |
| CONTENT | <p>The Year 11 D&T General Metalwork course is a practical based subject that would suit any student who enjoys practical skills. Students design and make metal projects with the possible use of other resistant materials as decorative finishes e.g. wood, brass, copper and aluminium. Students apply the process of investigating, designing to produce pleasing, functional designs for different clients' needs. This course also equips students with technological skills for which there is an increasing demand in the workplace, whether it is for a trade qualification or a professional role or even an assistant in the field.</p> <p>The course involves the making of small projects, to nurture confidence and raise skill levels in the class and prepare students for the production of their major project that is required for each semester unit.</p> |
| APPROX. COST | \$150 |

| | |
|----------------|---|
| SUBJECT | Certificate II in Engineering |
| CONTENT | <p>Click on the link below to be taken to the VET section with details on this course: Certificate II in Engineering</p> |

YEAR 12 SUBJECTS

| | |
|----------------------|---|
| SUBJECT | Year 12 General Applied Information Technology |
| PREREQUISITES | N/A |
| NOMINAL HOURS | 110 |
| CONTENT | <p>In this course, students learn how to use computers for digital technologies to create and manipulate digital media and develop skills, principles and practices associated with various types of documents and communications in business. They learn application skills in animation, audio editing, graphics, spread sheets and web authoring software. Students will develop knowledge in design concepts, hardware, managing data, networks impacts of technology and project management.</p> |
| APPROX. COST | \$50 |

| | |
|----------------------|--|
| SUBJECT | Year 12 General Food Science and Technology |
| PREREQUISITES | N/A |
| NOMINAL HOURS | 110 |
| CONTENT | <p>Food impacts every aspect of daily life and is essential for maintaining overall health and wellbeing. The application of science and technology plays an important role in understanding how the properties of food are used to meet the needs of consumers and producers. Food laws and regulations govern the production, supply and distribution of safe foods. Students develop practical food-related skills, understandings and attitudes that enhance their problem-solving abilities and decision-making skills.</p> <p>In the Food Science and Technology General course, students develop their interests and skills through the design, production and management of food-related tasks. They extend their knowledge of the sensory, physical, chemical and functional properties of food and apply these in practical situations. Students explore innovations in science and technology and changing consumer demands. New and emerging foods encourage the design, development and marketing of a range of products, services and systems.</p> <p>The course is designed to facilitate achievement in the following outcomes:</p> <ul style="list-style-type: none"> • Understanding food – Students understand foods are used and processed to meet identified needs. • Developing food opportunities – Students apply the technology process to develop food-related products, services or systems. • Working in food environments – Students apply skills and operational procedures to work in productive food-related environments. • Understanding food in society – Students understand food products, systems and innovations in relation to current and future development. <p>This is a theory and practical learning experience for students wishing to pursue a career in nutrition, health, food and beverage manufacturing, food processing, community services, hospitality and retail.</p> |
| APPROX. COST | \$275 |

| | |
|----------------------|---|
| SUBJECT | Year 12 General Materials Design & Technology (MDT): Wood |
| PREREQUISITES | Year 11 General Materials Design & Technology Wood with a minimum of a C grade |
| NOMINAL HOURS | 110 |
| CONTENT | <p>The Year 12 General MDT Wood course furthers the skills and design sense of students who enjoy working with their hands, enjoy the challenge of a design task design and would perhaps like the idea of working towards a trade qualification, traineeship in the manufacturing or building industries. Students will further their understanding of an industry standard workshop. Year 12 students will enhance existing skills from Year 11, whilst producing projects in wood and other resistant materials.</p> <p>This course is broken into 2 units. Students will be required to produce small set skills tasks that will prepare them for a major design project. Students will also be modelling their own major project. Students who have a strong desire to take a pathway into a trade background will gain an understanding of the many powered machines, powered hand tools and traditional hand tools used in trade services.</p> |
| APPROX. COST | \$150 |

| | |
|----------------------|---|
| SUBJECT | Year 12 General Materials Design & Technology(MDT): Metal |
| PREREQUISITES | Year 11 Materials Design & Technology Metals with a minimum of a C grade |
| NOMINAL HOURS | 110 |
| CONTENT | The Year 12 General MDT Metal course furthers the skills and design sense of students who enjoy working with their hands, enjoy the challenge of a design task design and would perhaps like the idea of working towards a trade qualification, traineeship in the manufacturing or building industries. Students will further their understanding of an industry standard workshop. Year 12 students will enhance existing skills from Year 11, whilst producing projects in metals and other resistant materials. |
| APPROX. COST | \$150 |

| | |
|----------------------|--|
| SUBJECT | Year 12 General Children, Family and the Community |
| PREREQUISITES | Year 11 Children, Family and the Community |
| NOMINAL HOURS | 110 |
| CONTENT | <p>The Children, Family and the Community General course focuses on the factors that influence human development and the wellbeing of individuals, families and communities. Topics include:</p> <ul style="list-style-type: none"> • Principles and theories of growth and development • Inequity and injustice issues and the concept of advocating • Working and living within a relevant legal and ethical framework. • Functional, social, cultural and economic features of products, services or systems developed for individuals, families and communities to meet their needs • Design and produce resources to promote community cohesion. • Self management skills to effectively use resources and interpersonal skills for working collaboratively • Evaluation of products, processes and systems to address social issues and trends and promote sustainable patterns of living. <p>This course caters for students seeking career pathways in areas such as education, nursing, psychology, counselling, community services, childcare and health.</p> |
| APPROX. COST | \$120 |



VET is recognised across Australia. VET programs can give you the opportunity to gain core skills for work and, in some cases, complete training in industry through workplace learning.

If your educational program does not include four ATAR courses in Year 12, you will need to complete a Certificate II qualification or higher to achieve your WACE.

You can also begin training for your career while still at school by undertaking a VET qualification. Among the range of VET programs on offer are school-based apprenticeships and traineeships.

As with the WACE courses, the VET programs available to students do vary between schools. You should discuss VET opportunities with your careers counsellor.

VET can contribute up to eight of the 20 units you need to achieve your WACE.

YEAR 11 SUBJECTS

| | |
|----------------------|--|
| SUBJECT | Authority Developed Workplace Learning (ADWPL) |
| PREREQUISITES | N/A |
| NOMINAL HOURS | A number of 55 hours unit completions required. |
| CONTENT | <p>Workplace Learning is an Authority-developed endorsed program that enables students to complete this program by working in one or more paid or unpaid workplace/s to develop a set of transferable workplace skills. Students learn to apply and adapt these workplace skills that are necessary to carry out different types of work and play a key role in lifelong learning.</p> <p>The student must record the number of hours completed and the tasks undertaken in the workplace in the Authority's <i>Workplace Learning Logbook</i>. The student must also provide evidence of his/her knowledge and understanding of the workplace skills by completing the Authority's <i>Workplace Learning Skills Journal</i> after each 55 hours completed in the workplace. A minimum of 110 hours is required to reach the minimum requirement. The Student will also receive a written evaluation from their Employer / Supervisor which will be recorded with their final results.</p> <p>NB : Students may be released on a Friday for the ADWPL program. If the students have made an application for a Certificate off site with a State Training Provider (TAFE) and have been successful they can apply to do ADWPL on Friday if their Certificate falls on a Thursday.</p> |
| APPROX. COST | \$125 |

| | |
|----------------------|--|
| SUBJECT | Certificate II Creative Industries (Media) CUA20215 |
| PREREQUISITES | Satisfactory ICT skills. A C grade or higher in Media |
| NOMINAL HOURS | 2 Year course starting in Year 11 (Approx. 315 hours) |
| CONTENT | <p>The Certificate II in Creative Industries is a two year, nationally recognised VET course with an emphasis on Media</p> <p>The certificate course enables students to develop and extend the media knowledge and skills. Students will be able to engage in photography, graphic design, script writing, film and TV production, lightning and broadcasting should they choose to pick this course.</p> <p>Related professions to this certificate course are:</p> <ul style="list-style-type: none"> • Photographer • Film Crew • Media • Graphics Designer • Advertising <p>Theatre and Film production cast</p> |
| COST | \$140 |

| | |
|----------------------|--|
| SUBJECT | Certificate II Engineering Pathways – MEM20413 |
| PREREQUISITES | Basic hand skills |
| NOMINAL HOURS | 2 year course starting from Year 11 (approx. 280 hours) |
| CONTENT | <p>The qualification is intended for people interested in an engineering or related working environment. This qualification will equip students with knowledge and skills which will enhance their prospects of employment in an engineering or related working environment.</p> <p>Application</p> <p>The learning program develops trade-like skills. As an example, the course focuses on an introduction to welding, how it can be used to join metal and having the opportunity to weld some metal together. Similarly with machining, the focus is on using engineering tools and equipment to produce or modify objects.</p> <p>As part of the course, students will complete a White Card OHS workshop in the first Semester of the Year 11 program.</p> |
| APPROX. COST | \$320 |

| | |
|----------------------|---|
| SUBJECT | Certificate II Logistics – TLI21815 |
| PREREQUISITES | ATAR Students only |
| NOMINAL HOURS | 1 Year Course (approx.290 hours) |
| CONTENT | <p>The Transport and Logistics Industry key services:</p> <ul style="list-style-type: none"> • Warehousing • Logistics • Driving Operations • Stevedoring • Rail Operations • Aviation • Maritime Operations <p>In this certificate students learn how the transport and logistics industry is responsible for the transportation of passengers and cargo, warehousing and storage for goods, the movement of passengers by road and rail, as well as support activities that are related to each mode of transportation.</p> <p>Students also learn how transport and logistics involves almost every type of occupation, from crews of vehicles, trains to staff involved in engineering, infrastructure, tourism, hospitality, security, retailing, warehousing, administration and IT. Students focus on businesses that facilitate the movement of freight such as import/export agents, freight forwarders, and shipping agents that are also part of this industry.</p> |
| APPROX. COST | \$350 |

| | |
|----------------------|--|
| SUBJECT | Certificate III Music – CUS30915 |
| PREREQUISITES | Successful completion of the lower school music course OR an audition and interview with Music Teacher. |
| NOMINAL HOURS | 2 year course starting in year 11 (approx.400 hours) |
| CONTENT | <p>This certificate III course supports students in developing technical skills and a knowledge base to prepare for work in the creative industry sector. In completing this course, students will have developed skills in song writing, electronic music and explored concepts such as copyright and royalty law. They will gain experience in stage management support and the operation of industry standard audio equipment in accordance with OHS requirements.</p> <p>Students practice, develop and utilise their vocal and/or instrumental skills in a range of concerts and festivals throughout the year. Students will also have opportunities to participate in the annual School of Instrumental Music ensemble festivals as well local community events and concerts. Students will also plan together and manage their own special concert event in which they will perform. Future career paths could include:</p> <ul style="list-style-type: none"> • Musician • Songwriter • Sound Editing/Mixing • Audio Technician/Engineer • Arts Management |
| APPROX. COST | \$330 |

| | |
|--|--|
| SUBJECT | Certificate II Sport Coaching – SIS20513 |
| PREREQUISITES | A minimum C grade in Physical Education in Year 10 |
| NOMINAL HOURS | 2 year course over Year 11 and 12 (Approx 325 hours) |
| CONTENT | 13 units – 8 core and 5 electives |
| <p>This qualification reflects the role of individuals who apply the skills and knowledge to be competent in delivering a basic instruction session for a sport. Work may be undertaken as part of a team and would be performed under supervision or independently in a structured environment such as a sporting club or school. Individuals wishing to undertake this qualification should be current or past participants in the respective sport specialisation chosen as part of this qualification.</p> <p>The following is an indicative job role for this qualification:</p> <ul style="list-style-type: none"> • Community Coach <p>Pathways from this qualification include studying any of the following qualifications:</p> <ul style="list-style-type: none"> • Certificate III in Sports Trainer • Certificate III in Fitness • Certificate III in Sport and Recreation | |
| APPROX. COST | \$180 |

| | |
|----------------------|---|
| SUBJECT | School Based Apprenticeships and Traineeships |
| PREREQUISITES | A minimum of a C grade across Maths, English, Science and Humanities, Regular attendance at school |
| NOMINAL HOURS | Dependent on the qualification being completed |
| CONTENT | <p>School based apprenticeships and traineeships are paid employment based training programs for full time school students 15 years of age and over. Under these arrangements the student is both a full time student and a part time employee with the same employment and training privileges and responsibilities as other apprentices/trainees. To be a school based apprentice/trainee a student must fulfill certain requirements, including:</p> <ul style="list-style-type: none"> • enter into a training contract with an employer to complete an apprenticeship/traineeship, • have their school's agreement to undertake the school based apprenticeship/traineeship, and • complete the units of competency of their apprenticeship/traineeship included on their Western Australian Certificate of Education. <p>Students at Southern River College have the opportunity to participate in School Based Traineeships in the following areas:</p> <ul style="list-style-type: none"> • Public Sector – Certificate II Government. Students in Year 10 to apply for the 2 year program in Year 11 and 12. Applications are due in Term 3. Interviews will be conducted with applicants who have been shortlisted. • Local Government – Certificate II in ICT or Business. Students in Year 10 to apply for the 2 year program in Year 11 and 12. Applications are due in Term 3. Interviews will be conducted with applicants who have been shortlisted • Working well with an employer in their ADWPL program – for example at Dome for hospitality or Ray White in business. Negotiation to convert a work placement into a Traineeship is dependent on the employer and their capacity and willingness to put on a trainee. This is done through the Workplace Learning Coordinator and the VET Manager. Students in Year 12 also have this opportunity but only in the first two weeks of Term 1 as there is generally insufficient time to complete a traineeship if converting from ADWPL in Year 12. |
| APPROX. COST | Variable based on course selection |

| | |
|----------------------|--|
| SUBJECT | Certificate II Visual Arts – CUA20715 |
| PREREQUISITES | A minimum of a C grade in Year 10 Visual Arts |
| NOMINAL HOURS | 2 year course starting in year 11 (Approx. 315 hours) |
| CONTENT | <p>The Certificate course Visual Art course will allow students to develop skills across a range of studio areas including drawing, painting, printmaking and sculpture. A diverse range of projects will be embedded into the course and allow students to continue to develop a skill set that extends their own personal style and interests. Students in this course will learn to plan work carefully to ensure finished art works are of a professional standard.</p> <p>This course offers students the opportunity to explore and represent ideas, to think creatively and produce innovative work, to develop an awareness of the role artists and designers play in society and culture and to help prepare them for employment and further involvement in a Visual Arts related career. Students are encouraged to enter work in exhibitions to support the development of the student’s professional profile. Creativity is a desirable attribute for entry into many Art related professions such as:</p> <ul style="list-style-type: none"> • Architecture • Graphic design • Interior Design • Fashion Design • Advertising • Photographer • Merchandise Display • Artist • Culture and Arts careers • Arts Administrator • Gallery Management • Visual Arts Teacher • Arts Therapy • Arts Development Officers |
| APPROX. COST | \$180 |

| SUBJECT | State Training Providers (TAFE) – Off-site Qualification Delivery | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|--|-----------------------|------------------------|-----------------------|---------------------|------------------|--|---|----------------------|-------------------------------|------------------------------|-----------------------------|------------------|-----------------------------------|----------------------------------|--------------------------|---------------------|-------------------------|--|------------------------|--|--|--|
| PREREQUISITES | Online application process – some interviews required | | | | | | | | | | | | | | | | | | | | | | | |
| NOMINAL HOURS | Some two year courses (for year 11's only) some one year courses (year 11's and 12's) | | | | | | | | | | | | | | | | | | | | | | | |
| CONTENT | <p>Students can make application to complete a qualification off the school site with a State Training Provider (STP). The STPs that the school works with are: Polytechnic West, Challenger Institute, and Central Institute – these are now divided into North Metropolitan TAFE and South Metropolitan TAFE. These agencies provide the school with a list of qualifications that they can offer our students to be delivered over one or two years. These qualifications vary from year to year but tend to be at a Certificate II or III level. Applications and, in some instances, interviews take place in Term 3 of the year previous to the courses starting. These places are competitive as schools across the metropolitan area vie for the limited spaces available.</p> <p>Applications will all be on-line: separate applications for North Metropolitan TAFE and those for South Metropolitan TAFE.</p> <p>The following is a list of the broad range of qualifications that students are participating in this year:</p> <table border="1" data-bbox="381 703 1209 1330"> <thead> <tr> <th>Certificate II</th> <th>Certificate III</th> </tr> </thead> <tbody> <tr> <td>Aeroskills - Jandakot</td> <td>Business - Thornlie</td> </tr> <tr> <td>Baking - Bentley</td> <td>Engineering (Technical) – Beaconsfield or Thornlie</td> </tr> <tr> <td>Building & Construction (bricklaying, carpentry and joinery) - Armadale</td> <td>Events - Northbridge</td> </tr> <tr> <td>Retail Make-up - Beaconsfield</td> <td>Population Health- Mt Lawley</td> </tr> <tr> <td>Hairdressing - Beaconsfield</td> <td>Media - Thornlie</td> </tr> <tr> <td>Kitchen Operations - Beaconsfield</td> <td>Aviation (Cabin Crew) - Jandakot</td> </tr> <tr> <td>Animal Studies - Bentley</td> <td>Events- Northbridge</td> </tr> <tr> <td>Fashion Design- Bentley</td> <td></td> </tr> <tr> <td>Electronics - Thornlie</td> <td></td> </tr> <tr> <td>Automotive Light, Heavy, Panel Beating, Painting- Thornlie, Carlisle</td> <td></td> </tr> </tbody> </table> | | Certificate II | Certificate III | Aeroskills - Jandakot | Business - Thornlie | Baking - Bentley | Engineering (Technical) – Beaconsfield or Thornlie | Building & Construction (bricklaying, carpentry and joinery) - Armadale | Events - Northbridge | Retail Make-up - Beaconsfield | Population Health- Mt Lawley | Hairdressing - Beaconsfield | Media - Thornlie | Kitchen Operations - Beaconsfield | Aviation (Cabin Crew) - Jandakot | Animal Studies - Bentley | Events- Northbridge | Fashion Design- Bentley | | Electronics - Thornlie | | Automotive Light, Heavy, Panel Beating, Painting- Thornlie, Carlisle | |
| Certificate II | Certificate III | | | | | | | | | | | | | | | | | | | | | | | |
| Aeroskills - Jandakot | Business - Thornlie | | | | | | | | | | | | | | | | | | | | | | | |
| Baking - Bentley | Engineering (Technical) – Beaconsfield or Thornlie | | | | | | | | | | | | | | | | | | | | | | | |
| Building & Construction (bricklaying, carpentry and joinery) - Armadale | Events - Northbridge | | | | | | | | | | | | | | | | | | | | | | | |
| Retail Make-up - Beaconsfield | Population Health- Mt Lawley | | | | | | | | | | | | | | | | | | | | | | | |
| Hairdressing - Beaconsfield | Media - Thornlie | | | | | | | | | | | | | | | | | | | | | | | |
| Kitchen Operations - Beaconsfield | Aviation (Cabin Crew) - Jandakot | | | | | | | | | | | | | | | | | | | | | | | |
| Animal Studies - Bentley | Events- Northbridge | | | | | | | | | | | | | | | | | | | | | | | |
| Fashion Design- Bentley | | | | | | | | | | | | | | | | | | | | | | | | |
| Electronics - Thornlie | | | | | | | | | | | | | | | | | | | | | | | | |
| Automotive Light, Heavy, Panel Beating, Painting- Thornlie, Carlisle | | | | | | | | | | | | | | | | | | | | | | | | |
| APPROX. COST | To be confirmed by provider – these are usually Free of Course fees but may have a consumables charge. | | | | | | | | | | | | | | | | | | | | | | | |

YEAR 12 SUBJECTS

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|----------------------|---|
| SUBJECT | Certificate II Business – BSB20115 |
| PREREQUISITES | N/A |
| NOMINAL HOURS | 1 Year – (255 hours) |
| CONTENT | <p>The Business Services Industry has several key sectors:</p> <ul style="list-style-type: none"> • Business Administration • Customer Contact • Business Management • Human Resource Management • Business Information International Services • International Services <p>The Business Services industry provides the core business skills and knowledge required for high performing workplaces, competitive advantage and business success. It is a major contributor to the Australian economy and enabler of all other industries.</p> <p>Business Services occupations account for 15% of the total Australian workforce. Business Services along with information technology skills are also a crucial part of Australia’s estimated 1.9 million small and medium enterprises (SMEs).</p> <p>Business Services workers provide the crucial services that keep all other industries functioning. Together receptionists, office managers, secretaries and personal assistants make up a workforce of well over 400,000.</p> |
| APPROX. COST | \$180 |

Future Study Options

If you want some general information about careers here are some helpful links:

Career Guide Australia - <http://www.yourcareerguide.com.au/>

My Future - <https://myfuture.edu.au/>

Leaving School - <http://www.leavingschool.com.au/jobs-guide/>

Australian Apprenticeship Pathways - <http://www.aapathways.com.au/>

If you want some information about universities:

Curtin University - <http://www.curtin.edu.au/>

Murdoch University - <http://www.murdoch.edu.au/>

University of WA (UWA) - <http://www.uwa.edu.au/>

Edith Cowan University - <https://www.ecu.edu.au/>

Notre Dame - <http://www.nd.edu.au/>

If you want some information about TAFEs:

South Metropolitan TAFE - <http://www.southmetrotafe.wa.edu.au/>

North Metropolitan TAFE - <http://www.northmetrotafe.wa.edu.au/>

If you want some help at school:

CAVE office – Ms Stonicus and other CAVE staff

Ms Harry

Mr Gummery

Year 11-12 Subject Charges 2018

The subject pricings are approximate. Final pricings may change and these will be contained in the end of year information package to be posted early December 2017.

| ENGLISH | Cost | MATHEMATICS | Cost |
|--|-------------|---|-------------|
| Year 11 ATAR English | \$60 | Year 11 ATAR Mathematics Applications | \$50 |
| Year 11 General English | \$60 | Year 11 General Mathematics Essentials | \$50 |
| Year 11 General English Literature | \$60 | Year 11 ATAR Mathematics Methods | \$50 |
| Year 12 ATAR English | \$60 | Year 11 ATAR Mathematics Specialist | \$50 |
| Year 12 General English | \$60 | Year 12 ATAR Mathematics Applications | \$50 |
| Year 12 General English Literature | \$60 | Year 12 General Mathematics Essentials | \$50 |
| | | Year 12 ATAR Mathematics Methods | \$50 |
| | | Year 12 ATAR Mathematics Specialist | \$50 |
| HUMANITIES & SOCIAL SCIENCE | | | |
| Year 11 ATAR Geography | \$60 | | |
| Year 11 ATAR Modern History | \$60 | SCIENCE | |
| Year 11 ATAR Politics & Law | \$60 | Year 11 ATAR Biology | \$60 |
| Year 11 General Business Management & Enterprise | \$50 | Year 11 ATAR Chemistry | \$60 |
| Year 11 General Career & Enterprise | \$50 | Year 11 ATAR Physics | \$60 |
| Year 12 ATAR Modern History | \$60 | Year 11 General Earth & Environmental Science | \$60 |
| Year 12 ATAR Politics & Law | \$60 | Year 11 General Integrated Science | \$60 |
| Year 12 General Career & Enterprise | \$50 | Year 12 ATAR Biology | \$60 |
| | | Year 12 ATAR Chemistry | \$60 |
| | | Year 12 ATAR Physics | \$60 |
| PHYSICAL EDUCATION | | | |
| Year 11 ATAR Health Education Studies | \$90 | Year 12 General Earth & Environmental Science | \$60 |
| Year 11 ATAR Physical Education Studies | \$180 | Year 12 General Integrated Studies | \$60 |
| Year 11 General Health Education Studies | \$90 | | |
| Year 11 General Outdoor Education Studies | \$575 | Technologies | |
| Year 11 General Physical Education Studies | \$180 | Year 11 General Applied Information Technology | \$50 |
| Year 12 ATAR Health Education Studies | \$90 | Year 12 General Children, Family and Community | \$120 |
| Year 12 ATAR Physical Education Studies | \$180 | Year 11 General Food Science Technology | \$275 |
| Year 12 General Health Education Studies | \$90 | Year 11 General MDT Metals | \$150 |
| Year 12 General Outdoor Education Studies | \$575 | Year 11 General MDT Wood | \$150 |
| Year 12 General Physical Education Studies | \$180 | Year 12 General MDT Woods | \$150 |
| | | Year 12 General MDT Metals | \$150 |
| | | Year 12 General Applied Information Technology | \$50 |
| VET | | | |
| Year 11/12 Authority Developed Workplace Learning | \$125 | Year 12 General Children, Family and Community | \$120 |
| Year 11 & 12 Certificate II Creative Industries (Media) | \$140 | Year 12 General Food Science Technology | \$275 |
| Year 11 & 12 Certificate II Engineering Pathways | \$320 | | |
| Year 11 Certificate II Logistics | \$350 | THE ARTS | |
| Year 11 & 12 Certificate III Music | \$330 | Year 11 ATAR Graphic Design | \$80 |
| Year 11 & 12 Certificate II in Sports Coaching | \$180 | Year 11 General Dance | \$80 |
| Year 11 & 12 School Based Apprenticeships /Traineeships | TBC | Year 11 General Design Dimensional: Fashion, Textiles and Interior Design | \$120 |
| Year 11 & 12 Certificate II Visual Arts | \$180 | Year 11 General Design Graphics | \$80 |
| Year 12 Certificate II Business | \$150 | Year 12 General Design Graphics | \$80 |
| Certificate Course /Traineeship through North/South Metropolitan TAFE or other STP | TBC | | |
| | TBC | | |