

# Course Information Handbook Year 12 - 2021



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# ENGLISH LEARNING AREA

## Do I have to study English in Year 11 and 12?

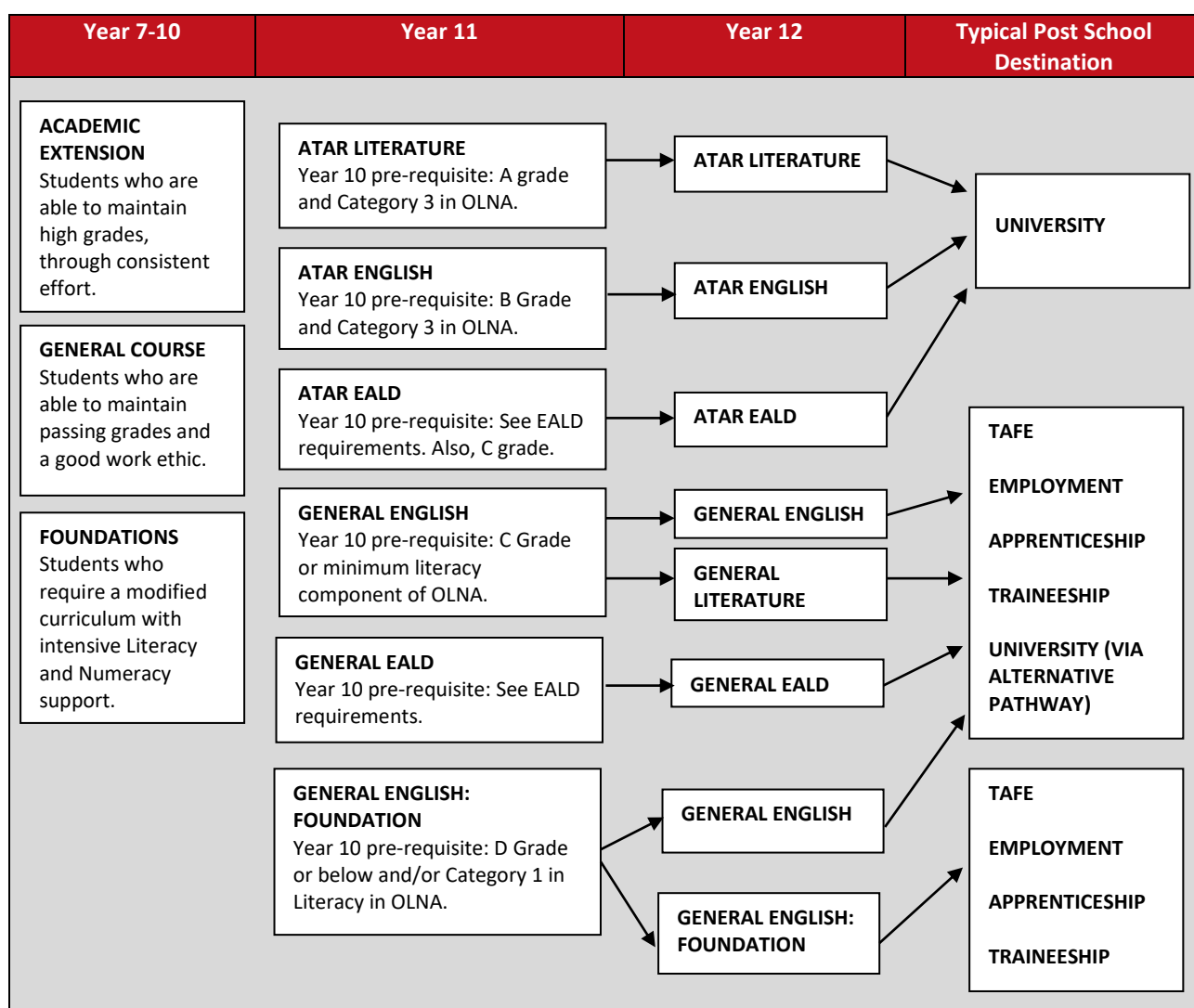
Yes, in order to meet the WACE (Western Australian Certificate of Education) requirements, it is compulsory for you to complete two Year 11 English, EALD or Literature units and one pair of Year 12 English, EALD or Literature units.

## What is Literacy Competence?

Literacy competence is the term used by the School Curriculum and Standards Authority (SCSA) to describe a student's proven ability to deal with everyday written and spoken communications. At the end of Year 12 a student must achieve English language competence in order to fulfil WACE (Western Australian Certificate of Education) requirements.

## Course Pre-Requisites & Students Pathways

All students, regardless of their pathways, need to strive to achieve to their potential. Below is a list and details on such pathways, to be used as a typical guide only.



## ATAR English Units 3 & 4

### Requirements

- C grade or above in ATAR English Units 1 & 2 **OR** C grade or above in ATAR Literature Units 1 & 2.
- ATAR English Units 3 & 4 are required to be completed as a set of paired units in Year 12.

### **What Is It All About?**

The English ATAR course focuses on developing students' analytical, creative, and critical thinking and communication skills in all language modes, encouraging students to critically engage with texts from their contemporary world, the past, and from Australian and other cultures. 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 to enjoy creating imaginative, interpretive, persuasive and analytical responses in a range of written, oral, multimodal and digital forms.

### **Why Should I Choose This Course?**

ATAR English Units 3 & 4 is a recommended course for students who are hoping to study at university. Students will undertake a compulsory examination at the end of Year 12 which will allow them to generate an ATAR (Australian Tertiary Admission Rank).

Universities have approved the removal of the unacceptable combination rule for English ATAR and Literature ATAR, effective for the 2020 ATAR calculation onwards. This means that, if a student takes English ATAR and Literature ATAR, scaled scores from both courses can count towards their Tertiary Entrance Aggregate and ATAR.

CAREER POSSIBILITIES	FURTHER STUDY	
The Arts Business and Commerce Education Health Humanities IT Law Science Engineering	<b>TAFE</b> Allows students to demonstrate communication skills for TAFE entrance purposes.	<b>UNIVERSITIES</b> Allows students to demonstrate literacy competence for university admission purposes.

## **ATAR Literature Units 3 & 4**

### **Requirements**

- C grade or above in ATAR Literature Units 1 & 2.
- ATAR Literature Units 3 & 4 are required to be completed as a set of paired units in Year 12.

### **What Is It All About?**

In the Literature ATAR course, students learn to create readings of literary texts and to create their own texts, including essays, poems, short stories, plays and multimodal texts. Students engage with literary theory and study literary texts in great detail.

Students learn to read texts in terms of their cultural, social and historical contexts; their values and attitudes; and their generic conventions and literary techniques. They enter the discourse about readings, reading practices and the possibility of multiple readings. Students learn to create texts paying attention to contexts, values and conventions. Students learn about literary language, narrative, image and the power of representation. Students experience the aesthetic and intellectual pleasure that reading and creating literary texts can bring.

### **Why Should I Choose This Course?**

ATAR Literature is designed for students who have a passion for English. You will study classic writers such as F. Scott Fitzgerald and Shakespeare, as well as Australian authors like Tim Winton. Literature students get the opportunity to take their skills into the real world by attending theatre excursions and university lectures. ATAR Literature Units 3 & 4 is particularly valuable if you are interested in a career that requires strong reading, writing and public speaking skills.

ATAR Literature Units 3 & 4 is a recommended course for students who are hoping to study at university. You will undertake a compulsory examination at the end of Year 12 which will allow you to generate an ATAR (Australian Tertiary Admission Rank).

Universities have approved the removal of the unacceptable combination rule for English ATAR and Literature ATAR, effective for the 2020 ATAR calculation onwards. This means that, if a student takes English ATAR and Literature ATAR, scaled scores from both courses can count towards their Tertiary Entrance Aggregate and ATAR.

CAREER POSSIBILITIES	FURTHER STUDY	
Education Book Editing Publishing The Arts Advertising Public Relations Law Journalism Business Government	<b>TAFE</b> Allows students to demonstrate communication skills for TAFE entrance purposes.	<b>UNIVERSITIES</b> Allows students to demonstrate English competence for university admission purposes.

### ATAR English as an Additional Language/Dialect (EALD) Units 3 & 4

#### Requirements

- C grade or above in ATAR EALD Units 1 & 2.
- ATAR EALD Units 3 & 4 are required to be completed as a set of paired units in Year 12.

The ATAR EALD course will be available to a student in Year 12 who is seeking university entrance and:

- Whose first language is not English and who has not been a resident in Australia or another predominantly English speaking country for a total period of more than seven years immediately prior to 1 January of the year of enrolment into Year 12, AND for whom English has not been the main medium of communication and/or instruction for more than seven years immediately prior to 1 January of the year of enrolment into Year 12.
- Who is Aboriginal or Torres Strait Islander, or from Cocos Island or Christmas Island, for whom SAE has been the medium of instruction, but for whom SAE is an additional language/dialect, and whose exposure to SAE is primarily within the school context
- Who is deaf or hard-of-hearing and communicates using signing, such as Auslan, as their first language
- Whose first language is not English and who was born outside Australia and has had little or no formal education prior to arriving in Australia
- Whose first language is not English and who was born outside Australia or in a remote part of Australia and has had a disrupted formal education whose first language is not English and who has been a resident in Australia for more than seven years prior to 1 January of the year of enrolment into Year 12, but who has had little or disrupted formal education in SAE, resulting in significant disadvantage.

#### What Is It All About?

The EALD courses are designed for students who speak another language or dialect as their first or 'home' language. EALD focuses on development of the competent use of Standard Australian English (SAE) in a range of contexts. The EALD ATAR course develops academic English skills to prepare students for tertiary study.

#### Why Should I Choose This Course?

ATAR English as an Additional Language or Dialect is a recommended course for students who are hoping to study at university. You will undertake a compulsory examination which will allow you to generate an ATAR (Australian Tertiary Admission Rank).

CAREER POSSIBILITIES	FURTHER STUDY	
Arts Business and commerce Education Health Humanities Information technology Science and engineering	<b>TAFE</b> Allows students to demonstrate communication skills for TAFE entrance purposes.	<b>UNIVERSITIES</b> Allows students to demonstrate English competence for university admission purposes.

## General English Units 3 & 4

### Requirements

- General English Units 3 & 4 are required to be completed as a set of paired units in Year 12.

### What Is It All About?

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 course is designed to provide students with the skills to succeed in a wide range of post-secondary pathways by developing their language, literacy and literary skills. Students comprehend, analyse, interpret, evaluate and create analytical, imaginative, interpretive and persuasive texts in a range of written, oral, multimodal and digital forms.

### Why Should I Choose This Course?

General English Units 3 & 4 is a suitable course for students seeking to demonstrate communication skills for State Training Provider admission purposes.

CAREER POSSIBILITIES	FURTHER STUDY	
Arts, sport & tourism Business, finance & property Education Fashion & textiles Health & community services Information technology Science	<b>TAFE</b> Allows students to demonstrate communication skills for TAFE entrance purposes.	<b>UNIVERSITIES</b> Not applicable.

## General English as an Additional Language/Dialect (EALD) Units 3 & 4

### Requirements

General EALD Units 3 & 4 are required to be completed as a set of paired units in Year 12. The General EALD course will be available to a student in Year 12 who is seeking to study at a State Training Provider or enter the workforce and:

- Whose first language is not English and who has not been a resident in Australia or another predominantly English speaking country for a total period of more than seven years immediately prior to 1 January of the year of enrolment into Year 12, AND for whom English has not been the main medium of communication and/or instruction for more than seven years immediately prior to 1 January of the year of enrolment into Year 12.
- Who is Aboriginal or Torres Strait Islander, or from Cocos Island or Christmas Island, for whom SAE has been the medium of instruction, but for whom SAE is an additional language/dialect, and whose exposure to SAE is primarily within the school context.
- Who is deaf or hard-of-hearing and communicates using signing, such as Auslan, as their first language
- Whose first language is not English and who was born outside Australia and has had little or no formal education prior to arriving in Australia.
- Whose first language is not English and who was born outside Australia or in a remote part of Australia and has had a disrupted formal education whose first language is not English and who has been a resident in Australia for more than seven years prior to 1 January of the year of enrolment into Year 12, but who has had little or disrupted formal education in SAE, resulting in significant disadvantage.

### What Is It All About?

The EALD courses are designed for students who speak another language or dialect as their first or 'home' language. EALD focuses on development of the competent use of Standard Australian English (SAE) in a range of contexts. The EALD General course prepares students for a range of post-secondary destinations in further education, training and the workplace.

### Why Should I Choose This Course?

This is a suitable course for students seeking to demonstrate communication skills for State Training Provider admission purposes, or for those who wish to enter the workforce or undertake an apprenticeship or traineeship.



CAREER POSSIBILITIES	FURTHER STUDY	
Animal care Arts & recreation Automotive Beauty Business & finance Electrical Fashion & textiles Food Hairdressing Health Hospitality Information technology	<b>TAFE</b> Allows students to demonstrate communication skills for TAFE entrance purposes.	<b>UNIVERSITIES</b> Not applicable.

## General English: Foundation Units 3 & 4

### Requirements

Not having demonstrated the minimum standard in the literacy component of the Online Literacy and Numeracy Assessment (OLNA).

Foundation English Units 3 & 4 are required to be completed as a set of paired units in Year 12.

### What is it All About?

In Foundation English, students will develop skills in: functional literacy, including appropriate spelling, punctuation and grammar; reading (understanding, comprehending, interpreting, analysing) texts for work, learning, community and/or everyday personal contexts; producing (constructing, creating, writing) texts for work, learning, community and/or everyday personal contexts; and speaking and listening for work, learning, community and everyday personal contexts.

### Why Should I Choose this Course?

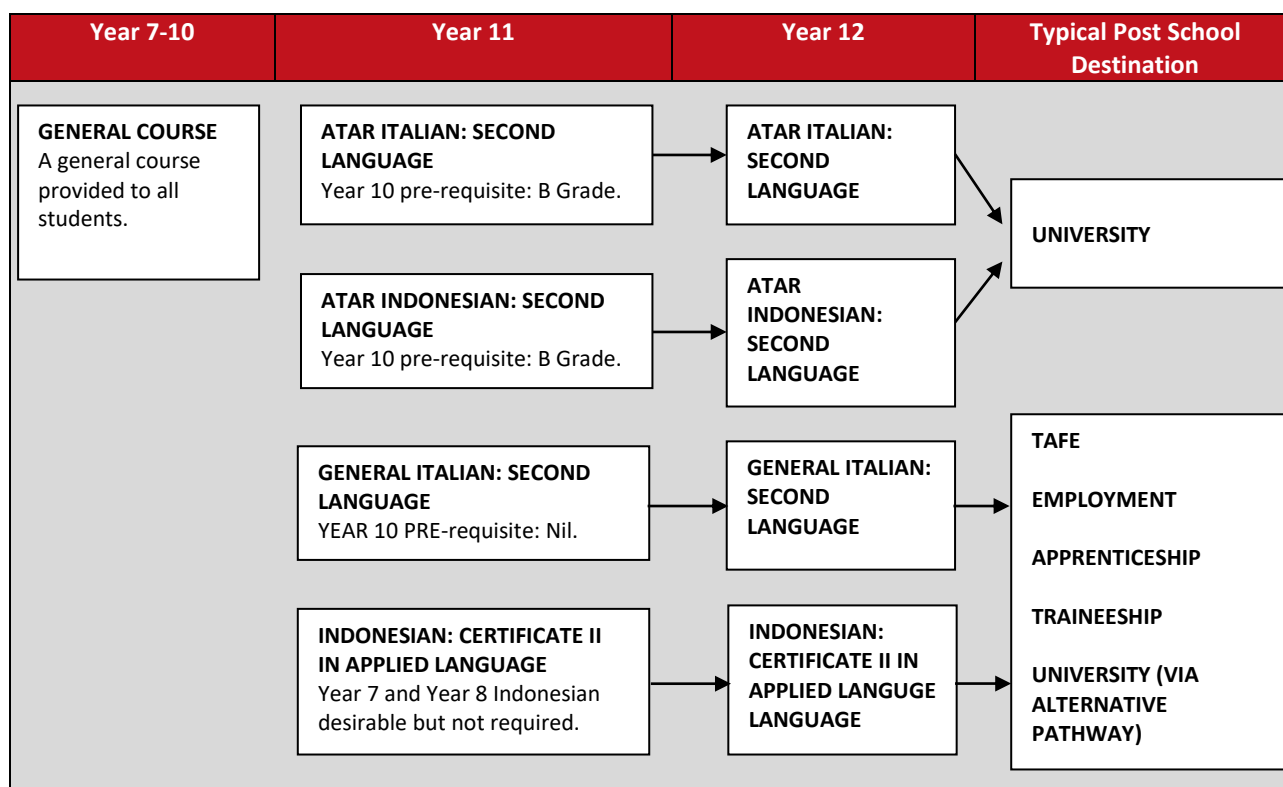
Successful completion of this course in Year 11 will enable you to enrol in Foundation English or perhaps General English in Year 12, once Category 3 in OLNA is achieved. This is a suitable course for students seeking to demonstrate communication skills for TAFE entrance purposes, or for those who wish to enter the workforce or undertake an apprenticeship or traineeship.

CAREER POSSIBILITIES		FURTHER STUDY
Prepares students for careers in a wide range of industries such as:  Animal care Arts, sport & recreation Automotive Beauty Building & construction Business, finance & property Children's services Conservation & land management Electrical Fashion & textiles	Food and hospitality Hairdressing Health & community services Horticulture Information technology Manufacturing Metals Retail Tourism Transport Youth work	<b>TAFE</b> Allows students to demonstrate communication skills for TAFE entrance purposes.

# LANGUAGES LEARNING AREA

## Course Pre-Requisites & Students Pathways

All students, regardless of their pathways, need to strive to achieve to their potential. Below is a list and details on such pathways, to be used as a typical guide only.



## ATAR Italian: Second Language Units 3 & 4

### Requirements

- C grade in ATAR Italian: Second Language Units 1 & 2.

### What Is It All About?

**Unit 3** focuses on *Grazie Italia* (thank you Italy). Through the three topics - *Cose italiane* (all things Italian), *La vita italiana* (Italian lifestyle), and *Il Made in Italy nel mondo* (made in Italy around the world) - students extend and refine their communication skills in Italian and gain a broader and deeper understanding of the language and culture.

**Unit 4** focuses on *Ieri, oggi e domani* (yesterday, today and tomorrow). Through the three topics - *Riflettiamo sulla vita e pensiamo al futuro* (reflecting on my life and planning my future), *I problemi dei giovani oggi* (youth issues), and *I problemi ambientali* (environmental issues) - students extend and refine their communication skills in Italian and gain a broader and deeper understanding of the language and culture.

### Why Should I Choose This Course?

- You have an interest in the language and culture of Italy.
- You want to earn bonus marks towards your ATAR for entry to UWA, Curtin University, Murdoch University or ECU.
- You want to develop your confidence and communication skills and improve your understanding of the English language.
- You want enhanced career prospects through having the knowledge of a second language.



CAREER POSSIBILITIES	FURTHER STUDY	
Italian is a useful subject for a range of careers in which communication with people is important. These include careers in the fields of hospitality and tourism, medicine, science and engineering, education and the arts.	<b>TAFE</b> Diploma Applied Language Studies	<b>UNIVERSITIES</b> Students can continue their language studies at university and it is possible to combine languages with courses from many other disciplines. Contact the universities for more information.

### ATAR Indonesian: Second Language Units 3 & 4

#### Requirements

- C grade in ATAR Indonesian: Second Language Units 1 & 2.

#### What Is It All About?

**Unit 3** focuses on *Aneka Wacana* (Exploring Texts). Through the three topics - *Texts and genres*, *Media and entertainment* and *Globalisation and the media* - students extend and refine their communication skills in Indonesian and gain a broader and deeper understanding of the language and culture.

**Unit 4** focuses on *Isu Hangat* (Exploring Issues). Through the three topics - *Youth Issues*, *Social Issues*, and *Australia / Indonesia Relations* - students extend and refine their communication skills in Indonesian and gain a broader and deeper understanding of the language and culture.

#### Why Should I Choose This Course?

- You have an interest in the language and culture of Indonesia.
- You want to earn bonus marks towards your ATAR for entry to UWA, Curtin University, Murdoch University or ECU.
- You want to develop your confidence and communication skills and improve your understanding of the English language.
- You want enhanced career prospects through having the knowledge of a second language.

CAREER POSSIBILITIES	FURTHER STUDY	
Indonesian is a useful subject for a range of careers in which communication with people is important. These include careers in the fields of hospitality and tourism, medicine, science and engineering, diplomacy, education and the arts.	<b>TAFE</b> Diploma Applied Language Studies	<b>UNIVERSITIES</b> Students can continue their language studies at university and it is possible to combine languages with courses from many other disciplines. Contact the universities for more information.

### General Italian: Second Language Units 3 & 4

#### Requirements

- C grade in General Italian: Second Language Units 1 & 2.

#### What Is It All About?

**Unit 3** focuses on *Vivere sani* (A healthy life). Through the three topics - *Una vita in forma!* (a healthy lifestyle), *Cosa fanno gli italiani per stare bene* (how Italian-speakers stay healthy), and *Un ritorno allo slow food* (a return to slow food) - students continue to develop communication skills in Italian and gain further insight into the language and culture.

**Unit 4** focuses on *Italia ci aspetta!* (Italy awaits!). Through the three topics - *Destinazione Italia* (destination Italy), *Gli italiani in vacanza* (Italians on holiday), and *Viaggiare oggi* (travel in a modern world) - students continue to develop their communication skills in Italian and gain an insight into the language and culture.

#### Why Should I Choose This Course?

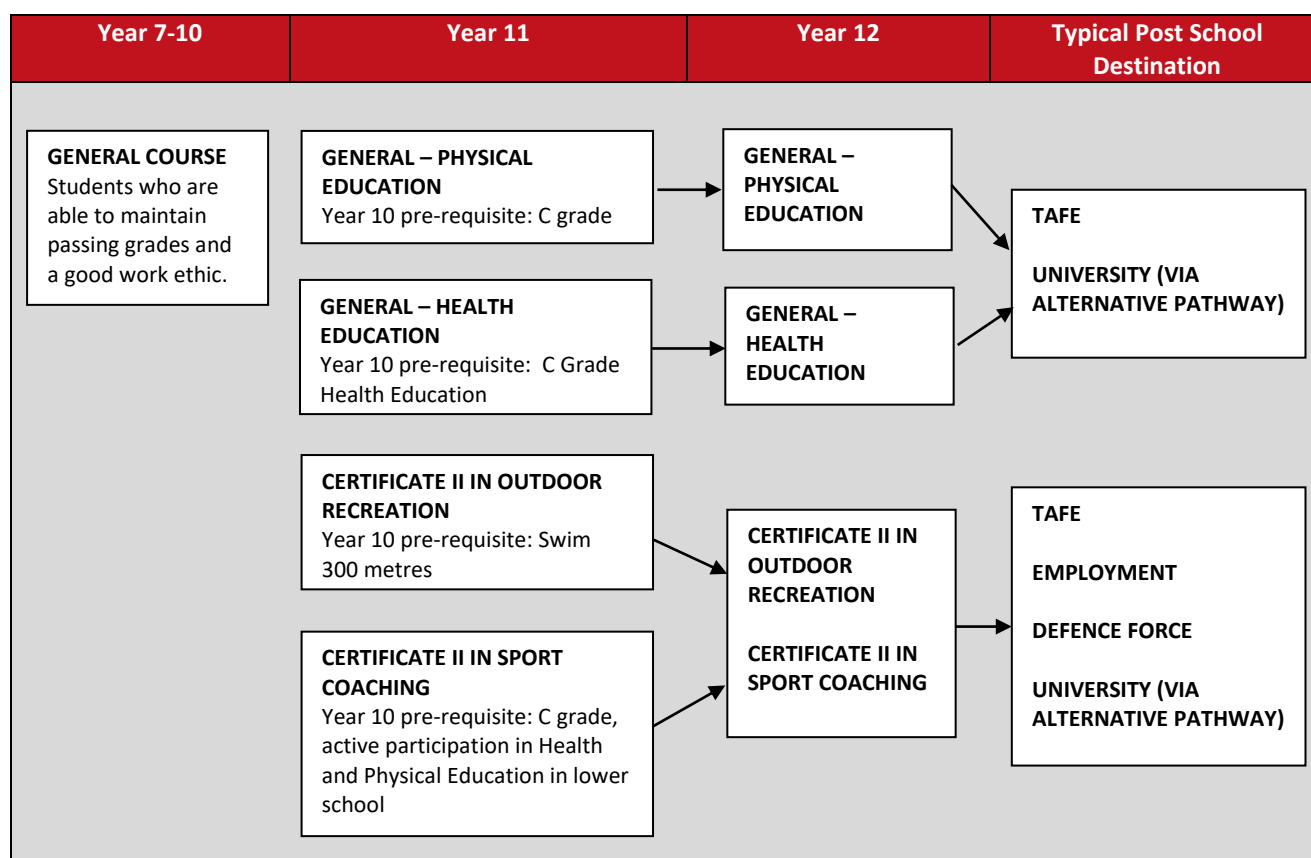
- You have an interest in the language and culture of Italy.
- You want to develop your confidence and communication skills and improve your understanding of the English language.
- You want enhanced career prospects through having the knowledge of a second language.

CAREER POSSIBILITIES	FURTHER STUDY	
<p>Italian is a useful subject for a range of careers in which communication with people is important. These include careers in the fields of hospitality and tourism, medicine, science and engineering, education and the arts.</p>	<p><b>TAFE</b> Diploma Applied Language Studies</p>	<p><b>UNIVERSITIES</b> Students can continue with entrance level language studies at university and it is possible to combine languages with courses from many other disciplines. Contact the universities for more information.</p>

# HEALTH & PHYSICAL EDUCATION LEARNING AREA

## Course Pre-Requisites & Students Pathways

All students, regardless of their pathways, need to strive to achieve to their potential. Below is a list and details on such pathways, to be used as a typical guide only.



## Physical Education Studies General Units 3 & 4

### Requirements

- Students should have successfully completed Units 1 & 2 in Year 11 General Physical Education Studies.

### What Is It All About?

Approximately 50% of this course is practical and 50% is theory. Students will be offered opportunities to enhance and refine their own physical skills in sports within each unit. Practical sessions will include a variety of sports depending on availability of facilities and may include squash, lawn bowls, ten pin bowling, trampolining, golf and volleyball. These sports help link classroom based knowledge with practical application.

The theory focus is on introductory anatomy, physiology and, personal training and coaching methodology. This leads on to leadership, mental skills and refinement of skills to realise personal potential. Basic theory topics include: sports nutrition; introduction to mental skills training; basic biomechanics; communication; coaching styles and training principals; media influences; analysing skills and tactics; and goal setting.

### Why Should I Choose This Course?

There are some strong links between Physics, Dance and Human Biology. This course will be beneficial for students who would like to pursue a career in sports and/or human biological sciences.

CAREER POSSIBILITIES		FURTHER STUDY
Dancer Army Soldier Fire Fighter Navy Sailor Health Worker	Weight Loss Counsellor Nurse Fitness Instructor Sports Coach Leisure Industry	<b>TAFE</b> Certificate II or higher Some units can be used in other TAFE packages

## Health Education Studies General Units 3 & 4

### Requirements

- Satisfactory completion of Year 11 Health Studies General Units 1 & 2

### What Is It All About?

#### Unit 3

This unit builds students' knowledge and understandings of health determinants and their interaction and contribution to personal and community health. Students define and consolidate their understandings of health promotion, and are introduced to a personal behaviour change model and a framework for health promotion action. Health literacy skills, which support positive health consumer practices, and a range of factors influencing the use of health products and services, are examined. Students expand on their understanding of the impact of beliefs on health behaviour by exploring the elements of the health belief model. Students will also apply their knowledge and skills in Health promotion by planning and implementing the 2015 Melville SHS Health-week expo which aims to raise awareness of key health issues in our community.

#### Unit 4

This unit builds students' knowledge and understandings of the impact of health determinants on personal and community health. The concept of community development and the importance of participation and empowerment in strengthening communities is introduced. Students learn about Australia's National Health Priority Areas (NHPAs) and a range of preventive strategies to reduce risk and contribute to better health. The use of social marketing to promote positive health messages and products is explored. In a personal sense, students are introduced to emotional intelligence as a mechanism for perceiving, controlling and evaluating emotions.

## SIS20419 - Certificate II in Outdoor Recreation (Multiple Activities)

### Requirements

- Students must be active and have a passion for the outdoors. They must also be competent in the water, **being able to swim 300 metres**.
- Students should have successfully completed the units in Year 11 Outdoor Recreation to obtain the full qualification.



### What Is It All About?

The Certificate II in Outdoor Recreation (Multiple Activities) provides the student with the opportunity to acquire skills to participate in multiple recreational activities. This is a very practical subject. Activities include abseiling, canoeing, cycling, snorkelling, power boating (includes obtaining a Recreational Skippers Ticket), yachting and First Aid. Students will also conduct and plan outdoor activities considering logistics and Occupational Health and Safety. Two camps/expeditions are also part of this course and it is compulsory for students to attend.

### Why Should I Choose This Course?

On successful completion of this qualification delivered over two years, students will receive their SIS20419 - Certificate II in Sport and Recreation. This course is offered under the auspices of Australian Institute of Education and Training (RTO121314). Student and Parent information can be found on their website [www.aiet.edu.au](http://www.aiet.edu.au). In addition to this, students are satisfying School Curriculum and Standards Authority requirements.

CAREER POSSIBILITIES	FURTHER STUDY	
Police/Defence Force CALM Ranger Recreation Officer Instructor in Abseiling & Climbing Emergency Services	<b>TAFE</b> Sport & Recreation Health & Safety Outdoor Recreation	<b>UNIVERSITIES</b> Bachelor of Human Movement & Recreation Bachelor of Physical Education (Outdoor Education)

Tourism Marine Studies		Sports Science
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## SIS20319 - Certificate II in Sport Coaching



### Requirements

- Successful progress and active participation in lower school general physical education is essential.
- Students should have successfully completed the units in Year 11 Sport Coaching to obtain the full qualification.

### What Is It All About?

This course is made up of 70% practical and 30% theory. The practical will include participation in a variety of sports developing skills, tactics and game play. Sports will depend on the availability of resources. Practical sessions also include First Aid and developing sporting activities. Theory consists of body systems, sports medicine, coaching skills, sport and society, fitness and interpersonal skills. The Sport Industry Training package qualification holds the relevant units of competency for various sporting disciplines and allows students to obtain formal recognition from the government and community for their sporting discipline studies. Students will receive a Certificate II to help towards further employment and studies.

### Why Should I Choose This Course?

On successful completion of this qualification delivered over two years, students will receive their SIS20319 - Certificate II in Sport Coaching. This course is offered under the auspices of Australian Institute of Education and Training (RTO121314). Student and Parent information can be found on their website [www.aiet.edu.au](http://www.aiet.edu.au). In addition to this, students are satisfying School Curriculum and Standards Authority requirements.

CAREER POSSIBILITIES	FURTHER STUDY	
Leisure industry Fitness instructor Coaching Umpiring Armed Services	<b>TAFE</b> Certificate III Sports Coaching Some units can also be used for other TAFE packages.	<b>UNIVERSITIES</b> Bachelor of Social Science (Leisure Sciences) Bachelor of Social Science (Sports Management) Bachelor of Education (majoring) in Physical Education Bachelor of Education (Sports Science)

# MATHEMATICS LEARNING AREA

## Do I have to study Maths in Year 11 and 12?

Students must select at least one Mathematics course. A maximum of 2 can count towards ATAR.

### 1. Tertiary Entrance Aggregate Bonus

10% of the scaled score/s in Mathematics Methods ATAR and Mathematics Specialist ATAR will be added to the Tertiary Entrance Aggregate from which the ATAR will be derived.

### 2. Unacceptable Combination Rules

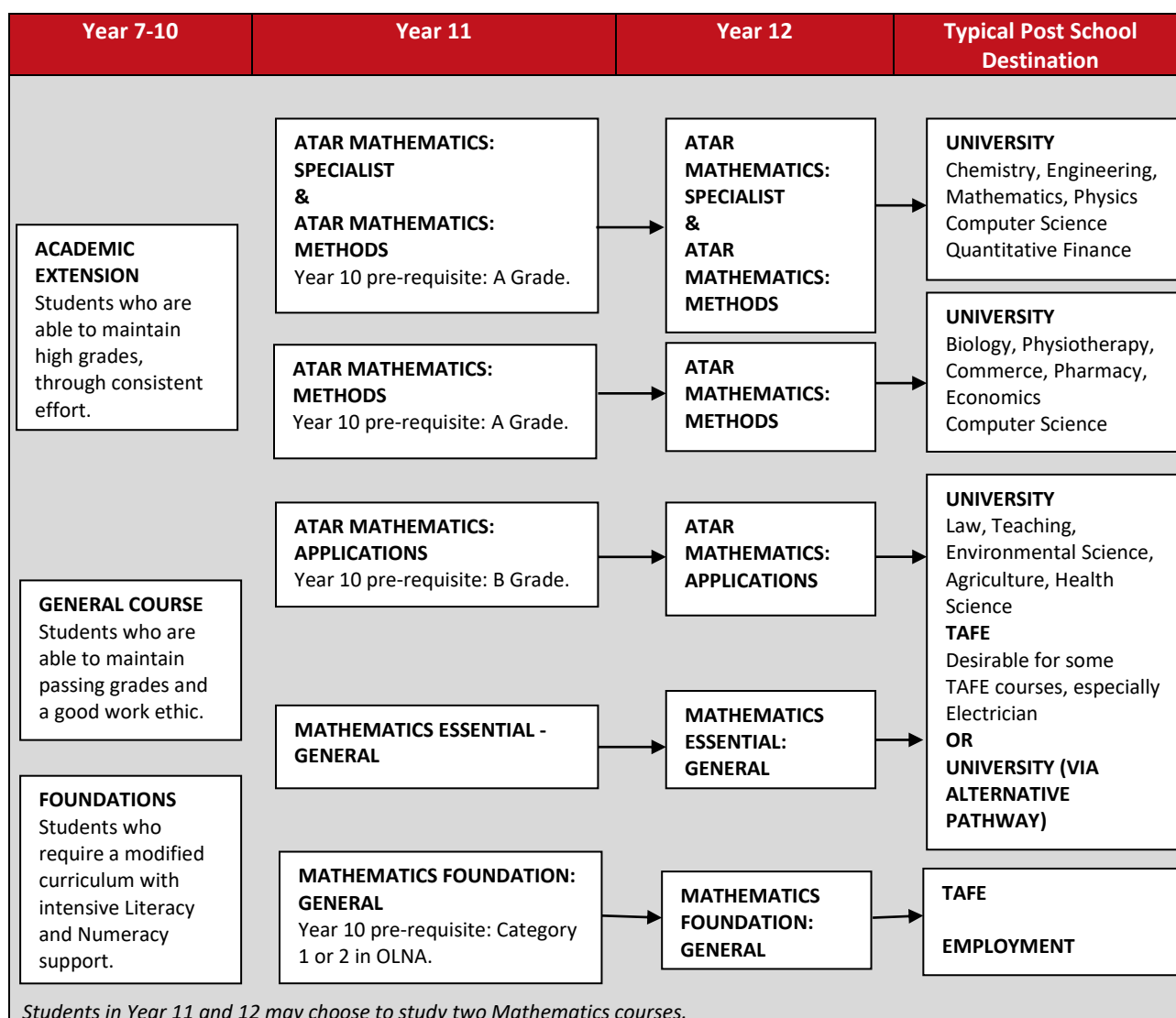
Currently, students may count no more than two mathematics scaled scores in the calculation of the ATAR. Specific unacceptable combination rules will apply:

- Mathematics Applications ATAR and Mathematics Methods ATAR
- Mathematics Applications ATAR and Mathematics Specialist ATAR

Only one scaled score from the unacceptable combination can be used in the calculation of the ATAR. Scores from Mathematics Methods ATAR and Mathematics Specialist ATAR may **BOTH** be used in the ATAR calculation.

## Course Pre-Requisites & Students Pathways

All students, regardless of their pathways, need to strive to achieve to their potential. Below is a list and details on such pathways, to be used as a typical guide only.



## Mathematics Foundation Units 3 & 4

### Requirements

Students who have demonstrated the minimum standard of numeracy in Year 9 NAPLAN or Year 10 (via OLNA) are **not** eligible to enrol in Foundation Mathematics, unless they have not demonstrated the minimum standard of literacy. Students who demonstrate the minimum standard of numeracy in Semester 1 of Year 11 are not eligible to continue in the Foundation courses in Semester 2 of that year unless they are yet to demonstrate the literacy standard. Students who demonstrate the minimum standard of numeracy in Semester 2 of Year 11 or during Year 12 will be permitted to enrol in Foundation Mathematics in Year 12.

### What Is It All About?

Mathematics Foundation is designed for students who have not demonstrated the Western Australian Certificate of Education (WACE) standard of numeracy skills. These standards are based on Level 3 of the Australian Core Skills Framework (ACSF) which outlines the skills required for individuals to meet the demands of everyday life and work in a knowledge-based economy.

Foundation courses provide support for the development of functional numeracy skills essential for students to meet the WACE standard of numeracy through engagement with the ACSF Level 3 numeracy core skills.

Year 11 – Units 1 & 2	Year 12 – Units 3 & 4
<ul style="list-style-type: none"> <li>Whole numbers and money</li> <li>Addition and subtraction with whole numbers and money</li> <li>Length, mass and capacity</li> <li>Time</li> <li>Data, graphs and tables</li> <li>Understanding fractions and decimals</li> <li>Multiplication and division with whole numbers and money</li> <li>Metric relationships</li> <li>Perimeter, area and volume</li> <li>The probability of everyday events</li> </ul>	<ul style="list-style-type: none"> <li>The four operations: whole numbers and money</li> <li>Percentages linked with fractions and decimals</li> <li>The four operations: fractions and decimals</li> <li>Location, time and temperature</li> <li>Space and design</li> <li>Rates and ratios</li> <li>Statistics and probability</li> <li>Application of the Mathematical Thinking Process</li> </ul>

### Why Should I Choose This Course?

The Mathematics Foundation course recognises some students have significant gaps in basic mathematical understanding and application by the time they enter senior school. However, these same students have the potential to learn, especially when involved in a learning program which connects with their current experience and knowledge. The course focuses on functional numeracy embedded in familiar and meaningful contexts which are relevant to young adults.

CAREER POSSIBILITIES	FURTHER STUDY	
This course provides the opportunity for students to prepare for post-school options of employment and further training.	<b>TAFE</b> Many TAFE courses require basic numeracy skills	<b>UNIVERSITIES</b> Not applicable

## Mathematics Essentials General Units 3 & 4

### Requirements

- Minimum Year 11 Mathematics Essential Units 1 & 2.
- May be combined with another Maths course.

### What Is It All About?

Mathematics Essential is a General course which focuses on using mathematics effectively, efficiently and critically to make informed decisions. It provides students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning and community settings. This course provides the opportunity for students to prepare for post-school options of employment and further training.



<b>Year 11 – Units 1 &amp; 2</b> <ul style="list-style-type: none"> <li>• Basic calculations, percentages and rates</li> <li>• Using formulas for practical purposes</li> <li>• Measurement</li> <li>• Graphs</li> <li>• Representing and comparing data</li> <li>• Percentages</li> <li>• Rates and ratios</li> <li>• Time and motion</li> </ul>	<b>Year 12 – Units 3 &amp; 4</b> <ul style="list-style-type: none"> <li>• Measurement</li> <li>• Scales, plans and models</li> <li>• Graphs in practical situations</li> <li>• Data collection</li> <li>• Probability and relative frequencies</li> <li>• Earth geometry and time zones</li> <li>• Loans and compound interest</li> </ul>
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### **Why Should I Choose This Course?**

Most employers prefer job applicants to have a strong mathematics background. This course is likely to be most useful for people looking to improve their maths skills to a level suitable for the work force.

CAREER POSSIBILITIES	FURTHER STUDY	
Most trades and business positions.	<b>TAFE</b> Refer to TAFE handbook. Most courses require a minimum standard of Mathematics. This course satisfies the majority. Please check the current handbook.	<b>UNIVERSITIES</b> Not applicable

## **Mathematics Applications ATAR Units 3 & 4**

### **Requirements**

- Minimum Year 11 Mathematics Applications Units 1 & 2.
- May not be combined with Mathematics Methods or Specialist.

### **What Is It All About?**

Mathematics Applications is an ATAR course which focuses on the use of mathematics to solve problems in contexts that involve financial modelling, geometric and trigonometric analysis, graphical and network analysis, and growth and decay in sequences. It also provides opportunities for students to develop systematic strategies based on the statistical investigation process for answering statistical questions that involve analysing univariate and bivariate data, including time series data.

<b>Year 11 – Units 1 &amp; 2</b> <ul style="list-style-type: none"> <li>• Consumer arithmetic</li> <li>• Algebra and matrices</li> <li>• Shape and measurement</li> <li>• Univariate data analysis and the statistical investigation process</li> <li>• Applications of trigonometry</li> <li>• Linear equations and their graphs</li> </ul>	<b>Year 12 – Units 3 &amp; 4</b> <ul style="list-style-type: none"> <li>• Bivariate data analysis</li> <li>• Growth and decay in sequences</li> <li>• Graphs and networks</li> <li>• Time series analysis</li> <li>• Loans, investments and annuities</li> <li>• Networks and decision mathematics</li> </ul>
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### **Why Should I Choose This Course?**

This course is designed for students who want to extend their mathematical skills beyond year 10 level but whose future studies or employment pathways do not require knowledge of calculus. It is designed for students who have a wide range of educational and employment aspirations, including continuing their studies at university or TAFE.

CAREER POSSIBILITIES	FURTHER STUDY	
Arts Commerce Law Teaching (Primary or Arts) Environmental Science Electrician	<b>TAFE</b> Refer to TAFE handbook.	<b>UNIVERSITIES</b> When followed by Year 12 Mathematics Applications, this is acceptable for many university courses.

## Mathematics Methods ATAR Units 3 & 4

### Requirements

- Year 11 Mathematics Methods Units 1 & 2.
- May not be combined with Mathematics Applications.

### What Is It All About?

Mathematics Methods is an ATAR course which focuses on the use of calculus and statistical analysis. The study of calculus provides a basis for understanding rates of change in the physical world, and includes the use of functions, their derivatives and integrals, in modelling physical processes. The study of statistics develops students' ability to describe and analyse phenomena that involve uncertainty and variation.

Year 11 – Units 1 & 2	Year 12 – Units 3 & 4
<ul style="list-style-type: none"> <li>• Functions and graphs</li> <li>• Trigonometric functions</li> <li>• Counting and probability</li> <li>• Exponential functions</li> <li>• Arithmetic and geometric sequences and series</li> <li>• Introduction to differential calculus</li> </ul>	<ul style="list-style-type: none"> <li>• Further differentiation and applications</li> <li>• Integrals</li> <li>• Discrete random variables</li> <li>• The logarithmic function</li> <li>• Continuous random variables and the normal distribution</li> <li>• Interval estimates for proportions</li> </ul>

### Why Should I Choose This Course?

This course is designed for students whose future pathways may involve mathematics and statistics and their applications in a range of disciplines at the tertiary level.

CAREER POSSIBILITIES	FURTHER STUDY	
Biology Physiotherapy Commerce Pharmacy Economics Health Science Computer Technology Human Movement Actuarial Science	TAFE	<b>UNIVERSITIES</b> Desirable for most university courses.

## Mathematics Specialist ATAR Units 3 & 4

### Requirements

- Year 11 Mathematics Specialist Units 1 & 2.
- Must be studied with Mathematics Methods, but not Mathematics Applications.

### What Is It All About?

Mathematics Specialist 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 Mathematics Specialist ATAR course contains topics in functions and calculus that build on and deepen the ideas presented in the Mathematics Methods ATAR course as well as demonstrate their application in many areas. The Mathematics Specialist ATAR course also extends understanding and knowledge of statistics and introduces the topics of vectors, complex numbers and matrices. The Mathematics Specialist ATAR course is the only ATAR mathematics course that should not be taken as a stand-alone course.

<b>Year 11 – Units 1 &amp; 2</b> <ul style="list-style-type: none"> <li>• Combinatorics</li> <li>• Vectors in the plane</li> <li>• Geometry</li> <li>• Trigonometry</li> <li>• Matrices</li> <li>• Real and complex numbers</li> </ul>	<b>Year 12 – Units 3 &amp; 4</b> <ul style="list-style-type: none"> <li>• Complex numbers</li> <li>• Functions and sketching graphs</li> <li>• Vectors in three dimensions</li> <li>• Integration and applications of integration</li> <li>• Rates of change and differential equations</li> <li>• Statistical inference</li> </ul>
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### **Why Should I Choose This Course?**

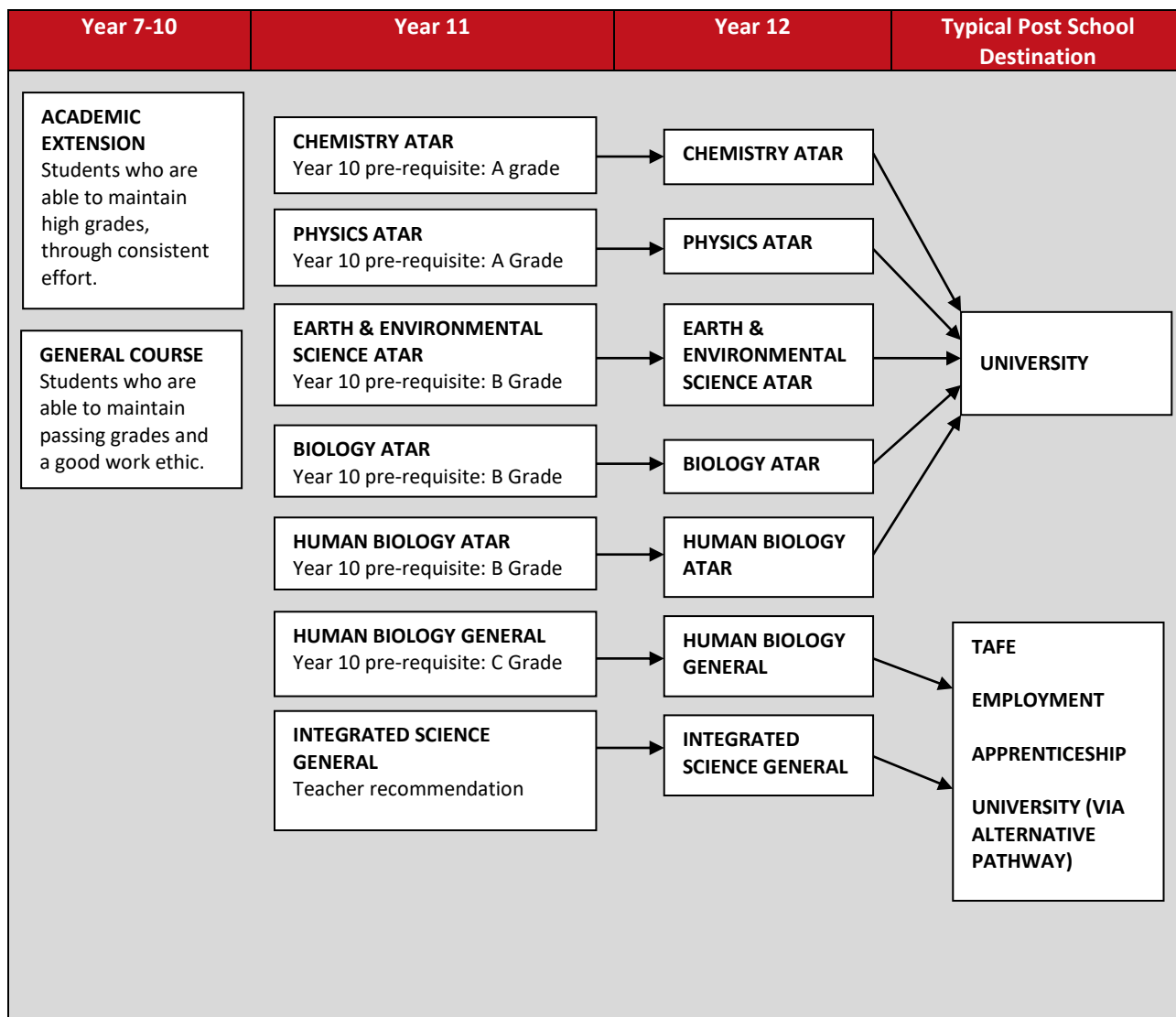
This course is designed for students with a strong interest in mathematics, including those intending to study mathematics, statistics, all sciences and associated fields, economics or engineering at university.

<b>CAREER POSSIBILITIES</b>	<b>FURTHER STUDY</b>	
Chemistry Engineering Mathematics Physics Computer Science Actuarial Science	<b>TAFE</b>	<b>UNIVERSITIES</b> Desirable for most university courses.

# SCIENCE LEARNING AREA

## Course Pre-Requisites & Students Pathways

All students, regardless of their pathways, need to strive to achieve to their potential. Below is a list and details on such pathways, to be used as a typical guide only.



## Chemistry ATAR Units 3 & 4

### Requirements

- Minimum of a C grade in Year 11 Chemistry and a recommendation from your science teacher.
- The study of Chemistry requires mathematical competence. It is desirable that students are also studying higher level Mathematics.

### What Is It All About?

- Solutions
- Chemical reactions
- Oxidation and reduction
- Inorganic chemistry
- Electrolysis
- Atomic structure and bonding
- Acids and bases
- Organic chemistry
- Chemical equilibrium

### Why Should I Choose This Course?

Chemistry is a prerequisite or recommended subject for most science courses at university.

CAREER POSSIBILITIES	FURTHER STUDY	
Medicine Geologist Chemist Biochemist Laboratory technician Pharmacist Metallurgist Chemical engineer Hydrographer	<b>TAFE</b> Applied Sciences Laboratory Practices - Natural sciences - Pharmacy Laboratory Techniques - Biological sciences - Chemistry Engineering	<b>UNIVERSITIES</b> Bachelor of Science - Geology - Mineral science - Chemistry - Biological sciences Bachelor of Engineering Bachelor of Pharmacy

## Physics ATAR Units 3 & 4

### Requirements

- Minimum of a C grade in Year 11 Physics and a recommendation from your Science teacher.
- The study of Physics requires mathematical competence. It is desirable that students are also studying either Mathematics Methods or Mathematics Specialist.

### What Is It All About?

- Sound waves
- Gravity and electromagnetism
- Electric power
- Motion
- Kinetic and potential energy
- Atomic physics
- Structures and materials
- Wave particle duality & the quantum theory
- Special relativity
- The standard model

### Why should I choose this course?

Physics provides a basis for further study in this field and in other pure and applied sciences, and engineering. In addition, it will extend students' understanding of natural phenomena, technological applications and our cultural scientific heritage.

CAREER POSSIBILITIES	FURTHER STUDY	
Medicine Engineering - Electronic - Chemical - Agricultural - Flight Pharmacist Physicist Teacher	<b>TAFE</b> Electrical Engineering Aircraft maintenance Automotive mechanic	<b>UNIVERSITIES</b> Bachelor of Engineering - Electrical - Mining Engineering - Agriculture Bachelor of Pharmacy Bachelor of Science Bachelor of Education Physical Sciences

## Earth and Environmental Science ATAR Units 3 & 4

### Requirements

- Minimum C grade in Year 11 Earth and Environmental Science (ATAR), and a recommendation from your teacher.

### What Is It All About?

Students will study:

- Renewable and non-renewable resources
- Exploration for mineral resources
- Extraction and processing of resources
- Management and sustainability of Earth systems and resources
- Earth hazards including earthquakes, volcanic eruptions, tsunamis.
- Plate tectonics and volcanoes
- Formation and identification of igneous rocks
- Atmospheric processes, greenhouse effect
- Ocean processes and patterns
- Energy flow – evaporation and photosynthesis.
- Biogeochemical cycling of matter-nitrogen cycle, carbon cycle

- Impacts and monitoring of Earth hazards
- Causes and impacts of global climate change
- Effects of human activities

### **Why Should I Choose This Course?**

The Earth and Environmental Science (EES) course enhances student understanding and geoscience literacy so they are better aware of Earth's processes, the resources it provides and sustainable practices to ensure that the resource industry and environment work together in harmony. EES embraces the fundamental aspects of physics, chemistry and biology, elaborating these processes within the Earth and environment context which allows students to appreciate how relevant and authentic their science learning is.

CAREER POSSIBILITIES	FURTHER STUDY	
Geologist Environmental Scientist Metallurgist Engineer Surveyor Teacher	<b>TAFE</b> Conservation and Land Management Certificate in Resource Processing Diploma of Surveying Engineering - technical	<b>UNIVERSITIES</b> Bachelor of Engineering - Agriculture Bachelor of Science - Geology - Hydrology - Geochemistry - Environmental Science

## **Biology ATAR Units 3 & 4**

### **Requirements**

- Minimum of a C grade in Year 11 Biology and a recommendation from your Science teacher.

### **What Is It All About?**

- Photosynthesis and respiration
- Energy transfer
- Control of cellular activities
- Infectious disease
- Types of pathogens
- Transmission and spread of disease
- Prevention of infection
- Homeostasis in animals and plants
- Recombinant DNA techniques
- Applications of DNA technologies
- Natural selection and evolution
- Speciation
- Evidence for evolution
- Working as a biologist

### **Why Should I Choose This Course?**

This course provides a strong scientific background for all students. However, it is especially beneficial for students who have an interest in biology and the environment, and/or would like to pursue a career in the Biological Sciences.

CAREER POSSIBILITIES	FURTHER STUDY	
Veterinarian Marine Biologist Environmental scientist Zoologist Environmental Engineer Conservation Officer Veterinary Nurse	<b>TAFE</b> Marine Studies Outdoor Recreation (Marine Tourism) Applied Environmental Arts Environmental Science (Management) Indigenous Environmental Health Laboratory Operations Laboratory Techniques	<b>UNIVERSITIES</b> Bachelor of Science Botany Animal Biology Evolutionary Biology Biogeochemistry Conservation and Wildlife Biology Environmental Restoration Nature Based Tourism Veterinary Science

## **Human Biology ATAR Units 3 & 4**

### **Requirements**

- Minimum of a C grade in Year 11 Human Biology (ATAR), and a recommendation from your Science teacher.

### **What Is It All About?**

- Control of body temperature, body fluids, blood sugar, gas concentrations and blood pressure

- Disruptions such as diabetes and emphysema
- Nervous and endocrine systems
- Disease transmission and prevention
- Genetics, variation and gene pools
- Natural selection
- Evolution body movement and coordination
- DNA, biotechnology and disease
- Medical technologies
- Human evolution

#### **Why Should I Choose This Course?**

This course provides a strong scientific background for all students. It is especially beneficial for students who have an interest in the human body and/or would like to pursue a career in the Human Biological Science area.

CAREER POSSIBILITIES	FURTHER STUDY	
Physiotherapist Nutritionist Nurse Food scientist Doctor Health manager	<b>TAFE</b> Laboratory practices Pharmacy Natural sciences Applied science	<b>UNIVERSITIES</b> Bachelor of Applied Science Sports Medicine Bachelor of Education - Biological Sciences - Medical Science

### Human Biology General Units 3 & 4

#### **Requirements**

- C Grade or above in Year 11 Human Biology General.

#### **What Is It All About?**

This course explores bones, muscles, nerves and hormones and how they maintain the body to act in a coordinated manner as well as the causes and spread of disease and how humans respond to invading pathogens. Students investigate the musculoskeletal, nervous and endocrine systems through dissections and practical examination of reflexes, vision, hearing and skin sensitivity, along with the investigation of transmission of diseases using second-hand data from a historical perspective and recent global incidences.

In **Unit 3: Coordination** - students will study:

- Cells, tissues, organs, systems
- Musculoskeletal system
- Nervous system
- Endocrine system
- Coordination of the body and systems
- Sporting injuries, hearing and vision defects

In **Unit 4: Infectious disease** - students will study:

- Common infectious diseases including Ross River disease, influenza, malaria, food poisoning, malaria.
- Types of pathogens
- Methods of disease transmission between individuals
- Spread of disease among the population
- Preventing disease transmission – hygiene, vaccines, medicine
- Inherent responses to infection

#### **Why Should I Choose This Course?**

This stream has a strong focus on the human body and health for students with a particular interest in health sciences, sport, fitness, childcare or related fields.

CAREER POSSIBILITIES	FURTHER STUDY	
Fitness Instructor / Personal Trainer Police Officer Education Assistant Childcare worker Laboratory Technician Defence Forces Nurse	<b>TAFE</b> Certificates and Diplomas in: Fitness Sport development Sport and Recreation Early Childhood Ed and Care Individual Support	<b>UNIVERSITIES</b> Bachelor of Science



	Community Services Laboratory Operations Laboratory Techniques - Biological	
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## Integrated Science General Units 3 & 4

### Requirements

- None.

### What Is It All About?

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

#### **In the topic of Sports Science students will study:**

- Technology in sport
- Drugs in sport
- Training Effect
- Sports injuries
- Skeletal system
- Muscular system
- Circulatory system
- Respiratory system

#### **In the topic of Sustainability students will study:**

- Ecosystems
- Competition, predation, symbiosis
- Human interference in ecosystems
- Forensic techniques and case studies
- DNA profiling and electrophoresis
- Microorganisms and microscopy
- Soil analysis
- Blood types

### Why Should I Choose This Course?

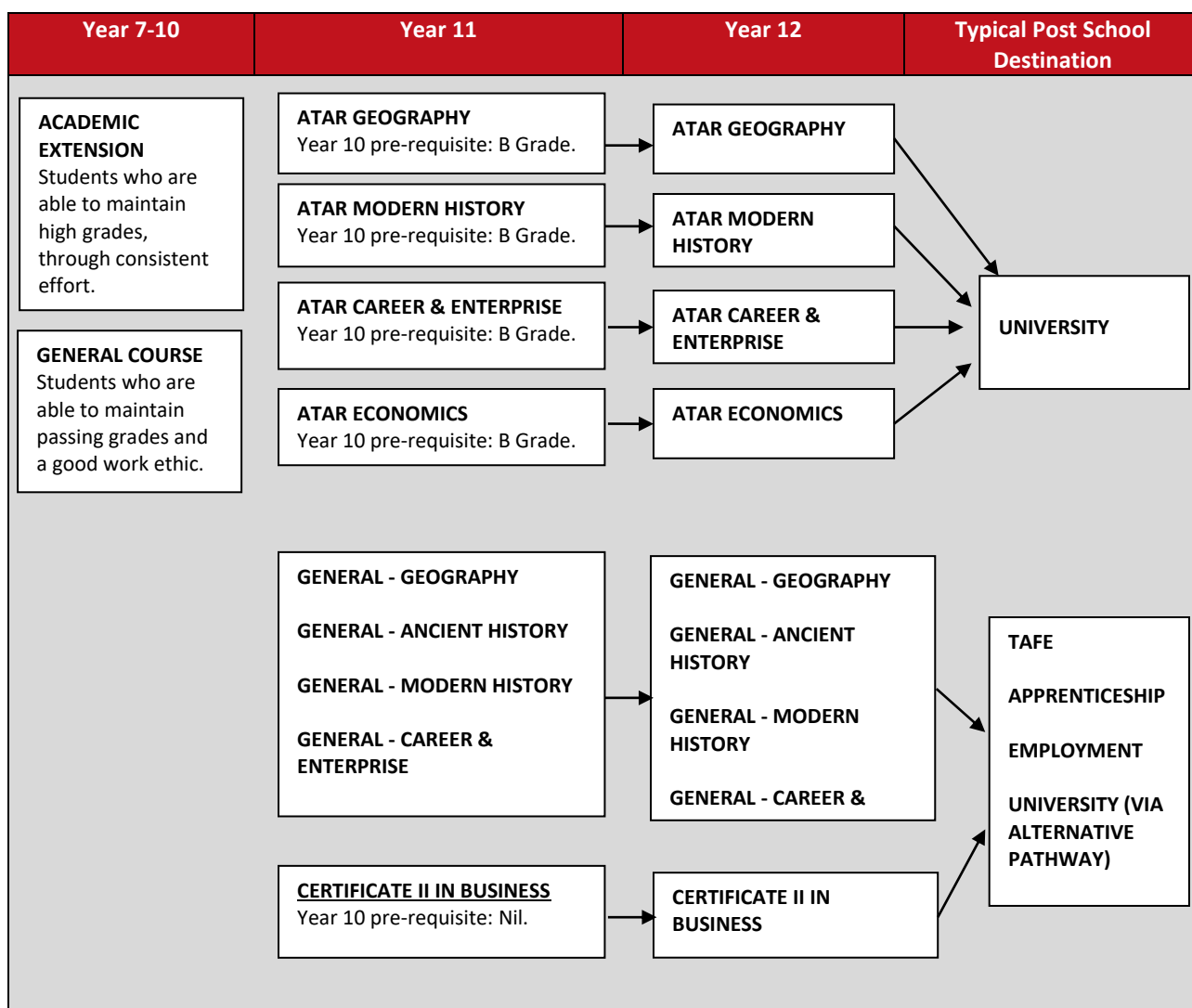
This stream has a strong focus on the human body and health for students with a particular interest in health sciences.

CAREER POSSIBILITIES	FURTHER STUDY	
Fitness Instructor / Personal Trainer Police Officer Forensic Data Analyst Laboratory Technician Defence Forces Nurse	<b>TAFE</b> Certificate III/IV in Fitness Diploma of Fitness Laboratory Techniques Bachelor of Applied Science	<b>UNIVERSITIES</b> Bachelor of Science

# HUMANITIES & SOCIAL SCIENCES LEARNING AREA

## Course Pre-Requisites & Students Pathways

All students, regardless of their pathways, need to strive to achieve to their potential. Below is a list and details on such pathways, to be used as a typical guide only.



## Geography ATAR Units 3 & 4

### Requirements

- Successful completion of Year 11 Geography ATAR units 1 and 2.

### What Is It All About?

#### Unit 3 – Global Environmental Change

In this unit, students assess the impacts of land cover transformations with particular reference to climate change or biodiversity loss.

#### Unit 4 – Planning Sustainable Places

In this unit, students investigate how the outcomes of processes vary depending on local responses and adaptations, for example, population growth and decline, and economic restructuring. Students also examine the causes and consequences of urbanisation as well as challenges that exist in metropolitan and regional centres and megacities.

### **Why Should I Choose This Course?**

GEOGRAPHY MATTERS! It is really important that all students study Geography at school. Geography not only gives better spatial awareness so we know where things are but deals with the big issues - the only subject that gives the full picture on sustainable living, poverty, renewable energy, migration, urban regeneration, floods, droughts, cyclones and hazard management.

Geography offers exciting opportunities for fieldwork excursions to gain practical, hands-on knowledge of our surrounding environment. Excursions include John Forrest National Park to study bushfires, and Curtin University to experience GIS (geographical information systems) activities.

Employers value the wide-ranging computer, research, and analytical skills that geography students bring to work as employees. Geography provides training in geospatial technologies (geographic information systems, computer mapping, remote sensing, etc.) This high-growth industry, that generates tens of billions of dollars in annual revenues for companies around the world, will ensure that geography students are always employable.

CAREER POSSIBILITIES	FURTHER STUDY	
Surveying Engineering Advertising Teacher Conservationist Architect Lawyer Defence Forces	<b>TAFE</b> Electrical – Renewable Energy Tourism Community Development Building and Engineering Landscape Design Marine Studies	<b>UNIVERSITIES</b> Mining Engineering Architecture/ Urban Planning Tourism Education Environmental Science Journalism

## **Modern History ATAR Units 3 & 4**

### **Requirements**

- Successful completion of Year 11 Modern History ATAR Units 1 and 2.

### **What Is It All About?**

This unit fosters students' active learning skills of research, hypothesis testing and analysis of information and problems of historical evidence as they complete inquiries and investigations. Students learn essential historical concepts of people, events, ideas, beliefs, motive, forces, perspective, discrimination, cause and effect, and empathy.

**Unit Three** - Russia 1870-1945

**Unit Four** - Cold War in Europe (1940s – 1990s)

Texts: A variety of source material inclusive of original document study, newspaper articles, cartoons, various texts and internet research.

### **Why Should I Choose This Course?**

This course makes a literary contribution towards further study. Studying History will provide you with an opportunity to gain valuable research and analysis skills in order to be better prepared for University. Understanding History enables students to gain a broader understanding of the world around them which will assist them in many different career pathways. History knowledge also makes you a more interesting person that others wish to talk to. This course makes a contribution towards the successful completion of the Western Australian Certificate of Education (WACE).

CAREER POSSIBILITIES	FURTHER STUDY	
Wide range of organisations Museum/Library Local Government Archives Journalism Teaching Legal Historian	<b>TAFE</b> Arts Media	<b>UNIVERSITIES</b> Arts Humanities Social Science Law Journalism Education Politics

## Career and Enterprise ATAR Units 3 & 4

### Requirements

- Successful completion of Year 11 General Units 1 and 2.

### What Is It All About?

**Unit 3** This unit explores the constant change in the complex relationships between career management, workplaces and influences and trends. Entrepreneurship and flexibility are encouraged in the application of career competencies for career development.

**Unit 4** This unit explores the constant change in the complex relationships between career management, workplaces and influences and trends in a global environment. Career development frameworks are constructed to guide future decision-making.

### Why Should I Choose This Course?

The Career and Enterprise ATAR course engages students in learning about developing their career in a constantly changing digital and globalised world. Careers are now considered to be about work, learning and life. Individuals need to be proactive, enterprising career managers who engage in lifelong learning. The course aims to provide all students with the knowledge, skills and understanding to enable them to be enterprising and to proactively manage their own careers. The world of work is complex and constantly changing. Workplaces have different structures which impact on their practices and processes and how they operate. Each workplace organisation is unique and governs workplace settings and work patterns.

CAREER POSSIBILITIES	FURTHER STUDY	
Business Commerce Local Government Public Administration Human Resource Management Government Teacher	<b>TAFE</b> Commerce Media Public Administration Human Resources	<b>UNIVERSITIES</b> Bachelor of Commerce – Economics Teaching Political studies Business

## Economics ATAR Units 3 & 4

### Requirements

- A B grade in Year 11 ATAR Economics, History, Geography or Politics and Law.
- An interest in issues relating to both the Australian and international economy, with students expected to read daily quality broadsheet newspapers.

### What Is It All About?

Current economic issues with respect to both the Australian and Global economy, with a particular focus on Australia. Aspects of macroeconomics, global economics and government economic policies are covered.

### Unit 3 - Australia and the Global Economy

This unit explores Australia's economic relationships with other economies, and contemporary global economic events and issues of significance to Australia. The focus on Australia provides students with the relevant background necessary for an understanding of their own economy.

### Unit 4 - Economic Policies and Management

The unit explores how economic policies and actions of the government and the authorities, such as fiscal policy, monetary policy and micro-economic reform operate in the pursuit of the economic objectives of the government.

### Why Should I Choose This Course?

- Provides students with some of the tools of economic analysis as a means of illustrating and explaining basic economic principles and concepts.
- Promotes the use of rational, objective methods in explaining economic issues.
- Gain transferable skills such as analytical, application and evaluative skills which are highly valued by colleges, universities and employers.

CAREER POSSIBILITIES	FURTHER STUDY	
Real Estate Agent Economist Finance Broker Accountant Business	TAFE	UNIVERSITIES Bachelor of Commerce - Economics

### Career and Enterprise General Units 3 & 4

#### Requirements

- Successful completion of Year 11 General Units 1 and 2.

#### What Is It All About?

**Unit 3** is about adopting a proactive approach to securing and maintaining work and it involves self-management, using work search tools and techniques, developing career competencies and accessing learning opportunities.

**Unit 4** explores issues associated with career management, workplaces and influences and trends in times of change. Change can be analysed and the information used to inform strategies associated with self-management, career building and personal and professional learning experiences.

#### Why Should I Choose This Course?

This unit focuses on adopting a proactive approach to securing and maintaining work. It involves self-management, using work search tools and techniques, developing career competencies, and accessing learning opportunities which are essential for career building. Opportunities are provided for students to further develop the repertoire of career competencies and work search techniques that are directly applicable to securing and maintaining work. Career portfolios are presented in a professional manner and reflect organisation of detailed records of work, training and learning experiences, especially those related to securing and maintaining work. This course will help students seek and gain employment.

### Ancient History General Units 3 & 4

#### Requirements

- Successful completion of Year 11 General Ancient History units 1 and 2.

#### What Is It All About?

##### **Unit 3 – Societies and Change**

In this unit, students learn about the evolving nature of societies and the various forces for continuity and change that exist. They also learn that values, beliefs, and traditions are linked to the identity of a society.

##### **Unit 4 – Confrontation and Resolution**

In this unit, students learn that there are internal and external forces that result in confrontation and resolution within societies, and these have consequences for continuity and change.

#### Why Should I Choose This Course?

History is a course that all students should study. It impacts our daily life and it allows us to understand human evolution of ideas and concepts. There is no exam with this course and it encourages students to develop an interest in a civilisation or a significant person that they find interesting. The course is ideal for a student who is looking towards future employment or study due to the research and writing skills that will be acquired during the course.

### Modern History General Units 3 & 4

#### Requirements

- Successful completion of Year 11 General Modern History Units 1 & 2.

### **What Is It All About?**

Studying the Modern History General course exposes students to a variety of historical sources, including government papers, extracts from newspapers, letters, diaries, photographs, cartoons, paintings, graphs and secondary sources, in order to understand the historical narrative including cause and effect, and the forces influencing people and events. Through the process of historical inquiry, students are encouraged to question 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.

**Unit 3 – Society and Change** – Students learn about the evolving nature of societies and the various forces for continuity and change that exist.

**Unit 4 – Historical Trends and Movements**– Students learn that, throughout history, there have been events, ideas, beliefs and values that have contributed to underlying historical trends and movements.

**Texts:** A variety of source material inclusive of original document study, newspaper articles, cartoons, various texts and internet research.

### **Why Should I Choose This Course?**

This course makes a literary contribution towards further study. This course makes a contribution towards the successful completion of the Western Australian Certificate of Education (WACE).

CAREER POSSIBILITIES	FURTHER STUDY	
Wide range of organisations. Museum Library Local Government Archives Journalism Teaching	<b>TAFE</b> Arts Journalism/Media	<b>UNIVERSITIES</b> Arts Humanities Social Science Law Journalism Education Politics

## **Geography General Units 3 & 4**

### **Requirements**

- Successful completion of Year 11 General Geography Units 1 and 2.

### **What Is It All About?**

#### **Unit 3 – Natural and Ecological Hazards**

In this unit, students explore the management of hazards and the risks they pose to people and environments. Risk management is defined in terms of preparedness, mitigation and/or prevention.

#### **Unit 4 – Global Networks and Interconnections**

In this unit, students explore the economic and cultural transformations taking place in the world, the spatial outcomes of these processes, and their social and geopolitical consequences that will enable them to better understand the dynamic nature of the world in which they live.

### **Why Should I Choose This Course?**

This course does not have an exam component and includes exciting opportunities for fieldwork excursions to gain practical, hands-on experience. Excursions could include a camp at The Hills Centre. The course is practical and lends itself well to future employment. Universities/TAFE recommend geography for any student who wants to pursue a career in building and architecture. This course also provides insight into the tourism industry, for those students interested in that area.

CAREER POSSIBILITIES	FURTHER STUDY	
Surveying Engineering Advertising Teacher Conservationist	<b>TAFE</b> Electrical – Renewable Energy Tourism Community Development Building and Engineering	<b>UNIVERSITIES</b> Mining Engineering Architecture/ Urban Planning Tourism Education

Architect Lawyer Defence Forces Tour Guide	Landscape Design Marine Studies Tourism	Environmental Science Journalism
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## BSB20115 - Certificate II in Business



### Requirements

- Students must have completed all competencies in Year 11, students commencing the course in Year 12 will not attain the full qualification.

### What Is It All About?

Certificate II in Business is a dynamic course that provides students with real and transferable skills that will enable students to navigate the complex life and work environments that they will face in this ever increasingly competitive information age. Students will be introduced to the concepts of being 21st Century learners. They will develop a wide range of employable skills including the need to be flexible, self-directed, motivated and accountable individuals that value the need for lifelong learning.

Some typical activities students will encounter include:

- Producing tickets and certificates for school events, such as: river cruise, dinner dance, and/or the school ball.
- Producing and compiling digital information that can be used for the school website, the Year 12 Yearbook and/or the valedictory ceremony.
- Developing critical thinking skills for effective decision making in the design and production phase of important business documents, so that they meet current industry standards.

Over two years you must complete 11 units, which may include:

- Participation in OHS processes
- Use business technology
- Communicate in the workplace
- Maintain daily financial/business records
- Communicate electronically
- Process and maintain workplace information
- Produce simple word-processed documents
- Create and use spread sheets
- Work effectively with others
- Contribute to workplace innovation

### Why Should I Choose This Course?

This course provides students with the skills to be adequately equipped for placement in the workforce and gain skills to organise personal correspondence and handle everyday finances.

On successful completion of this qualification delivered over two years, students will receive their BSB20115 - Certificate II in Business. This course is offered under the auspices of registered training organisation: Skills Strategies International Pty Ltd (RTO2401). Student Handbook and Parent Handbook can be downloaded from their website [www.skillstrategies.wa.edu.au](http://www.skillstrategies.wa.edu.au). In addition to this, students are satisfying School Curriculum and Standards Authority requirements.

This qualification is currently under review and any changes will be communicated to students and parents once the review has been finalised.

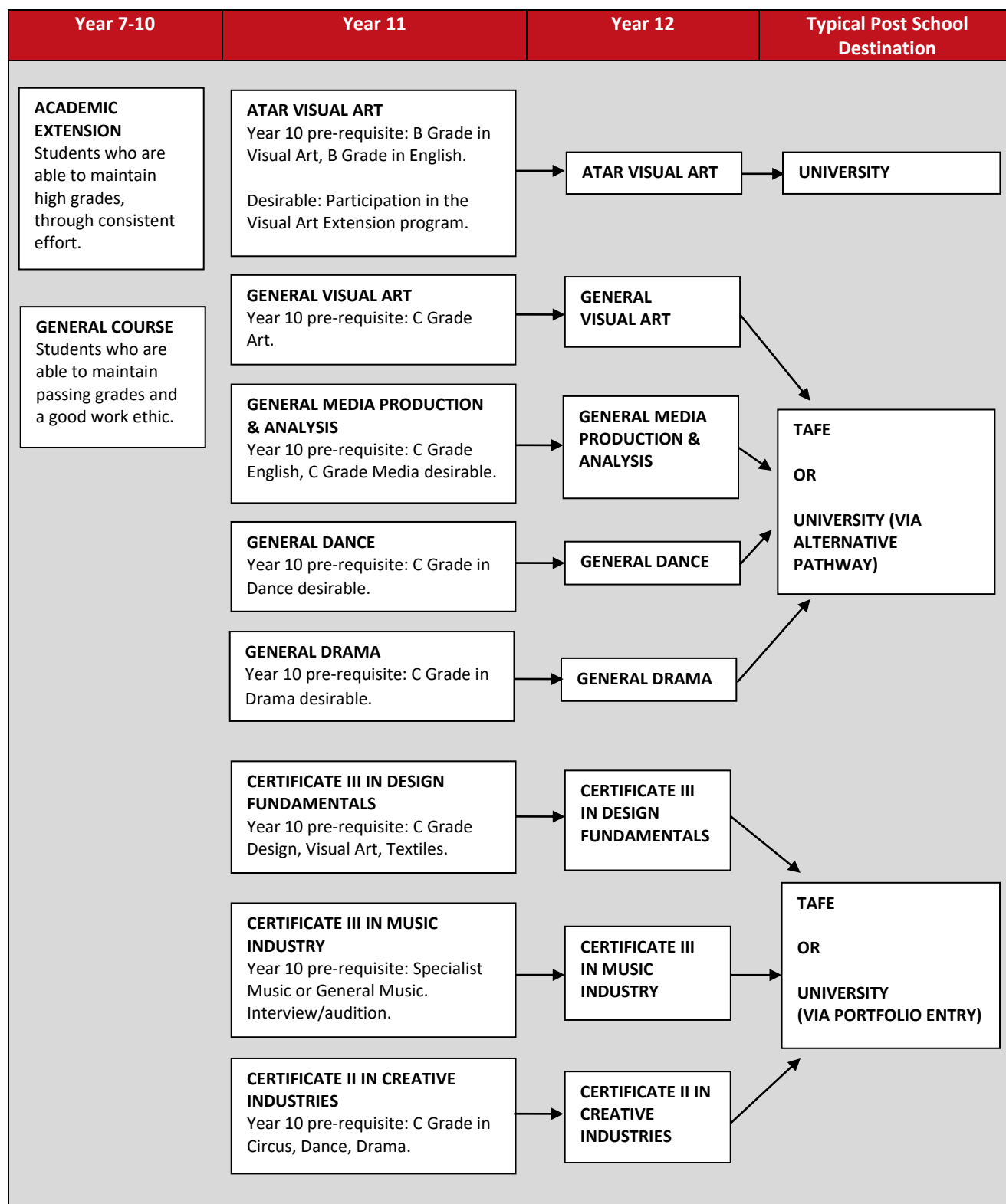
CAREER POSSIBILITIES	FURTHER STUDY	
Administrative Assistant Information Desk Clerk Receptionist Office Junior Clerical Officer Trainee Manager Front Line Manager Information Officer Human Resources Office Manager Senior Manager Business Owner Entrepreneur	<b>TAFE</b> Certificate III in Business Certificate IV in Business Management Diploma in Business Management	<b>UNIVERSITIES</b> Bachelor of Commerce Bachelor of Business Bachelor of Social Science (Sports Management) Bachelor of Education (Secondary Teaching)



# THE ARTS LEARNING AREA

## Course Pre-Requisites & Students Pathways

All students, regardless of their pathways, need to strive to achieve to their potential. Below is a list and details on such pathways, to be used as a typical guide only.



## Visual Arts ATAR Units 3 & 4

### Requirements

- Successful completion of Year 11 Units 1 & 2 Visual Art ATAR.

### What Is It All About?

These units are recommended for students who have completed Visual Arts Units 1 and 2 and who are seeking to qualify for university entrance at the end of Year 12. This course provides students the opportunity to identify and explore ideas or issues of personal significance which will result in resolved artworks which reflect the student's personal style and intent. Through critical analysis and interpretation of their own work and the work of others students will gain an understanding of the role art plays in reflecting and challenging society's values.

The specific themes explored are Commentaries in Unit 3 and Points of View in Unit 4. The course is divided into two areas - Art Making and Art Interpretation. Students will sit two written exams to prepare them for their external exam at the end of Year 12.

### Why Should I Choose This Course?

This course can be utilised for university entrance requirements and/or for the continued development of creative and critical thinking processes.

CAREER POSSIBILITIES	FURTHER STUDY	
Professional Artist Fashion Designer Illustrator Photographer Gallery Curator Art Teacher Art Historian Graphic Designer Gallery Assistant Art Critic Web Designer Arts Administrator Product Designer, Stylist	<b>TAFE</b> Various courses available in: Fashion and Textiles Visual Arts and Craft Graphic Arts Arts Administration Furniture Industry and Interior Design Jewellery and Photography	<b>UNIVERSITIES</b> <b>Edith Cowan University</b> Bachelor of Arts with a major in Contemporary Fashion and Textiles or Visual Arts <b>University of Western Australia</b> Bachelor of Arts majoring in Fine Arts <b>Curtin University of Technology</b> Bachelor of Arts Majoring in: Fine Art, Photography and Illustration Design, Fashion, Textiles, 3D Design, Digital Design, Interior Architecture or Creative Advertising and Graphic Design

## Visual Arts General Units 3 & 4

### Requirements

- Successful completion of Visual Arts General Units 1 & 2 or Visual Arts ATAR Units 1 & 2 is desirable.

### What Is It All About?

This course is designed for those who have an interest in the Arts and wish to develop their skills for either portfolio entry into university, further study through a training provider or simply for personal development.

In the Visual Arts General course, students engage in traditional, modern and contemporary media and techniques within the broad areas of art forms. The course promotes innovative practice. Students are encouraged to explore and represent their ideas and gain an awareness of the role that artists and designers play in reflecting, challenging and shaping societal values. Students are encouraged to appreciate the work of other artists and engage in their own art practice.

### Why Should I Choose This Course?

This course can lead to further study via portfolio entry to university or TAFE. This course develops personal skills in critical and creative thinking.

CAREER POSSIBILITIES	FURTHER STUDY	
Visual Artist Community Arts Worker Art Critic Arts Administrator	<b>TAFE</b> Fashion and Textiles Visual Arts and Craft Graphic Arts	<b>UNIVERSITIES</b> <b>Edith Cowan University</b> Bachelor of Arts - Majoring in: Advertising, Animation, Art Object Design,

Art Teacher Arts Technician Curator Events Manager Gallery Assistant Fashion/Textile Designer Artist Pattern Cutter Stylist Fashion Retail Illustrator/Animator Photographer Designer	Arts Administration Furniture Industry and Interior Design Jewellery and Photography	Arts, Arts Promotion, Arts/Business, Arts/Communications, Contemporary Fashion, Contemporary Fashion & Textiles, Two Dimensional & Digital Design, Visual Arts, Visual Arts Education Bachelor of Production and Design <b>University of Western Australia</b> Bachelor of Arts majoring in Fine Arts <b>Curtin University of Technology</b> Bachelor of Arts – Majoring in: Fine Art, Photography and Illustration Design, Fashion, Textiles, Interior Architecture or Creative Advertising and Graphic Design
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## Media Production & Analysis General Units 3 & 4

### Requirements

- Completion of Year 11 Media is desirable.

### What Is It All About?

In the Media Production and Analysis course, students explore media that range from traditional forms such as film, photography, newspapers, magazines, comics, radio and television to new and emerging multimedia technologies. Students gain an understanding of media language considering media forms, narrative, codes and conventions, representations and skills and processes. They will also consider how audiences are complex groups of people with unique histories, experiences, attitudes and values that they bring to their understanding of media texts.

### Why Should I Choose This Course?

Through production of media texts students will gain conceptual and process skills and an understanding of the many factors that shape media texts.

CAREER POSSIBILITIES	FURTHER STUDY	
Camera Person Editor Graphic Designer Actor/Actress Producer Advertising Publisher Journalist	<b>TAFE</b> Certificate II in Creative Industries (Media) Certificate III in Creative Industries (Media) Certificate IV in Creative Industries (Media) Certificate IV in Communications and Media	<b>UNIVERSITIES</b> Bachelor of Communication Bachelor of Arts

## Dance General Units 3 & 4

### Requirements

Successful completion of Year 11 Dance is desirable.

### What Is It All About?

The Dance General course provides students with the opportunity to view and express ideas through a variety of genres, styles and forms. Students use critical decision-making skills in individual and group work. Students are provided with a range of tasks that provide them with the opportunity to use their creative processes, such as improvisation and the use of choreographic elements and devices to create individual and group pieces. They are required to draw on their own physicality and the interpretation of existing work of others to create their own choreographed works. The course requires participants to be involved in group and solo performances.

### Why Should I Choose This Course?

Dance is dynamic and powerful. It enables students to develop the knowledge and skills to participate in a variety of dance routines and leads to further education and training in the performing arts industry. As an art form, dance encourages artistic creativity and the active use of the imagination. The study of dance acknowledges the interrelationship between practical and theoretical aspects — the making and performing of movement and the

appreciation of its meaning. This unit includes developing basic levels of physical condition for dance performance and basic dance techniques, sourcing information on the history and theory of dance and applying it to students' own area of work.

<b>CAREER POSSIBILITIES</b>	<b>FURTHER STUDY</b>	
Dancer, Choreographer, Artistic Director, Arts Manager, Teacher, Circus Performer, Costume Designer, Performing Arts Administrator, Talent Directors - Skills and Abilities	<b>TAFE</b> <b>Edith Cowan University WAAPA</b> Certificate III or IV in Dance, Certificate IV in Dance Teaching and Management	<b>UNIVERSITIES</b> <b>Edith Cowan University WAAPA</b> Acting Arts Management Broadcasting Costume Dance Design Lighting Music Music Theatre Props & Scenery Sound Stage Management

## Drama General Units 3 & 4

### Requirements

- Successful completion of Year 11 Drama is desirable

### What is it all about

Students participate in a range of activities of from creation, to performance and reflection on Realist and non-realist theatre. They explore and communicate ideas and learn particular processes and skills to enable them to work with a range of drama forms, styles, conventions and technologies. They reflect, respond and evaluate drama and become critical, informed audiences, understanding drama in the context of their own society and culture, drawing on a diverse range of drama from other cultures, places and times to enrich their intercultural understanding. Students will work independently and collaboratively, while developing skills in time management, initiative and interpersonal skills. The Drama General course requires students to make informed judgements, using appropriate terminology and language to describe, analyse, interpret and evaluate drama, drawing on their understanding of both Australian and world drama practice.

### Why Should I Choose This Course?

Drama is course that enables students to learn in variety of ways, both independently and cooperatively. Students gain skills in speaking in front of an audience, working as an effective team member as well as skills in observation, analysis and reflection. These skills cross boundaries, whilst ideal for anyone who wishes to enter the world of performing arts, it is also beneficial to anyone who will require public speaking or presentation abilities.

<b>CAREER POSSIBILITIES</b>	<b>FURTHER STUDY</b>	
Artistic Director Arts Manager Teacher Actor Agent and Business Manager Entertainment Manager Lighting Designer Director - Film and TV Performing Arts Administrator TV Presenter Stage Manager/Designer/Technician Also suited to sales, customer service and media allied industries and roles.	<b>TAFE</b> Edith Cowan University WAAPA	<b>UNIVERSITIES</b> Edith Cowan University WAAPA Murdoch UWA Curtin

## CUA30715 - Certificate III in Design Fundamentals (Fashion)



Please note this is the second year of a two-year course.

### Requirements

- Successful completion of Year 11 Certificate III in Design Fundamentals (Fashion).

### What Is It All About?

This is a two year course which suits creative individuals with an interest in Fashion. Students have the opportunity to complete selected units of competency and achieve a full Certificate III in Design Fundamentals. This course will provide students with the practical skills and knowledge to design and create original fashion garments, textiles and accessories. The course introduces students to various textile techniques (such as screen printing, fabric dyeing processes, batik and devore) allowing them to create innovative fabric that will be used in the production of garments and accessories. Students will also look at designers from around the world gaining insight into the fashion industry.

### Why Should I Choose This Course?

On successful completion of this qualification delivered over two years, students will receive their CUA30715 - Certificate III in Design Fundamentals (Fashion). This course is offered under the auspices of registered training organisation: North Metropolitan TAFE (RTO52786). Student and Parent information can be found on their website <https://www.northmetrotafe.wa.edu.au>. In addition to this, students are satisfying School Curriculum and Standards Authority requirements.

CAREER POSSIBILITIES	FURTHER STUDY	
Fashion Designer Textile Designer Stylist Fashion Editor Costume Designer Merchandiser Fashion Buyer Accessories Designer Fashion Illustrator	<b>TAFE</b> Various courses in Fashion available at: - Central Institute of Technology - Polytechnic West Institute of Technology - Challenger Institute of Technology	<b>UNIVERSITIES</b> <b>Curtin University of Technology</b> Bachelor of Arts with a major in Textiles or Fashion <b>Edith Cowan University</b> Bachelor of Arts with a major in Contemporary Fashion and Textiles

## CUA30915 - Certificate III in Music Industry (Part A & B)



Please note this is the second year of a two-year course.

### Requirements

- Successful completion of Year 11 Certificate III in Music Industry.

### What Is It All About?

This course will help students understand how they can turn their love of music into a career or income stream in the music industry. This qualification will provide them the knowledge of copyright requirements, how to maintain and apply music industry knowledge and follow health, safety and security procedures in the music industry. Students will be trained in practical musicianship and performance skills, be introduced to a range of music technologies, study music theory, musical styles and song writing and develop an understanding of the inner workings of the music industry. They will be provided with a selection of the following electives: performing music as a soloist, plan, preparing and presenting a live audition program, preparing for self-performance, maintaining and expanding music knowledge, and critical listening skills. At the completion of this course, students will have the theoretical and practical skills required to work in the music industry.

### Why Should I Choose This Course?

On successful completion of this qualification delivered over two years, students will receive their CUA30915 - Certificate III in Music Industry. This course is offered to students under the auspices of the College of Sound and Music Production (RTO41549). Students and parents are welcome to contact the RTO for confirmation of this program by phone or email.

Phone: (03) 9592 4801

CAREER POSSIBILITIES	FURTHER STUDY	
Stage Manager, Resident Sound Technician, Nightclub Manager, Music Store Manager Music Store Salesperson, Record Store Manager, Instrument Sales Representative, Music Supervisor, Music Teacher, Private Instrument Teacher, Music Librarian, Music Therapist, Production Music Writer, Session Musician, Background Singer, Songwriter, Music Journalist, Tour Coordinator, Tour Manager, Tour Publicist, Sound Technician, Personal Manager, Booking Agent, Concert Promoter, Music Publisher, Arranger, Record Producer, Recording Engineer, Assistant Engineer, Solo Artist, Songwriter, Band Member, Music Retailer, Lighting Assistant, Technical/Sound Assistant, Music Composer for new technologies	<b>TAFE</b> <b>Central Institute of Technology</b> Certificate III in Technical Production Certificate IV in Music Business Certificate IV in Sound Production Diploma of Music Diploma of Music Business Diploma of Sound Production	<b>UNIVERSITIES</b> <b>Edith Cowan University</b> <b>WAAPA</b> Arts Management, Lighting, Music, Sound Stage Management, Bachelor of Music, (Classical Performance), Advanced Diploma of Music, Bachelor of Music (Composition) (Music Technology) (Contemporary Music), Advanced - Diploma of Music (Music Production), Double Degree - Bachelor of Arts (Creative Arts and Education), Bachelor of Graduate Diploma in Education

## CUA20215 - Certificate II in Creative Industries

Please note this is the second year of a two-year course.



### Requirements

- Successful completion of the Certificate II in Creative Industries in Year 11.

### What Is It All About?

A qualification in Certificate II in Creative Industries will equip you with industry knowledge and valuable learning opportunities for Events, Stage, and Management and help you develop employable skills for the Arts and Entertainment Industry.

The Certificate II in Creative Industries will give you the opportunity to be involved in hands-on practical activities such as designing and running an event, project management, mentoring others, designing and presenting broadcasting/publication/advertising content, and creating and maintaining digital content (film). It has a broad range of units that allow for students to draw upon their knowledge from any of the performing (Circus, Dance, and Drama) and visual arts fields.

### Why Should I Choose This Course?

Do you see yourself with a career, or have an interest in: Special effects, festivals, theatres, television, events, arts and talent agencies, live music venues, clubs, digital production companies, public relations and advertising, or film/movies? Then a Certificate II in Creative Industries, is an excellent starting point to these and more job opportunities.

The Certificate II in Creative Industries is a fun, creative, hands-on practical qualification, which can help lead to direct employment in the Arts and Entertainment Industry and/or Tertiary courses such as Costume, Design, Lighting, Props and scenery, Sound, Stage Management, Screen Arts (film and television), events management, special effects design, technical production, and Arts Management.

On successful completion of this qualification delivered over two years, students will receive their CUA20215 - Certificate II in Creative Industries. This course is offered under the auspices of registered training organisation: North Metropolitan TAFE (RTO52786). Student and Parent information can be found on their website <https://www.northmetrotafe.wa.edu.au>. In addition to this, students are satisfying School Curriculum and Standards Authority requirements.

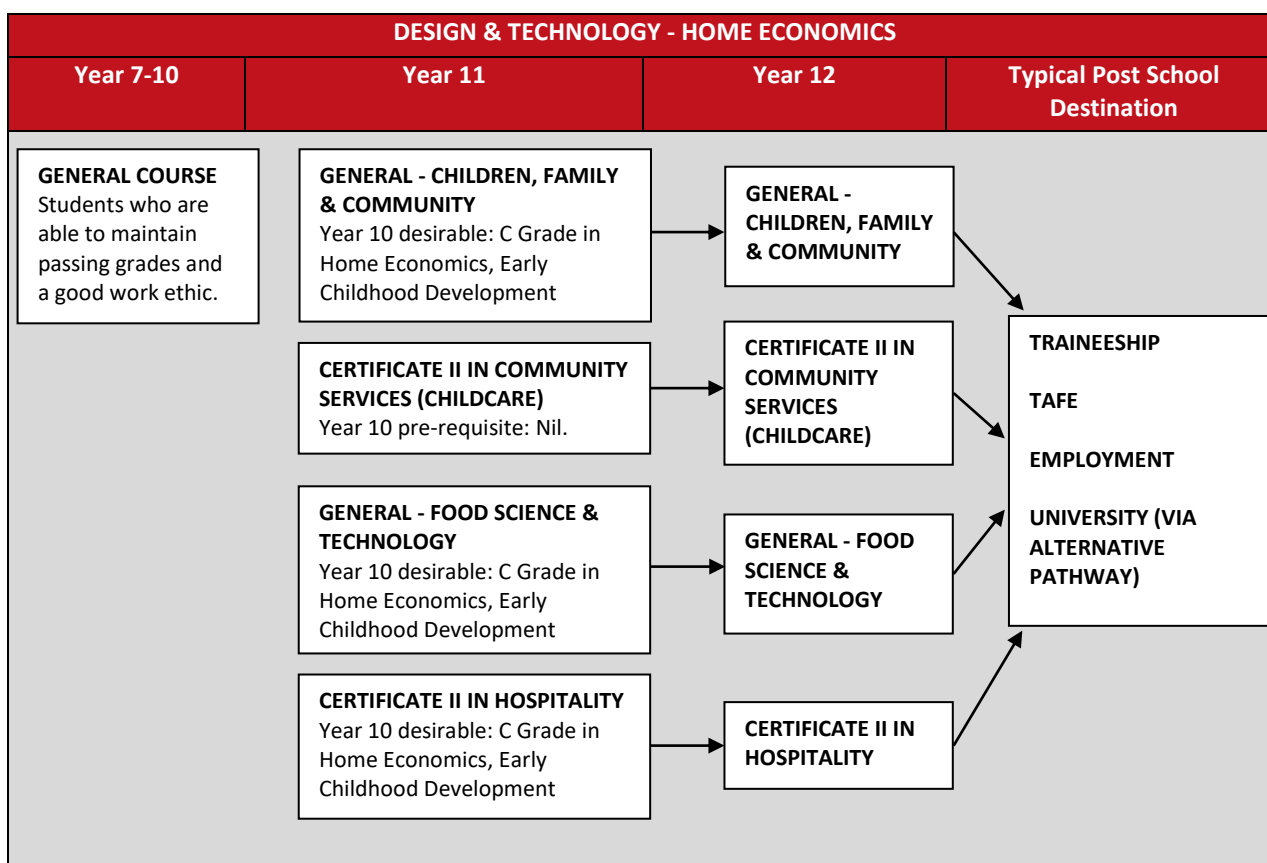
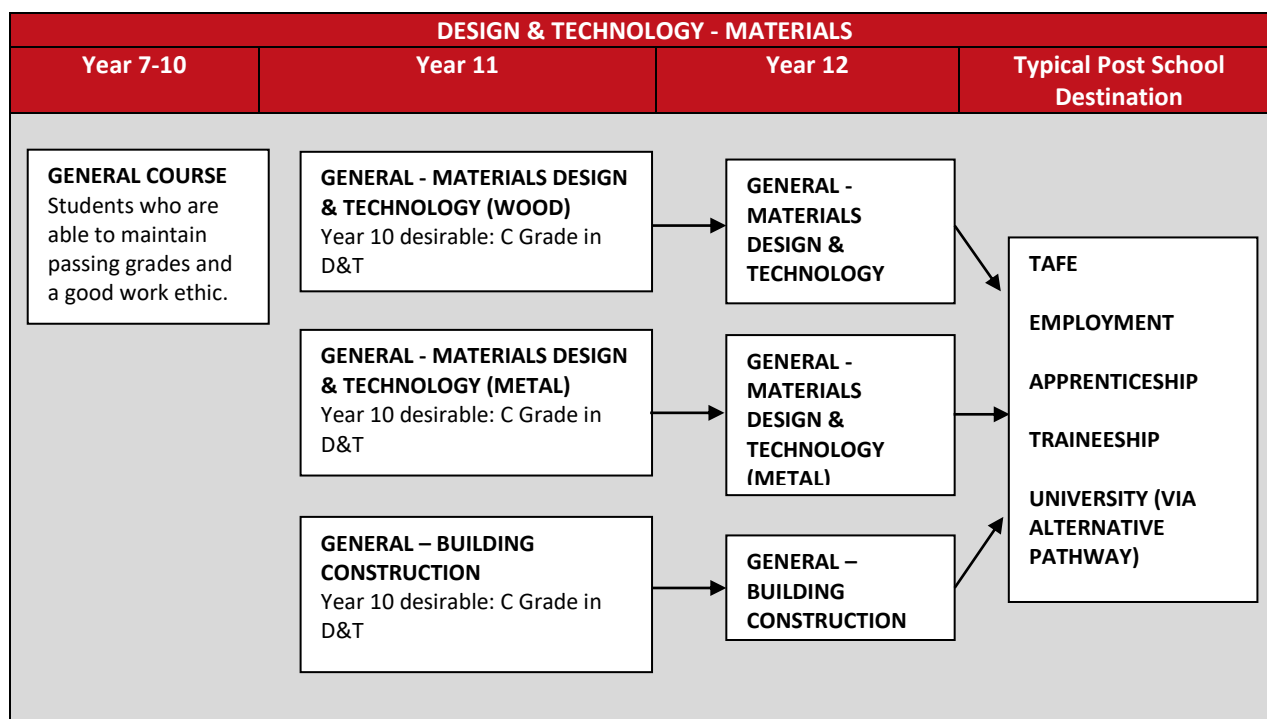
CAREER POSSIBILITIES	FURTHER STUDY	
<p>Special effects artist, director, script designer, company management, sound designer/operator, set manager, live sound engineer, location sound recordist, post production sound engineer, stage hand, set manager, set construction, lighting designer for stage/film/event/and TV, lighting operator, production electrician, script supervisor, props manager, scenic designer, stage designer, screen productionist, screen writer for film and television, digital productionist, set designer, arts business administrator, arts industry manager, front of house manager, stage costume designer, advertising, film and television costume designer, stage makeup designer, film and television makeup designer, venue management, festival management, arts finance management, production manager, arts marketing, human resources management (Arts) choreographer, usher, television presenter.</p>	<p><b>TAFE</b></p> <p>Certificate 3, 4, or Advanced diploma in Interactive Digital Media</p> <p>Diploma of Digital media</p> <p>Certificate 3, 4 or Advanced Diploma in Screen and Media</p> <p>Diploma of Visual Effects for Screen</p> <p>Diploma of Advertising and Graphic Design (stage)</p> <p>Certificate 3, 4, or Advanced diploma of Stage Management</p> <p>Diploma of Creative Product Development</p> <p>Certificate 3, 4, or Advanced Diploma in live production, theatre and events</p> <p>Certificate 3, 4, or Advanced Diploma of Screenwriting</p> <p>Certificate 3, 4, or Advanced Diploma in Theatre and Screen performance</p> <p>Certificate 3, 4, or Advanced Diploma in technical production</p> <p>Certificate 3, 4, or Advanced Diploma in audio visual technologies</p> <p>Diploma of Costume for performance</p> <p>Certificate 3, 4, or Advance Diploma in Events Management</p> <p>Diploma of Theatre Arts</p>	<p><b>UNIVERSITIES</b></p> <p><b>Edith Cowan University</b></p> <ul style="list-style-type: none"> <li>- Bachelor of Arts <ul style="list-style-type: none"> <li>Arts Management</li> </ul> </li> <li>- Advanced Diploma of Live Production, Theatre, and Events (these are all separate diplomas) <ol style="list-style-type: none"> <li>1. Costume</li> <li>2. Design</li> <li>3. Lighting</li> <li>4. Props and scenery</li> <li>5. Sound</li> </ol> </li> <li>- Advanced Diploma of Stage Management</li> </ul> <p><b>Curtin University</b></p> <ul style="list-style-type: none"> <li>- Bachelor of Arts <ol style="list-style-type: none"> <li>1. Screen Arts- Focus on Film and Television</li> <li>2. Performance Studies- Focus on Stage and Production</li> </ol> </li> </ul> <p><b>Murdoch University</b></p> <ul style="list-style-type: none"> <li>- Bachelor of Arts <ol style="list-style-type: none"> <li>1. Theatre and Drama- Focus on Lighting and Stage Management</li> </ol> </li> </ul> <p><b>The University of Notre Dame</b></p> <ul style="list-style-type: none"> <li>- Bachelor of Arts <ol style="list-style-type: none"> <li>1. Theatre Studies</li> </ol> </li> <li>- Science and Arts Studies <ol style="list-style-type: none"> <li>1. Theatre Studies</li> </ol> </li> </ul> <p><b>University of Western Australia</b></p> <ul style="list-style-type: none"> <li>- Bachelor of Arts <ul style="list-style-type: none"> <li>English and Cultural Studies</li> </ul> </li> </ul>

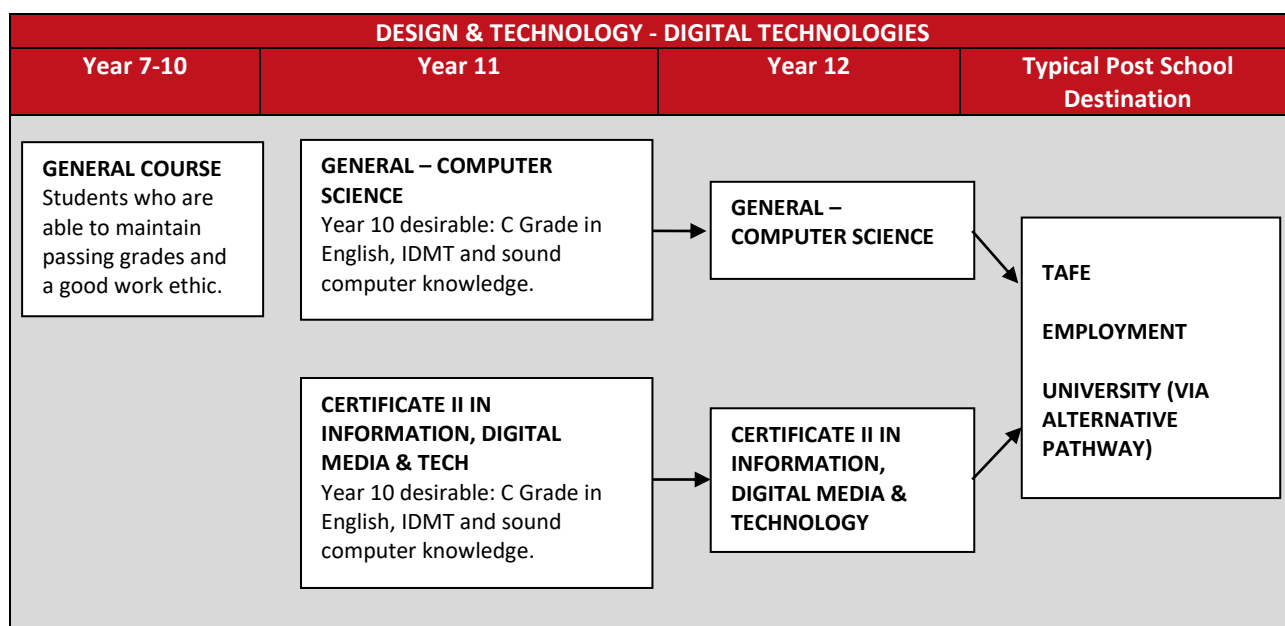


# TECHNOLOGIES LEARNING AREA

## Course Pre-Requisites & Students Pathways

All students, regardless of their pathways, need to strive to achieve to their potential. Below is a list and details on such pathways, to be used as a typical guide only.





## Building & Construction General Units 3 & 4

### Requirements

- Completion of Year 11 General Building and Construction with a passing grade is highly desirable.
- Although there are no prerequisites for this subject, it is desirable students demonstrate at least a 'C' grade in Year 10 Manufacturing, Fabrication or Construction or equivalent.

### What Is It All About?

The focus for this unit is elements of building and construction. The unit explores properties of common natural or pre-made construction materials: their production, mechanical properties under direct loads (tension or compression) and use in construction. Concepts in space and computation are developed. Basic plan reading is practiced with application in building, as well as skills in areas of content, such as working with materials, spatial perception and computation and levelling. The unit explores processes in contexts drawn from building projects. A variety of materials are worked with and a range of practical skills are developed.

### Why Should I Choose This Course?

Successful completion of this course provides students with the opportunity to gain an apprenticeship in the building trade. This course gives students a general introduction into building construction practices and builds their skill base for possible apprenticeship entry.

CAREER POSSIBILITIES	FURTHER STUDY	
Bricklayer Carpenter Concreter Plumber Gasfitter Joiner Engineer Roof Tiler Surveyor Chain person Welder Machinist Registered builder	<b>TAFE</b> Certificate I in Trades Certificate II in Trades Certificate III in Trades	<b>UNIVERSITIES</b> Diploma of Builder's Registration plus additional industry experience.

## Metal – Material Design & Technology General Units 3 & 4

### **Requirements**

- Completion of Material Design and Technology Metal in Year 11 with a passing grade is highly desirable.
- Although there are no prerequisites for this subject, completion of Year 10 Design and Technology would be an advantage. It is desirable students demonstrate at least a 'C' grade in Year 10 Design and Technology.

### **What Is It All About?**

The focus for this unit is design techniques. It is for students who have many informal experiences of interacting with a variety of items that have been specifically designed to meet certain needs. Students are introduced to the elements and fundamentals of design, as well as factors affecting design, based on end user beliefs and values. They learn to communicate various aspects of the technology process by constructing what they design.

Throughout the process, students learn about the origins, classifications, properties and suitability for purpose of the materials they are using, and are introduced to a range of production equipment and techniques. They develop materials manipulation skills and production management strategies, and are given the opportunity to realise their design ideas through the production of their design project.

### **Why Should I Choose This Course?**

Besides leading to employment opportunities in the metal and engineering industries this course will also develop skills transferable to home handyman situations.

CAREER POSSIBILITIES	FURTHER STUDY	
Fitting and Turning Machinist Mechanical Fitter Boilermaker Blacksmith Electroplater Engineering Pattern Maker Foundry Worker Sheet metal Worker Welder- First Class	<b>TAFE</b> Certificate II in Engineering Certificate II in Automotive Certificate III in Engineering Certificate III in Automotive Certificate III in Electro-technology Certificate IV in Electro-technology	<b>UNIVERSITIES</b> Bachelor of Engineering

## Wood – Material Design & Technology General Units 3 & 4

### **Requirements**

- Completion of Material Design and Technology Wood in Year 11 with a passing grade is highly desirable.
- Although there are no prerequisites for this subject, completion of Year 10 Design and Technology would be an advantage. It is desirable students demonstrate at least a 'C' grade in Year 10 Design and Technology or equivalent.

### **What Is It All About?**

The focus for this unit is processes in design and manufacturing. Students experience a broad range of processes involved in the design and manufacture of products and from that learn about the variety of materials, designs and technologies related to industries. Students investigate specific products and industries, and analyse their characteristics and features, including relevance to consumers and markets, and the values and beliefs that are supported and challenged.

### **Why Should I Choose This Course?**

This course could give students the opportunity of an apprenticeship in one of the many divisions of the building industry.

CAREER POSSIBILITIES	FURTHER STUDY	
Furniture/Cabinet Maker Carpenter /Roof Carpenter Furniture Polisher/Upholsterer Wood Machinist Boat Building	<b>TAFE</b> Certificate II in Furnishings Certificate III in Furnishings Certificate IV in Furnishings Carpentry Apprenticeship	<b>UNIVERSITIES</b> Bachelor of Engineering Bachelor of Arts

## Children, Family & Community General Units 3 & 4

### Requirements

- Completion of Year 11 Children, Family and Community General with a passing grade is highly desirable.
- Although there are no prerequisites for this subject, it is desirable students demonstrate at least a 'C' grade in Year 10 Home Economics, Early Childhood Development or Textiles.

### What Is It All About?

The aim of this subject is to empower young adults moving to independence, to make wise decisions that will enable them to lead satisfying lives in a changing world. Students explore a variety of social issues through practical hands-on activities, guest speakers and classroom activities and develop confidence and self-esteem through individual and co-operative tasks.

### Why Should I Choose This Course?

This course offers students a broad perspective of responsible care giving and parenting and serves as an introduction to further studies in service occupations indicated below.

CAREER POSSIBILITIES	FURTHER STUDY	
Social Worker Pre-School Teacher Day Care Worker/Operator Nanny Parenting Advisor Education Support Officer Entertainer	<b>TAFE</b> Certificate II in Community Services (Childcare) Certificate III in Community Services (Childcare) Certificate II in Health Services Certificate III in Health Services Certificate II in Human Services	<b>UNIVERSITIES</b> Bachelor of Education Bachelor of Social Work Bachelor of Health Science Bachelor of Nursing

## CHC22015 - Certificate II in Community Services offered in a Childcare Focus

**Note: This is a two-year course.**



### Requirements

- Students must have completed all competencies in Year 11. Students commencing the course in Year 12 will not attain the full qualification.

### What Is It All About?

This qualification will provide students with the practical skills and knowledge to assist in the social, physical and educational needs of infants and young children. Students will experience an introductory course in childcare. Over two years you must complete 11 units, which may include:

- Prepare for work in the Community Services Industry
- Work with others
- Follow OHS procedures
- Communicate with people accessing the services of the organisation
- Follow the organisation's policies, procedures and programs
- Interact effectively with children
- Ensure children's health and safety
- Contribute to provision of nutritionally balanced food in a safe and hygienic manner
- Communicate with Children
- Care for children

### **Why Should I Choose This Course?**

Students will learn how to care and educate young children through hands on practical experience and child theory based research in the area of health, communication, nutrition and working with others, in a very student friendly, fun and educational environment.

On successful completion of this qualification delivered over two years, students will receive their CHC22015 - Certificate II in Community Services. This course is offered under the auspices of registered training organisation: Australian Institute of Education and Training RTO#121314. Student and Parent information can be found on their website [www.aiet.edu.au](http://www.aiet.edu.au). On successful completion of this qualification students will receive their CHC22015 - Certificate II in Community Services. In addition to this, students are satisfying School Curriculum and Standards Authority requirements.

CAREER POSSIBILITIES	FURTHER STUDY	
Childcare worker Out of school care worker Recreation centre worker Childcare centre manager Social worker Child Psychologist	<b>TAFE</b> Certificate III in Community Services Certificate III in Children's Services Certificate IV in Children's Services (Outside School Hours Care) Diploma of Children's Services (Early Childhood Education and Care) Certificate IV in Child, Youth and Family Intervention Diploma of Child, Youth and Family	<b>UNIVERSITIES</b> Bachelor of Education (Early Childhood Studies) Bachelor of Social Work Bachelor of Health Science (Nurse) Bachelor of Social Science Occupational Therapy Physiotherapy

## **Food Science & Technology General Units 3 & 4**

### **Requirements**

- Completion of Food Science and Technology General in Year 11 is highly desirable.
- Although there are no prerequisites for this subject, it is desirable that students demonstrate at least a 'C' grade in Year 10 Home Economics, Early Childhood Development or Textiles.

### **What Is It All About?**

The focus for Unit 3 is Food and My Life: students learn about food through practical preparation skills in relation to themselves and their future. They work with readily available foods to address individual requirements, eating habits and lifestyles. Students learn about food as a commodity, nutrition, properties when developing products or recipes.

The focus for Unit 4 is Food for Communities. Students explore relationships between consumers and enterprises in communities and how these impact on the availability and diversity of food services, products and equipment. Students will learn about bulk food preparation, cutting techniques, nutrition, and preparation of multi-course meals. Students must be available for evening functions, ethical and community issues.

### **Why Should I Choose This Course?**

To become confident and independent in following recipes, food preparation, and catering for friends and family. The skills you gain will give you the edge when applying for jobs in the hospitality industry.

CAREER POSSIBILITIES	FURTHER STUDY	
Head Chef Pastry Chef Food Stylist Bar Manager Duty/Hotel Manager Housekeeper Restaurant Manager Barista	<b>TAFE</b> Certificate III in Hospitality Diploma of Hospitality	<b>UNIVERSITIES</b> Bachelor of Business (Hospitality Management)

## SIT20316 - Certificate II in Hospitality



**This is a two-year course** delivered at Canning Vale College in a fully equipped Industrial Kitchen.

Resources: All materials and equipment will be provided to the students.

Fees: \$365 to cover the cost of resources.

### Requirements

- Completion of Certificate II in Hospitality in Year 11 is highly desirable as this is a two-year course.
- Students completing the Certificate in Hospitality in Year 12 will not achieve a full Certificate II.
- Students are required to complete 120 hours of workplace learning in the hospitality and service industry.

### What Is It All About?

This course aims to provide students with a range of vocationally orientated skills which enable participants to gain employment within the hospitality industry. Students are provided with training in such areas as occupational health and safety, cleaning and basic food preparation skills which equip them for a range of employment opportunities in commercial kitchens.

### Why Should I Choose This Course?

This course is an excellent introduction to the employment pathway of Hospitality. On successful completion of this qualification delivered over two years, students will receive their SIT20316 - Certificate II in Hospitality. This is offered to students under the auspices of registered training organisation: Skill Hire (RTO0361). Student and Parent information can be downloaded from their website [www.skillhire.com.au](http://www.skillhire.com.au). In addition to this, students are satisfying School Curriculum and Standards Authority requirements.

CAREER POSSIBILITIES	FURTHER STUDY	
Head Chef, Pastry Chef Food Stylist Bar Manager Duty Manager Hotel Manager Housekeeper Restaurant Manager Barista	<b>TAFE</b> Certificate III in Hospitality Diploma of Hospitality	<b>UNIVERSITIES</b> Bachelor of Business (Hospitality Management)

## Computer Science General Units 3 & 4

### Requirements

- Although there are no prerequisites for this subject, it is desirable that students should demonstrate at least a 'C' grade in English and have a sound computing knowledge.

### What Is It All About?

The Computer Science General course focuses on the fundamental principles, concepts and skills within the field, and provides students with opportunities to develop flexibility and adaptability in the application of these in the roles of developers and users. The underpinning knowledge and skills in computer science are practically applied to the development of computer systems and software, while the connectivity between computers, peripheral devices and software used in the home, workplace and in education are examined. Students develop problem-solving abilities and technical skills as they learn how to diagnose and solve problems in the course of understanding the building blocks of computing.

### Why Should I Choose This Course?

Gain further employment in the computing industry. Further studies at TAFE. Can lead to ATAR and University entrance.

CAREER POSSIBILITIES	FURTHER STUDY	
Trainee Computer Operator Data Entry Operator Network Support Operator Help Desk Operator Network Support Officer Network Analyst Network Manager Security Analyst Network Designer Integration Centre Specialist Systems Engineer Intranet Engineer	<b>TAFE</b> Certificate III in IDMT Certificate IV in IDMT Diploma of IDMT	<b>UNIVERSITIES</b> Bachelor of Technology (Computing) Bachelor of Information Systems

## ICT20115 - Certificate II & III in Information, Digital Media and Technology (IDMT)



### Requirements

- Completion of IDMT VET in Year 11 is highly desirable.
- Students completing Year 12 IDMT VET will not achieve a full Certificate II.

### What Is It All About?

This qualification will provide students with the practical skills and knowledge to operate the essential functions of software applications. Examples of units studied are Design Organizational Documents, Create Electronic Spreadsheets, Operate Computer Hardware, Interact with Clients, Create and Use Databases and Maintain Equipment.

### Why Should I Choose This Course?

On successful completion of this qualification delivered over two years, students will receive their ICT20115 - Certificate II in Information, Digital Media and Technology. This course is offered under the auspices of registered organisation: Skills Strategies International RTO#2401. Student and Parent information can be found on their website [www.skillstrategies.wa.edu.au](http://www.skillstrategies.wa.edu.au). In addition to this, students are satisfying School Curriculum and Standards Authority requirements.

This qualification is currently under review and any changes will be communicated to students and parents once the review has been finalised.

CAREER POSSIBILITIES	FURTHER STUDY	
Computer Technician Software Engineer Computer Engineer Computer Hardware Tech Computer Systems Officer Computer Scientist Game Designer Graphic Artist Most Apprenticeships	<b>TAFE</b> Certificate III in IDMT Certificate IV in IDMT Diploma of IDMT	<b>UNIVERSITIES</b> Bachelor of Computing (ICT) Bachelor of Computing (Multimedia Design)

# VOCATIONAL EDUCATION & TRAINING (VET)

## Workplace Learning (ADWPL)

Workplace Learning is an Authority-developed Endorsed Program which provides an opportunity for a student to demonstrate, and develop increasing competence in the core skills for work. It is a fantastic opportunity for students to improve their workplace and employability skills whilst providing them with an opportunity to work in a range of industry areas. Workplace Learning is not compulsory for students. However, there is a compulsory workplace learning component in both Certificate II in Community Service (Childcare) and Certificate II in Hospitality. If you choose either of those, you must also choose workplace Learning. Workplace Learning contributes towards the WACE.

To complete this Endorsed Program, a student works in a real workplace environment to develop a set of transferable workplace skills. The student must record the number of hours completed and the tasks undertaken in the work place in a Workplace Learning Logbook. The student must also provide evidence of his/her knowledge and understanding of the workplace skills by completing a Workplace Learning Skills Journal after each 55 hours completed in the workplace. Students are encouraged to find their own workplace but if they are unable to, the college **MAY** be able to assist. Enrolment into ADWPL costs \$50 per year.

### Part Time/Casual Employment Work Hours

Students have authorisation from the school to use their currently rostered part time or casual employment hours to contribute towards their workplace learning. A Registration form (collected from the VET/WPL office) needs to be signed by the employer and submitted by the student to the WPL Coordinator. A logbook will be issued to the student when the form is returned to school. Students will be required to enrol in ADWPL.

Workplace Learning is not recommended for ATAR students unless they have a part time job, or a job during school holidays. Time off during school hours is not permitted.

## School Based Traineeship or Apprenticeship (SBT/SBA)

Students can take part in SBT's or SBA's which allow them to take part in an apprenticeship or traineeship while completing their WACE. Students will be both part time employees and full time students, therefore they will be paid for their employment and receive valuable training and still be able to complete their secondary graduation. There are a large number of traineeships and apprenticeships available. Students will be required to enrol in ADWPL, and will take part in these during school hours only.

The benefit to students is that they:

- Get paid to work
- Gain Nationally recognised qualifications
- Gain valuable skills and experience in the workplace
- Complete their WACE

There are a large number of traineeships and apprenticeships available. You can access the Department of Training and Workforce Development's Apprenticeship Office to find out more information.

**Pre-Apprenticeship's** are ideal for students who wish to obtain an apprenticeship once they finish Year 11 or 12. Students are provided with an introduction into the trades and take place in organised workplace learning.

## Vocational Education and Training Delivered to Secondary Students

Students are given the opportunity to apply for Certificate courses delivered off site. Students attend TAFE or a Private Training Provider one or two days per week and complete a Certificate course that may assist them in entering employment or further study.

Students undertake the training while still completing their WACE. Students will ideally have passed Year 10 with a C grade average or better and must be work ready.