Wanneroo Secondary College has a vision that students will develop an awareness of their place in the global community.

This is relevant because their futures will ultimately be shaped by a rapidly changing world.

We encourage students to dream big and look outside the school community and explore relevant possibilities for future careers on a global stage.
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The Western Australian Certificate of Education (WACE) is awarded to secondary school students who satisfy the requirements for graduation as listed below.

To be eligible for a WACE at the end of 2013 or 2014, students must satisfy the following requirements:

**Breadth and depth of study:**
- Complete 20 course units or the equivalent. Up to 10 unit equivalents may comprise endorsed programs, including VET credit transfer (stand alone units).
- The 20 course units must include at least:
  - a minimum of 10 units from courses
  - four course units from an English course studied during Year 11 and Year 12 (at least two of these units must be completed in Year 12)
  - one pair of List A (arts/languages/social sciences) units in final year
  - one pair of List B (Mathematics/science/technology) units in final year

**Achievement standard requirement:**
- Students must achieve a C grade average or better across the best 16 course units, of which at least 8 must be completed in Year 12.
- Endorsed programs and/or VET credit transfer (stand alone), as well as Preliminary Stage units can reduce the required number of course units by up to 6 units.
- Students must make a genuine attempt at any compulsory examinations.
- For repeated units, only the best grade can be used.

**English language competence:**
- Students who achieve a C grade or better in any Stage 1 or higher English course unit (except 1A and 1B English as an Additional Language/Dialect) will have automatically demonstrated this standard.
- For students who have not achieved a C grade in English, schools will compare a selection of the students' work with the School Curriculum and Standards Authority work samples to determine whether the student has demonstrated the required standard.

**Examinations:**
- All students studying a pair of units in a course at Stage 2 or Stage 3 in Year 12 are required to sit an examination, unless exempt (see next paragraph).
- Students who are enrolled to complete, in the current year, at least 220 nominal hours of VET and are enrolled in 3 or fewer Stage 2 and/or Stage 3 pairs of units are eligible to apply for an exemption from sitting the examinations. VET studies must lead to the completion of at least one qualification or skill set that meets a licensing, regulatory or defined industry need.
- Students enrolled to complete a School Apprenticeship Link program, Aboriginal School Based Traineeship, School Based Traineeship, School Based Apprenticeship or Pre-Apprenticeship are eligible to apply for an exemption from sitting examinations.
- Students with 6 or more examinations are only required to sit 5 of them. Students must apply for exemption and nominate the course(s) from which they wish to be exempted.

**Community Service**
Whilst the completion of Community Service is no longer required for the award of WACE, the hours completed will be recorded on the Statement of Results and could be useful in seeking employment in a more competitive market. Students need to submit their logbook.

See the School Curriculum and Standards Authority website for full details: [www.curriculum.wa.edu.au](http://www.curriculum.wa.edu.au)
Wanneroo Secondary College will be offering the following for 2014:

- **School Curriculum and Standards Authority Courses**
- **Endorsed Programs**
- **Certificates** (Vocational Education and Training/State Training Authority accredited).
- A combination of school with School Curriculum and Standards Authority Courses, Workplace Learning and/or Training WA /TAFE which may include **School Based Apprenticeships or Traineeships** through our **Senior School Engagement Program**.

### WACE Courses

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

See Pages 15-59 for detailed descriptions of courses offered.

### Certificates

**Vocational Education and Training (VET) Qualifications**

All students not enrolled in 4 or more ATAR Stage 2 or 3 courses should choose one of the Certificate II or III qualifications. These contribute towards WACE as well as towards entry to the Training WA /TAFE. The government expects all students should qualify to achieve University entry or achieve a VET Certificate qualification.

See Pages 61-65 for details.

### Endorsed Programs

Endorsed Programs may be accessed for credit towards WACE. Achievements in completed programs will appear on the Statement of Results. Interested students need to see Ms Ford.

See Page 66 for some details.

### Pathways

1. **University** bound students should study a program of Stage 2 and Stage 3 units over their senior secondary years. Students need at least four Stage 2 or 3 courses to qualify for an ATAR (Australian Tertiary Admissions Rank).

2. Students bound for **TAFE** (Training WA) or the workforce should take a combination of Stage 1 and Stage 2 units in Year 11 and 12. Some students may study only Stage 1 units. All students should complete one **Certificate** as part of this pathway.

3. Students who wish to follow a program of part school and a combination of workplace learning/State Training Authority TAFE should choose the Senior School Engagement Program (**SSEP**). This program allows students to achieve WACE whilst accessing Traineeships or School Based Apprenticeships or Training WA/TAFE and/ or learning in the workplace.

See Pages 11 and 67 for further details.

### Attainment

The attainment levels expected by the Government of students leaving school are an ATAR score of at least 55 or a Certificate 2.
Some courses may be accessed via a new program, eXLS e learning through our West Coast Curriculum Collaborative. For 2013 the courses offered are Accounting & Finance 2A/B, Economics 2A/B, and Mathematics Specialist 3A/B and 3C/D.

eXLS will offer our students the opportunity to achieve excellent educational outcomes through extended and expanded curriculum choice, whilst remaining at Wanneroo SC.

eXLS will select and use the most appropriately qualified, course specialist teachers from the schools listed below, to work across school sites.

eXLS involves the sharing of technology, equipment, staff and courses between schools and Edith Cowan University.

eXLS will use collaborative and innovative approaches that may include university access, online learning, or travel between schools to provide the greatest possible curriculum choice for your student.

eXLS courses have been chosen to enhance university entrance prospects for students at Wanneroo SC.

eXLS will develop systems to ensure that student pastoral care needs are met. There will be frequent interaction between delivery teachers and the staff of Wanneroo SC.

eXLS will prepare our students for the more independent study style required for university success.

eXLS will provide positive competition for our students as they interact with students from a number of different senior secondary schools.

eXLS will use digital and other learning technologies and this will prepare our young adults for the changing technologies used in tertiary studies, the world of work and society.

eXLS is an agreement between Wanneroo SC and four other public senior secondary schools in the north western suburban corridor forming the West Coast Curriculum Collaborative (WCCC); the other schools are Balcatta, Belridge, Greenwood and Warwick, working in partnership with ECU (Edith Cowan University) Joondalup.

**Engaged Students**  **Expanded Choices**  **Experienced Teachers**  **Excellent Technologies**
Students must choose at least one course from each of the lists.

<table>
<thead>
<tr>
<th>LIST A</th>
<th>LIST B</th>
</tr>
</thead>
<tbody>
<tr>
<td>CFC Children, Family &amp; Community-Living Independently</td>
<td>ACF Accounting &amp; Finance (eXLS)</td>
</tr>
<tr>
<td>DAN Dance</td>
<td>AIT Applied Information Technology</td>
</tr>
<tr>
<td>DRA Drama</td>
<td>CHE Chemistry</td>
</tr>
<tr>
<td>ECO Economics (eXLS)</td>
<td>DES Design-Graphics, Technical Graphics</td>
</tr>
<tr>
<td>ENG English</td>
<td>EES Earth &amp; Environmental Science</td>
</tr>
<tr>
<td>ELD English as an Additional Language</td>
<td>FST Food Science and Technology-Hospitality</td>
</tr>
<tr>
<td>GEO Geography</td>
<td>HBS Human Biological Science</td>
</tr>
<tr>
<td>HEA Health Studies</td>
<td>ISC Integrated Science</td>
</tr>
<tr>
<td>ITA Italian</td>
<td>MDT Materials, Design &amp; Technology - Metals, Wood</td>
</tr>
<tr>
<td>JSL Japanese: Second Language</td>
<td>MAT Mathematics</td>
</tr>
<tr>
<td>LIT Literature (eXLS)</td>
<td>MAS Mathematics Specialist (eXLS)</td>
</tr>
<tr>
<td>HIM Modern History</td>
<td>PES Physical Education (Certificates)</td>
</tr>
<tr>
<td>MUS Music</td>
<td>PHY Physics</td>
</tr>
<tr>
<td>VAR Visual Arts</td>
<td></td>
</tr>
<tr>
<td>WPL Workplace Learning</td>
<td></td>
</tr>
</tbody>
</table>

It is very important when selecting a course that attention is paid to **minimum entry requirements and the teachers' recommendations**.

The above courses are offered. It may not be possible to timetable subjects if they are chosen by a small number of students. Therefore reserve choices will be necessary and students may need to re-choose courses to fit the grid. Students will need to complete six courses each semester. Students need to provide extra choices (two from each List A and B). Students need to list courses in order of preference.

**CERTIFICATES offered (Vocational Education and Training-VET Qualifications)**
- Certificate I Business
- Certificate II Business
- Certificate II Information Technology
- Certificate I Sport & Recreation (Outdoor Pursuits) leading to Certificate II Outdoor Recreation
- Certificate I Sport & Recreation leading to Certificate II Sport Coaching
- Certificate II Visual Art and Contemporary Craft (Digital Imaging/Visual Arts)
- Certificate II Music
- Certificate III Music

**SENIOR SCHOOL ENGAGEMENT PROGRAM (SSEP)**  
**SCHOOL TRAINING WA TAFE /WORK LINK COURSE- OFF CAMPUS**

Program offered which includes study of courses leading to WACE at our off campus location in Joondalup for 3 days a week, with 2 days a week in Work Place Learning and Training WA TAFE/School Based Apprenticeship or Traineeship.

*For details see page 11 and page 67.*
State Training Providers Training WA (TAFE) offer courses for vocational education and training, apprenticeships and traineeships, support for workplace learning and courses for business and industry.

To gain entry into Training WA/TAFE, students leaving school will need to meet the entrance requirements for the chosen course. Students need to complete at least a Certificate 2 or higher at school in order to be competitive for entry. (see points below)

Where a course is competitive, applicants are required to meet both the entrance requirements and selection criteria used to rank students. Selection criteria will focus on secondary education achievement, skill development (particularly in English/Communication and Mathematics/ Numeracy, previous qualifications and workplace learning (paid or unpaid). Students will be ranked according to their achievement in these areas listed above and below. Higher grades/ higher stages gain more points. Students completing Certificates at school gain extra points towards entry. Please see the table below for details of points.

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

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

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

The Career Centre. 166 Murray Street, Perth City, (Second floor, above Woolworths)
Phone: 13 23 98 or 1800 999 167
Email: career.centre@dtwd.wa.gov.au
Web: www.trainingwa.wa.gov.au/careercentre

### TAFE Point System for Competitive Entry

<table>
<thead>
<tr>
<th>AQF Qualification</th>
<th>Complete qualification in the same field of study</th>
<th>Complete qualification in other field of study</th>
<th>Incomplete qualification in the same field of study</th>
<th>Incomplete qualification in other field of study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate I</td>
<td>20.5</td>
<td>16</td>
<td>7.5</td>
<td>4</td>
</tr>
<tr>
<td>Certificate II</td>
<td>22</td>
<td>17.5</td>
<td>9</td>
<td>5.5</td>
</tr>
<tr>
<td>Certificate III</td>
<td>24.5</td>
<td>19</td>
<td>10.5</td>
<td>7</td>
</tr>
</tbody>
</table>

Work Experience / Employment, maximum score = 29 points (0.002 points/hour worked)

Secondary Education, maximum score = 42 points (based on best three 2 course unit combinations. One must be from English, English Literature, English as an additional language.

<table>
<thead>
<tr>
<th>Score</th>
<th>Level / Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Stage 3 with A grade</td>
</tr>
<tr>
<td>6.25</td>
<td>Stage 3 with B grade</td>
</tr>
<tr>
<td>5.75</td>
<td>Stage 2 with A grade or Stage 3 with C grade</td>
</tr>
<tr>
<td>5.5</td>
<td>Stage 1 with A grade or Stage 2 with B grade</td>
</tr>
<tr>
<td>5.25</td>
<td>Stage 1 with B grade or Stage 2 with C grade</td>
</tr>
<tr>
<td>5</td>
<td>Stage 1 with C grade</td>
</tr>
</tbody>
</table>
Tertiary Entrance Requirements - University

This information is current at the time of going to print

To be considered for university admission as a school leaver an applicant must:

- meet the requirements for the Western Australian Certificate of Education (WACE) as prescribed by the School Curriculum and Standards Authority,
- achieve competence in English as prescribed by the individual universities,
- obtain a sufficiently high Tertiary Entrance Ranking (ATAR) for entry to a particular university and/or course and
- satisfy any prerequisites or special requirements for entry to particular courses.

Alternate Entry to University;

Portfolio Pathway to Edith Cowan University (ECU)
In addition to the requirements outlined above, Edith Cowan University offer additional pathways for entry by school leaver students. Portfolio entry requires three Stage 2/3 courses and one Stage 1 course. Preparation Course entry requires two Stage 2/3 courses and two Stage 1 courses.
Detailed information about the requirements for the Portfolio/Preparation Entry Pathways to ECU may be obtained from Student Recruitment on 134 328 or through the website at www.reachyourpotential.com.au.

The University of Western Australia, Curtin University, Murdoch University and the University of Notre Dame also offer Alternate Pathways. See individual university websites for details. See Page 12.

Most universities offer a pathway through achievement at TAFE through achievement of higher certificates/Diplomas. See individual university websites listed on Page 12.

University Application Procedures
Information about applying to the universities and admission to undergraduate courses will be sent to Year 12 students at their schools in August. Application will be via the TISC (Tertiary Institution Service Centre) website.
The closing date for applications without incurring a late fee is normally the end of September. Offers of admission are made by the universities in the second half of January and in early February.
Any further information about application procedures may be obtained from TISC. Enquiries about mid-year entry, external studies and particular course requirements should be directed to the university concerned.

Applications need to be made through TISC when the applicant is

- an Australian citizen,
- a New Zealand citizen,
- approved/granted Australian permanent resident status.

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

Full details regarding individual university entrance requirements and processes are available from the TISC website: http://www.tisc.edu.au.
Apprenticeships and Traineeships

Students can begin a training qualification in Years 11 and 12 at the same time as completing the Western Australian Certificate of Education (WACE) through one of three programs: School Based Apprenticeship, School Based Traineeship/Aboriginal School Based Traineeship or School Apprenticeship Link. Students generally attend school for three days and spend one day in the workplace and one day at a registered training organisation. Students involved in these programs usually need to be enrolled in our Senior School Engagement Program at our off-campus site in Joondalup to fulfil the requirements for WACE and the Apprenticeship/Traineeship.

Students involved in Traineeships may be able to fulfil requirements participating in mainstream courses in Year 11, with one day in the traineeship, providing one of their courses is Workplace Learning and the student is capable of keeping up with course work missed on this day. Usually students find with the extra requirements needed in Year 12, with two days a week in the workplace, that they need to transfer to the Senior School Engagement Program.

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

If students are interested in technical trades such as bricklaying or cabinet making, then they would consider an apprenticeship. Traineeships are usually in non-trade areas such as hospitality, business, manufacturing and health.

**School Based Apprenticeships**
School based apprenticeships allow students in Years 11 and 12 to start an apprenticeship while still at school. Students enter into a legally binding contract between the employer, the student and parent/guardian to complete the apprenticeship. Apprentices enter into a contract with an employer who teaches all aspects of a trade. Apprenticeships are structured programs where students learn on the job and attend training at a Training WA (TAFE) college or another registered training provider.

**School Apprenticeship Link**
School Apprenticeship Link is a program for students in Years 11 and 12 who are considering an apprenticeship after completing school. This program allows students to try different jobs in the same industry. When students successfully complete the program, they can enter into a school based, full-time or part-time apprenticeship and gain credit for that training.

**School Based Traineeships**
School based traineeships allow students in Years 11 and 12 to develop skills and get paid while they prepare for a career in the workforce. Students work towards secondary graduation and an industry recognised qualification. Students enter into a legally binding contract between the employer, the student and parent/guardian to complete the traineeship. Trainees enter into a contract with an employer in order to gain hands-on skills and work experience while earning a wage.

**School Aboriginal Based Traineeship**
Aboriginal School Based Training helps students start an apprenticeship or traineeship whilst attending school.
As an apprentice or trainee, students are employed by a group training organisation, which places them with host employers. Students spend time in the workplace with the host employers and time training with the training providers. Students are paid and gain skills for the real world.

The Senior School Engagement Program (SSEP) is designed to broaden opportunities for further education, employment and training. The Year 11 Vocational Program will involve integrated and cross curricular learning and assessment tasks. Skills and knowledge will be developed through key competencies related to specific industries of choice aiming for flexible and individualised courses addressing the specific needs of students. Whilst working towards achieving secondary graduation, students in the program, may have the opportunities to be involved in School Based Apprenticeships, School Apprenticeship Link, School Based Traineeships and be aiming for Training WA/ TAFE entry or employment.

Completion of this course meets the requirements for Graduation from school at the end of Year 12 and the award of the Western Australian Certificate of Education. (WACE). Students are also able to complete at least one Certificate 2 in Business. Most students complete at least one other Certificate through their Training/Work placements.

The course involves 3 days per week completing School Curriculum and Standards Authority WACE courses and 2 days in the workplace and TAFE.

For details of the WACE courses offered through this program please see Page 67.

TAFE COURSE QUALIFICATION
Some possible TAFE courses are:
- Hospitality
- Motor Sport
- Childcare
- Cosmetics
- Sport and Recreation
- Building and Construction
- Timber Trades
- Hairdressing
- Multimedia
- Information Technology
- And many more

The program provides students with a flexible study program, developing individual career choices with extensive practical work experience, a work safe certificate, community work program and opportunities to develop new skills to prepare students for the world of work.

Entry into this course will require an interview and a preparedness to travel.
Enquiries to Mr C. Leggett: 0408 959 157
The information gained from the following list of websites may help students determine their post-school options.

**Apprenticeships and Traineeships**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Western Australian Government** (go to ‘Education and Training’)
www.wa.gov.au
NOTE: Due to timetabling constraints, it may not be possible to timetable courses if they are chosen by a small number of students. Courses will be timetabled from student choices. Students may need to rechoose from the grid.

Students will be fitted to courses in their order of preference, taking into their destinations and achievements. Thus if two choices are on at the same time the next choice will then be examined to fit. Students should list at least six choices plus two extra from each list.

Students study six courses each semester.
List A Courses

<table>
<thead>
<tr>
<th>CODE</th>
<th>COURSE</th>
<th>COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAE</td>
<td>Career and Enterprise - Joondalup Campus only</td>
<td>$27</td>
</tr>
<tr>
<td>CFC</td>
<td>Children, Family &amp; Community - Living Independently</td>
<td>$45</td>
</tr>
<tr>
<td>BME</td>
<td>Business Management &amp; Enterprise - Joondalup only</td>
<td>$30</td>
</tr>
<tr>
<td>DAN</td>
<td>Dance</td>
<td>$35</td>
</tr>
<tr>
<td>DRA</td>
<td>Drama</td>
<td>$50</td>
</tr>
<tr>
<td>ECO</td>
<td>Economics (eXLS course)</td>
<td>$30</td>
</tr>
<tr>
<td>ENG</td>
<td>English</td>
<td>$30</td>
</tr>
<tr>
<td>ELD</td>
<td>English as an Additional Language</td>
<td>$30</td>
</tr>
<tr>
<td>GEO</td>
<td>Geography</td>
<td>$25</td>
</tr>
<tr>
<td>HEA</td>
<td>Health Studies</td>
<td>$30</td>
</tr>
<tr>
<td>ITA</td>
<td>Italian</td>
<td>$20</td>
</tr>
<tr>
<td>JSL</td>
<td>Japanese: Second Language</td>
<td>$30</td>
</tr>
<tr>
<td>LIT</td>
<td>Literature (eXLS course)</td>
<td>$35</td>
</tr>
<tr>
<td>HIM</td>
<td>Modern History</td>
<td>$25</td>
</tr>
<tr>
<td>MUS</td>
<td>Music</td>
<td>$35</td>
</tr>
<tr>
<td>VAR</td>
<td>Visual Arts</td>
<td>$50</td>
</tr>
<tr>
<td>WPL</td>
<td>Workplace Learning</td>
<td>$80</td>
</tr>
</tbody>
</table>

Estimated approximate costs per course unit at the time of going to print.
Career development learning in today’s world recognises that careers are about life, work and learning. Individuals need to be proactive managers of their own career development. This course aims to provide students with the knowledge, skills and attitudes to manage their career development in a constantly changing digital and global world of work.

Minimum entry requirement
This is no minimum entry requirement for this course.

1ACAE
The focus of this unit is exploring my world and its connections. Students recognise themselves as part of a network of people and organisations and identify who can help with school to work transitions. They realise that employment is connected with responsibility for self and others. Aspects of work such as part-time, full-time, flexi hours, volunteer work and unemployment are explored. Students understand that transitions can be aided by resources made available through the family, school, workplace and community and that these groups assist them to learn what is expected of them as workers.

1BCAE
The focus of this unit is entry-level work readiness. Basic skills and entry level jobs are studied and links drawn between the two as students broaden their understanding of work roles within specific industry areas. Career development options are examined through case studies. Students understand the organisation of workplaces within a chosen industry area and learn about the rights and responsibilities of employees and employers in entry level positions.

The following pair of units are offered for 2014 Joondalup campus only

1CCAE
The focus of this unit is personal career management. The unit explores career competencies, knowledge, values and attitudes, combining these with work search tools and techniques to start planning career development options. Lifelong learning and career building are introduced. The organisation of workplaces and systems are discussed. The roles, rights and responsibilities of individuals, with reference to legal, ethical and financial considerations are all investigated.

1DCAE
The focus of this unit is personal independent career development. Opportunities are provided to develop career competencies in preparation for becoming employees. This unit facilitates the study of career management, corporate citizenship and environmental trends and influences through a range of alternative scenarios. An investigation is made into corporate and individual rights and responsibilities featured in contractual employment agreements, exploring the links between teamwork, productivity and satisfying workplaces.

How will this course help students in the future?
Career development learning for the modern world recognises that careers are about life, work and learning. It is a lifelong process, whereby individuals need to take an active role in career development. Wide exposure to experiences of work, career and enterprise learning is of increasing relevance to students in a constantly changing workplace.
Living Independently provides opportunities for students to develop an understanding of the factors that impact on the ability of individuals and families to develop skills that enable them to live independently. It provides them with the skills for further study at TAFE or tertiary entry and then to a career in the industry or simply to be able successfully leave home.

**Minimum entry requirement**

There is no minimum entry requirement for this course.

**The following pair of units are offered in 2014**

1ACFCL Living Independently

The focus of this course is *me, my family and my community*. Students will study the needs of individuals and families in relation to food, how individuals see themselves and setting goals for life including the challenges of adolescence. This will involve making food for teenagers and learning how to enjoy a balanced diet. Emphasis will be placed on not only developing knowledge but skill levels in both selection and preparation of food.

1BCFCL Living Independently

The focus of this course is *family uniqueness*. Time will be spent on the various family types, roles and responsibilities. Cultural differences are covered not only in food but by studying the differences. Communication will be partially covered by making a gift for someone else. Again emphasis will be placed on developing skills in both selection and preparation of food.

1CCFCL Living Independently Offered in 2015

The focus for this course is *living and working together*. The course investigates teenage communication, pros and cons of both internet and mobile phones. It looks at youth issues and challenges and how food can be a solution for both leisure and as an enterprise. The practical focus is on foods for leisure and those that can be marketed as a small business. You will also learn the value of working in a team to produce goods or a service, look at opportunities available for a career and how to take advantage of opportunities.

1DCFCL Living Independently

The focus of this course is *getting more out of life*. In this course students actually set up a small business in a team and learn the skills that will enable them to produce for a market. The role of paid and unpaid work is investigated as are the rules and laws applicable to adolescents in this situation. The use of leisure time will be investigated and as part of this a craft item will be produced. Research will be done on the value of convenience foods and how these can be made healthy. To complement this research practical work will consist of both convenience foods and homemade and analysis done.

**How will this course help students in the future?**

Students will develop skills to effectively make decisions at personal, family and community levels. Health, education and community service industries offer strong vocational opportunities for young people, ranging from volunteer and entry level to tertiary qualified positions. This course caters for all students, from those seeking career pathways in related industries to those aiming for personal development, parenting and life skills.
Students undertaking this course will develop an appreciation of a variety of genres, styles and forms. They will gain transferable skills that enable them to engage with dance through choreography, performance and appreciation. Students are encouraged to work independently and in collaboration with others to solve tasks and present dance works.

Minimum entry requirement
Previous experience/study of Dance is necessary. Information regarding this should be discussed with the Dance teacher.

1ADAN
The focus for this unit is exploring the components of dance. Through practical lessons, students acquire genre-specific technique in contemporary dance, improve their physical competencies and learn safe dance practices. The elements of dance and processes of choreography are explored and students solve structured choreographic tasks to produce dance works for performance. The course is 60-70% practical and 30-40% theory.

1BDAN
The focus for this unit is dance as entertainment. Students explore the entertainment potential of dance and choreography. This further develops them as competent performers, as they identify and explore technologies and design concepts which enhance the entertainment value. The genres from the following are developed in this unit: jazz/ hip hop and classical Indian/ Spanish or Javanese. The course is 60-70% practical and 30-40% theory

2ADAN Offered for students who have successfully completed 1A/BDAN
The focus for this unit is popular culture. There are many aspects of popular culture which could be used to provide students with interesting and relevant concepts for dance. The exploration of dance in popular culture leads to a wider understanding of the functions and contexts of dance in our society. Through practical lessons, students use safe dance practices and improved physical competencies to acquire genre-specific technique.

2BDAN Offered for students who have successfully completed 1A/BDAN
The focus for this unit is Australian dance. Students use their knowledge and understanding of dance language to reflect the development of their ideas and concepts and examine how the language of movement in Australia is unique. They manipulate the elements of dance and choreographic processes to produce new dance works which reflect an understanding of Australian culture.

External Practical and Written Exam
Practical: Set Solo (contemporary) for all students in WA. Improvisation exam using set solo material, Solo Performance of another style.
Written: 2-3 hours on theoretical component and dance response and reflection.

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

The Drama course develops students' understandings and skills of this vibrant and varied art form as creators, performers and audience members. Students are encouraged to explore and communicate ideas about production, design and performance, using the creative and analytical skills of drama in a range of settings.

Minimum entry requirement
Previous study of Drama is desirable.

2ADRA (Year 11)
The focus for this unit is **dramatic action**. This unit covers representational and/or realistic drama forms and styles. Students explore techniques of characterisation through different approaches to text interpretation.

2BDRA (Year 11)
The focus for this unit is **challenge and identity**. Students consider the dynamic role of drama in shaping cultural and personal identity and how drama can provide a commentary or critique that may challenge conventional thinking. They extend their knowledge of drama forms and styles and learn about the work of particular practitioners.

After successful completion of Units 2A/2 the following pair is offered for examination students.

3ADRA (Year 12 Examination students)
The focus for this unit is **text and style**. Students perform and produce a published drama work incorporating a detailed study and interpretation of text, subtext, context and style. They learn about different theoretical approaches to representational, presentational or non-realist drama and ways that drama texts can be reworked for contemporary performance and audiences.

3BDRA (Year 12 Examination students)
The focus for this unit is **drama perspectives**. Students apply conventions and techniques of drama forms and styles in original ways to develop original works, working either independently or collaboratively. They show understanding of how a range of practical and theoretical approaches manipulates the elements of drama.

1ADRA (Year 12 for non examination students)
The focus for this unit is **exploring drama**. Students are introduced to the skills, techniques and conventions of story and story telling enactment, improvisation and play building. Through small-scale drama performance projects, students develop their voice and movement skills, interacting in and with the performance space, using technologies such as sets, lighting and sound. In this unit, students are to focus on acting and at least another role from the following: directing, designing, managing, playwriting, and dramaturgy.

1BDRA (Year 12 for non examination students)
The focus for this unit is **drama events**. Students participate in a public performance for an audience other than their class members. They extend their skills in improvisation and relate these to playwriting structures through a focus on characterisation, use of dialogue and creating drama narratives with dramatic tension.

How will this course help students in the future?
While some students intend to make a career in drama and related fields, they also participate in drama for enjoyment and satisfaction. They experience the pleasure that comes from developing personal skills, knowledge and understandings that can be transferred to a range of careers and situations. Drama builds confidence, empathy, understanding about human experience, and a sense of identity and belonging. These are invaluable qualities for modern living.
The Economics course investigates the choices which all people, groups and societies face as they confront the ongoing problem of satisfying their unlimited wants with a limited amount of resources. The study of Economics supports an understanding of the nature of decision-making, our demands for the allocation of resources and how we distribute those resources. This is done in the context of the global economy and Australia’s role as an international citizen.

Offered through WCCC eXLS e learning

Minimum entry requirement
An A or B grade in Investigation, Communication and Participation in Society & Environment and sound achievement in English are required for this course.

2AECO
This unit focuses on markets. Markets bring together buyers and sellers for the purpose of exchange. In allocating scarce resources, markets determine the value of goods and services, the incomes that individuals can earn from participating in the production process and the variety of goods and services that consumers can buy. Students will explore how markets in Australia operate and the effects of changes in the demand and supply of goods and services, such as oil, affect the Australia economy. The emphasis is on understanding the workings of real world markets that are relevant to students.

2BECO
The focus for this unit is an introduction to macroeconomics and the government’s role in the economy. It explores macroeconomic issues and problems such as economic growth, inflation and unemployment with an emphasis on the Australian economy. It is important to measure and monitor changes in these macroeconomic variables because they have an important effect on the wellbeing of society. The government, through its spending and taxing powers, plays an important role in the economy. It can affect the allocation of resources and the level of economic activity by targeting important economic objectives.

Year 12 Pathway
This course progresses to Stage 3 in Year 12 which is externally examined.

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

Economics will provide an excellent background for students contemplating careers in banking, business, public administration, journalism, politics and teaching.
Language plays a central role in human life: it provides a vehicle for communication, a tool for thinking, a means of creativity and a source of pleasure. In the English course, through the use of oral, written and visual communication texts students examine the relationship between language and power, and learn how to become competent, reflective, adaptable and critical users of language. Students learn about the English language, how it works and how to use it effectively.

Minimum entry requirement
The minimum entry requirement for the English courses will depend on the units in which the student enrolls and should align with English Learning Area recommendations.

1AENG
The recommended focus for this unit is **skill building**. Students develop their language in the context of their future needs, aspirations and areas of interest. They further develop reading, oral, viewing and writing skills to meet their specific needs and achieve their goals. They will work with a variety of everyday and work-based texts that they will be expected to use once they leave school.

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

1CENG (offered for Training WA/ TAFE bound Year 12 students)
The recommended focus for this unit is **language and self**. Students learn to use language to present their experiences, ideas, opinions and responses more effectively, exploring how language can be used differently in different situations. They develop the ability to express responses to texts by exploring how language is used to convey personal information, opinions and experiences. They develop the skills and knowledge needed to expand the range of texts and types of language used for communication and in mass media texts. Students study workplace documents, mass media texts and popular culture texts.

1DENG (offered for Training WA/ TAFE bound Year 12 students)
The recommended focus for this unit is **language and society**. Students explore and develop language skills to assist their participation in work and society, such as finding, accessing, using and evaluating information. They also develop skills needed for more general social and cultural participation such as comprehending, interpreting and evaluating mass media, popular culture and literature texts, identifying ideas, attitudes and opinions in such texts and discussing their responses and those of other people. Students study more complex workplace documents as well as mass media texts, popular culture texts and less complex literary texts.

*High achievement in the Pre Stage 2 Pathway in Year 10 necessary for 2A/BENG.*

2AENG
The recommended focus for this unit is **language and action**. Students develop their language skills by exploring issues of concern or controversy, past or present, and by examining how language is used in relation to these topics: how language can be used to influence attitudes and bring about action or change, and how such uses of language can be challenged and/or resisted. They consider the relationship between language and power; representations of power through language; how particular uses of language can be empowering or disempowering and how they can empower themselves through language. Students study literary texts, mass media texts and popular culture texts.

2BENG
The recommended focus for this unit is **language and the world**. Students examine the relationship between language and the world by exploring how language offers particular ideas
and information about topics, events or people. They listen, view and read critically, identifying and critiquing particular uses of language and representations within the texts, substantiating their views in written, visual and oral form. Students study literary, mass media and popular culture texts.

*After successful completion of Units 2A/2B in Year 11, the following pair of units is offered for examination students in Year 12.*

**3AENG**
The recommended focus for this unit is *language and identity*. Students study how identities are expressed, constructed, represented and critiqued through language. They learn to critically interpret the relationship between particular uses of language and texts on the one hand and conceptions of identity on the other. They develop oral, visual and written language skills which explore, produce, challenge and/or subvert conceptions of identity. Students study literary, mass media and popular culture texts.

**3BENG**
The focus for this unit is *language and ideas*. Students explore the way language is used in relation to ideas and how this varies among particular fields, genres, and discourses. They study the way in which ideas are expressed, constructed and critiqued through language. They analyse the assumptions underlying language use and how knowledge is presented in selected fields, genres and discourses, and the attitudes, values and ideologies associated with these assumptions. Students demonstrate their understandings and language skills by learning to analyse language use and produce selected ideas in a range of language forms used in particular fields, genres and/or discourses, and how language is used in relation to ideas and the assumptions that underlie language use. Students study literary, mass media and popular culture texts.

**2CENG (usually offered for students seeking Alternative Entry to University who have successfully completed 2A/BENG)**
The focus for this unit is *language and communities*. Students develop an understanding of the way language operates in a community (e.g. workplaces, subcultures, interest groups) to transmit understandings, create identities, establish power and operate effectively. Students will examine a range of texts and text types to explore the ways a community may create its own language structure in order to influence attitudes and values. They will also examine how language structures/protocols can be used to marginalise, privilege and/or exclude individuals and subgroups.

**2DENG (usually offered for students seeking Alternative Entry to University who have successfully completed 2A/BENG)**
The recommended focus for this unit is *language as representation*. Students develop an understanding of the way language is used to offer particular representations of topics, events, places, people. They will consider how these responses are mediated by cultural/social structures. They listen, read and view critically in order to examine the way we make meaning of representations in texts and to account for the different meanings available within textual representations.

**How will this course help students in the future?**
Students learn that in using language they are actively engaged in social processes and the reproduction and/or re-working of social and cultural conventions. They learn about the relationship between language and power, and come to understand that well-developed language skills provide them with access to sources of power through knowledge; that language can be used to influence behaviour; how they use language can influence how others respond to them, and how others behave; and that a knowledge of language and how it works can be used to resist control by others.
The English as an Additional Language/Dialect course is designed as an alternative to ‘English’ for students who speak another language or dialect as their first or ‘home’ language. ELD focuses on the mechanics of Standard Australian English (SA English) and how to use it appropriately. Practical and relevant tasks delivered through a range of engaging and extremely varied contexts teach students to code switch between languages successfully.

Minimum entry requirement
When in Year 12 students must have arrived in Australia in the last seven years. The language of instruction for previous schooling needs to have been in a language other than English, or where English was not the main language.

1AELD offered for Year 11 and non exam students
The focus for this unit is moving between cultures. Drawing on first language skills and understandings, students develop communication skills in Standard Australian English that will enable them to effectively participate in everyday tasks or dealings. They learn that language is adapted to suit audience and purpose using a variety of simple everyday texts to reflect on different cultural values, attitudes and behaviours relating to everyday life.

1BELD offered for Year 11 and non exam students
The focus for this unit is moving between cultures. Students make comparisons of different cultural values, attitudes and behaviours in relation to everyday life and develop their understanding of relevant and engaging texts as they move towards being able to select and use appropriate English language to communicate effectively.

2AELD (usually for Year 12 students requiring university entry)
The focus for this unit is ways of life. As cross-cultural learners, students examine issues and different points of views and develop, present and express ideas and opinions in relation to these. Through the investigation of attitudes towards work, leisure, entertainment, music, fashion and self-image, students have the opportunity to explore their relationships with cultures, deepen their appreciation of cultural differences and values, and develop their English

2BELD (usually for Year 12 students requiring university entry)
The focus for this unit is making choices. Students examine the ways language can be used in relation to these to analyse choices, influence attitudes and affect changes. They investigate issues presented in reports, newspapers, investigative television programs, leaflets and forums and the use of persuasive and emotive language to present a stance and to sway the reader.

How will this course help students in the future?
The English as an Additional Language or Dialect course is designed to meet the specific linguistic, cultural and educational needs of students learning Standard Australian English as an additional language or dialect. At the end of the course, students may access further training, education or employment to participate in all aspects of the Australian community.
GEOGRAPHY: GEO

Geography is the study of physical and cultural environments from a spatial perspective. It provides students with the knowledge and skills to observe and describe places on the surface of the Earth, and from a spatial perspective, analyse and provide explanations on human and physical phenomena and their complex interactions. Students develop a range of skills that help them to understand the physical world, interpret the past, scrutinise the present and explore sustainable strategies for the future care of places.

Minimum entry requirement
An A or B grade in Investigation, Communication and Participation in Society & Environment and sound achievement in English are required for this course.

2AGEO
The focus of this unit is the geography of natural hazards and impact minimisation. The increasing incidence and impact on standards of living of hazards, has prompted the active search for proposed solutions. An understanding of how hazards are perceived and managed at a local, regional and global level is developed. An understanding of hazards (geomorphic/tectonic and atmospheric) is developed their spatial distribution, causes, impact and increased risk are examined. Finally, students investigate strategies to minimise the risks.

2BGEO
The focus of this unit is the geography of sustainable resource use. Natural resources provide the basis for economic growth in Australia. There is an unprecedented global demand for these resources. Future provision will require application of sustainable management practices to resource development and the surrounding environment. Regional perspectives supported with local area case studies are used to investigate spatial patterns that emerge between resource developments, local communities and market destinations. There is a need to evaluate management practices that can sustain these resources into the future. Approaches to sustainable management can vary significantly between countries in terms of social, economic and environmental factors. Students will compare these spatial patterns and practices in resource use in Australia to those in a less developed country.

After successful completion of Units 2A and 2B in Year 11, the following pair of units is offered in Year 12. Sound achievement in English is needed. Without 2A/BGEO at least an A/B grade should have been achieved in Year 10 Society and Environment.

3AGEO
The focus of this unit is the geography of planning cities. Challenges exist in designing cities to be more productive, vibrant and sustainable. Urban planning involves a range of stakeholders that contribute to decision-making and the planning process. The present and future needs of society are addressed by the allocation and reallocation of land uses, improving infrastructure and transport systems and enhancing amenities to meet the different perspectives of stakeholders. Students will examine concepts, processes and roles of planning by comparing Perth with a selected mega city.

3BGEO
The focus of this unit is the geography of climate change over geological time. This global phenomenon possesses the capacity to affect significant areas of the planet. Climate change, including the greenhouse effect, is created by both natural and human processes that have local and global consequences. The human response to climate change is affected by social, economic and political considerations, and resource access and distribution. Students will investigate policies and strategies designed to guide future action used to address the effects of the climate change.
How will this course help students in the future?
This course assists students to make informed decisions about where and how they will live, work, recreate, travel and seek opportunities to understand the earth on which we live and the issues confronting us all. The understandings, skills, knowledge and values developed in the course will ensure students are well placed to enrol in post-school studies at tertiary levels and employment in the workforce. They are important components of all management positions in business, government and non-government agencies. They are also significant to careers associated with tourism, town planning, primary industries, such as agriculture and mining, land evaluation, environmental planning, teaching, overseas aid programs, foreign affairs and trade.
HEALTH STUDIES: HEA

In this course, students will explore health as a dynamic quality of life. They will consider the way in which beliefs and attitudes influence health decisions and learn how to plan and take action that will promote their own and others’ health. Students examine the impact of social and environmental factors on health, healthcare systems, frameworks and theories relevant to a public health approach.

Minimum entry requirement
There is no minimum entry requirement for this course.

Students interested in Health Studies should consider the Certificates offered in Sport and Recreation or Integrated Science if looking for entry to Training WA (TAFE) or Human Biological Studies if interested in University Entry.

1AHEA
The focus for this unit is an introduction to health. This unit introduces students to the basic concepts, models and frameworks used in describing the definitions and dimensions of health, characteristics necessary for good health, and explaining the relationships between beliefs, attitudes, values and health behaviour. Opportunities are provided to identify the individual’s responsibility for their own health and actions and a selection of healthcare services and products to meet personal health needs are investigated and evaluated.

1BHEA
The focus for this unit is personal health. This unit explores personal health influences, factors that enable and reinforce health behaviours and approaches to improving health. Students are provided with opportunities to assess risks to personal health and plan the actions necessary for improving health. Opportunities are also provided for examining the current healthcare system and the provision of health care as a consumer.

1CHEA offered in 2015
The focus for this unit is personal, peer and family health. This unit examines the influences on peer and family health and their interaction on the individual. An exploration is made of how peers and family can positively influence health behaviour. Students develop skills and strategies to positively influence personal health and understand and manage influences from others, especially peers and family.

1DHEA offered in 2015
The focus for this unit is the health of groups and communities. This unit assesses the significance to health of being a member of a specific community or group such as school, religious or sporting bodies. Students examine local efforts at health promotion and determine how these contribute to improvements in health. Current Australian health priorities are explored and strategies for improving the health of communities and groups are considered. Students explore the notion that both state and federal bodies have responsibilities for health.

How will this course help students in the future?
This course will prepare students for career and employment pathways in a range of health and community service industries. Students will have the opportunity to develop key employability and life skills including communication, leadership, initiative and enterprise.
The scope of the units allows students to engage in studies ranging from exploring personal health concepts and issues; community health; the impact of popular culture on health; technology, the environment and community health; the health of specific populations; and global challenges to health.
In the Italian course, students analyse, process and respond to texts to understand aspects of the language and culture of a range of Italian-speaking communities. Learning Italian provides students with opportunities to develop their communication skills and expand their horizons beyond the English-speaking world.

Minimum entry requirement
Previous study of Italian is desirable.

1AITA
The focus for this unit is *questo mio mondo* (here and now). It introduces students to the Italian language and culture from a personal perspective, enabling them to share information related to personal identity, aspects of everyday life, and popular culture. They begin to develop an understanding of what it is to be Italian and Italian-speaking, and compare their own lives to those of others in Italian-speaking communities.

1BITA
The focus for this unit is *cose da fare, luoghi da visitare* (things to do, places to go). It is aimed at students who have a basic knowledge of Italian. They share information about, and develop a sense of their own space and place. While developing the skills to travel within Italy, students learn more about Italian-speaking communities and cultures and their sense of space and place.

After successful completion of Units 1A and 1B in Year 11 (preferably a B grade) the following pair of units is offered in Year 12 for examination students.

2AITA
The focus for this unit is *rapporti* (relationships). It is aimed at students who have sound basic skills in Italian and are ready for further development. They compare their own culture and identity with that of their peers in Italy, exploring different Italian-speaking communities through the medium of the Italian language. They explore popular or traditional culture, the culture of everyday life and notions of national or regional identity.

2BITA
The focus for this unit is *andiamo!* (travel - let’s go!). It is aimed at students who are ready to develop their skills to a higher level. They interact with Italian speakers in either Australia or Italy at a deeper level, and begin to view their own culture from the perspective of an Italian-speaker.

How will this course help students in the future?
With increasing numbers of Australians travelling the world and tourists visiting Australia, employers are recognising the usefulness of having skills in another language. An ability to communicate in Italian, in conjunction with other skills, provides students with enhanced career opportunities in fields such as tourism and hospitality, commerce, diplomacy, international finance, government, law, education, research and advertising, media, translating and interpreting, as well as the food, winemaking, health, automotive, fashion and beauty industries.
In the Japanese: Second Language course, students develop the necessary understandings and values to communicate effectively with Japanese speakers in both social and workplace contexts in Australia, Japan and elsewhere. They develop a stronger sense of their personal identity and greater respect for Japanese people.

Minimum entry requirement
Previous study of Japanese is desirable.

1AJSL
The focus for this unit is teenagers. It is primarily aimed at beginning learners of Japanese, or those with limited prior learning. The unit introduces students to the Japanese language and culture from a personal perspective, enabling them to share personal information and obtain basic information from others related to personal identity, daily life of Japanese-speaking communities, and popular activities.

1BJSL
The focus for this unit is neighbourhood. It is primarily aimed at students who have basic knowledge and skills in Japanese that are consolidated from Unit 1AJSL. They build on their developing language skills in order to share information about locations, directions, neighbourhoods, transport and shopping.

After successful completion of 1A / 2BJSL the following are offered for examination students

2AJSL
The focus for this unit is home-stay. Students make arrangements to have an overseas student visit their home or visit a Japanese family. This unit explores aspects such as typical rules and routines of home and school life, celebrations and gift giving.

2BJSL
The focus for this unit is welcome to my country. Students explore situations and events associated with welcoming visitors to Australia. They compare and contrast their own lifestyles with other cultures specifically in the areas of food etiquette, maintaining a healthy lifestyle and leisure activities.

How will this course help students in the future?
With increasing numbers of Australians living and working in Japan, and Japanese people living and working in Australia, employers are recognising the usefulness of Japanese language knowledge and skills. An ability to communicate in Japanese, in conjunction with other skills, provides students with enhanced career opportunities in areas such as banking and international finance, commerce and trade, tourism and hospitality, cuisine and catering, the arts, media and advertising, translation and interpreting, education and research, engineering, science and technology, diplomacy, government and law. It also enables them to recognise the value of being an effective communicator in the workforce.
LITERATURE: LIT
(eXLS course see page 6)

Reading literature for pleasure and for the intellectual experience are key elements of the course. In Literature, students learn how to understand the values and attitudes that are privileged or marginalised by texts as well as the cultural and historical contexts in which they are produced and received. Through the study of Literature, students create readings of literary texts and develop the skills necessary to better understand their world. They apply and explore their understandings of literature through writing their own poems, plays and stories.

Minimum entry requirement
An A or B grade in Year 10 English Stage 2 pathway as well as a strong background in writing and analytical skills are essential for enrolment in Literature.

2A/2B LIT (WCCC eXLS e learning course see page 6)
Across the two units, it is expected that students develop a sophisticated understanding of the elements of literary study. They are also expected to respond to texts of increasing complexity.
In these units, students explore how our response to literary texts results from relationships among writer, reader, text and context. They engage in close textual analysis of literary texts and develop their understandings of the historical and cultural contexts of the writer, the text and the reader.

After successful completion of Units 2A and 2B in Year 11, the following pair of units may be offered in Year 12

3A/3B LIT
Across the two units, it is expected that students develop a more sophisticated understanding of the elements of literary study.
In these units, students explore the different ways in which literary texts relate to the historical conditions, value systems and cultural life of particular societies. They explore the various contexts of particular texts and consider how literary texts sometimes challenge and, at other times, naturalise the ideas of the society in which they are produced, as well as influencing the judgements we make about these ideas. They consider the ways that a nation or culture comes to recognise itself through the literary texts that it produces.

How will this course help students in the future?
The course encourages students to be literate and articulate; to be competent in the expression of ideas and feelings; and to engage critically with texts. The reading, critical thinking and production skills encouraged by this course will be useful in students’ other studies, in their further studies, in their chosen careers and in their lives generally.
In the Media Production and Analysis course, students develop skills to make and understand media ranging from traditional forms such as film, photography, newspapers, magazines, comics, radio and television to new and emerging multimedia technologies. They will consider how people, events and issues are represented. Students will also create, produce and present their own works in media of their choice to express their ideas using media technologies and practices.

**Minimum entry requirement**
It would be advantageous to have studied Media in Year 10, however this is not essential.

1AMP A
The focus for this unit is **personal experience** of the media. Students examine familiar fictional texts, analysing stars and stereotypes from easily accessible forms such as TV, radio or film. This is a basic introduction to the language of media and how audiences’ cultural experiences influence their responses to media. They learn basic production processes and create their own productions.

1BMP A
The focus for this unit is **introduction to point of view**. In this unit, students will be introduced to the concept and learn how a point of view can be constructed in non-fiction texts. They will analyse familiar non-fiction texts and consolidate their production skills by demonstrating an understanding of point of view in their own productions.

2AMP A (for examination students)
The focus for this unit is **popular culture** such as that demonstrated by reality television, popular music clips, tabloid press, interactive forms and animation. Students learn to interpret how codes and conventions are used to create meanings in a variety of ways in different forms of media. They create their own productions as they apply their understanding of media language and work in specific contexts.

2BMP A (for examination students)
The focus for this unit is **press and broadcasting** in forms such as television, press, radio or photojournalism. Students explore journalistic or documentary texts as they research how cultural groups and issues are represented and reported. They become increasingly aware of production responsibilities, and independent, as they manipulate technologies to express ideas in their productions.

*After successful completion of Units 2A and 2B, the following pair of units is offered in Year 12 for examination students.*

3AMP A
The focus for this unit is **media art forms**. Students develop an understanding of aesthetics by exploring meanings and values depicted in contemporary and traditional media art. They develop competence in expressing their own ideas in creative media art forms by experimenting with production technologies, codes and conventions.

3BMP A
The focus for this unit is **power and persuasion** in diverse fiction and non-fiction media forms ranging from the seductive nature of popular media forms to propaganda material. Students consider the purposes and values of producers and audiences and examine the role of the media in reflecting, challenging and shaping values, beliefs and ideologies. They create media productions that express their views and show a distinct flair or personal style.
1CMPA (TAFE bound Year 12 students) Offered 2015
The focus for this unit is **entertainment**. Students view, listen to, and analyse relevant media texts as their experience of the language of media is reinforced. They examine how audiences’ cultural experiences influence their responses to media. They build upon basic production processes and create their own productions.

1DMPA (TAFE bound Year 12 students) Offered 2015
The focus for this unit is **infotainment**. A range of non-fiction commercial and non-commercial media styles and genre provide opportunities to examine how reality is dramatized and represented whilst engaging and informing audiences. Students create their own non-fiction media works learning about aspects of production.

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

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

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

2AHIM
The focus for this unit is **societies and change**. Students become aware of the evolving nature of societies and the various forces for continuity and change that exist. They learn that some values, beliefs and traditions are linked to the identity of a society, but others are transitory. Also, that in any period of change there are those individuals and institutions that support change, but others that oppose it, and that there are different interpretations of the resultant society.

2BHIM
The focus for this unit is **historical trends and movements**. Students understand that throughout history there have been events, ideas, beliefs and values that have contributed to underlying historical trends and movements. They understand that some of these trends and movements have lasted thousands of years, whilst others have had a fleeting impact on society. They are able to note cause, impact and consequence, action and reaction and trends of continuity and change.

The following units are offered in Year 12 after successful completion of Units 2A and 2BHIM (A/B Grade), minimum at least an A/B grade in Year 10 in Society and Environment.

3AHIM
The focus for this unit is **cohesion and division (Australia)**. Students learn that there are internal and external forces that result in cohesion and/or division within societies and these have consequences for continuity and change. They assess how the structures of power and authority were used and how different groups and individuals responded.

3BHIM
The focus for this unit is **ideas that shaped history (Communism in Russia)**. The object of this unit is to explore the power of ideas and ideologies as forces for change and/or their use to reinforce dominant elements in society. Knowledge about the evolution and spread of significant ideas assists students in understanding the beliefs and values of a society and to what extent these ideas have been cohesive or divisive.

How will this course help students in the future?
Through this course, students benefit from acquiring the literacy skills of the discipline of history such as critical thinking, research, analysis and effective written expression. Students are well prepared for careers involving policy making, administration and research.
Students are given the opportunity to develop their musical abilities and potential and share their creativity and personal expression through creating, presenting and responding to music. They produce and present music, working independently and with others. They can do this in the context of Western Art music, Jazz, and/or Contemporary music. By studying music from other times and cultures, students experience a sense of enjoyment and fulfillment while striving to achieve at the highest possible level.

Minimum entry requirement
The following pathways should be examined to choose the course which matches the student’s musical background and aspirations for the study of Music in Year 11 and 12:

1A/B-1C/D (No Exam) - Typically for students who will enter the course with limited experience and undertake music for enjoyment.

1A/B-2A/B (Stage 2 Exam) - Typically for students who enter the course with limited experience, knowledge and understanding of music but develop sufficiently to access units 2A and 2B. Students who choose this pathway will complete the external examination.

1C/D-2A/B (Stage 2 Exam) - Typically for students with a broad knowledge and understanding of all aspects of music who wish to further develop their music skills in order to access further music opportunities. Students who choose this pathway will complete the external examination.

2A/B-3A/B (Stage 3 Exam) - Typically for students with an extensive and comprehensive knowledge and understanding of all aspects of music and who aspire to further their music studies to the highest possible level. Students who choose this pathway will complete the external examination.

Students may also be enrolled in a Certificate II or Certificate III Music, as a part of the course, to lead toward additional qualifications.

1A/BMUS and 1C/DMUS
Across the four units, it is expected that students develop an understanding of the elements of music and apply these through performing, creating and responding to music. These units introduce students to relevant and engaging music, with teachers choosing a context or contexts that they feel are most appropriate to their students.

Students learn about how music is created and performed and how music is, and has always been, a key part of people’s lives. They develop an understanding of the language of music and learn how the elements of music can be applied when performing, creating and responding to music.

As they progress through the units, students build on their knowledge and understanding to perform music, create their own works and become more aware of how social, cultural and historical factors shape the role of music. They use their skills, knowledge and understanding of Theory and Aural and apply this in their music making activities.

2A/CMUS
Across the two units, it is expected that students develop a more thorough understanding of the elements of music and apply these through performing, creating and responding to music. The study of a wider range of repertoire enables students to respond more broadly to the musical language used in creating and performing music. These units provide the opportunity for teachers to introduce students to relevant and engaging music in the specific context/s being studied.
In these units, students extend their understanding and appreciation of a range of music and further develop the skills and knowledge needed to be able to respond to how social, cultural and historical factors shape the role of music. Students consider how music is structured and how the elements of music are used to influence the specific types of music being studied. They use their developing skills, knowledge and understanding of Theory and Aural and apply this with increasing complexity in their music making activities.

Students studying these units are expected to develop an understanding of the application of western staff notation, this being an essential component of the Stage 2 WACE examination.

3A/BMUS
Across the two units, it is expected that students develop a more thorough and sophisticated understanding of the elements of music and apply these through performing, creating and responding to music. The study of more complex repertoire enables students to respond in greater depth and detail to the musical language used in creating and performing music. These units provide the opportunity for students to study repertoire in a particular context/s that is relevant and engaging, while at the same time, allows them to extend their knowledge and understanding of music through detailed analysis.

In these units, students continue to extend their understanding and appreciation of a range of music and further develop their music skills and knowledge needed to respond to how social, cultural and historical factors shape the role of music. They are encouraged to integrate the activities of performing, composing, arranging and responding to music, and use musical language to communicate their knowledge and understanding of music studied. They continue to consider how music is structured and how the elements of music are used to influence the specific types of music being studied. They make more extensive connections between music and its context, different areas of musical knowledge, and different aspects of musical activities while applying with increasing sophistication, their skills in Theory and Aural in their music making activities.

Students studying these units are expected to develop an understanding of the application of western staff notation, this being an essential component of the Stage 3 WACE examination.

How will this course help students in the future?
The Music course is designed to encourage students to participate in musical activity as both a recreational and a vocational choice. It may serve as a pathway for further education and training and employment in a range of professions within the music industry, or as a means of experiencing the pleasure and satisfaction that comes from making music.
In the Visual Arts course, students engage in traditional, modern and contemporary media and techniques within the broad areas of art forms. The course promotes innovative practice. Students are encouraged to explore and represent their ideas and gain an awareness of the role that artists and designers play in reflecting, challenging and shaping societal values. Students are encouraged to appreciate the work of other artists and engage in their own art practice.

Minimum entry requirement
The successful completion of a Visual Arts unit in Year 10 is strongly recommended. The additional qualification of the Certificate 2 Visual Arts and Contemporary Craft

1AVAR
The focus for this unit is experiences. Students develop artworks primarily concerned with experiences of the self and observations of the immediate environment. They discover ways to compile and record their experiences through a range of art activities and projects that promote a fundamental understanding of art language and appreciation of the visual arts.

1BVAR
The focus for this unit is explorations. In developing subject matter for artworks, students explore ways to express personal beliefs, opinions and feelings. They explore a variety of media and materials in a range of art forms when generating and extending ideas.

2AVAR (examination students)
The focus for this unit is differences. It covers different forms of visual art from past and present contexts and provides students with a range of sources of inspiration and stimulus for developing ideas and producing original artworks. They explore different materials, media and techniques when exploring and expressing their ideas.

2BVAR (examination students)
The focus for this unit is identities. In this unit students explore concepts or issues related to personal, social, cultural or gender identity. They investigate themes of personal interest and a range of observational, conceptual and/or imaginative starting points for visual exploration. They become aware that art may give form to ideas and issues that concern the wider community and develop understandings of how the visual arts may be both socially affirming and challenging.

After successful completion of Units 2A/2BVAR, the following pair of units is offered in Year 12.

3AVAR for examination students
The focus for this unit is commentaries. It offers students opportunities to engage with the social, political and cultural purposes of art making and art interpretation. They have flexibility to select learning contexts that reflect their own cultural milieu and promote the production of a unique and cohesive body of work. Broad and innovative inquiry includes the conceptualisation and documentation of experiences within contemporary society. They research issues, events, and ideologies and examine their own beliefs, considering how the visual arts have reflected and shaped society and values.

3BVAR for examination students
The focus for this unit is points of view. It provides students with the opportunity to identify and explore concepts or issues of personal significance in the presentation of a sustained, articulate and authentic body of work. They research and analyse factors affecting points of view such as time, place, culture, religion and politics, synthesising this knowledge to express and communicate their personal viewpoint. In the critical analysis and interpretation of their own work and the work of others, they reflect on the relationships between artworks, audiences and contextual factors, considering how these contribute to the development of different perspectives.
Offered for Year 12 for TAFE bound students, completion of a Visual Arts unit in Year 11 is recommended.

1CVAR
The focus for this unit is inspirations. Students become aware that artists gain inspiration and generate ideas from diverse sources. Through discussion, exploration, investigation and experimentation, they develop skills in recording observations, developing ideas through visual inquiry and creating artworks using a range of techniques and processes.

1DVAR
The focus for this unit is investigations. Students investigate a variety of selected artists’ work to further develop their understanding of the creative process. They investigate styles of representation and explore the expressive potential of media, techniques and processes in the creation of their artworks, while refining their reflection and decision-making skills.

How will this course help students in the future?
The Visual Arts course aims to enable students to make connections to relevant fields of study and to more generally prepare them for creative thinking and problem solving in future work and life. It aims to contribute to a sense of enjoyment, engagement and fulfilment in their everyday lives, as well as to promote an appreciation for the environment and ecological sustainability.
The Workplace Learning course aims to provide all students with the knowledge, workplace skills and attitudes valued within work environments, as a preparation for employment. Specific technical skills and knowledge learnt during formal education help students gain and keep employment. Generic work related skills that are transferable are vital to all forms of employment in today's world.

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

Students will need a willingness to commit to working in the workplace to demonstrate the required skills and complete the minimum of 55 hours. Students must be able to keep up with their work in all courses. Students doing any Stage 2 or 3 courses would need to commit to doing their placements during the school holidays.

Students will be able to complete BSBCMM201A from Certificate I or II Business.

1CWPL (offered in 2014)
The unit is designed to allow experience in a structured workplace. Students prepare for, and are placed in, a new workplace. Generic Skills are selected and then assessed in the workplace. While in the work placement, students are assessed on work related skills by the workplace supervisor. Students reflect on the skills assessed.

1DWPL (offered in 2014)
The unit is designed to allow experience in a structured workplace. Students prepare for, and are placed in, a suitable workplace. Skills are selected to complement the skills from 1CWPL. While in the work placement students are assessed on work related skills by the workplace supervisor. Students reflect on the skills assessed.

1AWPL (will be offered in 2015)
The unit is designed to allow experience in a structured workplace. Students prepare for, and are placed in, a suitable workplace. While in the work placement, students are assessed on work related skills by the workplace supervisor. Students reflect on the skills assessed.

1BWPL (will be offered in 2015)
The unit is designed to allow experience in a structured workplace and follows on from Unit 1AWPL. Students prepare for, and are placed in, a suitable workplace. The workplace could be in the same or a different industry area. Skills are selected to complement the skills from Unit 1AWPL. While in the work placement, students are assessed on work related skills by the workplace supervisor. Students reflect on the skills assessed.

How will this course help students in the future?
Participation in a supported structured workplace learning program based on employability skills and involving a number of different workplaces assists students to make informed decisions. These decisions are important as students move from school to further education, training, employment and participation in the community.
## List B Courses

<table>
<thead>
<tr>
<th>CODE</th>
<th>COURSE</th>
<th>COST</th>
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</thead>
<tbody>
<tr>
<td>ACF</td>
<td>Accounting and Finance (eXLS course)</td>
<td>$50</td>
</tr>
<tr>
<td>AIT</td>
<td>Applied Information Technology</td>
<td>$35</td>
</tr>
<tr>
<td>CHE</td>
<td>Chemistry</td>
<td>$27</td>
</tr>
<tr>
<td>DES</td>
<td>Design Graphics</td>
<td>$35</td>
</tr>
<tr>
<td></td>
<td>Design Technical Graphics</td>
<td>$35</td>
</tr>
<tr>
<td></td>
<td>Design Photography see Certificates</td>
<td></td>
</tr>
<tr>
<td>EES</td>
<td>Earth &amp; Environmental Science</td>
<td>$30</td>
</tr>
<tr>
<td>FST</td>
<td>Food Science and Technology - Hospitality</td>
<td>$30</td>
</tr>
<tr>
<td>HBS</td>
<td>Human Biological Science</td>
<td>$110</td>
</tr>
<tr>
<td>ISC</td>
<td>Integrated Science</td>
<td>$27</td>
</tr>
<tr>
<td>MDT</td>
<td>Materials, Design &amp; Technology - Metals</td>
<td>$20</td>
</tr>
<tr>
<td></td>
<td>Materials, Design &amp; Technology - Wood</td>
<td>$60+</td>
</tr>
<tr>
<td>MAT</td>
<td>Mathematics</td>
<td>$60+</td>
</tr>
<tr>
<td>MAS</td>
<td>Mathematics Specialist (eXLS course)</td>
<td>$25</td>
</tr>
<tr>
<td>PES</td>
<td>Physical Education Studies</td>
<td>$30</td>
</tr>
<tr>
<td>PHY</td>
<td>Physics</td>
<td>$25</td>
</tr>
</tbody>
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*Estimated approximate costs per course unit at the time of going to print.*
This course focuses on financial literacy and aims to provide students with a range of skills that enables them to make sound financial judgement. Students will develop an understanding of the fundamental principles upon which accounting and financial management are based through the preparation, examination and analysis of financial documents and systems.

Offered as eXLS e learning course through WCCC

Minimum entry requirement
An A or B grade in Year 10 Mathematics and sound achievement in English are required for enrolment in this course.

2AACF
The focus for this unit is double entry accounting for small businesses. Students apply their understanding of financial principles, systems and institutions to manage financial information and make decisions in a variety of small businesses. Students develop an understanding of the rationale for the use of particular conventions and principles and the consequences of disregarding them. Students record and process financial information using the double entry system and apply the principles of Goods and Services Tax (GST). Students learn about the various forms of business organisations adopted by small business.

2BACF
The focus for this unit is accrual accounting. Students apply financial systems and principles to the operations of businesses and distinguish between cash and accrual methods of accounting. Students prepare and analyse financial reports for a variety of types of business organisations and become familiar with the main aspects of electronic processing of financial data. Students learn of the role and functions of the professional accounting and financial associations. Students learn how the activities of business affect the natural and social environments and what costs are associated with observing legislation and maintaining ethical practice.

Year 12 Pathway
This course progresses to Stage 3 in Year 12 and is externally examined.

How with the course help students in the future?
This course develops accounting and financial management skills along with financial literacy, problem-solving and ethical skills. These skills relate to a variety of qualifications in vocational, technical and tertiary environments as well as preparing students for self-employment. Students learn how the activities of business affect the natural and social environments. Furthermore, it will help students to analyse and make informed decisions about their own personal finances.
In this course, students use a range of computer hardware and software to create, manipulate and communicate information. Using a range of applications, students investigate, construct and evaluate ICT solutions which will equip the student for the 21st century and give them an appreciation of the impact of information technology.

**Minimum entry requirement**
The minimum entry requirement for this course will depend on the units in which the student enrols.

*Stage 1 / Non exam students in AIT are offered the Certificate II Information Technology. See Page 62*

**2AAIT (examination students)**
The focus for this unit is **media information and communication technologies**. The students will be required to prepare a report on the impact of video games on society and where the future of gaming is headed. They will be required to design and produce a DVD menu in a multimedia medium. The students will need to also conduct and communicate an investigation to upgrade a local LAN centre. There is an end of semester exam on social implications and trends, acquisition of hardware and software and digital data and information.

**2BAIT (examination students)**
This course will give students **exposure to a range of software** eg Microsoft Office and Macromedia Suite/Adobe CS. Students will be required to prepare a report and presentation on the impact of communications and to develop, create and test a prototype to distribute a program and produce a webpage for a club. There is an end of semester exam that will cover theory topics e.g. application software, operating systems and digital data.

**3AAIT (for examination students after successful completion of 2A/BAIT) offered 2015**
The focus for this unit is **evolving information and communication technologies**. The use of applications to create, modify, manipulate, use and/or manage ICT, particularly for business, training, education, infotainment and edutainment purposes is fundamental to this unit.

**3BAIT (for examination students after successful completion of 2A/BAIT) offered 2015**
The focus for this unit is **information and communication technologies in industry**. Students focus on the production of an ICT product for a particular industry of interest. Students justify the computer systems selected for their product and understand the social and legal implications, and the impact of its use in industry.

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

**Minimum entry requirement**
The minimum entry requirement for this course is a B grade in Natural & Processed Materials in Year 10 Science.

**2ACHE**
The focus for this unit is **chemistry in and around the home**. In this unit, students develop more formal understandings of chemical structure, change and language within familiar contexts.

**2BCHE**
The focus for this unit is **chemistry and the environment**. In this unit students develop formal understandings of acids and bases, oxidation and reduction, and organic chemistry through environmental contexts.

*The following pair of units is offered in Year 12 after successful completion of Units 2A and 2B in Year 11.*

**3ACHE**
The focus for this unit is **chemical processes**. Students examine relationships between concepts, models and principles, and sustainable chemical practices where industry endeavours to achieve a maximum yield at the lowest possible cost.

**3BCHE**
The focus for this unit is **chemistry and modern lifestyles**. Students develop understandings of complex models that underlie the study of medicines, biochemistry, fuel cells and plastics through further study of equilibrium, oxidation and reduction, and organic chemistry.

**How will this course help students in the future?**
This course enables students to relate chemistry to other sciences including biology, physics, geology, medicine, molecular biology and agriculture, and to take advantage of vocational opportunities that arise through its application. It also helps them to prepare for further study and to be responsible and efficient users of specialised chemical products and processes at home or in the workplace.
In the Design course students develop skills and understandings that give them the edge for current and future industry or employment markets as well as further education. Students study design principles and elements in the context of Graphics, Photography and Technical Graphics. Each context contains design development, problem solving and solution work using Computer Aided Drawing, Adobe Design Software and production techniques. Students develop skills in graphic design, CAD and photography in response to design briefs (tasks).

Minimum entry requirement
The minimum entry requirement depends on the units in which the student enrolls.

Context: Graphics
Note: Students intending to study this context are advised that Certificate II Visual Arts and Contemporary Craft is complimentary to these units.

1ADESG
This unit is for students who have an interest in learning the skills used in graphic design. The course is digital graphics based where students learn about industry standard software such as Adobe InDesign and Illustrator. Tasks include colour basics, naming and saving your digital files, the process of design and sketching for ideas, communication, annotation and preparing layouts. Students then design company logos, business letterheads and cards as an introduction to graphic design in the print industry. There are self paced tutorials to assist students with the design software and production of a final folio of work that includes prints for exhibition. Students will also be invited to design and produce layout pages for the school’s newsletter.

1BDESG
Students continue to design and produce work that develops their skills for the print industry. Study includes book design principles, page construction, book cover design using colour and monochrome principles. Typography is introduced as is document and letter design. Students are set real life tasks such as cover page design for a magazine, catalogue or advertising material that uses skills and knowledge for setting out artwork. Opportunities exist for students to design and create documents from imaginary and real clients such as local businesses or our school. Posters or flyers advertising events at school and in the local community allow students to create individual artwork with their personal ‘trademark’ for use in the community.

The following pair of units is offered in Year 12 in 2015.

1CDESG Graphics
This unit builds upon the skills and knowledge from previous units. It explores the field of graphic design with an emphasis upon personal design and communication. Students study the business of designing for a client or audience and produce work to meet their needs or interests. Production items may include personally designed stationary, tattoo design, website design or drawings of other personal items.

Students will use Adobe Illustrator and Photoshop and will continue learning about this software and develop new skills and techniques. The production of articles such as vehicle decals, stickers and transfers is incorporated in this unit as is tee-shirt transfer or personal badge design. The design process is followed carefully and a folio of work is produced for assessment.

1DDESG Graphics
This unit is about graphic design in society. Students continue to design for an audience with a particular focus upon the social aspects of society. Students study the meaning of messages in design and use their understandings to produce work suitable for posters, web sites, newsletters, leaflets and flyers. Students study the importance of consumer behaviour and stereotypes in society and consider things such as identity, sub-culture and other social issues.
in their designs. Students develop greater understanding of design methods such as visual research, ideation and refinement techniques to improve their design skills and knowledge. Vinyl transfers are produced for design works such as stickers, decals and signs. Adobe Illustrator, In Design and Photoshop are used to create work for assessment. Sketching, brainstorming, and mind mapping are skills that are used during the design process in this unit.

**Context: Technical Graphics**

*Note: Students intending to study Materials Design Technology Wood or Metal are advised to choose this subject.*

1ADEST Technical Graphics

Students are introduced to the elements and principles of design within the context of Technical Graphics. The forms of drawing and concepts that are taught include Plane Geometry, Orthogonal projection and Pictorial isometric/oblique/perspective) communication. Students work through exercises that develop skills to understand shapes, view objects, draw in three views and develop abilities in 2D and 3D drawing methods.
The work is drawing board based and computer aided drawing is introduced using Pro Engineer software. There is a high degree of practical involvement and the opportunity to design a product in 3D. Students are also introduced to professional presentation techniques that assist with their portfolio.

1BDEST Technical Graphics

This unit is a continuation of 1A where the skills of drawing are further developed and extended. Product design is the unit focus with greater emphasis upon computer aided design to solve problems.

Students are required to complete tasks that involve packaging design, industrial design and architectural design. For example, packaging design involves learning about angles, folds and centres in the production of a packet to contain an MP3 player. Industrial design allows students to produce a solution for a company logo in a real life scenario whilst architectural design deals with the housing industry, floor plans and 3D modelling of kitchens and rooms using specialised software.

The following pair of units is offered in Year 12.

1CDEST Technical Graphics

This unit allows students to produce drawings that demonstrate their understanding of personal design using the main forms of technical graphics. Students choose from a range of technical challenges that builds skills in geometric, pictorial (isometric, oblique, perspective) and orthogonal drawing. Computer Aided Drawing allows students to use software such as Pro Engineer and Google Sketch Up to design solutions to real problems. Typically, tasks include the design and development of products such as a music turntable, mag wheel or motocross bike. Students produce a folio of work that includes rendered drawings in pencil, ink and computer rendering.

1DDEST Technical Graphics

This unit is concerned with social design and concentrates upon architecture at home and in the community. Tasks include researching home designs in Perth, designing a family and holiday home, producing home ideas for renovation and drawing a site plan for home construction.

Computer software is used to develop home plans, add dimensions and draw elevations. Architectural standards and language is developed so students can communicate meaningfully with industry workers and clients. Students conclude the unit with a folio of work that may be used for entry to TAFE or employment in a relevant industry.

**Context: Photography**

Photography students are offered a programme in Certificate II Visual Arts & Contemporary Craft (Digital Imaging) CUV20103. See Details on Page 64.
The Food Science and Technology course provides opportunities for students to explore and develop food-related interests and passions to achieve personal and professional goals. Students choose a context from hospitality, nutrition and health promotion or product development to develop and apply enterprising and innovative ideas to food production to meet future needs.

Minimum entry requirement
There is no minimum entry requirement for this course however it would be advantageous to have completed a Year 10 foods unit.

Context: Hospitality.

1AFSTH
The focus for this unit is **spotlight on my food**. Students learn about the variety and availability of familiar and local foods. Food selection models such as the Australian Guide to Healthy Eating are used to help students to assess what makes up a healthy balanced diet. Students investigate the reasons why we eat certain foods and the sensory characteristics that impact upon their food choices. Students spend two lessons a week participating in practical work and becoming familiar with the different methods of cookery.

1BFSTH
The focus for this unit is **food, health and choices**. In this unit students learn about a balanced diet and nutrition. They research differences between individual food needs and preferences. Students investigate a variety of different foods available to them and assess this according to the nutrition content, variety, availability, storage, convenience and cost. Students by the end of the unit will be able to identify their own personal, physical, intellectual, emotional, social and spiritual needs and wants which define their eating habits. Students spend two lessons a week, developing and investigating foods in practical sessions.

1CFSTH (Year 12)
The focus of this unit is **food and my life**. Choosing and using food is very important part of adolescence. Investigations will be done on fast food and why it is popular. Homemade versions of the fast food will be carried out and comparisons made. The nutritional requirements of teenagers will be studied and again the practical aspects will carried out. This will cover both food for teenagers and family meals. We then will move onto setting up a healthy food expo and time will be spent planning and trialling foods suitable for this event.

1DFSTH (Year 12)
The focus of this unit is **food for communities**. Research will be done on staple foods from countries around the world and how these have been incorporated into the Australian menu. The different processes involved in the preparation of food will be studied and experimentation with different processes will be undertaken. Teamwork skills will be incorporated in tasks along with workflow to produce meals for others. While completing this practical work cultural differences and customs will be studied.

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

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

Minimum entry requirement
Minimum of a C grade in the Life and Living Strand with preferably a B grade or higher is needed for successful completion.

2AHBS offered as 2XHBS
The focus for this unit is functioning humans. The functioning body has many needs including food, oxygen and the removal of its wastes. For each one of these needs, the body has a system that fulfils them, and a transport system that links them together. Cells that make up the body rely on these systems to survive. All of the cell processes, including metabolism and cell division, have specific requirements that must be met from the surrounding environment. Offspring show features of both parents and it is possible to predict these due to the known patterns of inheritance. New chromosomal combinations result from reproductive processes. Chance occurrences during cell division can result in mutations. Many factors can affect the body’s health and it must be able to defend itself. Each system has its own defence mechanisms and can be assisted by the use of medical preparations and hygiene practices.

2BHBS offered as 2XHBS
The focus for this unit is human survival. Almost everything that happens inside the human body can be traced back to DNA. It provides the instructions for the cells that make up the human body. Humans start as a single cell that develops into all of the organs and tissues seen in the body. The formation of that original single cell involves many carefully controlled and timed processes in males and females. Once formed, this cell undergoes many changes during pregnancy and into infancy and is susceptible to environmental threats from which it needs protection. The reproductive process is complex and not always successful. Tests and counselling can assist people with reproductive difficulties and genetic counselling can help determine the level of risk of having an offspring with a genetic condition for families with known conditions. The environment plays a large role in determining the survival of individuals.

The following pair of units is offered in Year 12 after successful completion of Units 2A/2B in Year 11.

3AHBS (3XHBS)
The focus for this unit is human regulation. The body works to maintain a constant internal environment despite changes in the external environment. Normal body activities require constant feedback of blood sugar, temperature, gas and body fluid concentrations. Both the endocrine and nervous systems are involved in this maintenance. Malfunctions can be caused by genetics, behaviour or disease, and some can be controlled by medical intervention. Genes can be affected by the environment and/or chance events. The range of variation seen in humans today is not always the result of simple genetics and may involve more complicated models of inheritance. The environment can determine what lives or dies. This is a struggle for survival that has been recorded over millions of years in fossils. Natural selection leading to evolution is supported by evidence from comparative anatomy and biochemical studies. Throughout a human’s lifetime there are medical treatments and procedures that can influence the quality of life.

3BHBS (3XHBS)
The focus for this unit is the future of humans. Movement of the body requires complex processes of coordination. Bones, muscles and nerves must work together in a perfectly coordinated effort regardless of whether it is pulling a hand away from a hot object, playing sport or maintaining an upright stance. The malfunction of these systems can occur through trauma, disease and/or ageing. The role of DNA is vitally important and recent advances in
knowledge and bio-techniques have led to new ways of diagnosing and treating disease. If the body becomes damaged or infected, modern medical technology can be used to enhance trauma recovery, to deal with specific pathogens or alleviate the impact of ageing. Humans can trace their origins back for millions of years to the first primates. Throughout history there are a number of trends that can be followed through primates and hominids to the features of modern humans.

**How will this course help students in the future?**
An understanding of human biology is valuable for a variety of career paths. The course content deals directly and indirectly with many different occupations in fields such as science education, medical and paramedical fields, food and hospitality, childcare, sport and social work. Appreciation of the range and scope of such professions broadens students’ horizons and enables them to make informed choices.
Integrated Science encourages students to be questioning, reflective and critical thinkers about scientific issues. This course is based on a holistic view of science knowledge and starts with the problems and issues that are important to young people. It draws on the traditional disciplines of science, such as biology, chemistry, geology and physics, as well as less traditional areas, such as forensic science and biotechnology, as a resource to enable students to investigate issues that are interesting and relevant in a modern world.

Minimum entry requirement
There is no minimum entry requirement for this course.

1AISC/1BISC
In each of the stage 1 units, 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. The range of units that may be offered include Forensics, Simple Machines, Marine Science, Sustainable Living and Paint.
In each of these units, teachers choose the context and learning experiences that best suit the needs of students in the class.

1CISC/1DISC (Year 12)
In each of the stage 1 units, 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. A range of units such as driving, music and water may be covered.

Examination students are recommended to consider Earth and Environmental Science 2A/B.

How will this course help students in the future?
This course will equip students to undertake further study and/or gain employment. It is of a broad and flexible nature in the earlier units and covers more explicit content through the integrated approach to scientific questions in Stage 2 and 3 units.
This is a practical course where students can choose to work with wood, metal or textiles in the design and manufacture of products. This is also a course about ideas, innovation and creativity. In order to do these well, students research and test materials and use strategies to develop innovative and creative ideas. They apply skills of management in planning and implementing a process, at the same time as they manipulate tools and machines to produce high-quality products.

**Minimum entry requirement**
There is no minimum entry requirement for this course however it would be advantageous to have completed a Year 10 Design and Technology unit.

*Students studying Materials Design Technology are advised to also choose Design Technical Graphics.*

**Context: Metals**

**1AMDTM Metals**
The focus for this unit is production fundamentals. It is an introductory unit for those students who have limited experience in the manufacturing of products. Students are introduced to principles and practices of design, and the fundamentals of design required to manufacture products for themselves, such as a nut cracker and brick carrier. They learn to communicate various aspects of the design process within the structure of “design, make and appraise”. Throughout the process, students learn about materials, including their origins, classifications, properties and suitability for purpose. Students use the technology process and are introduced to relevant technology process skills.

Students work in a defined environment and learn to manipulate materials such as basic machining, cutting, joining, welding, shaping and finishing techniques.

**1BMDTM Metals**
The focus for this unit is design fundamentals. It is for students who have informal experiences interacting with a variety of items designed to meet certain needs. Students apply the fundamentals of design and concepts related to designing for self, considering beliefs and values. They learn to communicate various aspects of design process within the structure of making what they design. This may include a clamping device or coffee table. Throughout the process, students learn the origins, classifications and suitability for purpose of materials. Students are introduced to a range of technology skills, generating ideas and realise these ideas through their design projects. Students learn skills through welding exercises, materials manipulation including basic manufacturing techniques as well as reading and interpreting plans.

**1CMDTM Metals (Year 12)**
The focus for this unit is design techniques. Students are introduced to the elements and fundamentals of design, as well as factors affecting design, based on client needs. They learn to communicate various aspects of the technology process by constructing what they design. 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.

Skills Development range from a metal carry-all-box or can crusher manufactured in the workshop environment to materials manipulation, including basic machining, cutting, joining shaping and finishing techniques.
1DMDTM Metals (Year 12)
The focus for this unit is **design for the consumer**. Students use a range of techniques to determine market needs and apply the fundamentals of design to produce products for the consumer market. Students learn to design and communicate their own ideas and various aspects of the design process within the structure of making what they design.

Students are introduced to a range of technology skills, generate ideas and realise these through their design projects. They work in a defined environment and learn to use a variety of relevant technologies safely and effectively. Students in consultation with their teacher, select projects of interest to them, then design and manufacture these articles for the consumer market. This may include models such as a clamping device through to scrolled worked coffee tables.

**Context: Wood**

1AMDTW Wood
Students begin the unit with an **introduction to safety and work practices in a workshop environment** and complete a number of tasks that introduce hand tools and basic machinery for woodwork joints such as a *Dovetail and a Half Lapped Joint*. A design brief is developed, where students design their own *Audio Visual Tower*. Some design skills are introduced including developing concepts, ideation and communicating these through technical drawings. Students spend time constructing their audio visual tower while developing further techniques and understandings about the properties of various types of wood including pine, jarrah and manmade timbers. Students reflect upon their product and the process they have learned through a detailed evaluation of their finished product. At the conclusion of the course students complete a research report which looks at the effects logging has on the environment.

1BMDTW Wood
The focus for this unit is **design in practice** and allows students to interact with products that have been designed for certain needs. The course is similar to that of 1A with a focus on wood turning. Students complete a number of skill exercises to check and review their skills and knowledge. Students will then undergo the design brief process to design a *Pedestal Table*. Students manufacture this pedestal table learning about correct tool techniques and application of wood turning and safety. An environmental research report will be completed which deals with the social, environmental, and ethical implications the timber industry has on society.

1CMDTW Wood (Year 12)
The focus for this unit is **design techniques** and is for students who have had experiences using wood and aims to develop a greater awareness about the characteristics, properties techniques and skills required for wood construction. The major task in this unit is the design and construction of a *Timber Framed Bar Stool*. Students learn the skills needed for this task by constructing a small folding chair exercise which provides awareness of joints commonly used in bar stool construction including the *Mortise and Tenon Joint and Dowel Joints*. The environmental research report for this unit looks at how Western Australia’s timber industry is being sustained for the future and how society can reduce the impact on the environment.

1DMDTW Wood (Year 12)
The focus for this unit is **design for the consumer** and is for students who have had experiences in wood design for the consumer market. Typically, these skills and understandings have been developed through previous study of MDTW units. Students will complete a design brief and manufacture a *Dressing Table Mirror* for a client. Central to this unit is greater development and understanding of the design process in the wood technology industry. Along with an evaluation students complete a research report that summarises the method by which a tree is converted to usable timber and the defects found in timber.

**How will this course help students in the future?**
This course connects to the world of work and further vocational education pathways. Students may achieve VET competencies as they complete their design projects. This activity enhances employability and may lead to further training and employment opportunities in areas that include manufacturing, design, the built environment, science and engineering.
MATHEMATICS: MAT

The Mathematics course has been created to offer senior secondary students the opportunity to advance their mathematical skills, to build and use mathematical models, to solve problems, to learn how to conjecture and to reason logically, and to gain an appreciation of the elegance, beauty and creative nature of mathematics. Students use numbers and symbols to represent many situations in the world around them. They examine how mathematical methods associated with number, algebra and calculus allow for precise, strong conclusions to be reached, providing a form of argument not available to other disciplines.

Minimum entry requirement
The minimum entry requirement for the Mathematics courses will depend on the units in which the student enrols, generally at least C grade in the previous units.

1BMAT
In this unit, students use decimals, fractions and percentages for practical purposes. They apply mathematics for personal budgeting, banking and shopping. They estimate and measure length and mass of objects using a variety of instruments, and derive and use methods for calculating perimeter and basic areas. They translate, reflect and rotate shapes in design. Students use repeated measurement to collect data relevant to them, display data in tables and graphs and interpret the displays. They calculate using mental strategies, written methods and calculators.

1CMAT
In this unit, students use decimals, fractions, percentages and ratios for practical purposes. They apply mathematics to financial matters in the workplace. They write and use algebraic rules for number patterns. They measure volume and other attributes of objects, and derive and use formulas for area and volume. They read and draw maps with scales, describe and draw shapes in three dimensions. Students describe likelihood for chance events, and design and test simple probability devices. They collect time-series data relevant to them, display data in tables and graphs and interpret the displays. They calculate using mental strategies, written methods and calculators.

1DMAT (Year 12 Stage 1 students)
In this unit, students use integers, decimals, fractions, percentages and ratios for practical purposes. They apply mathematics in making financial decisions. They write word sentences algebraically and solve simple algebraic equations. They calculate area and perimeters of circles and use the Pythagoras’s theorem for calculating the length of the sides of right triangles. They describe the effects of reflecting, rotating and translating shapes in design, and enlarge, reduce and distort figures. They interpret detailed maps. Students collect measurement data from fair samples, display data in tables and graphs, calculate averages and describe spread of data, and compare datasets. They use mental strategies, written methods, calculators and computer-technologies where appropriate.

1EMAT (Year 12 Stage 1 students)
In this unit, students use positive and negative numbers and numbers with powers for practical purposes. They calculate interest and repayments for loans. They draw graphs to represent real situations, and use them to describe how quantities are related. They use trigonometry to calculate measurements in right triangles, and calculate volume and surface area of shapes. Students simulate everyday chance events, calculate probabilities and predict using probabilities. They collect bivariate data relevant to them, display the data in tables and graphs, and describe trends. They use mental strategies, written methods, calculators and computer technologies where appropriate.
The following pairs of units are offered for Senior School examination students. A high grade should have been achieved in Year 10 Pre Stage 2 Maths or the previous units or a high grade (A or B) in 1D/EMAT.

2AMAT
In this unit, students **apply ratios, rates and direct proportion in practical situations**. They calculate profit, loss, discount and commission in financial contexts. They study introductory algebra and linear relationships in numeric, algebraic and graphical forms. They use Pythagoras’s theorem for the sides of triangles and analyse the reflection, rotation and translation of shapes in design. Students collect data from fair samples, and represent and interpret the data. They use mental and written methods and technologies where appropriate.

2BMAT
In this unit, students study and **apply exponential relationships**. They develop skills for solving equations algebraically and graphically, and investigate and generalise number patterns. They use coordinate geometry in two dimensions. They use formulas directly and inversely for calculations involving shapes three-dimensional. They apply trigonometry in right triangles. They represent information using network diagrams. Students simulate everyday chance events, calculate and interpret probabilities, and collect and analyse bivariate and time-series data. They use mental and written methods and technologies where appropriate.

*For 2C/DMAT a high grade should have been achieved in Pre Stage 2 Maths or 2A/BMAT.*

2CMAT
In this unit, students **calculate interest and repayments** in order to make decisions about savings and loans, and they interpret information on financial statements that are part of everyday living. They study and apply quadratic relationships. They extend their knowledge of coordinate geometry, and represent information in networks and interpret network diagrams. Students calculate and interpret probabilities for events with more than one chance component. They analyse and compare datasets, determine trends in data and use trend lines for prediction. They use mental and written methods and technologies where appropriate.

2DMAT
In this unit, students study **functions and their graphs**. They formulate recursion rules and apply recursion in practical situations. They explore patterns, making conjectures and testing them. They use trigonometry for the solution of right and acute triangles. Students simulate chance events on technologies, and calculate and interpret probabilities for chance events that occur in two- or three- stages. They plan random samples, collect, and analyse data from them, and infer results for populations. They use mental and written methods and technologies where appropriate.

*For 3A/BMAT an A or B grade in Year 10 pre-stage 3 Maths or in 2C/DMAT.*

3AMAT
In this unit, students **explore and analyse the properties of functions and their graphs**. They develop and use algebraic skills for solving equations. They apply recursion in practical situations, including for finance. They use trigonometry for the solution of triangles. Students use counting principles to calculate probabilities and analyse normally-distributed data; they plan sampling methods, analyse data from samples and infer results for populations and use mental and written methods and technologies where appropriate.

3BMAT
In this unit, students study **differential and integral calculus of polynomial functions and use calculus in optimisation problems**. They develop algebraic skills for solving equations and apply them in linear programming. They analyse and construct project networks. They reason deductively in algebra and geometry. Students analyse bivariate data, and argue to support or contest conclusions about data. They use mental and written methods and technologies where appropriate.
The following pair of units is offered for Year 12 after successful completion of 3A and 3B (3XMAT) in Year 11.

**3CMAT**
In this unit, students develop their knowledge of **calculus concepts and their algebraic, graphing and calculus skills, and apply these in mathematical modelling**. They use counting techniques and probability laws, and calculate and interpret probabilities for the binomial, uniform and normal random variables. They use mental and written methods and technologies where appropriate.

**3DMAT**
In this unit, students **extend and apply their understanding of differential and integral calculus**. They solve systems of equations in three variables and linear programming problems. They verify and develop deductive proofs in algebra and geometry. Students model data with probability functions and analyse data from samples. They justify decisions and critically assess claims about data. They use mental and written methods and technologies where appropriate.

**How will this course help students in the future?**
People who are mathematically able can contribute greatly towards dealing with many difficult issues facing the world today; problems such as health, environmental sustainability, climate change, and social injustice. We need to understand these problems thoroughly before we can expect to solve them, and this is where mathematics and mathematical modelling are so important.
The Mathematics-Specialist course provides a solid foundation for the many students who will continue their study of mathematics beyond the compulsory years of schooling. It has an emphasis on mathematical reasoning, modeling, recursion and the use of technology, in keeping with recent trends in mathematics education, and in response to the growing impact of computers and the internet. Students engage in posing and solving problems within mathematics itself, and thus appreciate mathematics as a creative endeavour.

Offered through WCCC eXLS, currently at Edith Cowan University

Minimum entry requirement
An A grade in Year 10 Pre Stage 3 is essential for enrolment in this course.

3AMAS (eXLS course see page 6)
The focus for this unit is on representation and students use a variety of forms. A strong distinction is drawn between exact and approximate results and their practical applications in particular contexts when solving problems. Students use mathematical models to understand situations defined in terms of change. Mathematical reasoning is introduced and used to establish laws and investigate functions.

3BMAS (eXLS course see page 6)
Students explore new ways of expressing and analysing change, including limiting behaviour and continuity. Students establish and use properties to develop deductive proofs. By building strong algebraic skills to support mathematical arguments, supplemented by the use of appropriate technology, students investigate more complex models to solve practical problems.

The following pair of units are offered in Year 12 after successful completion (A or B Grade) in Units 3A and 3BMAS (3XMAS) in Year 11.

3CMAS
The focus for this unit is the abstract development of a range of sophisticated relationships. Spatial contexts are extended from two dimensions to three dimensions. This unit develops abstraction as an increasingly powerful way of expressing and analysing change and introduces exhaustion and contradiction as methods of proof to be explored.

3DMAS
The focus for this unit is on the use of differential and integral calculus to understand a range of phenomena. By increasing familiarity with transformation and the use of matrices, students can extend their theoretical understanding of growth and decay models. This unit introduces mathematical induction to complete the suite of proof processes developed in mathematical reasoning to a satisfactory, pre-tertiary level.

How will this course help students in the future?
This course allows students to appreciate mathematics, as well as helping them to develop the necessary understanding and skills to prepare them for productive working lives. It should be emphasised that people who are mathematically able can contribute greatly towards dealing with many difficult issues facing the world today; problems such as health, environmental sustainability, climate change, and social injustice. We need to understand these problems thoroughly before we can expect to solve them, and this is where mathematics and mathematical modelling is so important.
Physical Education Studies contributes to the development of the whole person. The emphasis is on learning through movement and personalised learning experiences. Students will analyse their own personal performance as well as others, apply theoretical principles and plan whilst coaching, instructing, teaching and leading. The students use physical activity and sport as fundamental contexts to develop broader physiological, psychological, biomechanical and motor learning understandings.

**Minimum entry requirement**
An interest and aptitude for the theory and practice of physical skills in sport is desirable for Stage 1 courses.

Students should choose from the Certificates available in either Sport and Recreation or Outdoor Recreation see page 63

**1APES**
The focus for this unit is **participation in physical activity**. Students are introduced to fundamental movement concepts and the structure of their body that provide a basis for exploring their participation. Students are introduced to a ‘game sense’ approach to understand tactical problems. They use observation and simple qualitative methods to assess personal movement competency, undertake general fitness activities, practise interpersonal and mental skills and make decisions and set simple goals. They reflect on personal attitudes towards values associated with physical activity and the characteristics of the coach.

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

**1CPES (Year 12)**
The focus for this unit is the process of building **personal profiles**. Students are introduced to simple movement and conditioning, psychological and social concepts that provide a basis for assessing and enhancing their current participation. Students are introduced to a ‘game sense’ approach to solve tactical problems. In building a profile for improvement, they use observation and qualitative methods to assess personal movement competency; undertake fitness, interpersonal and mental skills profiling and review their decisions and goals. They review participation preferences in relation to activities, roles and positions, reflecting on personal attitudes towards values associated with physical activity, and consider physical activity and sport from social, cultural and political perspectives. Their findings guide a plan for improvement and the development of skills in sports first aid.

**1DPES (Year 12)**
The focus for this unit is **extending personal profiles**. Selected learning contexts will enable students to make meaningful comparisons between themselves and others in terms of participation preferences (relating to positions, activities and roles), personal characteristics, competencies, attitudes and behaviours in physical activity, thereby enhancing their understanding both of themselves and others. They apply strategies for solution focused decision making, management of emotions, arousal and stress, team building and group development. Extending students’ personal profiles and undertaking comparative analysis with a peer, professional athlete, coach or official’s profile will guide a plan for improvement. Using observation, qualitative methods and selected measurements, students make comparisons between various aspects of their own and others’ participation profiles and plans.
Students in the 1C/D course in Year 12 will have the opportunity to complete and acquire national accreditation in Level 1 Coaching – General Principals and SMAC certification from Sports Medicine Australia.

2APES (examination students)
The focus of this unit is exploring anatomical and biomechanical concepts, the body’s responses to physical activity, and stress management processes to improve their own and others’ performance in physical activity.
The above concepts are explored through the student’s own performance in selected sporting activities.

2BPES (examination students)
The focus of this unit is to identify the relationship between skill, strategy and the body in order to improve the effectiveness and efficiency of performance.
Sports tactics, laws of motion, energy systems and principals of training are some of the topics covered in this course. The above concepts are explored through the students own performance in selected sporting activities.
Note. The above courses are aimed at Tertiary bound students. As Stage Two units they are subject to statewide examinations in both Practical and Theory.

How will this course help students in the future?
Students will progressively develop skills, knowledge and understanding that will enable them to pursue their personal interests and potential in physical activity as athletes, fitness instructors, coaches, officials and/or administrators. It will prepare them to play an active role in the development of community sport, health and fitness.
In the Physics course, students investigate the natural and built world around them in a wide and interesting range of contexts. They explore the different forms of energy and energy transformations, and study how mechanical forces can shape the environment. They learn how electric and magnetic fields can be used in machines and electronic devices, why different materials are used in heating and cooling systems, how communication and vision systems apply our understanding of the properties of light and sound waves and how radioactivity is used in industrial testing and in the treatment of diseases.

Minimum entry requirement
An A or B grade in Energy and Change in Year 10 Science and an A or B grade in Algebra are essential for enrolment in this course.

2APHY
The unit content organisers are motion and forces explore motion in one dimension to solve both qualitative and quantitative problems. Through the study of nuclear physics, students learn about atomic structure and subatomic particles to understand and appreciate phenomena such as those that lead to the emission of nuclear radiation, and nuclear energy. They are encouraged to develop their own investigations of real world problems, extending their investigative and communication skills. They learn that uncertainties are an integral part of the measurements made in their experiments, and engage with more abstract questions to select appropriate problem-solving strategies.

2BPHY
The unit content organisers are heating and cooling and electrical fundamentals. In learning about heating and cooling, students gain insight into temperature measurement, internal energy, conduction and convection and radiation to develop understandings about how energy is transferred by heat through different types of materials. They also examine the thermal properties of substances, including thermal expansion, specific heat capacity and latent heat. Within electrical fundamentals, students learn to apply the concepts of charge and energy transfer to situations involving both electrostatics and current electricity. They construct and study characteristics of electric circuits; learn how to work safely with electricity; and gain a more comprehensive understanding of the relationship between electricity and magnetism. They research real world problems and plan to carry out an investigation, and deal with abstract concepts and principles when selecting problem-solving techniques.

The following pair of units is offered in Year 12 after successful completion of Units 2A and 2B in Year 11.

3APHY (3XPHY)
The unit content organisers are motion and forces in a gravitational field and electricity and magnetism. Within motion and forces in a gravitational field, students explore the motion of objects in gravitational fields, including the motion of projectiles, orbiting satellites, planets and moons, and ways in which forces may affect the stability of extended objects. Within electricity and magnetism, students also learn about magnetic fields and how they interact with moving charges in situations involving current electricity, the motor effect and electromagnetic induction. They identify real world problems, develop research questions to plan, conduct and evaluate investigations. Their problem-solving techniques include combinations of concepts and principles.

3BPHY (3XPHY)
The unit content organisers are particles, waves and quanta and motion and forces in electric and magnetic fields. Further study of mechanical and electromagnetic waves allows students to appreciate both classical and modern interpretations of the nature and behaviour of waves. They learn how waves are used in a variety of technologies, such as in musical instruments, communication systems or sensing systems. They encounter the scale of the observable entities in our Universe, and relate physical principles about waves to the study of
the Universe and its parts. Extending their knowledge of atomic physics, they analyse spectra and explain a range of physical phenomena such as fluorescence and X-ray emission. They also learn about some aspects of modern physics such as relativity and cosmology. They research their own question and develop problem-solving strategies that involve linking a number of concepts and principles.

**How will this course help students in the future?**

For students pursuing post-secondary education physics-related vocations this course provides prerequisite, preferred or highly desirable knowledge and skills for many science, engineering, laboratory and science-related courses at tertiary institutions.
<table>
<thead>
<tr>
<th>CODE</th>
<th>COURSE</th>
<th>COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>C2BU</td>
<td>Certificate II Business*</td>
<td>$40</td>
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<tr>
<td>\</td>
<td>Certificate II Information &amp; Communication Technology</td>
<td>$45</td>
</tr>
<tr>
<td>C2OP</td>
<td>Certificate II Outdoor Recreation**</td>
<td>$135</td>
</tr>
<tr>
<td>C2SR</td>
<td>Certificate II Sport Coaching***</td>
<td>$40</td>
</tr>
<tr>
<td>C2VA</td>
<td>Certificate II Visual Art and Contemporary Craft (Digital Imaging)</td>
<td>$150</td>
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<tr>
<td>C2MU</td>
<td>Certificate II Music</td>
<td>$42</td>
</tr>
<tr>
<td>C3MU</td>
<td>Certificate III Music</td>
<td>$42</td>
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</tbody>
</table>

- In working towards completing Certificate 11 by the end of Year 12, during Year 11 students should complete the units for;
  - * Certificate 1 in Business
  - ** Certificate 1 Sport & Recreation Outdoor Pursuits
  - *** Certificate 1 Sport & Recreation
- The Music Certificates are offered in alternate years. Music students should be able to complete both over Year 11 and 12.

*Estimated approximate costs per course unit at the time of going to print.*
Certificates

All students not enrolled in 4 or more ATAR Stage 2 or 3 courses should choose one of the Certificate qualifications.

The government expects all students should qualify to achieve University entry or achieve a VET Certificate qualification.

Certificate II Business

Introduction

Office administration is essential in all business organisations. Tasks include word processing, records handling, business correspondence and bookkeeping.

The Certificate II Business will prepare you for work in a variety of industries including retail, hospitality, education and health care. However the skills covered are relevant in most occupations.

Skills covered in the Certificate II Business

- Work effectively in a business environment
- Follow workplace safety procedures
- Communicate in the business environment
- Produce workplace documentation

National Training modules are covered and students gain credit for each skill achieved/demonstrated.

Career Opportunities

Completed Certificates carry considerable points towards TAFE entry aggregate. Students enrolled in 3 or less pairs of Stage 2 or 3 units who complete Certificate such as this Certificate may apply for an exemption from sitting the compulsory external examinations for Stage 2 and 3 units.

Graduates will gain the skills and knowledge to undertake entry level administrative roles such as Receptionist, Administrative Assistant, Clerical Officer.

The following pair of units are offered to students in Year 12 who have completed their Certificate 2 in Business

1ABME (Year 12 – SSEP students)

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

1BBME (Year 12 – SSEP students)

In this unit, the focus is on contexts related to initiative and inspiration, which are the values of the dynamic and imaginative entrepreneur or business manager. Entrepreneurship and innovative thinking are introduced, generating ideas and proposals that may be suitable for business ventures.
Certificate II Information & Communication Technology

Course Information
Information and Communication Technology (ICT) at Wanneroo Senior High School offers a TAFE and industry pathway for students. This qualification provides the foundation ICT skills and knowledge for an individual to be an effective ICT user or employee. The qualification has a fundamental ICT knowledge and skills base that provide foundation general computing and employment skills that enable participation in information technology environment in any industry.

The qualification introduces Occupational Health & Safety and soft (people) skills such as communication into the 8 core units and there are 6 elective units.

Outcomes
Students can apply for TAFE entry to study a Certificate III in Information and Communication Technology. Small to medium enterprises will find the contents of this qualification extremely useful at ICT user level.

Core Units

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBCMN106A</td>
<td>Follow workplace safety procedures</td>
</tr>
<tr>
<td>ICAD012B</td>
<td>Design organisational document using computing packages</td>
</tr>
<tr>
<td>ICAU2005B</td>
<td>Operate computer hardware</td>
</tr>
<tr>
<td>ICAU2006B</td>
<td>Operate computing packages</td>
</tr>
<tr>
<td>ICAU2013B</td>
<td>Integrate commercial computing packages</td>
</tr>
<tr>
<td>ICAU2231B</td>
<td>Use computer operating system</td>
</tr>
<tr>
<td>ICAW2001B</td>
<td>Work effectively in an IT environment</td>
</tr>
<tr>
<td>ICAW2002B</td>
<td>Communicate in the Workplace</td>
</tr>
</tbody>
</table>
Certificate II Outdoor Recreation

Minimum Requirements:
- Competent swimming in open water.
- Ability to attend one class per week at 7:30am.
- Ability to pay for and attend 2 assessed camps per year.
- Willingness to accept challenges and move out of comfort zones, while being co-operative and positive.
- Students will be required to start class early at 7.30 am, one day a week to complete the activities required.

With the continuing growth in Australia of tourism and recreational endeavours, the Outdoor Recreation Industry has many exciting and rewarding employment opportunities. Through interaction with the natural world, the Certificate I Sport and Recreation (Outdoor Focus) and Certificate II Outdoor Recreation aim to develop students understanding of our relationships with the environment, others and ourselves.

These courses focus on developing essential Outdoor skills required within the Outdoor Industry through a range of outdoor activities in a range of environments including:
- Surfing
- Snorkelling
- Bushwalking
- Sailing
- Mountain Biking
- Climbing
- Surf Rescue
- Orienteering
- Leadership
- First Aid

Future employment
Opportunities and career pathways may exist in areas such as outdoor leadership, guiding activities and environmental interpretation, planning for future environments, managing facilities, eco-tourism, military service, outdoor education and the many yet to be developed outdoor industries.

Note: Completed certificates and competencies will carry competitive weight toward TAFE entry across Australia.

Charges:
- Course: $135.00
- Camps: $100.00 approx per camp

Sample Course Outline

<table>
<thead>
<tr>
<th>CORE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SISXOHS101A</td>
<td>Follow Occupational and Health and Safety</td>
</tr>
<tr>
<td>HLTFA301B</td>
<td>Apply First Aid</td>
</tr>
<tr>
<td>SISOOPS201A</td>
<td>Minimise Environmental Impact</td>
</tr>
<tr>
<td>SISOODR201A</td>
<td>Assist in conducting Outdoor Rec activities</td>
</tr>
<tr>
<td>SISXIND101A</td>
<td>Work effectively in sport and recreation environments</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELECTIVES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>OSNK201A</td>
<td>Demonstrate snorkelling activities</td>
</tr>
<tr>
<td>OSRF201A</td>
<td>Demonstrate surf survival and self rescue skills</td>
</tr>
<tr>
<td>OSRF202A</td>
<td>Demonstrate basic surfing manoeuvres in controlled conditions</td>
</tr>
<tr>
<td>SISOMBK201A</td>
<td>Demonstrate basic off-road cycling skills</td>
</tr>
<tr>
<td>SISOCTY202A</td>
<td>Demonstrate basic cycling skills</td>
</tr>
<tr>
<td>SISONAV201A</td>
<td>Demonstrate navigation skills in a controlled environment</td>
</tr>
<tr>
<td>SISCOOPS202A</td>
<td>Use and maintain overnight site</td>
</tr>
<tr>
<td>ABN201A</td>
<td>Demonstrate abseiling skills on natural surfaces</td>
</tr>
<tr>
<td>SB201A</td>
<td>Demonstrate Yachting skills</td>
</tr>
<tr>
<td>OBWG201A</td>
<td>Demonstrate bush walking skills in a controlled environment</td>
</tr>
<tr>
<td>OBWG202A</td>
<td>Demonstrate bushwalking skills in a controlled environment II</td>
</tr>
<tr>
<td>SISOOPS202A</td>
<td>Use and maintain overnight site</td>
</tr>
</tbody>
</table>
Certificate II Sport Coaching

Minimum Requirements:
An interest and aptitude for the theory and practice of physical skills in sport is desirable.

As a VET in schools student the student is enrolled in a nationally accredited Vocational Education and Training (VET) Qualification undertaken as a part of their WACE course. These courses focus on developing sport and recreation skills required within the Health, Sport and Fitness industry. These courses lend themselves to an integrated approach between practical experiences, the environment and engagement by the self and others. Through these experiences students will gain understanding and skills for safe participation in sport and outdoor activities in the environment. They will develop the ability to assess risk, apply the appropriate management procedures to enable safe participation and develop proficiency in emergency response. Areas covered may include:

- Skills and strategies in selected sports and recreation activities including basketball, athletics, softball, netball, AFL and touch.
- Basketball coaching.
- Athletics coaching.
- Prepare and conduct sport and recreation sessions.
- Coaching principles and practise.
- First Aid

Future employment
This Certificate would suit students who are focussed on careers such as Health and Fitness, Sports Administration, Coaching and Umpiring. The Certificate II would be able to be completed over Years 11 and 12.

Note: Completed certificates and competencies will carry competitive weight toward TAFE entry across Australia.

Sample Course Outline

<table>
<thead>
<tr>
<th>CORE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTFA301B</td>
<td>Apply first aid (RPL)</td>
</tr>
<tr>
<td>SISXOHS101A</td>
<td>Follow Occupational and Health and Safety Policies (RPL)</td>
</tr>
<tr>
<td>SISXIND101A</td>
<td>Work effectively in Sport and Recreation environments (RPL)</td>
</tr>
<tr>
<td>BSBWOR202A</td>
<td>Organise and complete Daily Work Practices (RPL)</td>
</tr>
<tr>
<td>SISXCAI102A</td>
<td>Assist in preparation and conducting Sport and Recreation sessions (RPL)</td>
</tr>
<tr>
<td>SISSCGP201A</td>
<td>Apply legal and ethical coaching practices.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELECTIVES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SISSATH201A</td>
<td>Teach the fundamental skills of Athletics (RPL)</td>
</tr>
<tr>
<td>SISSAFL201A</td>
<td>Perform the intermediate skills of Australian Football (RPL)</td>
</tr>
<tr>
<td>SISSAFL202A</td>
<td>Perform the intermediate tactics of Australian Football (RPL)</td>
</tr>
<tr>
<td>SISSCGP202A</td>
<td>Reflect on professional coaching role and practice</td>
</tr>
<tr>
<td>SISSCGP303A</td>
<td>Coach junior players to develop fundamental perceptual motor skills</td>
</tr>
<tr>
<td>SISBSB201A</td>
<td>Teach fundamental basketball skills</td>
</tr>
<tr>
<td>SISBSB202A</td>
<td>Teach fundamental basketball tactics and game strategy</td>
</tr>
</tbody>
</table>
Certificate II Visual Arts & Contemporary Craft  
CUV20103: Digital Imaging

Course information
Digital Imaging Photography at Wanneroo Senior High School offers a TAFE and Industry pathway for students. It incorporates best practice in design photography education and builds upon student demand for this course. Digital Imaging engages students in a range of learning activities in digital photography. The emphasis is on practical and technical skills in photography, especially in areas of digital manipulation, studio lighting, composition and camera controls. Students have the opportunity to attain the Certificate II Visual Arts & Contemporary Craft with a focus on Photo Imaging. Students will have the opportunity to study a range of photographic fields including portraiture, landscape, macro, advertising, fashion and many more practical based activities. This course is about gaining industry standard skills in areas such as photo manipulation, retouching, colour, tone control and many more digital imaging techniques.

TAFE Entry
Students who complete this course can gain higher points for TAFE entry. Additionally, students who complete the course and have a portfolio to demonstrate photographic work may gain even higher points for entry in directly related courses such as Certificate IV Photography at Central Institute of Technology (Perth Campus).

Vocational Outcomes
Students can gain entry to TAFE or can apply for further education, training and employment opportunities within this industry. Opportunities may include traineeships, scholarships, TAFEWA entry, University entry and a range of direct employment options. Vocational guidance and preparation for employment services are also available for students.

Charges
The course will attract a charge of $150.

Sample course outline
Units of Competency*

<table>
<thead>
<tr>
<th>CORE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CUVCOR02B</td>
<td>Develop and articulate concept for own work</td>
</tr>
<tr>
<td>BSBOHS201A</td>
<td>Participate in OHS processes</td>
</tr>
<tr>
<td>CUVCOR07B</td>
<td>Use drawing techniques to represent the concept</td>
</tr>
<tr>
<td>CUVCOR11B</td>
<td>Source information on history and theory and apply to own area of work</td>
</tr>
<tr>
<td>ELECTIVES</td>
<td></td>
</tr>
<tr>
<td>CUVPH105B</td>
<td>Use 35mm SLR camera or digital equivalent</td>
</tr>
<tr>
<td>CUVVSP11B</td>
<td>Apply techniques to produce digital images</td>
</tr>
<tr>
<td>ICPMM321B</td>
<td>Capture a digital image</td>
</tr>
<tr>
<td>ICPMM322B</td>
<td>Edit a digital image</td>
</tr>
<tr>
<td>CUVPH104A</td>
<td>Apply photo imaging lighting techniques</td>
</tr>
<tr>
<td>ICPPP221B</td>
<td>Select &amp; apply type</td>
</tr>
<tr>
<td>CUVCRS08B</td>
<td>Document the work progress</td>
</tr>
</tbody>
</table>

* Units of Competency may change prior to delivery
* For the complete list of Units of Competency for the CUV03 Training Package please refer to: Website – www.ntis.gov.au

For students studying Visual Arts this Certificate may also be completed with a Visual Arts emphasis.
Certificate II Music
Vocational Education Training (VET) is nationally recognised training that provides practical work skills and credit towards, or attainment of, a vocational education and training qualification. The Certificate II Music reflects the role of individuals who apply a broad range of competencies in a varied work context in the music industry, using some discretion and judgement and relevant theoretical knowledge. They may provide support to a team such as a band, choir or other ensemble. The Units of competency required to be completed for a Certificate II Music qualification will be embedded in the Stage 1 Music Course units.

Students should complete the Certificate II Music course before progressing onto the Certificate III course.

Qualification pathways
This certificate is for students with limited or no vocational experience and without a relevant lower level music qualification. For details see Mrs Randall, Head of The Arts

Certificate III Music
Vocational Education Training (VET) is nationally recognised training that provides practical work skills and credit towards, or attainment of, a vocational education and training qualification. The Certificate III Music reflects the role of individuals who apply a broad range of competencies in a varied work context in the music industry, using some discretion and judgement and relevant theoretical knowledge. They may provide support to a team such as a band, choir or other ensemble. The 11 Units of competency required to be completed for a Certificate III Music qualification are embedded into the Stage 2A/B Music course.

Qualification pathways
This certificate is for students with limited or no vocational experience and without a relevant lower level music qualification. For details see Mrs Randall, Head of The Arts
Endorsed Programs

Endorsed Programs may be able to be accessed for credit towards WACE and achievements in completed programs will appear on the Statement of Results.

PGCAP – Community Arts Performance
PGCAP Community Arts Performance enables students engaged in community arts activities involving dance, drama, media, music and/or visual arts to be recognised for the significant learning encompassed within such activities. Examples include student involvement with amateur theatre companies, dance school concerts, exhibitions or showcases and choirs.

PGCSP – Community Sports Performance
PGCSP Community Sports Performance enables students engaged in representative or elite competitive community sports activities to be recognised for the significant learning encompassed within such activities. Community Sports Performance requires that students are provided with opportunities to develop technical skills and knowledge of a specific sport through sports development programs such as those provided by the WA Institute of Sport, sporting associations’ elite sports programs and state or national development squads. Typically, students would have been through a selection process and identified as gifted or talented in a particular sport. The elite development program must involve one or a series of state level sports performances or competitions. The program develops personal qualities such as commitment and discipline while building on a range of interpersonal skills.

PGWSPP – Whole School Production - Performance
PGWSPP Whole School Production: Performance provides students with valuable opportunities to learn specific performance skills, develop a range of interpersonal skills and make a worthwhile contribution to the school community and culture. This program recognises the significant learning gained through performance in a whole school production. Examples of productions include musical theatre, drama productions, pantomimes.

PGWSPPD – Whole School Production – Production and Design
PGWSPPD Whole School Production: Production and Design provides students with valuable opportunities to learn and develop production and design skills while making a worthwhile contribution to the school community and culture. It has been developed to provide recognition for the production and design aspects of a production such as backstage support, front of house activities, marketing and promotions, technical support, property management, set production, costume design, music, lighting and choreography.

PGWS Work Skills
The program provides students with opportunities to demonstrate achievement of a set of employability skills through paid or unpaid work. This could be through a part-time job, regular volunteer or community work or involvement in a family business. Students are required to collect evidence of their acquisition of the employability skills and to present evidence to the school for validation and reporting. The work must be separate from a workplace learning program or course.

PGST School Trip
A personal development program designed to recognise the significant learning demonstrated by students who participate in an extended excursion such as a study tour to another country, participation in an interstate educational sporting tour. The trip must be of at least four days duration and involve preparation, participation and a report or summation of the learning at the conclusion.

PMBG My Big Gig
My Big Gig is a state wide contemporary music festival for Government and private secondary schools to participate in a ‘battle of the bands’ competition. My Big Gig is a culmination of months of collaboration to achieve a common goal – performing live to an audience. A panel of judges from all aspects of the music industry take part in selecting the finalist bands as well as the winners. Prizes are awarded for 1st, 2nd, 3rd places as well as an Encouragement Award and an Original Song Award.

PLS4 Life Skills for Senior School Students 4 – Being an Individual
The Life Skills program is designed to develop those skills, competencies, understandings and attitudes that encourage academic, personal and social growth and success. It consists of six 36-hour modules which are organised into four strands - Caring for My Body, Caring for My Mind, Caring for My Relationships and Who I am in My World. Module 4 - Being an Individual focuses on: Understanding and looking after your personal health and physical well being; Body image and personal presentation; Understanding and dealing with different mental health issues (depression, anxiety etc); Understanding and applying assertive behaviours; Understanding and managing conflicts; Understanding body language; Understanding and managing personal behaviours; Understanding and applying teamwork and collaboration skills and Understanding personal identity: values, ideals, norms and stereotypes.

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The Senior School Engagement Program (SSEP) provides students with a flexible study program including part school, part TAFE/work developing individual career choices with extensive practical work experience, a work safe certificate, community work program and opportunities to develop new skills to prepare students for the world of work. This program allows the student to graduate, achieving WACE, whilst participating in School Based Apprenticeships or Traineeships, gaining TAFE qualifications and/or workplace learning.

Minimum entry requirement
Entry into this course will require an interview and a preparedness to travel to Wanneroo SHS-Joondalup Campus for the three school days. Enquiries to Mr C. Leggett 0408 959 157

The course involves 3 days per week in school and 2 days in the workplace and TAFE.

WACE Courses usually studied at our off campus location: P units may be offered.

<table>
<thead>
<tr>
<th></th>
<th>Year 11</th>
<th>Year 12</th>
<th>Page for further information</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>1A and 1B ENG</td>
<td>1C and 1D ENG</td>
<td>20</td>
</tr>
<tr>
<td>Mathematics</td>
<td>1B and 1C MAT</td>
<td>1D and 1E MAT</td>
<td>52</td>
</tr>
<tr>
<td>Career and Enterprise</td>
<td>1A and 1B CAE</td>
<td>1C and 1D CAE</td>
<td>15</td>
</tr>
<tr>
<td>Workplace Learning</td>
<td>1A and 1B WPL</td>
<td>1C and 1D WPL</td>
<td>36</td>
</tr>
<tr>
<td>Business Management and Enterprise</td>
<td></td>
<td>1A and 1B BME</td>
<td>See below</td>
</tr>
</tbody>
</table>

TRAINING WA/TAFE COURSE QUALIFICATION from the possible list on Page 11

School Based Apprenticeship / School Based Traineeship /School Apprenticeship Link

BUSINESS MANAGEMENT AND ENTERPRISE: BME
The course helps students to develop practical skills as well as knowledge and understanding of business activity by focusing on innovation, initiative and entrepreneurship. This course uses real businesses and scenarios to develop financial and business literacy, whilst at the same time enhancing interpersonal and intrapersonal skills.

Minimum entry requirement
There is no minimum entry requirement for this course.

1ABME (Year 12 – SSEP students)
In this unit, the focus is on the role of business in Australia. Most people have had consumer experiences, whether it is using a mobile phone, watching TV or paying for and using other goods and services. Therefore, learning contexts are selected that tap into these interests and build upon this informal understanding. Different perspectives on the contribution of business to society are considered.

1BBME (Year 12 – SSEP students)
In this unit, the focus is on contexts related to initiative and inspiration, which are the values of the dynamic and imaginative entrepreneur or business manager. Entrepreneurship and innovative thinking are introduced, generating ideas and proposals that may be suitable for business ventures.
Students in the Learning Centre will have access to Programs suited to their needs. These may include a number of Foundation Units at the Preliminary (P) stage, a Certificate and an Endorsed Program over the two years in Senior School Education Support. A Statement of Results from the School Curriculum and Standards Authority will list achievements completed by the student at the end of Year 12.

PA/BENG  Foundation unit/s in English

PA/BMAT  Foundation unit/s in Mathematics

PA/BAIT  Possible Foundation units in Applied Information Technology

Certificate 1 AgriFoods Operations  Units may include:
- AHCWS101A Work safely
- AHCWRK101A Maintain the workplace
- AHCNSY101A Support Nursery Work
- AHCPS101A Support Garden work
- AHCSTF101A Support turf work
- AHCNSY1201A Pot up plants

ASDAN Units Some of these units may be completed:
- CTC100  Preparatory Award Programs Transition Challenge Module 1 - Knowing How
- CTC200  Preparatory Award Programs Transition Challenge Module 2 - Making Choices
- CTC300  Preparatory Award Programs Transition Challenge Module 3 - Feeling Good
- CTC400  Preparatory Award Programs Transition Challenge Module 4 - Moving Forward

WL1 or 2 Workplace Learning Endorsed Program Workplace Learning Employability Skills

C1BU  Certificate I in Business possible units toward this Certificate

Life Skills units

For further details please contact the Learning Support Co-ordinator Ms Anita O'Brien or the Learning Centre teacher Mr Christaan Busing.