## INDEX

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>GLOSSARY</td>
<td>2</td>
</tr>
<tr>
<td>SELECTING SENIOR SCHOOL COURSES</td>
<td>4</td>
</tr>
<tr>
<td>CAREER INFORMATION</td>
<td>6</td>
</tr>
<tr>
<td>CERTIFICATION</td>
<td>8</td>
</tr>
<tr>
<td>FURTHER STUDY</td>
<td>10</td>
</tr>
<tr>
<td>• UNIVERSITY</td>
<td></td>
</tr>
<tr>
<td>• TECHNICAL AND FURTHER EDUCATION (TAFE)</td>
<td></td>
</tr>
<tr>
<td>• PRIVATE STUDY</td>
<td></td>
</tr>
<tr>
<td>• DEFENCE FORCES</td>
<td></td>
</tr>
<tr>
<td>• APPRENTICESHIPS &amp; TRAINEESHIPS</td>
<td></td>
</tr>
<tr>
<td>FINANCIAL CONSIDERATIONS</td>
<td>12</td>
</tr>
<tr>
<td>COURSE OFFERINGS</td>
<td>14</td>
</tr>
<tr>
<td>PREREQUISITES</td>
<td>15</td>
</tr>
<tr>
<td>YEAR 11 COURSE DESCRIPTIONS</td>
<td>17</td>
</tr>
<tr>
<td>(D Code Courses &amp; Courses of Study)</td>
<td></td>
</tr>
<tr>
<td>YEAR 12 COURSE DESCRIPTIONS</td>
<td>26</td>
</tr>
<tr>
<td>(E Code Courses &amp; Courses of Study)</td>
<td></td>
</tr>
<tr>
<td>INDUSTRY TRAINING PROGRAM</td>
<td>32</td>
</tr>
<tr>
<td>• Industry Program</td>
<td>32</td>
</tr>
</tbody>
</table>
GLOSSARY

TAFE
Technical and Further Education

Statement of Results
Issued by the Western Australian Curriculum Council to all students who complete at least one Curriculum Council subject. This body records grades achieved in all approved Curriculum Council and TAFE courses. It also records English language competence, numeracy, Secondary Graduation qualifications, Units of Competency, as well as other awards. For TEE students, the Statement shows grade, school assessment, raw examination mark, scaled mark and decile place for each course.

All students who complete any Year 11 or 12 course will receive a statement of results at the end of each year. Under this system, courses will be assessed using A, B, C, D and E letter grades.

WACE
Western Australian Certificate of Education
The certificate which is awarded to students who achieve Secondary Graduation. The certificate is issued by the Curriculum Council.

CC
Western Australian Curriculum Council
The Curriculum Council is the government body responsible for producing the Outcomes and Standards Framework which determines the curriculum for all students in Western Australia. The Curriculum Council is also responsible for monitoring standards between schools, the setting and administration of the Tertiary Entrance Examinations, setting the requirements for Secondary Graduation and the certification of student results.

TISC
Tertiary Institutions Service Centre
TISC co-ordinates the selection procedure for students seeking admission to the following universities – Curtin, Edith Cowan, Murdoch and University of Western Australia.

TER Course
Tertiary Entrance Rank Course
Refers to courses where scores contribute towards ranking for university entrance.

Non TER Course
Non Tertiary Entrance Rank Course
These are courses, which can be studied in Years 11 and 12, which do not contribute to a score for university entrance.
TEE
Tertiary Entrance Examination

TEE results are used only to determine eligibility for admission to university and are not included as part of the school results. Examinations are set by the Curriculum Council for Tertiary Entrance Rank Courses and students wishing to enter university may take these at the end of the Year 12 course.

TES
Tertiary Entrance Score

The tertiary entrance score is based on a combination of school results and tertiary entrance examination results (TES). A TES is calculated using the best average mark of four or five tertiary entrance courses. The highest average is then multiplied by 5.1. At least one List 1 (Humanities/Social Sciences) and at least one List 2 (Quantitative/Sciences) course must be included in the TES.

The maximum possible TES is 510.

TER
Tertiary Entrance Rank

Once the Tertiary Entrance Score has been calculated it is then converted to a Tertiary Entrance Rank (TER). A TER is a number between 99.95 and zero that reports a student's rank position relative to all other students. It takes into account the number of students who sit the TEE in any year and also the number of people of school leaving age in the total population.

If a student achieves a TER of 70.00, for example, it indicates that the student is equal to or better than 70% of the school leaver age population.

Apprenticeships

An apprenticeship is a training system for people wishing to become qualified tradespeople (e.g. automotive, mechanical, building, electrical, furniture, printing, food, footwear trades, etc). Following a 3 month trial period the applicant trains on and off the job until the completion of their trade training. The apprentice generally attends work full time and is paid throughout training.

Traineeship

A Traineeship offers a short term system (approx. 12 months) employment/training in both on the job and off the job environments. Trainees are paid a wage depending on age and time spent on the job. There are many occupations offering traineeships, e.g. Australia Post, Automotive, Banking, Food and Beverage, Insurance, Metals, Office, Retail, Travel, Hospitality and Tourism, etc.
SELECTING SENIOR SCHOOL COURSES

At Armadale Senior High School, all courses are Curriculum Council Accredited Courses. Successful completion of accredited courses is acknowledged on the Western Australian Certificate of Education.

Courses

The Curriculum Council allocates a code to all courses offered in Senior School. D-code and E-code courses are independent of each other. This means that students may choose an E-code course without having studied the corresponding D-code course. Some of the new Courses of Study are also offered.

Selection of Senior School Courses

Students will be asked to select their courses from a “Fixed Grid”. Students will select six subjects (one from each line). The grid has been designed to allow maximum flexibility for students.

Course Counselling

The school has a team of course counsellors who assist students in the selection of Senior School courses. Year 10 and returning Senior School students will be allocated to a course counsellor. Course counsellors will then organise an interview time to meet with the student and their parents. This is occurring in Week 4 of Term 3.

Points To Consider When Choosing Senior School Courses.

- Academic Abilities
- Interests
- Future Intentions
- Values
- Skills

Academic Abilities

To achieve success in Senior School courses, a student needs to have demonstrated both academic ability and achievement in Year 10 courses. Without this background, students invariably have difficulty with course content in Senior School. Students and parents should refer to the course prerequisites later in this booklet.

Interests

The present system gives a student the opportunity to pursue his/her particular interests.

a) Students with no university intentions should select ‘Accredited’ but not necessarily TES courses or a vocational program.

b) Students with doubtful university intentions might select four (4) TES courses and two other courses.

c) Reasonably strong students for whom university study is a realistic consideration and who desire to undertake such studies, should consider taking four (4) or five (5) TES courses and one (1) or two (2) other courses.

d) Academically strong students with clear university intentions should consider taking five (5) or six (6) TES courses. These courses might all be needed as background for proposed university studies.

Part-Time Work

Many students in years 11 and 12 will elect to take on a part-time job in their senior school years. Historically, this has led to a conflict of interest for some students. It is recommended that students work no more than 10 hours per week.
Future Intentions

Any course that students select should enable them to:

- Meet the pre-requisites for university and/or T.A.F.E. entry.
- Enable students to gain the West Australian Certificate of Education.
- Study courses that would suit employers’ requirements for certain jobs.

SOME WORDS OF WISDOM FOR PARENTS AND STUDENTS

✧ Check out everything.
✧ Talk to everyone.
✧ Keep all information in the one place.
✧ Stay with your interests and strengths.
✧ Don’t panic.
CAREER INFORMATION

With all the career possibilities out there, choosing the right one might sound a bit scary. Before you leave school, it will help to have some idea of where you are headed. You should know the kind of work you want to do and the level of education you need. However, these decisions are closely woven into your interests and the sort of future you want for yourself.

It is important that you spend some time:

- Exploring your skills and interests
- Researching occupations that fit you, and
- Developing a list of specific steps you must take to accomplish your goal.

In your search for a suitable career, the resources you will need to use include:

- **Personal Resources** – your knowledge, skills, abilities, interests, the goals you have set, motivation to succeed, your values, etc.
- **Printed Resources** – books which contain job information, course handbooks, brochures, fliers, posters, newspapers, feature articles, magazines, etc.
- **Human Resources** – careers counsellors, course advisers and information officers, personnel officers, workers in the job, parents, relatives and friends, teachers.
- **Computer Resources** – job and course databases, Internet www sites, ability and interest inventory tests
- **Activities** – attending special careers events/expos, course open days, information evenings, work experience, voluntary work, your hobbies, completion of other courses, etc.

For details on what you need to know about jobs and courses the following may be valuable:

**The Job Guide**

The Job Guide helps you find out about career and training options. All Year 10 students will receive their own copy of the Job Guide.

**Training Information Centre**

The TIS can provide you with information about training courses, employment options, innovative schemes and the growing array of alternative job choices.

Address: Ground Floor
Albert Facey
469-489 Wellington Street
Perth
Phone: 1800 999 167
website is training.wa.gov.au/tic/

**OZJAC**

OZJAC is an easy-to-use computer program that brings together information on all accredited courses in Australia. OZJAC is accessible on the school’s computer network. See your Year Co-ordinator for details.

**Career Information Centre**

The Career Information Centre keeps up-do-date information on job and occupation descriptions; employment trends and opportunities; education and training providers; courses and qualifications and remuneration and financial assistance associated with these options.

Address Career Information Centre
2nd Floor City Central Building
166 Murray Street Mall
Perth
Phone: 9464 1305
The Career Information Website is www.perth@centrelink.gov.au
VALUABLE CONTACT LIST

CURTIN UNIVERSITY OF TECHNOLOGY
■ 9266 2626
Website : http://www.curtin.edu.au

EDITH COWAN UNIVERSITY
■ 9273 8447
Website : http://www.ecu.edu.au

MURDOCH UNIVERSITY
■ 9360 6149
Website : http://www.murdoch.au

NOTRE DAME UNIVERSITY OF AUSTRALIA
■ 9239 5515

UNIVERSITY OF WESTERN AUSTRALIA
■ 9380 3050
Website : http://www.uwa.edu.au

TAFE
Training Information Centre
■ 9421 1344
Website : http://www.tafe.wa.gov.au

DEFENCE FORCE RECRUITING
Level 7, 66 St Georges Terrace, Perth
■ 131 901 (toll free)
Website : http://www.defencejobs.gov.au
CERTIFICATION

THE WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION

Students who meet the requirements for Secondary Graduation will be issued with a Western Australian Certificate of Education.

This applies to current Year 11 students.

To qualify for Secondary Graduation a student must:

- Complete at least ten full year (or equivalent) Curriculum Council courses
- Obtain an average grade of “C” or better in at least eight full year (or equivalent) Curriculum Council courses, with at least four of the full (or equivalent) courses at Year 12 or E-code level.
- Achieve English language competence.

Other Points:

- To achieve English language competence students must obtain a grade of “C” or better in one of the following Year 12 Curriculum Council courses:
  - English Literature
  - English
  - Senior English
  - Vocational English
- If a student fails to achieve this, he/she may demonstrate English language competence by passing the Curriculum Council English Language Competence Test. This test is only available to students who have completed one of the above courses.
- Secondary Graduation requirements can be accumulated over six years.

WACE TRANSITION ARRANGEMENTS – This only applies to Year 11 students in 2006.

Transition arrangements for completing the WACE are required for students enrolled in new courses of study in Year 11 in 2007. During 2007, the WACE will be defined by the current requirements, with transition arrangements for inclusion of new courses of study.

Transition requirements for students enrolling in Year 11 in 2007:

- Completion of at least 10 full-year (or equivalent) Council subjects – for students studying new courses of study, any two units from one of these new courses will count as a subject. Students studying a single unit will count this as a half-subject equivalent. Stand-alone VET may continue to be counted as the equivalent for up to 40% of the 10 subjects;
- An average grade of ‘C’ or better in at least eight full year (or equivalent) Council subjects with at least four of these eight subjects being at Year 12 (E code) – current ‘D’ and ‘E’ code subjects which produce a grade can continue to be used to satisfy this requirement. Where new courses are studied, the arrangements should be:
  - Any two-unit combination from a new course of study for which a minimum Level 4 is achieved will be deemed to count as a ‘C’ equivalent and can therefore be used to reduce the requirement of eight subjects accordingly; there is no limit to how many course can be used to generate such subject equivalents; any such equivalents can be additional to the current arrangement of using up to tow VET subject equivalents.
  - Any two-unit combination from a new course of study for which a minimum Level 4 is achieved and which are studied during Year 12 (irrespective of whether they are 1A/1B; 1B/2A; 2A/2B; 2B/3A; or 3A/3B, etc.) can be used in the ‘C’ grade average; this equivalence is additional to any VET subject equivalents which will be used.
There is no limit to how many new courses of study can be used in the process of equivalence (including as credit for Year 12 equivalence for the ‘C’ average).

- **English Language Courses**
  Students who study English Literature or English as a Second Language will be required to achieve a grade of at least ‘C’ in the Year 12 (E code) version of these subjects. Alternately, students will be able to demonstrate English Language Competence by achieving a satisfactory standard in the English Language Competence by achieving a satisfactory standard in the English Language Competence Test. Students who are enrolled in the new English course of study will be required to demonstrate **average achievement across the four outcomes at Level 4**. These students will also be able to sit for the English Language Competence Test if they fail to achieve this level.

**STATEMENT OF RESULTS**

All students who complete at least one Curriculum Council course will receive a Statement of Results.

The Statement of Results will record:

- Grades achieved in D-Code and/or E-Code Curriculum Council courses (A, B, C, D, E or U)
- Achievement of Curriculum Council English language competence requirement.
- Completion of requirements of Secondary Graduation.
- Achievement of awards associated with Secondary Graduation (such as the Certificate of Excellence).
- Achievement of Units of Competencies.
- Results and awards achieved in TES courses.
- Structured Work-based Learning.
- School Based Traineeships.

For further information visit: [www.curriculum.wa.edu.au/pages/student/wace](http://www.curriculum.wa.edu.au/pages/student/wace)
FURTHER STUDY

There are three main options in the higher education system in Australia:

- Universities
- TAFE Colleges
- Private Colleges.

These organisations all have special criteria that they apply in order to select applicants. These organisations are looking for young people who are best suited to their courses and most likely to succeed both in study and in the careers to which their chosen course leads.

- **University**

  In Western Australia, there are four public universities. They are:
  - Curtin University
  - Murdoch University
  - Edith Cowan University
  - The University of Western Australia.

  In addition, there is the University of Notre Dame, a private university.

- **Admission Requirements**

  In order to be considered for university admission a school leaver normally must have:
  - Met the Secondary Graduation requirements prescribed by the Curriculum Council*
  - Achieved competence in English as prescribed by the individual universities, and
  - Obtained a sufficiently high Tertiary Entrance Rank for entry to a particular university and/or course.
  - Satisfied any prerequisites or special requirements.

  For some university courses there are additional special requirements, such as pre-requisite studies, interviews, auditions and fitness requirements. A pre-requisite course is a course that you MUST have completed before you can be considered for entry into a particular course.

- **TAFE**

  Most TAFE courses are of one to two years duration and can be completed on a part time basis if preferred. Many TAFE courses are job-specific and some workplaces require completion of a TAFE course for advancement.

  TAFE courses are available in a variety of vocational areas and are available at different levels. Under the AQTF the awards are:
  - Certificate I
  - Certificate II
  - Certificate III
  - Certificate IV
  - Diploma
  - Advanced Diploma

  TAFE courses are accredited, which means there is consistency in the standards of courses at all TAFE institutions across Australia. TAFE qualifications are recognised by industry, employers, licensing bodies and professional institutions.

- **Selection Criteria**

  Selection criteria are used as the basis for scoring eligible applicants competing for course entry. These criteria are applied if there are more applicants for a course and location than there are places available. Selection criteria scores are used to rank eligible applicants in order.

* For UWA it is essential to have met the Secondary Graduation requirements as prescribed. For the other three public universities it is highly desirable but not essential.
The TAFE Selection Criteria are based on:

- **Minimum entrance requirements** – these MUST be met before an application is considered.
- **Academic Merit** – your performance in the courses stated in the Selection Criteria
- **Preferred courses** – your performance in the courses that are considered important background for the course you are applying for.
- **Other** – such as Work experience, previous studies, interview or folio.

A TAFE Handbook, which is available through newsagents, provides up-to-date information about course availability and entrance requirements. The handbook is also available online at [www.tafewa.wa.gov.au](http://www.tafewa.wa.gov.au)

**Private Colleges.**

Private colleges in Australia offer a real alternative to university and TAFE. They consist of aviation, hairdressing, travel and hospitality, natural therapy, film and television, business and computer colleges. When choosing a private college it is important to ensure that the institution offers accredited courses and is a registered provider with the relevant state authority. An accredited course indicates that it has reached certain standards of vocational relevance, and that it is recognised by industry and potential employers.

**The Defence Forces**

There are hundreds of different employment streams in the Defence Forces. Entry into the career of your choice may, at first, appear to be quite difficult. The selection phases are designed to ensure that you are suited for both the training and the work and to ensure that you can cope with life in the service of your choice.

There are three main components to assessing your suitability for the Australian Defence Forces.

- **Aptitude**
- **Medical assessment, and**
- **Selection interviews**

Defence Careers Advisers are well trained to assist you in making these career choices. If you are interested in a possible career in the ADF, it is in your best interests to arrange an interview with one of these specially trained advisers.

**Apprenticeships and Traineeships**

Apprenticeships and Traineeships have given many young people better career prospects and have led to long term employment. An apprenticeship includes both on and off the job training in a particular trade. Training programs are competency based, with employers and apprentices able to negotiate their own training programs. Traineeships are generally in areas such as; retail, office clerical, banking and finance to name a few.
FINANCIAL CONSIDERATIONS

The purpose of this section is to provide some information about the financial implications that need to be considered in relation to further education, training and employment, and is subject to change. Charges payable for Senior School are compulsory and dependant upon the courses students choose. As well as the particular course charges, there are optional costs. The course charges which are listed within the Course Description section of this booklet are an approximation and may vary slightly by the beginning of next year. For courses to run effectively, it would be appreciated if charges were paid at the beginning of the school year.

Financial Assistance

Youth Allowance

The Youth Allowance represents a single system of income support for young people including students, those looking for work and those who are sick. This allowance is available to parents of students between the ages of 16 and 18 years if:

- The parents are holders of a Pensioner Health Benefit and Concession Card or a Health Care Card or Health Benefit Card.

and

- The student is enrolled in a full-time education program.

Abstudy

This grant is available to Aborigines who are full-time students at an approved secondary school. Application should be made to the Commonwealth Department of Employment, Education and Training and lodged before the last day of first term for benefits to be paid for the whole year. Application forms are available from Centrelink – Phone 132 317 for information.

High School Additional Assistance Scheme and Clothing Allowance

Financial assistance is available to students turning 17 years in secondary school, whose parents are holders of a Pensioner Health Benefit and Concession Card or a Health Care Card or Health Benefit Card. Forms are available from the school Registrar. Some conditions apply.

Tax File Number

Students must have a Tax File Number to get Abstudy/Youth Allowance or any other payment from Centrelink. All Year 10 students will have the opportunity to complete application for a Tax File Number. If students did not get a Tax File Number in Year 10 they should see the Youth Education Officer.

Fees and Charges for Tertiary Education

TAFE Fees and Charges

TAFE fees and charges are based on the following:

- Tuition Fee
- Enrolment Fee
- Materials Fee - varies from course to course depending on equipment/materials required to complete the modules.
Higher Education Contribution Scheme (HECS)

All students studying at public universities in Australia are required to pay the federal Government’s Higher Education Contribution Scheme (HECS) fees. The amount of HECS a student is required to pay depends on the discipline of the units of study undertaken. Students may choose to pay each semester and gain the advantage of a discount, or defer payment until after graduation and gaining employment. Fees that are deferred are then paid through the taxation system, once taxable income reaches a certain level. Students also need to purchase their own textbooks, as well as other materials, e.g. lab coats.

Private Institutions

Private universities and colleges also apply fees, but they vary greatly between institutions. Generally, students are eligible for the same benefits they would get if they were attending a public university or TAFE college.

Scholarships

There are large numbers of Scholarships available to offset some of the costs incurred by further education. Most universities offer a range of scholarships, which are generally ‘faculty based’.
# COURSE OFFERINGS AT ARMADEALE SENIOR HIGH SCHOOL IN 2007

## YEAR 11 - D Code and Courses of Study

<table>
<thead>
<tr>
<th>List 1 - Humanities/Social Sciences</th>
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<tbody>
<tr>
<td>Economics</td>
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<tr>
<td>Geography</td>
</tr>
<tr>
<td>English 2A, 2B</td>
</tr>
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<tr>
<th>List 2 - Quantitative/Sciences</th>
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<tr>
<td>Human Biological Sciences 1A, 1B</td>
</tr>
<tr>
<td>Chemistry</td>
</tr>
<tr>
<td>Foundations of Mathematics</td>
</tr>
<tr>
<td>Geometry &amp; Trigonometry</td>
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<tr>
<td>Introductory Calculus</td>
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<tr>
<td>Physics</td>
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## YEAR 12 - E Code and Courses of Study

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<thead>
<tr>
<th>List 1 - Humanities/Social Sciences</th>
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<tbody>
<tr>
<td>Economics</td>
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<tr>
<td>Geography</td>
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<tr>
<td>English 3A, 3B</td>
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<table>
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<tr>
<th>List 2 - Quantitative/Sciences</th>
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<tbody>
<tr>
<td>Human Biology</td>
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<tr>
<td>Chemistry</td>
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<tr>
<td>Applicable Mathematics</td>
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<tr>
<td>Discrete Mathematics</td>
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<td>Calculus</td>
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<td>Physics</td>
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<table>
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<tr>
<th>Courses which lead to university entrance.</th>
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<tr>
<th>Applied Computer Technology 1A, 1B</th>
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<tbody>
<tr>
<td>Computer Science 1A, 1B</td>
</tr>
<tr>
<td>Dance Studies</td>
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<tr>
<td>Digital Media</td>
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<tr>
<td>Drama 1A, 1B</td>
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<tr>
<td>English 1A, 1B or 1C, 1D</td>
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<tr>
<td>Furniture, Design &amp; Technology</td>
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<tr>
<td>Mathematics in Practice</td>
</tr>
<tr>
<td>Media 1A, 1B</td>
</tr>
<tr>
<td>Metals Technology</td>
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<tr>
<td>Music 1A, 1B</td>
</tr>
<tr>
<td>Outdoor Education</td>
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<tr>
<td>Physical Education Studies 1A, 1B</td>
</tr>
<tr>
<td>Senior Science</td>
</tr>
<tr>
<td>Structured Workplace Learning</td>
</tr>
<tr>
<td>Visual Art 1A, 1B</td>
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<tr>
<td>Work Studies</td>
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<tr>
<td><a href="#">Vocational Program</a></td>
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</tbody>
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<table>
<thead>
<tr>
<th>Courses which lead to TAFE and Employment.</th>
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</table>

| Art & Design                               |
| Automotive Workshop                        |
| Dance Studies                              |
| Drama                                       |
| Early Childhood Studies                     |
| English 2A, 2B                              |
| Food Production                             |
| Furniture, Design & Technology             |
| Independent Living                         |
| Industry Information Technology            |
| Interactive Media                          |
| Metals Technology                           |
| Modelling with Mathematics                  |
| Music 2A, 2B                                |
| Senior Science                              |
| Structured Workplace Learning (Industry Specific) |
| Work Studies                                |
| [Industry Program](#)                      |

- Students in years 11 and 12 may choose these courses. Eg A Year 12 student may choose to do Year 11 Independent Living.
**Parents and students please note that students not meeting the pre-requisites outlined above must negotiate enrolment in specific courses with the relevant Head of Learning Area.**

All students will be provided with recommendations from teachers about their chances of success in senior school subjects based upon their year 10 performance.
Course Descriptions
YEAR 11 COURSE DESCRIPTIONS
(D Code Courses & Courses of Study)

APPLIED INFORMATION TECHNOLOGY 1A,  ($13)
APPLIED INFORMATION TECHNOLOGY 1B  ($13)

The AIT 1A unit has a personal information and communication technologies context. The focus is on using the technology to meet personal computing needs. This will include the study of how individuals use, and can be affected by information technology in their daily lives. Students investigate computer systems available and understand the configuration needed to meet their personal needs. They acquire and apply a range of knowledge and skills to create information solutions that inform, persuade, educate or entertain.

The AIT 1B unit has a community information and communication technologies context. The focus is on using productivity and communications software commonly required in the operation of a small business or community organisation. Students investigate small office networks and the peripheral devices required to use communication and graphics applications. They understand the configuration required for a small office computing system. They examine the impact of information technology solutions within the community.

The VET version of the Applied Information Technology Course of Study has been developed to provide students with the opportunity to gain credit towards the Western Australian Certificate of Education (WACE) and credit towards national vocational qualifications under the Australian Qualifications Framework (AQF).

The VET Applied Information Technology Course of Study provides a focus on vocational education and has been developed to cater for students who intend to continue study in the vocational area or are re-entering the training arena to achieve a qualification, students who wish to proceed directly to the workplace and students who wish to develop skills for their own enjoyment. Students will complete qualifications from the ICA05 Information Technology Training Package and the BSB01 Business Services Training Package while at the same time achieving the course outcomes.

CHEMISTRY 2A, CHEMISTRY 2B    ($20)

This course provides a balanced introduction to chemical science. Laboratory work is an essential part, enabling student investigation of the properties and reactions of substances. The main topics for study include properties of matter, gases, solutions, atomic structure and bonding, acids and bases, and chemical reactions in organic and inorganic chemistry. This course is relevant (and often essential) for tertiary-bound students who wish to follow scientific, engineering or related vocations such as medicine or nursing.

COMPUTER SCIENCE 1A,  ($13)  COMPUTER SCIENCE 1B  ($13)(VET Version)

The focus in Computing Science 1A is personal use of computer-based systems. It will give students the knowledge and skills required to maintain a personal computer. Whilst the focus of this unit is on the hardware, the student will be exposed to software that is appropriate for personal use, including maintaining an operating system, software used to connect to the Internet and software that will allow students to write a sequence of simple of instructions. Whilst considering personal needs and wants students will examine the social, ethical and legal implications of personal computer use.

The focus in Computer Science 1B is personal information systems. It will introduce a formal method for developing an information system, an introduction to databases, simple network techniques and basic Internet technologies. Students will understand the concepts and skills required to create a system from initial idea through to implementation. They will also investigate the effects that personal information systems have on daily life, as well as career opportunities within the Information Technology industry.

The VET version of the Computer Science Course of Study has been developed to provide students with the opportunity to gain credit towards the Western Australian Certificate of
Education (WACE) and credit towards national vocational qualifications under the Australian Qualifications Framework (AQF).

The VET version of the Computer Science Course of Study provides a focus on vocational education and has been developed to cater for students who intend to continue study in the vocational area or are re-entering the training arena to achieve a qualification, students who wish to proceed directly to the workplace and students who wish to develop skills for their own enjoyment.

VET Pathways

D636  DANCE STUDIES  ($30)

This course is designed to extend skills learned in lower school dance. Students will learn dance genre from areas such as; modern dance, jazz and cultural dance as well as dance for performance. There will be theoretical study of dance as an art form and students must be aware that this course is very physical. Dance is a rewarding course for the student who is prepared to work hard.

DRAMA 1A, DRAMA 1B  ($48)

In the Drama course of study, students work independently and collaboratively. They learn time management skills and are encouraged to show initiative and demonstrate leadership and interpersonal skills. In this course of study, students engage in both Australian and World contemporary and traditional drama practice.

While some students intend to make a career in drama and related fields, students also participate in drama for enjoyment and satisfaction. Through drama, students 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 contemporary living.

Armadale SHS will offer Unit DRA1A in Semester One and Unit DRA1B in Semester.
Semester One: 1ADRA unit outline “Exploring Drama”

*Suggested entry levels up to 3/4. Typically for students whose achievement of Curriculum Framework outcomes has been limited and who will be introduced to the basic content and skills that will prepare them for further studies in Drama.*

The recommended focus for this unit is exploring drama. Within this broad focus, teachers select learning contexts that tap into the interests of their students and build upon the informal understandings that they already have.

Students are introduced to the skills, techniques and conventions of story and story telling, improvisation and play building, including the structure of ‘process drama’ moving from pretext to devising a drama work. Students will explore drama conventions, techniques and technologies. Through small-scale drama performance projects students extend their understanding and application of voice and movement skills and techniques and the way that stories and ideas are communicated in and through actors interacting in and with the performance space using technologies such as sets, lighting and sound.

Students view, read and explore relevant drama works and texts using scripts and/or script excerpts from Australian and/or World sources.

Semester Two: 1BDRA unit outline “Drama Events”

*Suggested entry levels up to 4/5. Typically for students who have completed D01A and now have basic knowledge and skills that will be consolidated in this unit.*

The recommended focus for this unit is drama events. Students will participate in a public performance for an audience other than their class members. Students may participate in projects to devise a new work or stage a scripted drama for inclusion in a drama event.

Students 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. They further develop their voice and movement skills and techniques appropriate to the drama event, the audience and the performance space.

Students will consider the relationship between drama events and their intended audience and explore how different performance spaces reflect their cultural value, investigating purpose-built and/or everyday locations used to stage drama.

In participating in a drama event, students will learn to work independently and in teams to learn how the creative process of devising, interpreting and producing drama is collaborative and productive. They will explore and reflect on the roles of actors, directors, playwrights, designers, managers, dramaturges and directors and consider how they work together in production practices.

Students view, read and explore relevant drama works and texts using scripts and/or script excerpts from Australian and/or World sources.

This course provides students with a number of group assessment tasks involving the study of theatre and texts with an emphasis on Australian Theatre, attending live theatre performances and participating in improvised and rehearsed performances. Commitment to small group projects and the completion of a folio are essential parts of the course.
D656  EARLY CHILDHOOD STUDIES  ($50)

Students will learn about the needs of children and influences on their development and about community services relating to children. The course relates the theory and practice learned in class to actual childcare. This course would be beneficial to those students considering careers in areas where an understanding of child development is an advantage such as children’s services, health services, retailing industries and education. Additionally it provides points for entry into TAFE. Charges cover food and small craft items. Fabric needed for extra large textile items will be purchased during the course, by the students.

This course also includes National Competencies that can lead to a Certificate 2 in Community Service Work and used to access further training and study in this service industry.

D304  ECONOMICS  ($30)

Economics is designed to allow students to gain an understanding of the Australian economy and the current problems it faces (i.e. unemployment, inflation, privatisation, and foreign debt). It allows students to take part in the Australian Stock Market Game which is played on computer and gives them an insight into the workings of the stock exchange. The units about Methods of Production investigate the conflict between economic growth and damage to the environment. Economics leads to a career in business systems, food, hospitality, tourism, health, social and community services, primary industry and Technology and Design at TAFE.

ENGLISH 1A, ENGLISH 1B  ($40)  Recommended entry: Level 2/3 Year 10 English

This course is designed to assist students who have not developed sound reading, writing, speaking and listening skills in Year 10. Students will undertake tasks that will assist them to strengthen their skills and knowledge needed for the transition to work after Year 11 or 12. Through the careful design of the course, students will be given many opportunities to reach level 4 by the end of the year, and will thereby be ready to undertake studies in 1C English and 1D English in Year 12 should they seek this path of study.

ENGLISH 1C, ENGLISH 1D  ($40)  Recommended entry: Level 3/4 Year 10 English or ENGLISH 1B

In this course particular attention is given to developing the skills of reading, writing, listening and speaking required for effective participation in society and the workforce. Recommended activities include community projects, surveys, research assignments and the preparation of material for the media. Transactional, literary and media texts are studied. Specific skills and tasks included in these three areas are: reports, business letters, interviews, speeches, narratives, plays, magazine and newspaper articles, advertisements and television drama.

ENGLISH 2A, ENGLISH 2B  ($40)  Recommended entry: Level 4/5 Year 10 English

English assists students to develop an understanding of the ways in which the English language is used and to develop skills which will help them to communicate effectively through speech and writing for a variety of audiences and purposes. Students write a variety of texts including letters, stories, essays and scripts, as well as reading a range of fiction and non-fiction texts. They also learn to analyse non-print media material, including radio and television programs.

D501  FOUNDATIONS OF MATHEMATICS  ($27)  TEE Course

This is a semesterised course and is suitable for students who have a sound knowledge of level 5 Mathematics courses at Year 10. The course includes space and measurement (trigonometry and analytical geometry), function (graphs and equations), data analysis and projects, problem solving and investigations. Successful completion of Foundations of Mathematics provides suitable background for Discrete Mathematics. The use of a graphics calculator is a compulsory part of this course. Students who do not own a recommended calculator (TI83 Plus) could be severely disadvantaged.
D271  FURNITURE DESIGN & TECHNOLOGY  ($55)
Furniture Design & Technology is a practical subject used to develop an understanding of the
design and construction of furniture as applied to industry and the community. The subject will
focus on the application of current technology in the furniture industry. Suggested areas include
the use of a variety of materials in the design and manufacture of furniture. Students will
complete a number of tasks including at least one piece of furniture.
This course also includes National Competencies that can lead to the achievement of a
Certificate 1 Furnishing (Cabinet Making) and be used to access further training and study in this
industry area.
This course will have additional costs for personal projects.

D305  GEOGRAPHY        ($35) TEE Course
Geography is the study of physical and human components of the world in which we live.
Significant emphasis is placed on an acquisition of practical skills. Students will be provided with
an opportunity to apply practical skills and knowledge through participation in two compulsory
field excursions.
Areas of study include; Geomorphic Studies (earthquakes, volcanoes and coastal landscapes),
Atmospheric Studies (water cycle, heat budget and environmental issues), World Biomes
(ecosystems) and one other optional unit. Geography has relevance to many vocational areas
including agriculture, tourism, geology, government, mining, defence forces and environmental
studies.

D503  GEOMETRY AND TRIGONOMETRY      ($27) TEE Course
A desirable background for Geometry and Trigonometry is a sound knowledge of level 6 Maths at
Year 10. The course provides a consolidation and extension of algebraic, geometric and
trigonometric skills, and an introduction to vector methods. It is intended for students desiring a
strong mathematical preparation for tertiary studies, and will be invaluable for those proceeding to
the more mathematically or scientifically orientated courses. Together with Introductory Calculus,
Geometry and Trigonometry provides a suitable background for the course Calculus. The use of
a graphics calculator is a compulsory part of this course. Students who do not own a
recommended calculator (TI83 Plus) could be severely disadvantaged.

D406  HUMAN BIOLOGICAL SCIENCES    ($20)
The content of this course explores humans as functioning organisms as well as the continuity of
the human species. In each area students cover content important to the general understanding
of major areas in human biology as well as areas and issues relevant to everyday living.
Students will be involved in laboratory investigations, project work, assignments and field work in
the community. In these areas, students will be expected to achieve some degree of expertise in
the process skills associated with science. Human Biology is suitable for anyone wishing to learn
‘how the body works’, as well as those students wishing to enter physical education and nursing
or other related scientific vocations.

D505  INTRODUCTORY CALCULUS       ($27) TEE Course
The pre-requisite for Introductory Calculus is a sound knowledge of level 6 Mathematics courses
at Year 10. The course provides an introduction to differential and integral calculus and its
applications. It will be invaluable to students proceeding to tertiary studies in courses, which
make some use of calculus. Successful completion of Introductory Calculus provides a suitable
preparation for Applicable Mathematics and together with Geometry and Trigonometry the
necessary background for Calculus. The use of a graphics calculator is a compulsory part of this
course. Students who do not own a recommended calculator (TI83 Plus) could be severely
disadvantaged.
DS10 MATHEMATICS IN PRACTICE  ($25)

This is a semesterised course. A desirable background for Mathematics in Practice is level 4 Maths at Year 10. Year 11 Vocational Mathematics is also an appropriate background. The role of Mathematics in Practice is to provide students with relevant and rewarding preparation for post-school situations in which mathematics is used in everyday life. It provides opportunities to make use of co-operative environments in problem solving by the modelling of situations which arise from real, mathematical contexts. Students will study a range of topics such as budget and credit, Mathematics in two dimensions, chance, and outdoor mathematics. The course has been specifically designed to cater for students who require preparation for a wide range of occupations within the community, or tertiary-bound students who do not require mathematics for their intended areas of study. Successful completion of Mathematics in Practice provides suitable background for Modelling with Mathematics.

MEDIA PRODUCTION AND ANALYSIS

The Media Production and Analysis course of study is inclusive of general and vocational education; that is, the course outcomes provide unifying ideas and purposes for learning that are intended to cater for the full range of student achievement in years 11 and 12. This will include students who wish to pursue studies in media at the tertiary level, students who intend to continue study in the vocational area, students wishing to proceed directly to the workplace and students wishing to develop skills for their own enjoyment. The course may also be of special interest to students focusing on a related area, such as the performing arts.

Armadale S.H.S. will offer MPA1A in Semester One 2007 and MPA1B in Semester Two

MEDIA PRODUCTION AND ANALYSIS 1A  ($24)

Suggested entry levels up to 3/4. Typically for students whose achievement of Curriculum Framework outcomes has been limited and who will be introduced to the basic content and skills that will prepare them for further studies in Media Production and Analysis.

The recommended focus for this unit is entertainment. Within this broad focus, teachers would select learning contexts that tap into the interests of their students and build upon the informal understandings that they have already acquired.

Students will be introduced to the language of the media, learning how particular forms, codes and conventions are used to construct stories. They examine the process of representation and the way that values are constructed in media works and consider how audiences’ cultural experiences influence their responses to media and how media works are shaped by the production context.

Students view, listen to and analyse interesting and relevant media texts. They also generate ideas and learn the basic production skills and processes that will allow them to apply their knowledge and creativity in their own productions.

MEDIA PRODUCTION AND ANALYSIS 1B  ($24)

Suggested entry levels up to 4/5. Typically for students who have completed MPA01A and now have basic knowledge and skills that will be consolidated in this unit.

The recommended focus for this unit is infotainment, a term used to describe non-fiction media genre that appear to be real but are constructed in such a way that they attract and entertain audiences.

Within this broad focus students have the opportunity to choose from a range of non-fiction media styles and genre and examine ways in which codes, conventions and techniques are used to dramatise and re-present reality while at the same time engaging and informing audiences.

In contexts related to infotainment students view, listen to, analyse and compare non-fiction media in commercial and non-commercial forms. They learn about production controls, constraints and responsibilities, and develop their ideas and production skills when creating their own non-fiction media works either individually or in collaboration with others.
D272 METALS TECHNOLOGY $77

Metals Technology is a practical subject designed to give students the opportunity to experience aspects of working in the Metals and Engineering Industry with different metals in a number of different contexts and work environments.

Activities to be explored might include:

- Automotive accessory development and testing
- Engineering and machining
- Sheet metalwork
- Wrought iron designs and casting
- Welding and fabrication.

Students also have the opportunity to design and make a personal project as part of the course.

This course also includes National Competencies that can lead to the achievement of a Certificate 1 Engineering (Production) and be used to access further training and study in this industry area.

This course will have additional costs for personal projects.

MUSIC 1A, MUSIC 1B ($40 each)

In this course of study students will perform, create and reflect on their own music and the music of others. Students have the opportunity to experience a sense of enjoyment and fulfillment, working in a variety of situations.

Students will need to satisfy four outcome and Music in Society. Students will need to complete four tasks for both units. The tasks are an investigation, a response task, a performance and a production task.

Students who enroll in this course will be able to develop their music ability whether they are a beginner musician, or have already had quite a bit of music experience. It will help students to better appreciate the music they already listen to, as well as expose them to a variety of other styles.

D608 OUTDOOR EDUCATION ($76)

Outdoor Education aims to prepare students to meet physical and mental challenges as members of expeditions in natural environments and to create in them a sense of responsibility for the natural environment. Students are advised to make inquiries about out-of-class activities, as participation in an expedition is a requirement of the course.

PHYSICAL EDUCATION STUDIES 1A ($20)

The recommended focus for this unit is building a personal participation profile. Students will be introduced to simple movement and conditioning, psychological and socio-cultural concepts that provide a basis for assessing their current participation and their personal participation potential.

PHYSICAL EDUCATION STUDIES 1B ($20)

The recommended focus for this unit is extending personal participant and participation profiles. In selected physical activities and in response to problems that are encountered students assess their own and others’ movement competency and identify areas for improvement. This will include the implementation of skills, strategies and tactics. Movement and conditioning and psychological and socio-cultural concepts are used as a basis for developing understanding of the demands of roles and positions.
PHYSICS 2A, PHYSICS 2B  ($20)

Physics is a fundamental branch of science and is concerned with the study of matter, energy and their interactions. In this course, students will study the concepts of Physics related to energy in everyday life and movement and electricity. Students will develop an understanding of those concepts and their application in a number of relevant contexts such as photography, heat and the human body, heat and motor vehicles, ionising radiation and the human body, water and air sports, domestic electricity and electricity and life. Students will also have the opportunity to develop proficiency in a number of intellectual, scientific and mathematical process skills and to extend their understanding of natural phenomena, the technology applications of science and their scientific heritage. This course involves a significant component of practical work through which students gain valuable understanding of the principles of Physics and develop the sensory-motor skills that are associated with scientific experimentation.

D411 SENIOR SCIENCE  ($40)

Senior Science takes the broadest possible view of science, covering the physical, biological, environmental and earth science fields. Senior Science also attempts to bridge the gap between the classroom and daily life. Teachers are free to choose topics, or develop new ones, according to the needs of their students and local resources. Biological science topics include human digestion, reproduction, circulation, first-aid, nutrition, marine science and aquaculture. It is envisaged that students studying this course will have the opportunity to achieve units of competency in Certificate I in Horticulture. Physical science topics include vehicles and drivers, astronomy and basic electronics. Environmental science topics include field biology, weather and pollution. This course is not appropriate for any student who is intending to proceed on to the study of science at a university. This course is also offered in a semesterised form. Part A D434, Part B D435.

D962 STRUCTURED WORKPLACE LEARNING  ($55 plus cost of Senior First Aid Course if available)

Structured Workplace Learning (SWL) gives students opportunities to develop skills in the workplace and obtain credit towards secondary graduation for the Western Australian Certificate of Education. Students are placed in an appropriate work situation and are required to maintain a formal record of workplace learning and assessment (log book). Students will attend their SWL work placement one day a week during the school year. Students are expected to do 3 placements of 8 days and must accrue a minimum of 120 hours in the work place. The student log book must contain:
- hours worked
- skills achieved
- rating on performance criteria

and must be authenticated by the workplace trainer / assessor. Also recorded in the log book is a daily self reflection. The student records the tasks he/she completed each day, his/her progress towards achieving skills and strategies to further develop skills not yet achieved.

Students will also complete three VET Units of Competency toward a Certificate 1 in Business.

Please note: The net cost of any Senior First Aid Course in 2007 must be paid in advance as this is an external cost.

Introduction to Structured Workplace Learning focuses on the development of 27 entry level skills which are based on the Key Competencies: Collecting, Analysing and Organising Information; Communicating Ideas and Information; Planning and Organising Activities; Working with Others and in Teams; Using Mathematical Ideas and Techniques; Solving Problems and Using Technology.
VISUAL ART 1A,  ($40)  VISUAL ART 1B  ($40)

In this course students have the opportunity to create and investigate art.
The course combines:
* Practical Art – one project a term in areas such as painting, graphic design, jewellery design and making, clay drawing etc.
* Theoretical Art – methods and processes related to the practical projects.
* Art History – the study of art and artists.

The Visual Arts course of study is focused on achievement of four outcomes related to art making and art interpretation.
They are: Art Ideas, Art Skills and Processes, Arts Responses and Arts in Society.

Visual Art 1A and 1B is a practical extension of the art courses offered in lower school and offers a rewarding experience for the student who is prepared to work hard.

D686  WORK STUDIES  ($25)

The Work Studies course concentrates on the changing work place. It includes the development and practice of personal and interpersonal skills, time management, study skills, decision-making skills and job searching skills. Students have the opportunity to develop and maintain a personal portfolio and participate in mock interviews. Students participate in a one week Work Experience placement in their career area and an excursion to agencies involved in employment and further education. This course is also offered in semesterised form. Part A D676, Part B D677.
YEAR 12 COURSE DESCRIPTIONS  (E Code Courses)

E504  APPLICABLE MATHEMATICS - TEE LIST 2  ($32)

This course develops some more useful mathematical techniques and complements the calculus learned in Introductory Calculus. The major theme of the course is solution of equations. This includes matrix methods for solving systems of linear equations, graphical and numerical methods for solving non-linear equations and graphical linear programming. The other theme is statistics and probability. Applicable Mathematics is suitable for students who have successfully completed Introductory Calculus. It is necessary for students whose desired tertiary course requires statistics and probability.

E631  ART & DESIGN  ($50)

In this course students consolidate and extend on what was learned in Year 11. It combines:

- Practical art – one project a term from various areas of visual art.
- Theoretical art – methods and processes related to the practical projects.
- Art history – the general study of art and artists.

Assessment is on ALL three areas above as they all relate to each other in each project. The folio of work completed by the student during the year can be presented at TAFE interviews.

E289  AUTOMOTIVE WORKSHOP  ($77)

Automotive Workshop is a practical course designed to give students the opportunity to experience aspects of working within different automotive contexts. It has enough theory content to provide a good background for a career in the automotive industry.

This course also includes National Competencies that can lead to the achievement of a Certificate 1 Automotive (Mechanical) and be used to access further training and study in this industry area.

*This course will have additional costs for personal projects.*

E506  CALCULUS - TEE LIST 2  ($32)

This course is designed for students desiring a thorough knowledge of calculus and its applications. It extends the theory and techniques first studied in Introductory Calculus, combines them with the trigonometric and vector methods of Geometry and Trigonometry and introduces the study of complex numbers. Calculus is suitable for students who have successfully completed both Introductory Calculus and Geometry and Trigonometry. Calculus students will ordinarily study Applicable Mathematics concurrently. Calculus will be invaluable for those proceeding to tertiary studies in the more mathematically or scientifically oriented courses.

E403  CHEMISTRY - TEE LIST 2  ($20)

This course is intended to provide students with a balanced perspective of chemical science, to enable them to understand and interpret the chemistry of their surroundings. Chemistry is an experimental science and laboratory work is an essential part of the syllabus. Students investigate the properties and reactions of substances. Students have the opportunity to learn and test concepts and principles. This course contains material which is relevant to students who intend studying chemistry at tertiary level.

E636  DANCE STUDIES  ($30)

This course is designed to extend skills learned in Year 11 Dance Studies. Students will learn dance genre from areas such as; modern dance, jazz and cultural dance as well as dance for performance. There will be theoretical study of dance as an art form and students must be aware that this course is very physical. Dance is a rewarding course for the student who is prepared to work hard.
E502  DISCRETE MATHEMATICS - TEE LIST 2  ($32)
This course aims to equip students with some useful applied mathematical tools and to foster an ability to solve problems and carry out mathematical investigations. It includes growth and decay, data analysis and optimisation. Discrete Mathematics is suitable for students who have successfully completed Foundations of Mathematics, Introductory Calculus or Geometry and Trigonometry. Mathematics in Practice is not considered to be adequate preparation for this course. This course is intended for students wishing to complete five years of mathematics at high school but whose proposed post secondary course includes no mathematical component.

E634  DRAMA  ($48)
This course is intended to develop deeper understanding of all aspects of theatre. It is comprised of practical experiences including designing, creating and performing drama, writing evaluations and reviews. A commitment to group projects and completing a written folio are essential.

E656  EARLY CHILDHOOD STUDIES  ($50)
Students will learn about the needs of children and influences on their development and about community services relating to children. The course relates the theory and practice learned in class to actual childcare. This course would be beneficial to those students considering careers in areas where an understanding of child development is an advantage such as children’s services, health services, retailing industries and education. Additionally it provides points for entry into TAFE. Charges cover food and small craft items. Fabric needed for extra large textile items will be purchased during the course, by the students.

E304  ECONOMICS - TEE LIST 1  ($30)
This course expands upon the general understandings gained in Year 11 Economics to explore the macroeconomic approach to the economy as a whole. Students are encouraged to participate in computer simulation activities and competitions related to economic management. The relevant everyday topics of inflation, unemployment, international trade, economic growth and government economic policy are studied in an attempt to develop informed citizens who are able to participate in the changing economic and social environment. The course prepares students for further study at university or employment in a wide range of careers in the modern workplace.

ENGLISH 3A, ENGLISH 3B  ($40)  Recommended entry: Level 5/6 or ENGLISH 2B
Students wishing to enter university at the end of the year will need to complete English 3A and English 3B.

The focus of the units are:

English 3A – Language and Subjectivity
Students study the way in which identities are expressed, constructed, represented and critiqued through language. They examine the relationships between people’s sense of identity and the way in which they use language and view themselves, other people and the world in which they live.

Students learn to critically interpret the relationship between particular uses of language and texts on the one hand and conceptions of identity on the other.

English 3B – Language and Knowledge
Students investigate the assumptions underlying the way in which language is used and knowledge is presented in selected fields, genres, discourses and/or theoretical approaches and the attitudes, values and ideologies associated with these assumptions. They learn about developments and changes in and disputes and disagreements about the way knowledge is presented and language used both generally and within selected disciplines, vocations and/or theoretical approaches.
E709 FOOD PRODUCTION  ($100)

Students will work individually and in groups to develop knowledge and skills related to food preparation for private and commercial purposes. Areas to be covered include:
- basic food preparation
- cooking methods
- cookery skills
- food presentation
- food preparation and cooking equipment
- menu planning

Students completing this course will have a good foundation for food preparation in the Hospitality Industry.

E271 FURNITURE DESIGN & TECHNOLOGY  ($55)

Year 12 Furniture Design & Technology is a continuation from Year 11. It is a practical course designed to give students the opportunities to experience aspects of designing, constructing, appraising and marketing furniture. The course is linked to the furniture industry and has vocational relevance. The course focuses on the application of current technology in the furniture industry. Suggested areas include the use of common materials in design, upholstery and construction. Theory and practical work are combined within the course, and students are able to display their skills by designing and manufacturing two pieces of furniture using a variety of skills, woodworking techniques and safety procedures. Students should be able to design, manufacture and efficiently appraise items of furniture.

This course also includes National Competencies that can lead to the achievement of a Certificate 1 Furniture (Cabinet Making) and be used to access further training and study in this industry area.

This course will have additional costs for personal projects.

E305 GEOGRAPHY - TEE LIST 1  ($35)

Geography has three sections with the emphasis being on Australia:
- Landscape & Land Use
- Settlement patterns
- Urban morphology

The course has great relevance to life in our modern society as it looks at the present, and raises issues about the future. Fieldwork, mapping and practical skills are integrated into all sections of the course.

E406 HUMAN BIOLOGY – TEE LIST 2  ($20)

This one-year course considers coordination and control of body systems, human origins and variations, and modern social issues related to the ecology and welfare of humans.

It is desirable but not essential for students to have studied the Year 11 course before the Year 12 course in Human Biology. The Year 11 and Year 12 courses consider different aspects of Human Biology. However, students who have completed the Year 11 course or have a wide range of scientific and other relevant experiences are likely to be advantaged.

Human Biology is useful for students wishing to gain a better understanding of the human body and human evolution or considering careers in physical education, health related professions, and other scientific disciplines.

E665 INDEPENDENT LIVING  ($50)

Independent Living is a subject that involves learning a range of transferable skills for living independently. Participants are able to attempt a range of practical skills such as food preparation and gift making. Students have the opportunity to plan a social occasion for an invited guest. Tasks are completed individually and as part of a group.

Independent Living is directed to ALL students as it provides necessary life skills related to independence and encourages the development of confidence, self-esteem and creativity. This subject would be beneficial for students interested in health and human services and earns points for TAFE entry.
E234  INDUSTRY INFORMATION TECHNOLOGY    ($26)
This subject caters for students who wish to develop their knowledge and skills relevant to the use of information technology in industry. The subject focuses on the application of computer technology within industry and the resulting impact on the workplace and society. Students will examine and use applications that are commonly used throughout industry. Students will gain essential life skills in problem solving, time management and communication skills when using applications such as databases, desktop publishing, web design, communications, and work processing.

E237  INTERACTIVE MEDIA    ($26)
This course develops the skills learned in Digital Media (Year 11 D236). Students will design, make, appraise and market interactive multimedia solutions to problems. Skills that will be developed include the technology process, learning and applying design principles, desktop publishing, digital camera, scanner, graphics and image construction and editing, sound recording and editing, video capture and editing, communications software and interactive media authoring software.

E272  METALS TECHNOLOGY    ($77)
Year 12 Metals Technology is a continuation from Year 11. This is a practical course designed to give students the opportunity to develop knowledge, skills and experiences related to the engineering industry and has vocational relevance.

Activities to be explored will include:
- Fitting and machining
- Sheet metalwork
- Welding and fabrication.

Students also have the opportunity to design and make a personal project as part of the course. This course also included National Competencies that can lead to the achievement of Certificate 1 Engineering (Production) and used to access further training and study in this industry area. This course will have additional costs for personal projects.

E511  MODELLING WITH MATHEMATICS    ($25)
This course offers a range of topics, which enable students to examine situations arising from appropriate social and physical contexts. It provides opportunities to make use of co-operative environments in problem solving by the modelling of situations which arise from real, rather than abstract, mathematical contexts. A modelling approach enables students to solve real problem situations through the use of appropriate mathematical techniques, resulting in continued development of mathematical understanding. Students will be required to model practical problems in topics such as finance, mathematics in three dimensions and mathematics in the environment. Modelling with Mathematics is suitable for students who have successfully completed Mathematics in Practice. The Modelling with Maths course has been specifically designed to cater for students who require preparation for a wide range of occupations within the community. Modelling with Mathematics is an appropriate background for many TAFE courses.

MUSIC 2A, MUSIC 2B    ($40)
In this course of study students will perform, create and reflect on their own music and the music of others. Students have the opportunity to experience a sense of enjoyment and fulfillment, working in a variety of situations.

Students will need to satisfy four outcomes related to music production and appreciation. These are: Music Ideas, Music Skills, Music Responses and Music in Society. Students will need to complete four tasks for both units. The tasks are an investigation, a response task, a performance and a production task.

Students who enrol in this course will be able to develop their music ability whether they are a beginner musician, or have already had quite a bit of music experience. It will help students to better appreciate the music they already listen to, as well as expose them to a variety of other styles.
E409 PHYSICS - TEE LIST 2  ($20)
Physics is a fundamental branch of Science. It is concerned with the study of matter and energy and their interactions. Physics is essentially an experimental discipline and its methods rely on evidence derived from investigation to support theories and explain observations. Knowledge of the basic principles of physics gives students a better understanding of many natural phenomena and their applications in technology. In this course students study the concepts of physics as they apply in five areas: sound waves, electric power, movement, atomic physics and structures and materials. Students develop their understanding of the application of these concepts in a number of contexts, including musical instruments; electricity generation, gymnastics, the risks and benefits of radiation, and bridge and building design. Physics provides a basis for further study in this field and in other pure and applied sciences, and engineering. In addition, it will extend students’ understanding of natural phenomena, technological applications and our cultural scientific heritage.

E411 SENIOR SCIENCE  ($40)
This course takes a very wide view of science, covering the physical, biological, environment and earth science fields. Teachers are free to choose content according to the interests and needs of students, the availability of local resources and their own expertise. Senior Science gives students the opportunity to study science from various disciplines and to use the knowledge gained to bridge the gap between the classroom and daily life. Content typically includes such fields as micro-organisms, hydraulics, marine science, electronics, horticulture and forensic science, but may range well beyond these areas. This course is a valuable one for students who wish to gain a practical knowledge in a variety of fields of science. (It is envisaged that students studying this course will have the opportunity to achieve units of competency in Certificate I in Horticulture. It is not appropriate for students intending to study science units at university level.)

E686 WORK STUDIES  ($30)
The Work Studies course focuses on the study of groups within the world of work. A one week work experience placement allows the student to critically examine their attitude towards work and assists in decision making for individual career pathways. By investigating a specific career the student makes plans for their future. To further develop personal and interpersonal skills students have the opportunity to plan and implement an enterprise, complete a personal portfolio and participate in a mock interview.

STRUCTURED WORKPLACE LEARNING  ($55)
Structured Workplace Learning (SWL) subjects give students opportunities to develop skills in the workplace and obtain credit towards secondary graduation for the Western Australian Certificate of Education. Students are placed in an appropriate work situation and are required to maintain a formal record of workplace learning and assessment (log book).

A student's logbook must contain the following records for each work placement:

- Hours worked
- Skills achieved
- Rating on performance criteria

These records must be authenticated by the workplace trainer/assessor. Log books may also contain relevant details pertaining to workplaces (starting and finishing times, dress requirements, confidentiality arrangements etc), emergency contact details and a daily self reflection section where a student would record his/her progress towards achieving skills and strategies to further develop skills not yet achieved.

Year 12 Industry Specific Workplace Learning (E code subject) provides a framework for the development of skills specific to a broad industry sector in the workplace. Each skills list comprises a minimum of 20 skills, 15 common core skills and 5 industry skills specific to the particular industry area.
For Year 12 SWL (industry specific skills), students are expected to do 3 (three) placements of 8 (eight) days or 2 (two) placements of 12 (twelve) days to accrue a minimum of 24 days and 110 hours in the workplace for each subject.

Students will also complete 3 (three) VET Units of competency towards a Certificate 2 in Business.

<table>
<thead>
<tr>
<th>SWL – Sport and Recreation (E801)</th>
<th>SWL – Food Processing (E811)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWL – Automotive (E802)</td>
<td>SWL – Hospitality (E812)</td>
</tr>
<tr>
<td>SWL – Building Construction Services (E803)</td>
<td>SWL – Primary Industries (E813)</td>
</tr>
<tr>
<td>SWL – Business and Clerical (E804)</td>
<td>SWL – Sales and Personal Services (E814)</td>
</tr>
<tr>
<td>SWL – Light Manufacturing (E805)</td>
<td>SWL – Electronics Servicing (E815)</td>
</tr>
<tr>
<td>SWL – Transport and Storage (E806)</td>
<td>SWL – Mining (E816)</td>
</tr>
<tr>
<td>SWL – Community Services, Health &amp; Education (E807)</td>
<td>SWL – Animal Care (E817)</td>
</tr>
<tr>
<td>SWL – Information Technology (E808)</td>
<td>SWL – Design (E818)</td>
</tr>
<tr>
<td>SWL – Metals and Engineering (E809)</td>
<td>SWL – Arts and Entertainment (E819)</td>
</tr>
<tr>
<td>SWL – Tourism (E810)</td>
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YEAR 11 AND 12 INDUSTRY PROGRAM $288

The program is designed to run over 2 years (35 weeks each year) with students having the opportunity to complete year 12 graduation and gain nationally recognized training to a minimum level of Certificate 1 in Engineering, Construction, Furnishing and Automotive. The program incorporates the best nurturing practice of secondary education using a TAFE program training model. It also requires participation and attendance at TAFE and Structured Workplace Learning in each associated industry area. The program can be run as combined 11 and 12 or as separate stand-alone if numbers allow and the program is off normal school timetable.

This course will have additional costs for personal projects. Year 11 students entering this course will be required to purchase a Maths in Practice book, Year 12 students entering the course will be required to purchase a Modelling with Maths book.

The program is ideal for year 11 students who are not doing TEE, undecided about their future career or who are industry bound. It is also very good for year 12 students who have not done so well in year 11 or want to change their career direction. The four industry areas in this program cover about 75% of industry employment with 3 of the areas being 3 of the 4 areas identified as most desperate and in need of skilled people. Therefore future employment opportunities must be greater.

The program features industry training courses embedded in Curriculum Council subjects using a student centred approach to learning four days-a-week and one day at TAFE under a TAFE lecturer and a school teacher using Profile Funding. This will allow students to compare and adjust to the change in learning environments whilst developing more appropriate skills and responsible attitudes towards independent learning and the world of work.

There are employment opportunities everywhere due to economic growth and an extreme shortage of skilled workers. However, even though a student may be successful at gaining employment or starting an apprenticeship, research shows us that most 15, 16 and some 17 year olds struggle in a TAFE learning and training environment. The Program acts as a transition for students preparing them to take responsibility for their own learning while gaining nationally recognized training.

Students will be asked to sign a participation agreement with the school and abide by established protocols.

Further information set out in brochures about the Industry Program and industry specific competencies and certificates is available from the school.