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GLOSSARY

TAFE
Technical and Further Education

Statement of Attainment
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.

COS
Course of Study
Courses of Study have been developed through the post-compulsory review and implement the outcomes approach of the Curriculum Framework for Kindergarten to Year 12 Education in Western Australia. Courses of Study will eventually replace all WSA and TES subjects.

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.

Endorsed Units
Are accredited courses that the Curriculum Council recognises. These are usually Vocational subjects (VET) and are competency based.
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.

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.

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.

School based apprenticeships are now available while completing year 11 and 12. See the VET coordinator.

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. Students in their final WACE year (year 12) must have at least one course from each of list A (arts/languages/social sciences) and list B (mathematics/science/technology). See lists on next page.

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 3 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 to the required level. 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. Generally students select 6 subjects, or equivalents, which they study in both year 11 and 12.

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 or on website [www.jobguide.dest.gov.au](http://www.jobguide.dest.gov.au)

**West Australian Career Development Centre**
The CDC can provide you with information about training courses, employment options, innovative schemes and the growing array of alternative job choices.

Address:  
Career Development Centre  
2nd Floor City Central Building  
166 Murray Street Mall  
Perth  
Phone: 9224 6500  
website is [www.det.wa.edu.au/training/cdc](http://www.det.wa.edu.au/training/cdc)

**Career Information Centre**
The Career Information Centre keeps up-to-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.centrelink.gov.au](http://www.centrelink.gov.au)  
Email cic.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
Parents and students are advised to check the Curriculum Council Website—www.curriculum.wa.edu.au for the most recent information on the requirements for the achievement of Western Australian Certificate of Education (WACE), as the requirements change from year to year. Currently students are required to:

- Achieve English language competence
- Complete at least 10 full-year subjects or equivalent
- Achieve an average of C grade or better in at least eight full-year (or equivalent) subjects
- At least four subjects or equivalent, must be at Year 12 level (E code)

As part of the new WACE, students in Year 11 are required to do 20 hours of community service. Community Service is defined as “activities undertaken by students, individually or in collaboration with other students, for the benefit of others, which do not attract any substantial material reward”.

### The table below provides a comparative overview of the WACE requirements for 2009 and 2010-2015.

<table>
<thead>
<tr>
<th>Subject/ course/ endorsed program completion</th>
<th>2009</th>
<th>2010 - 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete at least 10 full-year (or equivalent) subjects. Up to 50 per cent can be endorsed programs. A single course unit equivalent will count as a half-subject equivalent. For every six course units at least one two-unit combination must be included.</td>
<td>Complete at least 20 units, including at least three two-unit combinations. Up to 50 per cent can be endorsed programs. Completion of a full-year D or E code subject will equate to two course units.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject/ course/ endorsed program achievement</th>
<th>2009</th>
<th>2010 - 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achieve an average of C grade or better in at least eight full-year (or equivalent) subjects. At least four subjects/equivalents must be at Year 12 level (E code). Up to three subject equivalents can be endorsed programs. Achievement of an industry specific VET course unit equates to a C grade.</td>
<td>Achieve an average of a C grade or better across 10 course units from at least five courses/subject equivalents (at least three two-unit combinations must be included). Achievement of an industry specific VET course unit equates to a C grade. Up to 10 unit equivalents of endorsed programs can be included to reduce this load to six course units from three courses (endorsed programs do not count toward the C grade average).</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>English language competence</th>
<th>2009</th>
<th>2010 - 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete four units from an English course (two units must be studied in the final year of schooling), or subject equivalent. Meet the language competence standard2, as defined by work samples or pass the English language competency test.</td>
<td>Complete four units from an English course (two units must be studied in the final year of schooling). Meet the language competence standard2, as defined by work samples or pass the English language competency test.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Breadth of Study</th>
<th>2009</th>
<th>2010 - 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students in their final WACE year (year 12) must have at least one course from each of list A (arts/languages/social sciences) and list B (mathematics/science/technology).</td>
<td>Students in their final WACE year (year 12) must have at least one course from each of list A (arts/languages/social sciences) and list B (mathematics/science/technology).</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Community service</th>
<th>2009</th>
<th>2010 - 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete 20 hours of community service.</td>
<td>Complete 20 hours of community service.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Examination</th>
<th>2009</th>
<th>2010 - 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>WACE courses: All students in their final year who are enrolled in stage 2 or 3 units sit the exam (unless exempt) TEE subjects: optional exam.</td>
<td>WACE courses: All students in their final year who are enrolled in stage 2 or 3 units sit the exam (unless exempt).</td>
<td></td>
</tr>
</tbody>
</table>
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

- **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
- 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 Student Services.

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 ARMADALE SENIOR HIGH SCHOOL IN 2009

<table>
<thead>
<tr>
<th>YEAR 11 - D Code and Courses of Study</th>
<th>YEAR 12 - E Code and Courses of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Courses which lead to university entrance.</strong></td>
<td><strong>Courses which lead to TAFE and Employment.</strong></td>
</tr>
<tr>
<td><strong>List 1 - Humanities/Social Sciences</strong></td>
<td><strong>List 1 - Humanities/Social Sciences</strong></td>
</tr>
<tr>
<td>Economics 2A, 2B</td>
<td>Economics</td>
</tr>
<tr>
<td>English Tertiary</td>
<td>English Tertiary</td>
</tr>
<tr>
<td>Geography 2A, 2B</td>
<td>Geography</td>
</tr>
<tr>
<td><strong>List 2 - Quantitative/Sciences</strong></td>
<td><strong>List 2 - Quantitative/Sciences</strong></td>
</tr>
<tr>
<td>Applied Information Technology 1C, 1D</td>
<td>Applicable Mathematics</td>
</tr>
<tr>
<td>Chemistry 2A, 2B</td>
<td>Applied Information Technology 2A, 2B</td>
</tr>
<tr>
<td>Human Biological Sciences 2A, 2B</td>
<td>Calculus</td>
</tr>
<tr>
<td>Mathematics 2A, 2B MAT</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Mathematics 3AMAS, 3B MAS</td>
<td>Dance 2A, 2B</td>
</tr>
<tr>
<td>Mathematics 3AMAT, 3B MAT</td>
<td>Discrete Mathematics</td>
</tr>
<tr>
<td>Physics 2A, 2B</td>
<td>Human Biology</td>
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<td></td>
<td>Physics</td>
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<tr>
<td><strong>Courses which lead to TAFE and Employment.</strong></td>
<td></td>
</tr>
<tr>
<td>Applied Computer Technology 1A, 1B</td>
<td>Applied Information Technology 1C, 1D</td>
</tr>
<tr>
<td>Aspects of Tourism</td>
<td>Art &amp; Design</td>
</tr>
<tr>
<td>Dance 1A, 1B</td>
<td>Aspects of Tourism</td>
</tr>
<tr>
<td>Drama 1A, 1B</td>
<td>Dance 2A, 2B</td>
</tr>
<tr>
<td>English Career</td>
<td>Drama 2A, 2B</td>
</tr>
<tr>
<td>English Vocational</td>
<td>English Career</td>
</tr>
<tr>
<td>Children Family &amp; Community 1A, 1B</td>
<td>• Food Production</td>
</tr>
<tr>
<td>Japanese 1A, 1B</td>
<td>• Independent Living</td>
</tr>
<tr>
<td>Mathematics 1B, 1C</td>
<td>Media Production &amp; Analysis 1C, 1D</td>
</tr>
<tr>
<td>Mathematics 1D, 1E</td>
<td>Modelling with Mathematics</td>
</tr>
<tr>
<td>Media Production &amp; Analysis 1A, 1B</td>
<td>Music in Society</td>
</tr>
<tr>
<td>Music 1A, 1B</td>
<td>Outdoor Education 1A, 1B</td>
</tr>
<tr>
<td>• Outdoor Education 1A, 1B</td>
<td>Physical Education Studies 1C, 1D</td>
</tr>
<tr>
<td>Physical Education Studies 1A, 1B</td>
<td>Senior Science</td>
</tr>
<tr>
<td>Integrated Science 1A, 1B</td>
<td>Workplace Learning 1C, 1D/Career Enterprise</td>
</tr>
<tr>
<td>Workplace Learning 1A, 1B/Career Enterprise</td>
<td>Visual Art 1A, 1B</td>
</tr>
<tr>
<td>Visual Art 1A, 1B</td>
<td></td>
</tr>
<tr>
<td><strong>VOCATIONAL EDUCATION AND TRAINING COURSES (VET)</strong></td>
<td></td>
</tr>
<tr>
<td>Certificate 1 Automotive</td>
<td>Certificate I Engineering</td>
</tr>
<tr>
<td>Certificate 1 Construction</td>
<td>Certificate I Furnishing</td>
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<tr>
<td>Certificate 11 Information Technology</td>
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<tr>
<td><strong>Industry Program</strong></td>
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<td>&amp;</td>
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<tr>
<td><strong>STEP - Steps to Employment Program</strong></td>
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</tr>
</tbody>
</table>

- Students in years 11 and 12 may choose these courses eg a Year 12 student may choose to do Year 11 Outdoor Education.
### PRE-REQUISITES for D Code, Courses of Study (Year 11) and VET.

**AT ARMADALE SENIOR HIGH SCHOOL**

<table>
<thead>
<tr>
<th>COURSE</th>
<th>PRE-REQUISITE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Information Technology 1A, 1B,</td>
<td>No pre-requisites required</td>
</tr>
<tr>
<td>Aspects of Tourism</td>
<td>No pre-requisites required</td>
</tr>
<tr>
<td>Automotive Certificate I (VET)</td>
<td>No pre-requisites required</td>
</tr>
<tr>
<td>Chemistry 2A, 2B</td>
<td>Level 5 Science</td>
</tr>
<tr>
<td>Children Family &amp; Community 1A, 1B</td>
<td>No pre-requisites required</td>
</tr>
<tr>
<td>Construction Certificate I (VET)</td>
<td>No pre-requisites required</td>
</tr>
<tr>
<td>Dance 1A, 1B</td>
<td>Year 10 Dance</td>
</tr>
<tr>
<td>Drama 1A, 1B</td>
<td>Year 10 Drama</td>
</tr>
<tr>
<td>Economics 2A, 2B</td>
<td>Level 4 Society &amp; Environment</td>
</tr>
<tr>
<td>Engineering Certificate I (VET)</td>
<td>No pre-requisites required</td>
</tr>
<tr>
<td>English Vocational</td>
<td>Level 2/3 in Year 10 English</td>
</tr>
<tr>
<td>English Career</td>
<td>Level ¾ Year 10 English</td>
</tr>
<tr>
<td>English Tertiary</td>
<td>Level 4/5 Year 10 English</td>
</tr>
<tr>
<td>Furnishing Certificate I (VET)</td>
<td>No pre-requisites required</td>
</tr>
<tr>
<td>Geography 2A, 2B</td>
<td>Level 4 Society &amp; Environment</td>
</tr>
<tr>
<td>Human Biological Science 2A, 2B</td>
<td>Level 4 Science</td>
</tr>
<tr>
<td>Industry Program (VET)</td>
<td>No pre-requisites required</td>
</tr>
<tr>
<td>Information Technology Certificate II (VET)</td>
<td>No pre-requisites required</td>
</tr>
<tr>
<td>Integrated Science 1A, 1B</td>
<td>Level 3 Science</td>
</tr>
<tr>
<td>Japanese 1A, 1B</td>
<td>Satisfactory achievement in Year 10</td>
</tr>
<tr>
<td>Mathematics 1B, 1C MAT</td>
<td>Level 4 Maths (working at)</td>
</tr>
<tr>
<td>Mathematics 1D, 1E MAT</td>
<td>Achieved level 4 in Year 10 Mathematics</td>
</tr>
<tr>
<td>Mathematics 2A, 2B MAT</td>
<td>Level 5 Maths (working at)</td>
</tr>
<tr>
<td>Mathematics 3A, 3B MAS</td>
<td>Level 6 Maths (working at)</td>
</tr>
<tr>
<td>Mathematics 3A, 3B MAT</td>
<td>Level 6 Maths (working at)</td>
</tr>
<tr>
<td>Media 1A, 1B</td>
<td>Year 10 Media</td>
</tr>
<tr>
<td>Music 1A, 1B</td>
<td>Year 10 Music &amp; play an instrument</td>
</tr>
<tr>
<td>Outdoor Education 1A, 1B</td>
<td>Ability to swim confidently 200 metres and a suitable level of fitness</td>
</tr>
<tr>
<td>Physical Education Studies 1A, 1B</td>
<td>Level 4 PE</td>
</tr>
<tr>
<td>Physics 2A, 2B</td>
<td>Level 5 Science</td>
</tr>
<tr>
<td>Steps to Employment Program (STEP) (VET)</td>
<td>No pre-requisites required</td>
</tr>
<tr>
<td>Visual Art 1A, 1B</td>
<td>Year 10 Art</td>
</tr>
<tr>
<td>Workplace Learning 1A, 1B Career Enterprise</td>
<td>High attendance rate</td>
</tr>
</tbody>
</table>

**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.
## Information and Technology - Course Pathways

### Year 8
**Specialist Program - Advanced ICT and Design**
- This Department of Education approved specialist program focuses on developing advanced design skills to produce high quality Information Technology Products. Students will gain competencies in Certificate I in Information Technology. This program runs for the whole year.

**Computing**
- This course is an introduction to all aspects of Information Technology. Students will gain skills and knowledge in a wide range of Information Technologies that may include Multimedia, Photography, Gaming, Graphics, Desktop Publishing and Presentation software.

**Multimedia**
- This course offers an introduction into multimedia technologies including animation, audio, web authoring, presentations and digital video.

**Gaming**
- This course offers an introduction into game Software, play design art, programming and networking fundamentals.

**Digital Photography & Graphics**
- This course offers an introduction into Digital Photography techniques and graphic manipulation.

### Year 9
**Specialist Program - Advanced ICT and Design**
- In the second year of this program students continue to develop high level IT design skills developing develop products for business or the local community.

**Computing**
- This course is an introduction to all aspects of Information Technology. Students will gain skills and knowledge in a wide range of Information Technologies that may include Multimedia, Photography, Gaming, Graphics, Desktop Publishing and Presentation software.

**Multimedia**
- Students will develop advanced skills in multimedia technologies including animation, audio, web authoring, presentations and digital video.

**Gaming**
- This course offers builds on previous knowledge to develop advanced games, further understanding of gaming and networking concepts.

**Digital Photography & Graphics**
- Students will learn advanced Digital Photography techniques and graphic manipulation.

### Year 10
**Specialist Program - Advanced ICT and Design**
- In the final year of this program students continue to develop high level IT Design skills to develop and publish products for business or the local community. Students who have successfully completed the previous two years of this program will complete a Certificate I in Information Technology.

**Computing**
- This course is an introduction to all aspects of Information Technology. Students will gain skills and knowledge in a wide range of Information Technologies that may include Multimedia, Photography, Gaming, Graphics, Desktop Publishing and Presentation software.

**Multimedia**
- Students will develop advanced skills in multimedia technologies including animation, audio, web authoring, presentations and digital video.

**Gaming**
- This course offers builds on previous knowledge to develop advanced games, further understanding of gaming and networking concepts.

**Digital Photography & Graphics**
- Students will learn advanced Digital Photography techniques and graphic manipulation.

### Year 11
**Applied Information Technology: Tertiary Entry Option - University**
- Students will sit compulsory exams
- Recommended "C grade or better" in year 10
- Can lead towards University or TAFE entrance

**AIT 1C & 1D**
- The focus for this unit is personal information and communication technologies and using technology to meet personal computing needs.
  - 1C - The focus for this unit is personal information and communication technologies and using technology to meet personal computing needs.
  - 1D - The focus for this unit is community information and communication technologies and using ICT commonly required in the operation of a small business or community organisation.

**Computing**
- This course is an introduction to all aspects of Information Technology. Students will gain skills and knowledge in a wide range of Information Technologies that may include Multimedia, Photography, Gaming, Graphics, Desktop Publishing and Presentation software.

**Multimedia**
- Students will develop advanced skills in multimedia technologies including animation, audio, web authoring, presentations and digital video.

**Gaming**
- This course offers builds on previous knowledge to develop advanced games, further understanding of gaming and networking concepts.

**Digital Photography & Graphics**
- Students will learn advanced Digital Photography techniques and graphic manipulation.

### Year 12
**Applied Information Technology: Non-Tertiary Entry Option**
- No compulsory exams
- No prerequisite grade required
- Can lead to TAFE entrance

**AIT 1A & 1B**
- The focus for this unit is personal communication and using technology to meet personal computing needs.
  - 1A - The focus for this unit is personal communication and using technology to meet personal computing needs.
  - 1B - The focus for this unit is work readiness and using technology commonly required in the operation of a small office environment.

**Computing**
- This course is an introduction to all aspects of Information Technology. Students will gain skills and knowledge in a wide range of Information Technologies that may include Multimedia, Photography, Gaming, Graphics, Desktop Publishing and Presentation software.

**Multimedia**
- Students will develop advanced skills in multimedia technologies including animation, audio, web authoring, presentations and digital video.

**Gaming**
- This course offers builds on previous knowledge to develop advanced games, further understanding of gaming and networking concepts.

**Digital Photography & Graphics**
- Students will learn advanced Digital Photography techniques and graphic manipulation.

### Certificate I in Information Technology over 3 years.
Students must complete all 3 years to gain a Certificate I in Information Technology.
For admission into the ICT Specialist Program please contact the school on: 9497 6431

### Certificate II in Information Technology
- Students must complete both year 11 and 12 at a competent level in all units to gain a Certificate II in Information Technology
- No prerequisite grade required
- Can lead to TAFE entrance

**Computing**
- This course is an introduction to all aspects of Information Technology. Students will gain skills and knowledge in a wide range of Information Technologies that may include Multimedia, Photography, Gaming, Graphics, Desktop Publishing and Presentation software.

**Multimedia**
- Students will develop advanced skills in multimedia technologies including animation, audio, web authoring, presentations and digital video.

**Gaming**
- This course offers builds on previous knowledge to develop advanced games, further understanding of gaming and networking concepts.

**Digital Photography & Graphics**
- Students will learn advanced Digital Photography techniques and graphic manipulation.

### Certificate in Information Technology
- Students must complete both year 11 and 12 at a competent level in all units to gain a Certificate II in Information Technology
- No prerequisite grade required
- Can lead to TAFE entrance

**Computing**
- This course is an introduction to all aspects of Information Technology. Students will gain skills and knowledge in a wide range of Information Technologies that may include Multimedia, Photography, Gaming, Graphics, Desktop Publishing and Presentation software.

**Multimedia**
- Students will develop advanced skills in multimedia technologies including animation, audio, web authoring, presentations and digital video.

**Gaming**
- This course offers builds on previous knowledge to develop advanced games, further understanding of gaming and networking concepts.

**Digital Photography & Graphics**
- Students will learn advanced Digital Photography techniques and graphic manipulation.
### Design & Technology – Industry Program VET Career Pathway

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Wood Design</strong></td>
<td><strong>Wood Design – Certificate I Pathways (Manufacturing – Wood)</strong></td>
<td>Students who want to complete the full certificate must select Industrial Systems as a year long subject in Year 9 &amp; 10 or students can select Wood Design as a semester subject.</td>
<td><strong>Certificate I Automotive</strong> (Light Mechanical)  <strong>Certificate I Construction</strong> (General)  <strong>Certificate I Engineering</strong> (Production)  <strong>Certificate I Furnishing</strong> (Furniture Making)</td>
<td>Students complete all four certificates over two years.</td>
</tr>
<tr>
<td><strong>Metal Design</strong></td>
<td><strong>Metal Design – Certificate I Pathways (Manufacturing – Metal)</strong></td>
<td>Students who want to complete the full certificate must select Industrial Systems as a year long subject in Year 9 &amp; 10 or students can select Wood Design as a semester subject.</td>
<td>Students also study  - English  - Maths  - Physical Education  - Workplace Learning</td>
<td>Students enter Certificate III School Based Apprenticeship or Certificate II School Based Traineeship in career area of choice.</td>
</tr>
<tr>
<td><strong>Industrial Systems – Certificate I Pathways (Transport &amp; Logistics - Automotive)</strong></td>
<td></td>
<td>Students who want to complete the full certificate must select Industrial Systems as a year long subject in Year 9 &amp; 10 or students can select Wood Design as a semester subject.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Subject and Program Information is available in Design & Technology Section of Year Level Course Books**
Course Descriptions
YEAR 11 CURRICULUM COUNCIL ACCREDITED COURSES  
(Courses of Study including VET)

APPLIED INFORMATION TECHNOLOGY 1A & 1B  ($26 each)  

Year Level:  Year 11 (Year 12 students are eligible to enrol if they have not previously completed)  

Prerequisite:  None  

Course Pathways:  AIT 1C & 1D in Year 12; TAFE Entrance; No compulsory exams.  

1A  
The focus for this unit is **personal communication** and using technology to meet personal computing needs. This includes the study of how individuals use information technology in their daily lives. Students investigate and develop an understanding of what is required to be able to successfully communicate to meet their personal needs. They develop a range of skills that enable them to communicate using appropriate technologies and to gain knowledge that assists in communicating within a personal context.

1B  
The focus for this unit is **work readiness** and using technology commonly required in the operation of a small office environment. Students investigate the computing equipment, the common computer applications and the work skills required to effectively operate within a small office environment. They examine the impact of information technology solutions within the small office environment.

APPLIED INFORMATION TECHNOLOGY 1C & 1D  ($26 each)  

Year Level:  Year 11 or Year 12  

Recommendations:  Suitable for Year 11 students looking towards using AIT 2A & 2B for University entrance in Year 12. Should have a minimum “C” grade in year 10.  

Year 12 Students – None  

Course Pathways:  Year 11 Students should enrol in these units if they wish to use AIT for University Entrance. Enrol in AIT 2A & 2B in Year 12  

Year 12 Students should enrol in these units if they wish to use AIT for TAFE entrance or further employment  

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

1D  
The focus for this unit is **community information and communication technologies** and using ICT commonly required in the operation of a small business or community organisation. Students investigate small business networks and the peripheral devices required to use communication and graphics applications. They understand the configuration required for a small business computing system. They examine the impact of information technology solutions within the community.
**D943/D944 ASPECTS OF TOURISM** ($20 each)

Tourism is a growing industry, with an increase of domestic and international visitors coming to our state every year. This course offers students the opportunity to focus on tourism in our state and across Australia. As part of this course students will be able to learn more about our wonderful country. It builds on skills that students will have learnt in Year 10. It is an ideal course for any student who wishes to pursue a career in tourism or the hospitality industry. It would also provide a valuable experience for any student who has an interest in tourism and travelling.

**CHILDREN FAMILY AND COMMUNITY, CARING FOR OTHERS 1A, 1B** ($30 each)

Have you ever wondered what it is like to be a mother? Well this course will show you what it is all about. We become mums with the virtual baby; so you are in charge of feeding, nappy changes, and getting the baby to sleep. You learn a lot about yourself and others. You learn about baby food and make your own. You learn about dealing with stress and how to take care of your needs as well as a child.

1A Unit 1A is aimed at caring for babies and children, to best help the child grow up to be healthy. Students will cover how babies develop and grow through pregnancy to 3 years old. Students will have the opportunity to participate in the virtual baby program through this unit.

1B Unit 1B is aimed at how families, and childcare centres care for children. Students will learn about the needs of babies and children. This includes learning about children’s health, and diet. The students will be designing and making foods for children aged 6 months to 3 years. Family and parenting skills are also covered in this unit. The students will also investigate community services to help families and children.

**CHEMISTRY 2A, 2B** ($15 each)

2A The focus for this course is chemistry in and around the home. In this unit, students develop formal understanding of chemical structure, change and language within familiar contexts.

2B 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 environment contexts.

It is recommended that students studying 3ACHE AND 3BCHE should have completed 2ACHE and 2BCHE, or equivalent.

**DANCE 1A, 1B** ($30 each)

1A The focus for this course is exploring the components of dance. Through practical lessons, students acquire genre-specific technique, 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. They have first hand experience of dance-making which actively engages them in exploration, improvisation, research, reflection and response.

1B The focus for this unit is dance as entertainment. Students explore the entertainment potential dance and choreography. This further develops them as competent performers, as they identify and explore technologies and design concepts which enhance the entertainment value of the dance and place it in its social, historical, political and economic context.
DRAMA 1A, 1B  ($48 each)

1A    The focus for this course 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 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 one other role from the following; directing, designing, managing, playwriting and dramaturgy.

1B    The focus for this course 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 characterization, use of dialogue and creating drama narratives with dramatic tension.

ECONOMICS 2A, 2B    ($15 each)

Economics is designed to allow students to gain an understanding of the Australian economy. It leads to careers in business, hospitality, tourism, politics, health and community services and primary industries.

2A    The focus for this unit is markets. It explores the key roles markets play in determining the wellbeing of individuals and society, as well as the limitations of markets. The emphasis is on understanding the operation of real world markets that are relevant to students. They apply economics principles to study areas such as retail, the share market, various methods of production and the labour market.

2B    The focus for this unit is macroeconomics. It is an introduction to macroeconomics and the government’s role in the economy. It explores macroeconomics issues such as economic growth, inflation and unemployment with a focus on the Australian economy. These economic factors have an important effect on the wellbeing and living standards of the individual and society in general within real world situations in Australia.

ENGLISH Vocational  (2 units x $20 each)  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 Career  (2 units x $20 each)  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 Tertiary  (2 units x $20 each)  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.

GEOGRAPHY 2A, 2B  TEE List 1  ($18 each)

2A  The focus of this unit is the geography of natural hazards and impact minimization. First, an understanding of hazards (geomorphic and atmospheric) is developed. Secondly, the spatial distribution of hazards, the cause and impact and increased risks due to urbanisation and poor management are explored. Finally, students investigate strategies to minimize the risks associated with hazards.

2B  The focus of this unit is the geography of sustainable resource use. Natural resources provide the basis for economic growth in Australia. 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. Students will compare these spatial patterns and practices in resource use in Australia to those in a less developed country.

HUMAN BIOLOGICAL SCIENCE 2A, 2B  ($17 each)

2A  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. Every person is unique due to the influence of genetics and environmental factors and lifestyle choices. Every person responds differently to medical treatments.

2B  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 counseling can assist people with reproductive difficulties and genetic counseling 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.
INTEGRATED SCIENCE 1A, 1B  ($25 each)

Integrated Science takes the broadest possible view of science, covering the physical, biological, environmental and earth science fields. Integrated 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 topics include human digestion, reproduction, circulation, nutrition, marine science, aquaculture and horticulture. Physical science topics include vehicles and drivers, forensic science, 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.

JAPANESE 1A, 1B  ($36 each)

1A The focus for this unit is (teenagers). It is primarily aimed at beginning learners of Japanese, or those learners 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 in Japan and Australia. Students begin to develop an understanding of what it is to be Japanese and Japanese-speaking. Students explore activities and events associated with their personal life in Australia, including family, friends, school life, daily activities, and the everyday life of teenagers in Japan. Computer technology plays an integral part in providing opportunities to obtain information and establish and maintain relationships.

1B 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 1A JSL. They build on their developing language skills in order to share information about locations, around the home, the neighbourhood, locations of shops, directions and shopping. The unit leads to the exploration of activities and events associated with Japanese communities, for example, getting around Japan, visiting department stores and reading signs.

In these courses we will be imbedding some VET competencies.

UPPER SCHOOL CHOICES IN MATHEMATICS

THE MATHEMATICS SPECIALIST COURSE

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Year 12</th>
<th>Year 12 Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>3AMAS &amp; 3BMAS (replaces Geometry &amp; Trigonometry)</td>
<td>3CMAS &amp; 3DMAS (replaces Calculus)</td>
<td>Yes (Stage 3)</td>
</tr>
</tbody>
</table>

The MATHEMATHEMATICS GENERAL COURSE

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Year 12</th>
<th>Year 12 Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>3AMAT &amp; 3BMAT (replaces Introductory Calculus)</td>
<td>3CMAT &amp; 3DMAT (replaces Applicable Mathematics)</td>
<td>Yes (Stage 3)</td>
</tr>
<tr>
<td>2AMAT &amp; 2BMAT (replaces Foundations of Mathematics)</td>
<td>2CMAT &amp; 2DMAT (replaces Discrete Mathematics)</td>
<td>Yes (Stage 2)</td>
</tr>
<tr>
<td>1DMAT &amp; 1EMAT (replaces Modelling with Mathematics)</td>
<td>1DMAT &amp; 1EMAT (replaces Modelling with Mathematics)</td>
<td>No Exam (School Assessed)</td>
</tr>
</tbody>
</table>

Charges: Each Stage 1 unit is $14 therefore $28 per year
Each Stage 2 and 3 unit is $15 therefore $30 per year
Please Note:

- University courses that say “3CMAS & 3DMAS (Calculus) is desirable” but not a specific prerequisite may involve successful completion of a bridging course at University and there is evidence to suggest that students who do this bridging course (instead of studying 3CMAS & 3DMAS during year 12) tend to struggle with those bridging courses and then their courses at University. This also applies to other courses that are stated as desirable.

- Doing just the Specialist Course is not recommended, and requires the written approval of the Curriculum Council for each individual. Thus 3AMAS & 3BMAS (Geometry and Trigonometry) alone leads nowhere (so cannot be selected as a single subject in Year 11 without written Curriculum Council approval).

Your teacher will advise you as to what Mathematics Course to take from the abilities you have shown in your lower school years.

You do not have to do Mathematics in Upper School, but it is strongly recommended that you do so. Most careers need some Mathematics. You should always choose the highest Mathematics Course that you can cope with, but do not choose beyond your capabilities.

Course Content - summarised by very generalised headings.

Course 1BMAT - basic number operations, finance, length, perimeter, mass, timetables, 3D shapes, maps, chance & data, time series data, all using mental strategies, written methods and calculators.

Course 1CMAT - fractions, decimals, percentage, personal budgeting, banking, shopping, length, perimeter, mass, translations, reflections, rotations, data collection and display in tables and graphs, all using mental strategies, written methods and calculators.

Course 1DMAT - fractions, decimals, percentage, ratios, finance in workplace, algebraic rules, area, volume, map scales, 3D shapes, probability, time series data, display data, all using mental strategies, written methods and calculators.

Course IEMAT - integers, fractions, decimals, percentage, ratios, financial decisions, simple algebraic equations, circle area & perimeter, Pythagoras, translations, reflections, rotations, dilations, mapping, sampling, displaying & comparing data, all using mental strategies, written methods and calculators.

Course 2AMAT - ratio, rate, proportion, profit, loss, discount, commission, introductory algebra & linear relations in numeric, algebraic & graphical forms, Pythagoras, translations, reflections, rotations, sampling, represent and interpret data, all using mental strategies, written methods and calculators.

Course 2BMAT - exponential relationships, solving equations algebraically & graphically, investigate number patterns, 2D co-ordinate geometry, 3D area & volume formulae direct & inverse, right triangle trigonometry, network diagrams, simulate chance, probability, bivariate & time series data, all using mental strategies, written methods and calculators.

Course 2CMAT - interest, repayments, savings & loans, financial statements, quadratic relationships, co-ordinate geometry, network diagrams, probability of compound events, datasets and trends, predictions, all using mental strategies, written and calculators.

Course 2DMAT - functions and graphs, recursion, patterns & conjectures, right & acute trigonometry, simulation using technology, probability for 2 or 3 stage events, random sampling & interpretation, all using mental strategies, written methods and calculators.

Course 3AMAT - functions & their graphs, solving algebraic equations, practical recursion including finance, triangle trigonometry, counting & probability, normally distributed data, sampling methods and interpretation, all using mental strategies, written and calculators.

Course 3BMAT - differential & integral calculus or polynomials, optimization, solving algebraic equations, linear programming, project networks, deductive reasoning in algebra & geometry, bivariate data, argue conclusions about data, all using mental strategies, written methods and calculators.

Course 3CMAT - calculus concepts, algebra & graphing & calculus, counting techniques, probability laws, binomial & uniform & normal random variables, all using mental strategies, written methods and calculators.
Course 3DMAT - differential & integral calculus, systems of 3 equations, linear programming, deductive proofs in algebra & geometry, probability functions & data modelling, justify and assess claims about data, all using mental strategies, written methods and calculators.

Course 3AMAS - vectors, exponentials, logarithms, trigonometry, functions, exact & approximate results, mathematical modelling, understanding change.

Course 3BMAS - expressing and analysing change, mathematical models, technologies include graphic calculators & computers, mathematical arguments.

Course 3CMAS - expressing and analysing change building on Unit 3BMAS, mathematical induction proofs, justifying abstract generalizations.

Course 3DMAS - differential & integral calculus applications, transformations and matrices in growth and decay models, further proof processes.

MEDIA PRODUCTION AND ANALYSIS 1A, 1B  ($24 each)

**1A**
Typically for students who have completed Year 10 Media. Students 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 course is **entertainment**.

Students will be introduced to 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.

**1B**
Typically for students who have completed MPA01A and now have basic knowledge and skills that will be consolidated in this course.

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.

MUSIC 1A, 1B  ($40 each)

Across the two courses (1A/1BMUS yr 11 and 1C/1DMUS yr 12), it is expected that students develop an understanding of the elements of music and apply these through performing, creating and responding to music.

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 course, 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.
OUTDOOR EDUCATION 1A, 1B  ($45 each)

1A This outdoor education course introduces students to the outdoors and the environment. It encourages students to engage in outdoor activities in order to develop and improve their skills which will allow them to participate in an expedition. Students are also introduced to personal skills and interpersonal skills, including self awareness, communication and the identification of leadership qualities.

The culmination of the course is a camp where students are able to use their skills and knowledge in order to participate in a safe and competent manner.

1B The focus of this course is on extending students skills and abilities in order to participate in an extended expedition. Students are encouraged to step out of their comfort zone and engage in challenges.

The main focus of the course is the planning of the expedition which goes for a minimum of 3 nights. Students consider resource resource requirements, risk assessment models and develop decision-making and goal setting skills. They also develop an understanding of local natural environments and the weather as it relates to the expedition area.

PHYSICAL EDUCATION STUDIES 1A, 1B  ($20 each)

1A The focus of 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.

1B The focus for this unit is participation with peers. Students will extend the depth and breadth of their knowledge of participation in physical activity. Students observe their peers and teach simple skills. This includes the implementation of skills and tactics.

PHYSICS 2A, 2B  ($15 each)

2A The unit content organizers are motion and forces explore motion in one dimension to solve both qualitative and quantitative problems. Through the study of nuclear physics, they 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 communications 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.

2B The unit content organizers 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, they 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.
VISUAL ART 1A, 1B  ($45 each)

Visual Art 1A and 1B are practical extension of the courses offered in lower school and provide a rewarding experience for the student who is prepared to work hard. There are no exams in this course of study.

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

1B The focus for this course 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.

WORKPLACE LEARNING 1A, 1B/CAREER ENTERPRISE  (2 units x $30 each)
($55 plus cost of Senior First Aid Course if available)

Workplace Learning(WL) provides students opportunities to investigate and develop skills in the workplace and obtain credit towards secondary graduation for the Western Australian Certificate of Education. Students are placed in appropriate work situations and are required to maintain a formal record of workplace learning and assessment (log book) which must be authenticated by the workplace trainer/assessor. Students will attend their WL placement one day a week during the school year. Students are expected to do 3 placements of 8 days or 2 placements of 12 days. The experience in the workplace is used to complete tasks in the classroom for workplace learning and a stage one unit in Careers and Enterprise. The course also includes units of competency.

PLEASE NOTE: THE NET COST OF ANY SENIOR FIRST AID COURSE IN 2009 MUST BE PAID IN ADVANCE AS THIS IS AN EXTERNAL COST.
**VET COURSES**

**THE BELOW VET COURSES ARE ALL OVER 2 YEARS**

**AUTOMOTIVE – Certificate I (VET) ($77)**  
AUR 10105 (Light Mechanical)

Certificate I Automotive is a practical, “hands on” project based course nationally accredited by the Australian Qualification Training Framework (AQTF) and recognized by the Curriculum Council as an Endorsed Program contributing towards the Western Australian Certificate of Education (WACE) run over two years. The course includes seven competencies (approx 230 hours) designed to give students a real taste of the Automotive Industry while developing sound industry recognised skills. Students will engage in a range of real mechanical tasks and projects designed to demonstrate competence at level 1 in this industry area. The achievement of competencies count towards further TAFE studies and an apprenticeship in this area.

A brochure on this course is available from the school.

This course could have additional costs for personal projects.

**CONSTRUCTION – Certificate I (VET) ($55)**  
BCG 10103 General

Certificate I Construction is a practical, “hands on” project based course nationally accredited by the Australian Qualification Training Framework (AQTF) and recognized by the Curriculum Council as an Endorsed Program contributing towards the Western Australian Certificate of Education (WACE) run over two years. The course includes ten competencies (approx 230 hours) designed to give students a real taste of the Building and Construction Industry while developing sound industry recognised skills. Students will design and construct and undertake a range of real tasks designed to demonstrate competence at level 1 in this industry area. The achievement of competencies count towards further TAFE studies and an apprenticeship in this area.

A brochure on this course is available from the school.

This course could have additional costs for personal projects.

**ENGINEERING – Certificate I (VET) ($77)**  
MEM10105 (Production)

Certificate I Engineering is a practical, “hands on” project based course nationally accredited by the Australian Qualification Training Framework (AQTF) and recognized by the Curriculum Council as an Endorsed Program contributing towards the Western Australian Certificate of Education (WACE) run over two years. This course includes fifteen competencies (approx 230 hours) designed to give students a real taste of the Metals and Engineering Industry while developing sound industry recognised skills. Students will design and manufacture a range of real projects designed to demonstrate competence at level 1 in this industry area. The achievement of competencies count towards further TAFE studies and an apprenticeship in this area.

A brochure on this course is available from the school.

This course could have additional costs for personal projects.
FURNISHING – Certificate I (VET) ($55)
LMF10102 (Furniture Making)

Certificate I in Furnishing is a practical, “hands on” project based course nationally accredited by the Australian Qualification Training Framework (AQTF) and recognized by the Curriculum Council as an Endorsed Program contributing towards the Western Australian Certificate of Education (WACE) run over two years. This course includes six competencies (approx 230 hours) designed to give students a real taste of the Furniture Making Industry while developing sound industry recognised skills. Students will design and manufacture a range of real furniture projects designed to demonstrate competence at level 1 in this industry area. The achievement of competencies count towards further TAFE studies and an apprenticeship in this area.

A brochure on this course is available from the school.

This course will have additional costs for personal projects.

CERTIFICATE II IN INFORMATION TECHNOLOGY – VET ($26)

This is a TWO YEAR COURSE (Year 11 & 12).

Year Level: Students must complete Year 11 and 12 at a competent level in all units to gain a Certificate II in Information Technology.

Recommendations: None

Course Pathways: TAFE Entrance; No compulsory exams.

Students learn practical computer skills in this course. This course allows students to gain a national vocational qualification under the Australian Qualifications Framework (AQF) and credit towards the Western Australian Certificate of Education (5 credit points for WACE). This course runs over two years (Year 11 & 12). If competent, students will gain a Certificate II in IT. This course will also help students in gaining employment in industry and/or entrance to TAFE.

Year 11 Units
Operate a personal computer, Operate computer packages, Follow workplace safety procedures, Work effectively in an IT environment, Communicate in the workplace, Operate computer hardware, Connect hardware peripherals and Care for computer hardware.

Year 12 Units
Install software applications, Apply problem solving techniques to routine Malfunctions, Design Organizational Documents using computer packages, Integrate commercial computing packages, Capture a digital image and Use computer operating system.

WORKPLACE LEARNING VET (Industry Program Year 11) (2 units x $30 each)

Workplace Learning gives students the opportunity to gain skills in the workplace and obtain credits towards secondary graduation for the Western Australian Certificate of Education (WACE). Students are placed in appropriate work environments and are required to maintain a formal record of workplace learning and assessment (log book) which must be authenticated by the workplace trainer/assessor.

Students must complete a minimum of 55 hours in the workplace each semester as a block placement. The experience in the workplace is used to complete tasks back in the classroom. Students will also be assessed in the workplace on VET units of competency towards nationally accredited certificates.
On-the-job training (mod 1) gives students the opportunity to undertake Certificate 111 level School Based Apprenticeships or Certificate 11 level School Based Traineeships. Students are placed with Industry Program partners in a career area of student choice. Each student is required to complete competency workbooks and maintain a formal record of workplace learning and assessment (log book) which must be authenticated by the workplace trainer/assessor.

Students must complete a minimum of 55 hours in the workplace each semester as a block placement. However, in most cases students can expect to undertake between 180 and 360 hours each semester to complete certificate requirements.
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.

APPLIED INFORMATION TECHNOLOGY 1C & 1D ($13 each)

Year Level: Year 11 or Year 12

Recommendations: Year 12 Students – None

Course Pathways

- Year 12 Students should enrol in these units if they wish to use AIT for TAFE entrance or further employment

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

1D The focus for this unit is community information and communication technologies and using ICT commonly required in the operation of a small business or community organisation. Students investigate small business networks and the peripheral devices required to use communication and graphics applications. They understand the configuration required for a small business computing system. They examine the impact of information technology solutions within the community.

APPLIED INFORMATION TECHNOLOGY 2A & 2B ($13 each)

Year Level: Year 12

Prerequisite: “C” Grade or better in Year 11

Course Pathways: University and TAFE Entrance; Compulsory exam.

2A The focus for this unit is media information and communication technologies. The emphasis is on the use of information technology to collect, store and manipulate digital media. Students consider the range of products available to create visual and audio communications. They examine trends in digital media transmissions and the social and legal implications in the use of these technologies.

2B The focus for this unit is information and communication technologies in business. Skills, principles and practices associated with various types of businesses to enhance students’ career prospects are emphasised. Students examine the use of ICT in a range of administrative and business environments. They identify and explain the components and configuration of a computer system to meet the needs of the organisation. Students design information solutions for problems encountered in these contexts and understand the social issues inherent in work practices.
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.

E713 ASPECTS OF THE TOURISM INDUSTRY ($40)
Aspects of Tourism explores many of the issues which surround the industry both in Australia and overseas. In this course students will be expected to complete four tasks over the year. The tasks will involve research in areas such as planning an international holiday, cultural differences, tourism or the hospitality industry which is a huge growth area. It would also suit students who would like to learn more about the world in which we live.

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 ($35)
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.

CHILDREN FAMILY AND COMMUNITY, CARING FOR OTHERS 1A, 1B ($30 each)
Have you ever wondered what it is like to be a mother? Well this course will show you what it is all about. We become mums with the virtual baby; so you are in charge of feeding, nappy changes, and getting the baby to sleep. You learn a lot about yourself and others. You learn about baby food and make your own. You learn about dealing with stress and how to take care of your needs as well as a child.

1A Unit 1A is aimed at caring for babies and children, to best help the child grow up to be healthy. Students will cover how babies develop and grow through pregnancy to 3 years old. Students will have the opportunity to participate in the virtual baby program through this unit.

1B Unit 1B is aimed at how families, and childcare centres care for children. Students will learn about the needs of babies and children. This includes learning about children’s health, and diet. The students will be designing and making foods for children aged 6 months to 3 years. Family and parenting skills are also covered in this unit. The students will also investigate community services to help families and children.
**DANCE 2A, 2B ($30 each)**

**2A** The focus for this course 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. Performance qualities and etiquette are improved through increased opportunities for performance of popular styles. Students will study a range of genre's such as: Contemporary, Jazz and Hip Hop.

**2B** The focus for this course 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. An understanding of the diverse range of functions and contexts of dance in Australia allows them to make relevant comparisons between their own dance and that of others. Students will study a range of genre's such as: Contemporary, Aboriginal dance and Ballet.

**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.

**DRAMA 2A, 2B ($24 each)**

**2A** The focus for this course is **dramatic action**. This unit covers representational and/or realistic drama forms and styles. Students explore techniques of characterization through different approaches to text interpretation, particularly those based on the work of Stanislavski and others who followed.

**2B** The focus of this course 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 whose approaches to drama encompass presentational and/or non-realist drama.

**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 Tertiary ($20 each)  
Recommended entry: Level 5/6  

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:

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.

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.

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 ($35)  

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.

**MEDIA PRODUCTION AND ANALYSIS 1C, 1D ($24 each)**

1C Typically for students who have completed Year 11 Media. The recommended focus for this course is personal experience.

Students will view, listen to and analyse common media texts from everyday use. They generate ideas and learn the basic production skills and processes as they apply their knowledge and creativity in their productions.

1D The recommended focus for this course is introduction to point of view.

Students will view, listen to and discuss media texts in commercial and non-commercial forms. They will learn about production processes and some of the controls that influence decision making in media production.

Students develop ideas and production skills when creating their non-fiction media works individually or in groups.

**E511 MODELLING WITH MATHEMATICS ($27)**

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.

**E633 MUSIC IN SOCIETY ($40)**

In this course students consolidate and extend on what was learned in Year 11. It includes: rock music, theatre music, music for solo instrument or voice, music technology and music for large or small ensembles.

There is also provision for other options depending on the interests and abilities of the class group.

Students intending to study this course must be able to play a musical instrument and have done Music in Society in Year 11.

**OUTDOOR EDUCATION 1A, 1B ($45 each)**

1A This outdoor education course introduces students to the outdoors and the environment. It encourages students to engage in outdoor activities in order to develop and improve their skills which will allow them to participate in an expedition. Students are also introduced to personal skills and interpersonal skills, including self awareness, communication and the identification of leadership qualities.
The culmination of the course is a camp where students are able to use their skills and knowledge in order to participate in a safe and competent manner.

1B  The focus of this course is on extending students skills and abilities in order to participate in an extended expedition. Students are encouraged to step out of their comfort zone and engage in challenges.

The main focus of the course is the planning of the expedition which goes for a minimum of 3 nights. Students consider resource requirements, risk assessment models and develop decision-making and goal setting skills. They also develop an understanding of local natural environments and the weather as it relates to the expedition area.

PHYSICAL EDUCATION STUDIES 1C, 1D  ($20 each)

1C  The focus of this unit is the process of building personal profiles. Students are introduced to simple movements and conditioning, psychological and social concepts that provide a basis for assessing and enhancing participation. In selected physical activities students are introduced to a 'game sense' approach to solving tactical problems.

1D  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, personal characteristics, competencies, attitudes and behaviours in physical activity. This will include the implementation of skills, strategies and tactics.

E409  PHYSICS -  ($35)

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 not appropriate for students intending to study science units at university level.)

WORKPLACE LEARNING 1C, 1D/CAREER ENTERPRISE  ($30 each)

Workplace Learning gives students opportunities to extend skills learned in the workplace and obtain credit towards secondary graduation for the Western Australian Certificate of Education. Students are placed in appropriate work situations and are required to maintain a formal record of workplace learning and assessment (log book) which must be authenticated by the workplace trainer/assessor.

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. The experience in the workplace is used to complete tasks back in the classroom. The course also includes units of competency.
INDUSTRY PROGRAM

Are you looking for a rewarding career in Industry?

Not quite sure what area!

Then the Industry Program is for you!!

Students complete Certificate I in Automotive, Construction, Engineering and Furnishing during year 11 and 12. Students also get the opportunity to commence a school based apprenticeship and traineeship in the career area of choice while completing the program through one of the industry program partners.

Students also have the opportunity to achieve their Western Australian Certificate of Education (WACE).

All students and parents are required to sign a participation agreement designed to encourage students to achieve their full potential.

Students will participate in the following areas:

- Certificate I in Automotive
- Certificate I in Engineering
- Certificate I in General Construction
- Certificate I in Furnishing
- English
- Maths
- Physical Education
- Work Experience
- Apprenticeship (Cert III) or Traineeship (Cert II) in industry area of student choice.

This course may have additional cost for personal projects. Year 11 students are required to purchase a math book.

If you require further information about the ‘Industry Program’, brochures are available at the school or contact the VET coordinator.
Are you looking for something different??

Then the Armadale SHS Step Program could be for you. The program offers students access to a greater range of career pathway options through alternate school based programs the possibility of school based apprenticeships, traineeships and TAFE programs that are not presently offered at school. We can tailor a career pathway program that could include

- Animal Studies,
- Equine Studies,
- Childcare,
- Hospitality,
- Beauty Therapy,
- Hairdressing,
- Carpentry

Students are also expected to participate in CGEA Maths and English, Cert I in Business and Work Placements.

Further information can be obtained from the school.