Curriculum Handbook
Year 11 2009
Year 12 2010

This book contains information on subjects and special programmes and should be retained by students for course selection in future years.

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The Western Australian Certificate of Education (WACE)

The Western Australian Certificate of Education is awarded to secondary school students who satisfy its requirements. Generally, students will complete two years of senior secondary study, although the Curriculum Council’s provisions enable students to meet the WACE requirements over a lifetime. Universities, industry, TAFEWA and other training providers recognise the WACE.

The school is the main WACE provider for students up to the age of 17 years.

Planning curriculum pathways for all students

The school is catering for students who are university-bound, those who have a specific vocation in mind involving further education and training, those who are planning to enter the workforce on leaving school and those who have special requirements or disabilities.

The State Government has increased the school leaving age to 17 from 2008. As a result, the number of students staying on to complete Year 12 has increased. Education and training courses and programs are available to provide all young people with the opportunity to develop knowledge, understanding and skills about themselves, their community and the broader world in which they live. All contribute to the Western Australian Certificate of Education with all students receiving a statement of results at the end of Year 12.

In planning pathways in senior secondary school, schools can consider a mixture of courses, subjects, vocational education and training and endorsed programs to cater for students’ interests and different rates of learning and motivation.

Courses

All courses are divided into stage units, each having a syllabus. Students start with units appropriate to their stage of development.

Typically:
• university-bound students would study a program of stage 2 and stage 3 units over their senior secondary years. In their final year, most of the units would be at stage 3.
• students who may be headed to TAFE and further education and training or the workforce would take stage 1 units or a mixture of stage 1 and 2 units in Year 11 and 12.
• students with special needs study preliminary stage units and possibly some stage 1 units.
Endorsed programs

Endorsed programs provide areas of learning not covered by the courses and can contribute up to 50 percent of a student’s WACE requirements. Programs can be delivered in a variety of settings by community organisations, schools, universities, training organisations and workplaces.

There are five categories of endorsed programs.

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
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<tr>
<td>Workplace Learning</td>
<td>Work-based learning, in a real or simulated workplace resulting in students working towards achievement of a Curriculum Council employability skills list and/or VET units of competency.</td>
</tr>
<tr>
<td>VET stand alone</td>
<td>Non-integrated vocational education and training resulting in the achievement of a full or partial qualification from Australian Qualifications Framework.</td>
</tr>
<tr>
<td>University</td>
<td>Successful completion of a university unit for which students receive an academic transcript.</td>
</tr>
<tr>
<td>Community organisation</td>
<td>A structured program resulting in the achievement of a quality-assured award or certificate.</td>
</tr>
<tr>
<td>Personal development</td>
<td>A program to develop skills, knowledge and attitudes for the achievement of personal goals, civic responsibility and/or improved health and fitness, which requires students to draw together a portfolio of evidence to demonstrate learning.</td>
</tr>
</tbody>
</table>

Vocational education and training (VET)

Vocational education and training in schools engages students in work-related learning built on strategic partnerships between schools, business, industry and the wider community. VET should be undertaken as part of the WACE and its completion by the student provides credit towards a nationally recognised VET qualification within the Australian Qualifications Framework, providing a broad range of post-school options and pathways.

Full and partial AQF qualifications may be attained through three delivery modes:

- VET stand alone programs
- VET integrated within courses
- VET industry specific courses.

Community service

To be awarded a WACE from 2009, all students will need to have completed 20 hours of community service. Community service supports the development of leadership
skills, social responsibility and citizenship. This requirement can be completed over more than one year.

Most students enrolled at Morley Senior High in Year 10 complete their Community service requirements during that year. Students who enrol in Years 11 & 12 from other schools or systems must bring evidence of completion of Community service or complete it while completing Years 11 & 12.

School assessment
Student achievement is recorded in grades A–E for each course unit completed. Marks out of 100 will also be awarded to exam candidates who complete paired stage 2 and/or stage 3 units in their final year of school. For preliminary units, student progress will be recorded as having completed or not completed the unit requirements.

VET assessment is competency-based and specific requirements are outlined in industry training packages.

Assessment of endorsed programs is based on the requirements of each program.

Examinations
From 2009, all students who are in their final year of schooling and are enrolled in two stage 2 or stage 3 units of a course are required to sit the examination for the course/s. There are two separate examinations – one for students enrolled in stage 2 units and one for students enrolled in stage 3 units.

Students who are enrolled in three or fewer stage 2 and/or stage 3 paired units and who will complete an Australian Qualification Framework VET Certificate 1 or higher in their final WACE year will be exempt from sitting the examinations.

Students who are exempt may take the examination if they wish.

A student enrolled in a VET industry specific course may elect to sit the VET course examination as a school candidate. The WACE course score for a VET industry specific course does not include a school assessment mark.

Students who sit an examination must make a genuine attempt to be eligible to receive the WACE. The examination mark contributes to 50% of the WACE course score. The WACE course score is recorded on the student’s statement of results.
WACE requirements for 2010 — 2015

To be eligible for the award of the Western Australian Certificate of Education, students in their final year of compulsory schooling and who are enrolled in a pair of stage 2 or 3 units, or unless exempt, sit for and make a genuine attempt at the examination for that course.

To qualify for a Western Australian Certificate of Education (WACE), a student must:

• Complete at least 20 course units
  o At least ten units must be from Council courses (including at least three two-unit combinations).
  o Up to 10 unit equivalents can be from endorsed programs.

• Achieve an average of a C grade or better
  o Across at least 10 course units from at least five courses (at least three two-unit combinations must be included), or
  o Across at least eight course units from at least four courses if endorsed programs equivalent to eight units are included, or
  o Across at least six course units from at least three courses if endorsed programs equivalent to 10 units are included.
  o An accredited full-year Curriculum Council subject equates to a two-unit course combination.
  o Achievement of a VET course unit equates to a C grade.

• Meet the standard for English language competence
  o Complete at least four units from an English course or completion of two full-year English subjects (formerly accredited). Full-time students* are required to complete, in each year of their senior secondary schooling, two units of an English course.
  o Meet the English language competence standard, as defined by work samples**, or
  o An average of C grade or better across two units studied in Year 12 (achieved in 2007) in English as an Additional Language/Dialect or Literature, or
  o Pass the Curriculum Council English language competence test.

• Complete, in their final WACE year (Year 12), at least one course from each of list A (arts/languages/social science) and list B (mathematics/science/technology).

• Complete 20 hours of community service

• Sit for WACE examinations, unless exempt

* If students are part-time they must study two units of an English course in their final year of study.
** Teachers will use the students’ assessments during the year as evidence of attainment of the language competence standard. Work sample exemplars and
descriptors will be provided to assist teachers to make these judgements. The emphasis will be on the key functional skills of reading and writing. The standard is related to the standard required to achieve a C grade or better in stage 1 English.

**WACE breadth-of-study list**

For a student to achieve a WACE in 2010 and beyond, the student must complete at least one course from each of the following lists.

<table>
<thead>
<tr>
<th>List A (arts/languages/social science)</th>
<th>List B (mathematics/science/technology)</th>
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</thead>
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<tr>
<td>ARA Arabic</td>
<td>ACF Accounting and Finance</td>
</tr>
<tr>
<td>ABL Aboriginal Languages of WesternAustralia</td>
<td>AIT Applied Information Technology</td>
</tr>
<tr>
<td>AIS Aboriginal and Intercultural Studies</td>
<td>VAU Automotive</td>
</tr>
<tr>
<td>CAE Career and Enterprise</td>
<td>AET Automotive Engineering and Technology</td>
</tr>
<tr>
<td>CFC Children, Family and the Community</td>
<td>APS Animal Production Systems</td>
</tr>
<tr>
<td>CBS Chinese: Background Speakers</td>
<td>AVN Aviation</td>
</tr>
<tr>
<td>CSL Chinese: Second Language</td>
<td>CSC Computer Science</td>
</tr>
<tr>
<td>VCS Community Services</td>
<td>BIO Biological Sciences</td>
</tr>
<tr>
<td>VAR Creative Industries: Art</td>
<td>BCN Building and Construction</td>
</tr>
<tr>
<td>VME Creative Industries: Media</td>
<td>BME Business Management and Enterprise</td>
</tr>
<tr>
<td>VMU Creative Industries: Music</td>
<td>VBU Business Services</td>
</tr>
<tr>
<td>DAN Dance</td>
<td>CHE Chemistry</td>
</tr>
<tr>
<td>DRA Drama</td>
<td>VCO Construction</td>
</tr>
<tr>
<td>ECO Economics</td>
<td>DES Design</td>
</tr>
<tr>
<td>ENG English</td>
<td>EES Earth and Environmental Science</td>
</tr>
<tr>
<td>ELD English as an Additional Language/Dialect</td>
<td>EST Engineering Studies</td>
</tr>
<tr>
<td>GEO Geography</td>
<td>FST Food Science and Technology</td>
</tr>
<tr>
<td>FRE French</td>
<td>VHO Hospitality</td>
</tr>
<tr>
<td>GER German</td>
<td>HBS Human Biological Science</td>
</tr>
<tr>
<td>HEA Health Studies</td>
<td>VIT Information Technology</td>
</tr>
<tr>
<td>HEB Hebrew</td>
<td>ISC Integrated Science</td>
</tr>
<tr>
<td>HIS History – Modern</td>
<td>MMT Marine and Maritime Technology</td>
</tr>
<tr>
<td>HAM History – Ancient</td>
<td>MDT Materials Design and Technology</td>
</tr>
<tr>
<td>IBS Indonesian: Background Speakers</td>
<td>MAT Mathematics</td>
</tr>
<tr>
<td>IND Indonesian: Second Language</td>
<td>MAS Mathematics Specialist</td>
</tr>
<tr>
<td>ITA Italian</td>
<td>OED Outdoor Education</td>
</tr>
<tr>
<td>JBS Japanese for Background Speakers</td>
<td>PES Physical Education</td>
</tr>
<tr>
<td>JSL Japanese: Second Language</td>
<td>PHY Physics</td>
</tr>
<tr>
<td>LIT Literature</td>
<td>PPS Primary Industries</td>
</tr>
<tr>
<td>MBS Malay for Background Speakers</td>
<td>VPI Plant Production Systems Studies</td>
</tr>
<tr>
<td>MPA Media Production and Analysis</td>
<td>VSR Primary Industries</td>
</tr>
<tr>
<td>MOD Modern Greek</td>
<td>VTO Sport and Recreation</td>
</tr>
<tr>
<td>MUS Music</td>
<td>WPL Workplace Learning</td>
</tr>
<tr>
<td>PAE Philosophy and Ethics</td>
<td></td>
</tr>
<tr>
<td>PAL Politics and Law</td>
<td></td>
</tr>
<tr>
<td>REL Religion and Life</td>
<td></td>
</tr>
<tr>
<td>VAR Visual Art</td>
<td></td>
</tr>
</tbody>
</table>

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Course Completion
Students must complete the schools educational and assessment programme in each course unit studied to be awarded a grade in the course. Students who do not complete the programme will be given a notation of RNM (Requirements Not Met). This can affect their eligibility to receive a WACE.

The parents of students at risk of receiving an RNM will be notified and strategies implemented to avoid this result if possible. The ultimate responsibility for completion rests with the student.

Repeating a subject or course unit
Repeat units that are completed can be counted in the total number of subjects/units required for a WACE. A unit is completed when all of the assessment requirements have been met and achievement is recorded for the unit. Any course units can be used for the purpose of determining the C grade average.

Unit combinations
For every six course units at least one two-unit combination must be included in the program completed. The two-unit combinations may include two units of an English course. Each two-unit combination must be from a different course. Repeat units can count in the two-unit combination.

Overseas or Interstate Students Enrolling in Year 12
Overseas and interstate students may enrol in their final year of secondary studies if studies completed elsewhere indicate that the students will be successful in their WACE studies. Students who complete the equivalent of an eleventh year of schooling overseas, interstate or through TAFE can have this study recognised toward meeting the WACE requirements.

To achieve block credit status for the WACE, students must:
• meet the assessment requirements in at least 10 course units (including at least two two-unit combinations) (up to five units can be endorsed), which equates to half of the requirement
• achieve an average of a C grade or better across at least five course units from at least three courses (or across at least four course units from at least two courses if endorsed programs equivalent to four units are included)
• meet the English language competence standard
• complete two units from an English course
• meet the breadth of study requirement
• Complete 10 hours of community service.

Recognition will be given for having achieved the equivalent of one semester of senior secondary schooling elsewhere. In this case students are required to meet 75% of the WACE requirements during the remainder of their senior secondary years. To achieve credit status for the completion of a semester elsewhere for the WACE, students must:
• meet the assessment requirements in at least 15 course units (including at least two two-unit combinations) (up to seven units can be endorsed), which equates to 75% of the requirement
• achieve an average of a C grade or better across a least seven and a half course units from at least four courses (or across at least six course units from at least three courses if endorsed programs equivalent to six units are included)
• meet the English language competence standard
• complete three units from an English course
• meet the breadth of study requirement
• complete 15 hours of community service.

Accumulating results
Students may accumulate results in Council units and endorsed programs for a lifetime. Achievements in subjects made under the WACE provisions before 2010 may be accumulated for six years.

From 2015, only achievement in new courses and endorsed programs will be counted towards the WACE

Calculation of a C grade average
The C grade average is calculated from the student’s achievement in course units. At least three two-unit combinations must be included. Endorsed programs are not used in the calculation of the average but do reduce the number of units required. Satisfactory achievement in a VET course unit equates to a C grade. For courses that have defined contexts that are coded separately; the course context counts as a separate course for the purposes of determining the C grade average.

A unit is completed when all of the assessment requirements have been met and the achievement has been recorded.


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<th>Grade</th>
<th>Credit</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>2.5</td>
</tr>
<tr>
<td>B</td>
<td>2</td>
</tr>
<tr>
<td>C</td>
<td>1.5</td>
</tr>
<tr>
<td>D</td>
<td>1</td>
</tr>
<tr>
<td>E</td>
<td>0.5</td>
</tr>
</tbody>
</table>

To calculate a grade average, the total points of 10 course units, of which three two-unit combinations are included, are added and divided by 10. A result greater than or equal to 1.5 from this calculation equals an average grade of C or better. See above table for the allocation of points for grades. For the three two-unit combinations, the last two units completed are used in the calculation of the C grade average for that course. For the balance of the units, those with the highest achievement are used in the calculation.
MARKS ADJUSTMENT PROCESS FOR TER

Introduction

The mark students receive for each subjects/course comes from two sources; their numerical school assessment (their ‘school mark’) and their mark from the examinations set by the Curriculum Council (their ‘examination mark’).

Why standardise, moderate and scale?
In Western Australia there are about 230 senior high schools offering a variety of TEE subjects and WACE courses. Students can choose to do any combination of these subjects and courses. This choice makes it fairly difficult to compare the results of all students in all the schools and subjects/courses across the State.

For example, it is not possible to fairly compare the value of ‘50’ Australian dollars with ‘50’ US dollars without a conversion of one to the other. Similarly, for any given calendar year, it is not possible to fairly compare:

• a school mark of 80 in Art at one school with a mark of 80 in Art at another school
• a school mark of 80 in Art at one school with a mark of 80 in Calculus at the same or a different school
• an examination mark in Drama Studies with an examination mark in Calculus, or
• school or examination marks from a different calendar year.

Standardisation, moderation and scaling
Standardisation and moderation are processes the Curriculum Council uses to compare student results. Scaling is a process jointly undertaken by the Council and the Tertiary Institutions Service Centre. In general, these processes bring students’ marks onto a common scale. This enables the universities to compare students, even if they have done completely different subjects/courses at different schools in different calendar years.

What actually happens to students’ school marks?
Throughout Year 12, teachers collect information on students’ achievement in semester examinations, classroom tests, class work, research assignments and practical work. At the end of the year they use this information to summarise school performance in each subject and course unit students have studied. The school submits to the Curriculum Council:

• a letter grade (A,B,C,D, or E); and
• a school (numerical) mark.

for each subject and course unit studied in your final year of senior secondary schooling.

Letter grades are recorded on a student’s statement of results. They are used for admission to TAFE courses but play no direct part in the university admission process.

However, school marks play a direct part in the university admission process. This will be described later.

Curriculum Council examinations
At the end of the year, the Curriculum Council conducts examinations in all subjects and courses offered in schools. Written papers are set for all of these, and for some, including languages and the Arts, there also may be a practical component.

Each examination paper is set by an examining panel and then independently reviewed. This process seeks to ensure that the examinations appropriately reflect the syllabus and are a fair test of student achievement.

**Examination marking**
Each written examination script is separately marked by at least two qualified markers under the supervision of a Chief Marker. To ensure maximum fairness, the markers have access only to student numbers.

If the two markers disagree on a student’s mark, or even a mark for one part of the paper, they will either work together to decide which mark is correct or another marker will re-mark the paper.

The overall percentage mark for the examination (including the practical component, where applicable) is called the raw examination mark.

**Standardising the raw examination mark**
The raw examination mark then goes through a process called standardisation. Standardisation is undertaken because examination papers for individual subjects/courses vary in difficulty from year to year, and from subject/course to subject/course. Standardisation adjusts for these differences in difficulty.

Two important outcomes of standardisation are:
• the distribution of standardised marks is the same from year to year and from subject/course to subject/course; and
• the top student in each subject/course is given a standardised mark of 100.

Standardisation ensures that no student is disadvantaged if an examination is harder than usual in the year they do their examination. If an examination is harder, the student’s standardised mark in that subject/course may be higher than their raw mark. If, on the other hand, an examination is easier than usual, their standardised mark may be lower than their raw examination mark.

**Moderated school mark**
A student’s moderated school mark is calculated from their school mark. Moderated school marks are on the same numerical scale as the standardised examination marks and, therefore, they have the same meaning in every school. Standardised examination marks are used as a common scale because the examination is the same for all schools, unlike school-based assessments.

The ranking of students according to the moderated school marks is the same as in the school marks.
The moderated school mark is likely to be different from a student’s school mark. This is quite normal. The bigger the difference, the bigger the gap between their teacher’s assessment scale and the scale used for standardised examination marks.

**Standardising the school mark**
The moderated school mark is also standardised using the same process as is used to standardise raw examination marks (see above).

**Combining the examination mark and school mark**
The standardised examination mark and standardised moderated school mark for the same subject/course (which are both out of 100) are then averaged to arrive at a combined mark for each subject/course. Combined marks are then scaled.

**Scaling**
Scaling adjusts for differences in difficulty between subjects/courses and aims to ensure that students are not disadvantaged if they choose a difficult subject/course. Scaling involves the Curriculum Council and the Tertiary Institutions Service Centre (TISC) applying a statistical process – the Average Marks Scaling (AMS) method – to the combined mark.

The AMS method uses the information provided by students’ combined marks to compare the achievements of the group of students studying each subject/course. This information is used to adjust or ‘scale’ the marks of all subjects/courses at the same time.

For example, if the Ancient History students as a group perform better across all their subjects/courses than students of Accounting, the Ancient History marks will generally be scaled up relative to Accounting.

**Fairest system**
This is the fairest system experts in this field have been able to find which:
• enables students to study the subjects/courses they want
• enables teachers to develop teaching and assessment programs suited to their students’ needs
• acknowledges the value of the work students do throughout their final year of schooling; and
• enables tertiary institutions to compare students who undertake different courses.

The scaled mark a student is awarded for a subject/course may be quite different from the school mark, because of these adjustments.

**Further Information**
For more information, please see the Curriculum Council information brochures on standardisation, moderation and scaling, or contact the Curriculum Council on (08) 9273 6317 or visit the website at http://www.curriculum.wa.edu.au/Senior_Secondary/Exam_Information/Your_Marks/
For information about calculating the TER and all other aspects of university admission visit the TISC website www.tisc.edu.au.
TAFEWA

Entrance requirements and selection criteria

How do I get into TAFEWA?

To get into TAFEWA you need to meet the entrance requirements for your chosen course. For a number of courses, you will also need to address selection criteria.

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

What are the entrance requirements?

Entrance requirements are the lowest level of school results you need to be allowed into a full-time course at TAFEWA.

Entrance requirements will be either:

A lower level qualification, for example, to enroll in a Certificate IV in Disability Work you need a Certificate III in Disability Work

OR

Communication and maths skills

For example, to enter into a Certificate II in Business you could require basic communication skills and basic maths skills.

How do I meet the entrance requirements?

Follow these simple steps:
1. Choose a course from the website, or from the TAFEWA Full-time Studies Guide.
2. Read the information under the course's entry requirements

For some courses you will need a lower-level qualification
For other courses, you will need to show that you meet the level of communication and maths skills indicated

3. If you need to meet communication and maths skills benchmarks, go to the Evidence Guide.

For further information contact TAFEWA Admissions on 9224 6560 or to see what courses you are eligible for, try the online skills calculator.
Evidence Guides

The Evidence Guides will tell you what documents you can provide to TAFEWA Admissions to show that you meet the required level of communication and maths skills. The communication and maths skills will be shown as “dots” as in the images shown.

The Evidence Guides include information about relevant documents such as:

1. School results (both Australian and overseas);
2. Tests (eg STAT, IELTS, TOFEL);
3. Other qualifications (eg from TAFE, university)
4. Bridging and access courses (ie CGEA, NOW, Fast Track)

To see how many dots your evidence gives you, read the Evidence Guides. There are two guides for both parts of the assessment:
- Maths skills
- Communication skills

Advice on how to use the evidence guides is available on the TAFE website. If you need further assistance call TAFEWA Admissions on 9224 6560.

What are the selection criteria?

Selection criteria are academic and other criteria, which are used to score eligible applicants competing for entry into a course where there are more applications than places available for a course.

Examples could include:
- work experience;
- industry involvement;
- current and previous employment

How do I address the selection criteria?

If the course you are applying for asks you to address the selection criteria you will need to submit more documents.

You can score points for:

Qualification pathway (maximum score = 29)
This includes any qualification completed/not completed, as listed in the qualification pathway of the selection criteria.

Work Experience/Employment (maximum score = 29)
This includes any employment or workplace experience that you have had as listed below under the work experience and employment sector. Note: you must provide copies of either a reference, pay slip or group certificate/summary. CVs and phone references are not accepted.
Education/Skills Development (maximum score = 42)

This includes secondary education (current or past), or a portfolio demonstrating skill development. The portfolio may contain qualifications or tests that you completed in the past. For more information on how the points are calculated for this section and evidence required check the Evidence Guide or call TAFEWA Admissions on 9224 6560.

What should I do if I do not have any documents or I have completed my schooling overseas?

If you do not have any documents and have studied in Australia, you will need to ring the institution where you studied. If you did high school in Western Australia you can contact the Curriculum Council on 9273 6300. Allow some time to get a copy of your documents.

If you studied overseas you need to get a Statement of Equivalence. This is a document that states your qualification and shows the nearest qualification in Western Australia. For secondary studies, telephone the Curriculum Council on 9273 6300 to get your Statement of Equivalence. For post secondary studies telephone the Overseas Qualifications Unit on 9224 6566. You may also need to provide proof that you meet the TAFEWA English language requirements for the qualification you want to study.

Telephone TAFEWA Admissions Centre on 9224 6560 for more information.

If your qualifications are not in English, the Translation and Interpreting Service on 131 450 can help with this.

Where can I get further information?

TAFEWA Admissions
9224 6560,
Level 2, 166 Murray Street (Murray Street Mall above Woolworths)
Perth WA 6000
UNIVERSITY ENTRANCE 2011

At this point in time no information on University entrance requirements for 2011 is available.
Accounting and Finance

Rationale

Financial matters affect every member of our society. Interest rates, youth bankruptcy, easily available finance and high banking costs are daily issues. Everyone has to make numerous financial decisions on a personal or business level, many of them with far-reaching consequences. The course aims to make students financially literate by creating an understanding of the systems and processes through which financial practices and decision-making are carried out, as well as the ethical, social and environmental issues involved. It helps students to analyse and make informed decisions about their finances, both personal and business.

Financial literacy gives individuals the ability to make sound financial judgements, based on information analysis. In an age when many business practices and ethical standards are being questioned, awareness of the ways financial practices impact on their lives helps students take responsibility for their own financial commitments. It empowers them, giving them an understanding of the local, national and global influences on financial matters. It gives them the problem-solving skills to operate at many levels of financial decision-making, from banking transactions to the management of personal investments and the financial planning and control of businesses.

Through engagement with the course, students develop an understanding of the fundamentals on which accounting and financial management are based. In our current economic environment, where small businesses are the largest employers, many students will find themselves self-employed and there is a high probability that they will have to engage in some form of accounting practices. Having an understanding of these practices enables them to analyse their own financial data and make informed decisions based on that analysis.

In a rapidly changing world, the impact of technology on financial and accounting practices has been vast, as seen in the globalisation of markets. The use of computer systems for record keeping, monetary transfers, tax calculations and the communication of financial data is already vital, and will continue to shape future careers. Many of these careers have not yet evolved, but when they do, they will involve technology and financial practices at some level.

This course provides students with the opportunity to further their achievement of specific overarching learning outcomes from the Curriculum Framework together with the development of the core-shared values.

Course outcomes

The Accounting and Finance course is designed to facilitate the achievement of four outcomes. These outcomes are based on the Technology and Enterprise learning area outcomes in the Curriculum Framework. Outcomes are statements of what students should know, understand, value and be able to do as a result of the syllabus content taught.
**Outcome 1:** Financial conceptual understanding  
Students understand the concepts, principles, systems and structures that are fundamental to accounting and other financial processes.  
In achieving this outcome, students:  
understand the concepts and principles of financial decision-making;  
understand the elements of financial systems; and  
understand the relationship between the purpose and structure of financial information.

**Outcome 2:** Factors influencing financial decisions  
Students understand the interrelationship between financial decisions and the individual, society and the environment.  
In achieving this outcome, students:  
understand the influence of values and ethics on financial decisions;  
understand that government policies, legal requirements and other regulations influence financial decisions; and  
understand the impact of societal and environmental factors on financial decisions.

**Outcome 3:** Financial systems  
Students explore and apply appropriate financial systems to meet personal and organisational needs.  
In achieving this outcome, students:  
explore and select an appropriate financial system to meet user needs;  
use a financial system to record and present information; and  
adapt and/or customise a financial system to meet user needs.

**Outcome 4:** Analysis and interpretation of financial information  
Students select, use and interpret financial information.  
In achieving this outcome, students:  
select financial information for analysis and use appropriate techniques;  
draw conclusions from financial information; and  
recommend appropriate action based on financial information analysis.

**Applied Information Technology**

**Rationale**

Information and communication technologies (ICT) are rapidly changing the way we live and work in Australia. They affect the nature of communication, entertainment and lifestyle decisions. Almost every area of employment requires some understanding and use of ICT for greater productivity and creativity. Every school graduate needs to be capable of using ICT in his/her personal, community and future professional lives. This course aims to address that need, by providing students with creative opportunities through interesting practical experiences, using exciting and innovative software and equipment.

These technologies are increasingly becoming part of everything we do within a knowledge-based society, built around the innovative, creative and enterprising use of ICT to improve the standard of living. All Australians need to possess and be
empowered by understanding, experience and skills in the nature and use of ICT. This course aims to equip post-compulsory secondary students for current and future study (TAFE or University), employability and successful inclusion in a modern society.

The course focuses on the application of computer technologies to living in the community and working in industry and business environments. It looks at the impact on workplaces, individuals and society. As such, it provides opportunities for students to develop knowledge and skills relevant to the use of ICT to meet everyday challenges. Students consider a variety of computer applications for use in their own lives, business and the wider community. They consider the ethical implications of ICT solutions and develop an appreciation of the role and impact of these technologies on their personal values, and those within a democratic and ethnically diverse society.

An integral aspect of the course is the opportunity to address vocational competencies, leading to the possibility of a range of VET accreditation, thereby contributing to the international employability of students.

The emphasis of the course is on developing an understanding, from a user’s perspective, of the application of computer technology in various contexts and the design of information solutions to meet challenges encountered in those contexts. This will require an understanding of the nature of these challenges and contexts as well as associated work processes.

Students build their understanding, experience and skills by investigating, designing, constructing and evaluating ICT solutions, using a variety of software applications, including some commercial applications commonly used in business and home environments. They consider such solutions within personal, community and workplace environments. Students gain essential life and work skills in problem-solving, time management and communications skills, while working both independently and collaboratively. The course provides an excellent general grounding in ICT for the future study aspirations and professional lives of all students.

This course provides students with the opportunity to further their achievement of specific overarching learning outcomes from the Curriculum Framework together with the development of the core-shared values.

**Course outcomes**

The course is designed to facilitate the achievement of four outcomes. These outcomes are based on the Technology and Enterprise learning area outcomes in the Curriculum Framework. Outcomes are statements of what students should know, understand, value and be able to do as a result of the syllabus content taught.

**Outcome 1:** Technology process

Students apply a technology process when creating or modifying information solutions using information communication technologies. In achieving this outcome, students:

- investigate ideas considering alternatives;
- devise, communicate and evaluate proposals and design plans in appropriate forms; and
implement and evaluate production processes and strategies to manage resources efficiently.

**Outcome 2: Understanding information and communication technologies**
Students understand the nature and use of computer hardware and software to achieve information solutions.
In achieving this outcome, students:
understand the ICT-related concepts, formats and terminology required to select and use appropriate software and hardware to achieve information solutions;
understand the relationship between forms, structures and conventions of information solutions that influence the selection and use of ICT; and
understand management, processes, procedures and techniques required to achieve information solutions.

**Outcome 3: Quality of information solutions**
Students explore alternatives and use skills, techniques, processes, standards and conventions to achieve information solutions.
In achieving this outcome, students:
apply appropriate forms, structures and conventions to create or modify information solutions;
apply skills, techniques and processes to develop information solutions; and
apply enterprising capabilities, exploring alternatives, in working to achieve information solutions.

**Outcome 4: Information and communication technologies in society**
Students understand how cultural beliefs, values, abilities and ethical positions are interconnected in the development and use of information and communication technologies.
In achieving this outcome, students:
understand the cultural beliefs, values, abilities and ethical positions that can impact on the use of ICT;
understand the consequences of ICT use in different contexts and how this relates to beliefs, values, abilities and ethical positions; and
understand the consequences of technological developments on structures and environments.

**Automotive Engineering and Technology**

**Rationale**
Automotive vehicles are an important part of our culture and have dramatically changed the way in which we live and travel within our environment. We use cars, trucks, plant and equipment for everyday purposes, to commute to work, and for holiday flights and cruises. Primary and secondary producers use plant and equipment to work the land, haul raw materials to manufacturers and finished products to consumers locally, nationally, and globally.

This course exposes students to the component parts, accessories, systems and technologies of the automotive vehicle. They develop the principles underpinning the operation of vehicle systems and subsystems. They also develop the knowledge and
skills needed to service, maintain, and repair these systems. Workshop activities provide them with opportunities to learn about the range of components and materials used in the manufacture of automotive vehicles.

Students plan for, and manage the repair, assembly and manipulation of vehicle systems using computer-assisted technology and adhering to Occupational Safety and Health (OSH) practices and procedures. They also develop effective communication and teamwork skills when developing solutions to planning and managing automotive vehicle systems.

The course offers consumer guidance in the areas of car ownership, insurance, buying, financing, maintenance and running costs as well as career and vocational information related to the automotive vehicle industry. They develop an awareness of the social responsibilities associated with the use of vehicles and the impact of vehicles on individuals, society and the environment. They learn that vehicles have provided society with a form of personal mobility that a little over a century ago could only have been imagined. This has a dramatic influence on the day-to-day activities of individuals as well as the location and design of cities and towns. They also examine the infrastructure and requirements for the safe operation of vehicles including rules and regulations, traffic flow control systems and road design. They analyse repercussions of vehicle production and use, including the resulting pollution of the earth due to the myriad of chemicals used in the manufacture, upkeep and repair of vehicle. They also learn about the organisation and management of transportation services and mass-transit systems.

The course caters for the learning needs of all students, from those seeking a career in the automotive vehicle or technological discipline. They can choose a course that allows them to achieve post-school destinations into a range of disciplines including engineering; science; mechanical, fabrication and electrical trades; drafting; urban planning, business, management and other technical and technology-related professions. The course content is sufficiently diverse to provide students with the necessary foundation to meet employment needs in a range of occupations not limited to the automotive industry.

This course provides students with the opportunity to further their achievement of specific overarching learning outcomes from the Curriculum Framework together with the development of the core-shared values.

Course outcomes

The Automotive Engineering and Technology course is designed to facilitate the achievement of four outcomes. These outcomes are based on the Technology and Enterprise learning area outcomes in the Curriculum Framework. Outcomes are statements of what students should know, understand, value and be able to do as a result of the syllabus content taught.

Outcome 1: Automotive technology process

Students apply a technology process to create or modify products, processes, systems, services or environments to meet human needs and realise opportunities:

In achieving this outcome, students:
investigate information, needs and opportunities related to automotive design and manipulation of automotive systems;
device a useful design process to analyse and test automotive systems;
produce solutions and prepare production proposals to manipulate automotive systems; and
evaluate the usefulness of the automotive system for the end user.

**Outcome 2: Automotive understandings**
Students understand the automotive scientific theory and interrelationships of automotive systems.
In achieving this outcome, students:
understand the automotive scientific theory and principles of components;
understand the automotive operation of components associated with automotive systems; and
understand interactions between automotive vehicle components and subsystems in relation to the manufacture of vehicles, plant and equipment.

**Outcome 3: Automotive technology skills**
Students apply organisational, operational and technological skills appropriate to the automotive industry.
In achieving this outcome, students:
apply the initiative and organisational skills required to manage work activities in a team environment;
apply the operations necessary to achieve solutions to automotive challenges; and
select and use tools and equipment safely.

**Outcome 4: Automotive technology in society**
Students understand the relationship between automotive technology and the environment.
In achieving this outcome, students:
understand the impact of automotive technologies on society and the environment; and
understand the strategies used for the safety and sustainability of automotive technology in society.

**Aviation**

**Rationale**
Aviation involves flying by mechanical means, especially with heavier-than-air craft. The study of aviation therefore encompasses the application of skills and understandings about the nature of the atmosphere, aerodynamics and the systems and structures designed to achieve safe and efficient flight.

Aviation has transformed the world in which we live. Efficient and reliable air transport has changed the way people travel, work, communicate and relate to each other. Simultaneously, developments in military aviation and aerospace technology have redefined approaches to national and international security. Aviation contributes significantly to the global economy and both directly and indirectly affects the lives of all the world's citizens. The nature and scope of aviation is constantly changing, driven by major developments in technology, science, education and economics. In
Australia, aviation has been fundamental to overcoming problems associated with the country’s physical size and population distribution.

The Aviation course draws from such diverse disciplines as Science, Engineering, Environmental Science, Social Science, Mathematics, English and Information Technology. It encompasses a range of mathematical, technological and humanities concepts and draws together a broad variety of skills, processes, understandings and strategies that promote the safe and effective operations of the aviation industry. The Aviation course provides students with the opportunity to investigate the importance of aviation to our society and learn the skills and knowledge needed to make informed decisions on issues relating to aviation and associated industries.

The Aviation course is designed to stimulate and foster intellectual curiosity and promote logical and analytical thinking. It aims to equip students to become informed citizens, able to participate in discussions about challenging technological, social and environmental issues. It enables them to achieve their own potential in all aspects of aviation and encourages them to achieve their personal best in all undertakings, and to respect the achievement of others.

Through the achievement of the Aviation course outcomes, students have the opportunity to develop their achievement of several overarching outcomes of the Curriculum Framework and a range of Learning Area outcomes. Links and interaction with the community, industry and higher education institutions will provide students with a range of vocational experiences that, together with industry expertise, will assist them to develop transferable life and work skills.

The Aviation course caters for the learning needs of all students, from those seeking a career in aviation, science or engineering, to others pursuing an avid interest in the subject. Achievement of the course outcomes may be used by students in the selection process for university and TAFEWA colleges. Students undertaking relevant Vocational Education and Training (VET) programs may use evidence of their achievement of competencies toward recognition of achievement of related course outcomes.

The course also caters for students who do not wish to pursue further studies beyond Year 12. Course content is sufficiently diverse to provide students with the necessary foundation to meet employment needs in a range of occupations not limited to the aviation industry.

This course provides students with the opportunity to further their achievement of specific overarching learning outcomes from the Curriculum Framework together with the development of the core-shared values.

**Course outcomes**

The Aviation course is designed to facilitate the achievement of four outcomes. These outcomes are based on the Science, Mathematics, Society and Environment, and Technology and Enterprise learning area outcomes in the Curriculum Framework.
Outcomes are statements of what students should know, understand, value and be able to do as a result of the syllabus content taught.

**Outcome 1: Aviation systems**
Students understand components of, and interactions between aviation systems.
In achieving this outcome, students:
understand the components of aviation systems; and
understand the interactions between aviation systems.

**Outcome 2: Aviation operations**
Students apply processes to plan aviation operations.
In achieving this outcome, students:
collect, organise and interpret operational information; and
plan aviation operations.

**Outcome 3: Aviation applications**
Students apply a range of skills and processes to perform specific aviation operations.
In achieving this outcome, students:
apply operational, organisational and communication skills and processes appropriate to aviation operations;
monitor and evaluate variables in aviation systems; and
implement a course of action and manage resources.

**Outcome 4: Aviation development**
Students understand the influences on aviation developments and their impact on society.
In achieving this outcome, students:
understand significant aviation developments and their impact on society; and
understand that significant aviation development is influenced by the needs of society.

**Biological Sciences**

**Rationale**
Biology is a body of knowledge about living organisms and their interrelationships with each other and with the physical world. Through Biology we investigate and answer questions about the living world. It is closely connected with decisions individuals will be making about the future of the biosphere. Biology influences diverse aspects of our understanding of the world from sub-microscopic entities such as genes and DNA to global theories such as evolution and the greenhouse effect. Biological knowledge is continually refined in the light of new evidence. Research in biology impacts on diverse industries such as: biotechnology, forestry, fishing, agriculture, mining, and eco-tourism.

Biological Sciences gives students a unique appreciation of life and a better understanding of the living world around them. It encourages them to be analytical, to participate in problem solving and to systematically explore fascinating and intriguing aspects of living systems. This course highlights the complexity and changing nature of the living world, and focuses on contexts that are relevant, significant and valued to
students such as: marine reefs, desert scrublands, urban ecology, aquaria and terraria, zoos, botanic gardens and diseases.

This course empowers students to be questioning, reflective and critical thinkers about biological issues. It highlights the importance of reasoning and respect for evidence. The course develops an appreciative awareness of the interdependence of all elements of the environment. It encourages a respect and concern for a natural heritage that is regenerative and sustainable. Students debate sensitive moral, ethical and environmental issues to appreciate different perspectives and world-views. These issues may range from immediate local concerns such as composting and the quality of local rivers, to more global issues such as genetically modified foods and biological warfare. This process enables students to use evidence to make informed judgements and decisions about controversial biological issues that directly affect their lives and the lives of others.

Biological Sciences involves students in authentic research about biology that develops a variety of skills, including the use of appropriate technology and diverse methods of investigation. It emphasises testing hypotheses and the critical importance of evidence in forming conclusions. It requires them to be creative, intellectually honest and to conduct their investigations in ways that are ethical, fair and respectful of living things. This course enables students to communicate their understandings to different audiences for a range of purposes.

This course caters for all students including: those who are interested in biology; those who want to continue to study biology or related disciplines such as marine biology, biotechnology, botany, agriculture, veterinary science and zoology in tertiary institutions; and those who are interested in a career in a field related to biology such as floristry, forensic science, landscape gardening, horticulture, medicine or pest control.

In order to develop their students' scientific literacy teachers should use an inquiry-based contextual approach wherever possible.

This course provides students with the opportunity to further their achievement of specific overarching learning outcomes from the Curriculum Framework together with the development of the core-shared values.

**Course outcomes**

The Biological Sciences course is designed to facilitate the achievement of three outcomes. These outcomes are based on the Science learning area outcomes in the Curriculum Framework. Outcomes are statements of what students should know, understand, value and be able to do as a result of the syllabus content taught.

**Outcome 1: Investigating and communicating in biology**

Students investigate the living world, collect and evaluate biological data and communicate biological ideas.

In achieving this outcome, students:

- plan and conduct investigations;
analyse data, draw conclusions and evaluate investigation design and findings; and communicate understandings of biological ideas.

**Outcome 2: Biological systems**
Students understand factors involved in interactions of biological systems with the environment.
In achieving this outcome, students:
understand the structure of biological systems is related to function;
understand interactions of biological systems with the environment; and
understand human actions contribute to changes in biological systems.

**Outcome 3: Biological change**
Students understand that biological systems change over time.
In achieving this outcome, students:
understand variability and continuity in biological systems; and
understand evolution as biological change over time.

**Building and Construction**

*Rationale*
Construction is one of the largest industries in Western Australia because of the volume of investments, number of employment opportunities and the diversity of career paths. Individuals, families, businesses and communities expend vast energy in realising the building strategies to meet expectations of comfort in their living and working environments. The construction industry produces housing, commercial and industrial buildings; roads, railways, ports, airports; and water, gas and power installations. It is a major contributor to state and national resource industries from mining to offshore oil production as well as to manufacturing and service industries.

Practice in the construction industry encompasses many trades and professions. It draws on the skills of technicians, engineers, surveyors, planners, developers, architects and drafters. Its trades include brickwork, metalwork, earthwork, concreting, plumbing, building, finishing, carpentry, and electrical and mechanical installations. The sizes of building and construction ventures vary from the single-employment business in trades or consultancy to the large multinational corporation. Thus, the industry as a whole accommodates people of many interests and various work styles.

The Building and Construction course develops students’ knowledge and practical appreciation of building technologies. The course provides them with a context on which to practise and integrate their scientific knowledge and to apply it to meet community and environmental responsibilities. It develops their knowledge of environmental issues. It allows them to apply and extend mathematical knowledge and strategies for problem-solving. It develops their skills in planning and management, in technical communication and in the use of information technologies. In achieving the course outcomes students learn and practise building processes and technologies, principles of design, planning and management and social considerations.
The outcomes of the course promote values which are necessary for the development and wellbeing of society. The course nurtures environmental and community responsibility in students and promotes the importance of ongoing learning. It develops interaction and communication skills with varied audiences and fosters an understanding of teamwork. It prepares students to appreciate the continually changing conditions and expectations within building professions and encourages innovation and creativity. In dealing with issues, such as quality assurance, duty of care, time management, contract management and liability, it develops ethical practices and considerations. The course requires compliance with the Occupational Safety and Health Act (1996) and trains students in the principles of Occupational Safety and Health (OSH).

The course is an introduction to further studies in trades, engineering and architecture. It helps young people become informed contributors to the community through application of their knowledge and skills. The course leads to employment options, further vocational education and university education. To achieve VET competencies students focus on practical skills. Students who intend to pursue university studies develop their scientific and mathematical knowledge and skills through application in practical contexts.

This course provides students with the opportunity to further their achievement of specific overarching learning outcomes from the Curriculum Framework together with the development of the core-shared values.

**Course outcomes**

The Building and Construction course is designed to facilitate the achievement of four outcomes. These outcomes are based on the Technology and Enterprise, and Science learning area outcomes in the Curriculum Framework. Outcomes are statements of what students should know, understand, value and be able to do as a result of the syllabus content taught.

**Outcome 1: Building and construction processes**

Students use processes to meet human needs in building and construction. In achieving this outcome, students:
- investigate issues, values, needs and opportunities in building and construction;
- devise and generate ideas and prepare building and construction proposals;
- produce solutions and manage building and construction processes; and
- evaluate intentions, plans and actions.

**Outcome 2: Building and construction understanding**

Students understand concepts relating to materials, structures and locations required for compliance in building and construction projects. In achieving this outcome, students:
- understand the properties and structure of materials used in construction;
- understand principles of sound building practices in building construction and design; and
- understand orthographic, pictorial projection and model shapes, locations and arrangements related to construction.

**Outcome 3: Building and construction technology**
Students apply organisational, operational and manipulative skills appropriate to using, developing and adapting building and construction technologies.
In achieving this outcome, students:
- monitor and manage construction resources;
- apply building and construction procedures; and
- manage and safely operate equipment and use resources.

**Outcome 4: Building and construction in society**
Students understand how societal expectations, cultural values, beliefs and ethical positions are interconnected in the building and construction industries.
In achieving this outcome, students:
- understand that beliefs, values and ethical positions are interconnected and impact on building and construction technologies;
- consider consequences when evaluating building and construction solutions; and
- understand the principles and underlying standards that regulate the building and construction industry.

**Business Management and Enterprise**

**Rationale**

The Business Management and Enterprise course gives students the opportunity to understand how vital business is and how it impacts on every aspect of our lives. Business has a complex and dynamic organisational structure which requires a combination of skills, aptitude, creativity, initiative and enterprise to operate effectively. In a constantly changing world, individuals, businesses and nations must adapt their position in an increasingly global economy and generate the wealth to sustain economic growth. To do this, business requires people with strategic vision who are enterprising, innovative and creative. This course focuses on the development of these skills within the business cycle of establishment, day-to-day running and continuing viability. Exposure to a wide range of business activities, management strategies and an insight into the potential of entrepreneurship empowers students and helps them to appreciate the significance of their role as both participants and consumers in the business world.

The impact of innovative and often disruptive technologies on business and society as a whole cannot be disregarded in a course such as this. The use of technological innovations for all aspects of business management and operations opens up many opportunities for individual career development within this vital and changing field. Technology is both a business and a tool for business. Increasing confidence in understanding developments in this exciting and dynamic field will give students a competitive edge in their future endeavours.

The Business Management and Enterprise course aims to prepare all students for a future where they will need to identify possibilities and create opportunities within a business environment. In an age when many business practices and ethical standards are being examined, this course will give individuals the ability to make sound and ethical decisions based on knowledge and understanding. The course aims to empower students to make business decisions based on critical thinking and which are in line with their own values and the values of the society in which they live. They
will be well equipped to be proactive participants in the dynamic world of business, behaving responsibly and demonstrating integrity in business activities.

This course provides students with the opportunity to further their achievement of specific overarching learning outcomes from the Curriculum Framework together with the development of the core shared values.

**Course outcomes**

The Business Management and Enterprise course is designed to facilitate the achievement of four outcomes. These outcomes are based on the Technology and Enterprise learning area outcomes in the Curriculum Framework. Outcomes are statements of what students should know, understand, value and be able to do as a result of the syllabus content taught.

**Outcome 1: Understanding business**
Students understand the factors underpinning business performance. In achieving this outcome, students:
understand how markets function;
understand how leadership and management function; and
understand how organisational practices, procedures and structures function.

**Outcome 2: Business in society**
Students understand the interrelationships between business and society. In achieving this outcome, students:
understand the impact of beliefs and values on business activity;
understand the impact of economic environments, government policies and legal requirements on business activity; and
understand the impact of technologies on business activity.

**Outcome 3: Innovation and enterprise**
Students create and adapt ideas to pursue and realise business opportunities. In achieving this outcome, students:
investigate and evaluate innovative and enterprising opportunities;
develop and evaluate innovative and enterprising proposals; and
implement and evaluate business innovation and enterprise.

**Outcome 4: Business operations**
Students demonstrate knowledge, skills and processes required to manage business operations. In achieving this outcome, students:
apply business skills, tools and processes;
process and translate information required for effective business operations; and
demonstrate interpersonal skills required for effective business operations.
Career and Enterprise

Rationale

Careers can no longer be considered in isolation in a constantly changing world of work. Careers are now considered to be about work, learning and life. Learning about career development has replaced traditional career education. The Career and Enterprise course is about career development learning. It is an holistic approach; recognising that individuals need to be proactive, enterprising career managers who engage in lifelong learning. Career development learning will be enhanced by access to workplaces, work experiences and workplace learning programs.

The Career and Enterprise course aims to provide all students with the knowledge, skills and attitudes to enable them to be enterprising and proactive managers of their own career development in a constantly changing digital and global world of work.

The breadth of the course outcomes reflects the importance of career development knowledge, understanding and skills in the constantly changing world of work. Work, including unpaid voluntary work, is considered to be a part of life. It is fundamentally important in defining the way we live, relate to others and in determining the opportunities we have throughout life. Career development learning in the course recognises that work both reflects and shapes the culture and values of our society. It provides opportunities to develop critical insights into the relationships between work, culture and the values of our own and other societies.

Career development learning is underpinned by the critical role of work in our lives. The world of work is complex and constantly changing, through workplace reforms and restructuring. Workplaces are organised into systems, with associated structures, practices and processes. Each workplace organisation is unique and governs workplace settings and patterns of work operations. Many students have formal and informal work experiences. Teachers must consider students’ work experiences, cultural backgrounds and values when developing teaching/learning programs.

The nature and world of work is shaped by, and reflects, many aspects of our culture, society and personal circumstances. Many factors impact on the world of work. Such factors include: personal and societal needs, interests, values and beliefs; technological advancements, global market demands for productivity and sustainability; and legal, financial and ethical considerations underpinning the rights and responsibilities of employers and employees. Local and global communities and environmental impacts are also considered. Personal circumstances and attitudes are important in determining and optimising opportunities for career development. All aspects need to be understood if students are to become lifelong learners and proactive managers of career development learning.

Career development learning for the modern world recognises that careers are about life, work and learning. It is a lifelong process, whereby individuals need to take an active role in career development. It also recognises that information communication technologies have facilitated globalisation and the linking of economies and workplaces around the world. These characteristics pose challenges for career management, corporate citizenship and the organisation of workplaces. Wide
exposure to experiences of work, career and enterprise learning will be of increasing relevance in a constantly changing workplace.

This course provides students with the opportunity to further their achievement of specific overarching learning outcomes from the Curriculum Framework together with the development of the core-shared values.

**Course outcomes**

The Career and Enterprise course is designed to facilitate the achievement of four outcomes. These outcomes are based on the Technology and Enterprise, Society and Environment, and Health and Physical Education learning area outcomes in the Curriculum Framework. Outcomes are statements of what students should know, understand, value and be able to do as a result of the syllabus content taught.

**Outcome 1:** Career and enterprise concepts
Students understand factors underpinning career development.
In achieving this outcome, students:
understand factors that underpin personal development and learning opportunities;
understand how workplace practices and procedures influence career development; and
understand how personal and external resources are managed for career development.

**Outcome 2:** Career and enterprise investigations
Students investigate career development opportunities.
In achieving this outcome, students:
collect and organise information to investigate career development opportunities;
analyse data and draw conclusions, considering needs, values and beliefs; and
communicate solutions to career development opportunities.

**Outcome 3:** Career development in a changing world
Students understand how aspects of the changing world impact on career development opportunities. In achieving this outcome, students:
understand how technologies influence career development opportunities;
understand how society, government legislation and policy influence career development opportunities; and
understand how beliefs, values and attitudes influence career development opportunities.

**Outcome 4:** Being enterprising
Students use career competencies to manage career development opportunities.
In achieving this outcome, students:
use initiative, willingness to learn and problem-solving capabilities;
use self-management, planning and organisational skills; and
use communication, technology and teamwork skills.
Chemistry

Rationale

Chemistry, the study of matter and its interactions, is an indispensable human activity that has contributed essential knowledge and understanding of the world around us. Chemical knowledge has enabled us to understand matter and devise processes for activities such as: cooking and preserving food; purifying air and water; recycling plastics; anaesthetising patients; creating and building computers; and communicating with others around the world about chemistry. It has also allowed people to design and produce materials for purposes that include: transport and fuels; cosmetic and beauty products; building products; medical treatments and pharmaceuticals; and cleaning agents. The significant achievements of chemistry stretch across every facet of our lives. However, some may come at a price if they are not used with the greatest of care. Chemical monitoring tells us that some materials, that may pose a threat to ourselves and other life forms, have entered the environment. Ongoing developments and improved understanding of chemistry can also be used to solve these problems.

The Chemistry course equips students with a knowledge and understanding of chemistry to enable them to appreciate the natural and built environment, its materials, and interactions between them. The course helps students to predict chemical effects, recognise hazards and make informed, balanced decisions about chemical use and sustainable resource management. This enables students to confidently and responsibly use the range of materials and substances available to them.

Chemistry requires observation, investigation, experimentation, collection and evaluation of data and the application of new understandings. Over the years chemists have developed a theoretical framework that allows these new understandings to be organised and related to existing knowledge. The Chemistry course mirrors this process by providing opportunities for students to investigate properties and reactions of matter within a developing theoretical framework, enabling them to recommend applications and possible future uses, and hazards, of materials.

In achieving the course outcomes, students develop knowledge, skills, understandings and values relating to materials, reactions and the practices of chemistry. By studying its applications, students appreciate the role and value of chemistry in their daily lives. Through undertaking chemical investigations and laboratory activities using specialised technologies, they develop an appreciation of the need for precision, critical analysis and informed decision making.

The Chemistry course is designed to stimulate and foster intellectual curiosity and promote logical and analytical thinking. It aims to equip students to become informed citizens able to participate in discussion of challenging social and environmental issues. The course enables students to relate chemistry to other sciences including biology, physics, geology, medicine, molecular biology and agriculture, and to take advantage of vocational opportunities that arise through its application. It also helps them to prepare for further study and to be responsible and efficient users of specialised chemical products and processes at home or in the workplace.
This course provides students with the opportunity to further their achievement of specific overarching learning outcomes from the Curriculum Framework together with the development of the core-shared values.

**Course outcomes**
The Chemistry course is designed to facilitate the achievement of five outcomes. These outcomes are based on the Science learning area outcomes in the Curriculum Framework. Outcomes are statements of what students should know, understand, value and be able to do as a result of the syllabus content taught.

**Outcome 1:** Investigating in chemistry
Students use investigative processes in order to communicate their understandings of the chemical world.
In achieving this outcome, students:
- plan experiments to investigate, illustrate and validate ideas about the chemical world;
- conduct experiments safely, making observations, collecting and recording data and presenting them in an organised and logical way;
- analyse data and draw appropriate conclusions based on evidence and their findings;
- and evaluate investigation plans, processes and findings.

**Outcome 2:** Structure, properties and uses of materials
Students understand the structures of materials to explain their properties and uses.
In achieving this outcome, students:
- understand the properties of materials are related to their structure; and
- understand the uses of materials in terms of their properties.

**Outcome 3:** Interaction and change
Students understand interactions between, and changes to, materials.
In achieving this outcome, students:
- understand that chemical change involves the production of new substances and this production can be classified and represented in varied ways; and
- understand the significance of energy in chemical and physical change processes and that these changes can be predicted and controlled.

**Outcome 4:** Problem-solving and quantities in chemistry
Students understand problem-solving techniques and how to apply them to quantitative problems in a chemical context.
In achieving this outcome, students:
- understand the quantitative nature of chemistry to solve problems in a chemical context; and
- understand the processes involved in solving problems in a chemical context.

**Outcome 5:** Chemistry in action
Students understand the role of chemistry in biological, environmental and industrial processes. In achieving this outcome, students:
- understand the role of chemistry in processes important in daily life; and
- understand the role of chemistry in evaluating the sustainability of processes important in society.
Children Family and the Community

**Rationale**

Australian society is characterised by social and technological change, cultural diversity and a breadth of norms, beliefs and values. Individuals and family groups make up our society and are a vital foundation for a cohesive community. To function effectively in dealing with the ever-changing and increasingly complex society, individuals and family groups need to be valued within flexible, supportive environments. Their growth, development, resilience and related experiences affect groups, local communities and society as a whole. Through this course, there are opportunities to explore and develop interests in children, family and the community.

An inter-disciplinary understanding of cultural and societal issues, awareness of human development, family studies, ecological systems, intergenerational issues and the development of life skills enable students to enhance the way they function in everyday life. This course provides opportunities to understand intellectual, physical, emotional and social development through the life span. Students engage in critical analysis of factors related to social, environmental, economic, political and legislative issues and practices that impact on the wellbeing of people. They study social systems and the provision of support services, evaluating the benefits to individuals, groups, families and communities in society.

Through knowledge of research and the application of skills related to family and community issues, students understand how growth and development can be optimised. They appreciate that values influence decisions and apply appropriate behaviours when working and supporting others. This may include children, youth, adults, seniors, people from different cultural and indigenous backgrounds or those with disabilities or special needs. Studies enhance students’ abilities to communicate, collaborate, interact with others and demonstrate leadership skills, as they are challenged to formulate and realise authentic goals and solve problems in enterprising and innovative ways. Confidence to effectively participate in decision-making at personal, family and community levels develops as they show initiative and accept responsibility for promoting social connectedness and advocate for improvements in their community.

In the Children, Family and the Community course, students design and apply processes, systems and practical skills related to practices that promote health and wellbeing for themselves and others in the community. Students develop self-esteem and gain confidence to make reasoned decisions in relation to their resilience, relationships and future parenting or care practices. A practical knowledge and understanding of human needs raises student empathy for others and transfers to caring and citizenship roles. These qualities assist students in their understanding of social systems, services and networks and contribute to a socially just and sustainable community. Student achievement of learning outcomes focused on exploring human development, applying processes, interpersonal skills, society and support systems are fundamental to this course.
Community services, health and education industries offer strong vocational opportunities for young people from trainee intake to tertiary qualified positions. This course caters for all students, from those seeking career pathways in related industries, to those aiming for personal development, parenting and life skills. This learning enables students to participate effectively in a diverse and rapidly changing world.

Through engaging with this course, students have the opportunity to further their achievement of specific overarching learning outcomes from the Curriculum Framework. The course also provides opportunities for the promotion of core-shared values identified from the Curriculum Framework.

Course contexts
Two different areas of learning contexts have been identified in this course:
CFCL: living independently. At various stages throughout life, individuals live independently either by choice or through unplanned circumstances. This context focuses on youth, adults and/or seniors or aged with or without additional needs living independently. This context is studied with a focus on one of these groups.
CFCC: caring for others. Individuals may require care. This can be provided by family members, volunteers, paid individuals and/or community support services. This context focuses on caring for infants, children, adults, seniors or aged with or without additional needs. This context is studied with a focus on one of these groups.

Course outcomes
The Children, Family and the Community course is designed to facilitate the achievement of four outcomes. These outcomes are based on the Technology and Enterprise and Health and Physical Education learning area outcomes in the Curriculum Framework. Outcomes are statements of what students should know, understand, value and be able to do as a result of their learning.

Outcomes are elaborated into aspects that identify the underpinning knowledge, concepts and/or skills in more detail.

Outcome 1:
Exploring human development
Students understand factors that optimise human growth and development.
In achieving this outcome, students:
understand growth and development of individuals;
understand factors that impact on growth and development; and understand strategies designed to promote growth and development.

Outcome 2:
Applying technology processes
Students apply technology processes to meet human needs.
In achieving this outcome, students:
investigate issues, values, needs and opportunities;
generate ideas when preparing production proposals;
organise, implement and adjust production processes; and evaluate intentions, plans and actions.
**Outcome 3:** Self-management and interpersonal skills
Students apply self-management and interpersonal skills.
In achieving this outcome, students:
apply self-management skills to meet needs;
apply interpersonal skills to establish and maintain relationships; and
communicate information for a range of purposes and audiences.

**Outcome 4:**
Society and support systems
Students understand the interrelationships between individuals, families and societies.
In achieving this outcome, students:
understand the relationship between beliefs and values and the management and use of resources and support systems;
understand that social issues and trends result from social, political, cultural, environmental and economic forces; and
understand that political and legal systems are shaped by the rights and responsibilities of individuals, families and communities.

**Chinese- Second Language**

**Rationale**
Chinese is one of the world’s most significant language families and Chinese languages are spoken by almost all citizens of the People’s Republic of China, Taiwan, Hong Kong and Macao, and by substantial numbers of people in Singapore and Malaysia, as well as by the global Chinese community. It has a continuous written tradition lasting some four thousand years, and the role of Chinese culture in Asia has been as significant as that of classical culture in Europe. The Chinese language referred to in the course is Modern Standard Chinese, also known as Mandarin, with Putonghua as its spoken form and simplified character text as its written form.

Chinese is one of the five official languages of the United Nations and has been recognised as one of the languages of greatest economic, political and social significance to Australia. The People’s Republic of China has a significant profile in economic, political and cultural developments globally, and in particular, has a major influence in the nations of the Asia-Pacific region. Australia has a strong connection through trade, political and cultural contacts with both the People’s Republic of China and with those South-east Asian countries whose Chinese communities are important contributors to their growth and diversity.

Chinese is especially important in Australia because it is widely spoken in the community, and the study of Chinese by Australians will enhance the positive features of our culturally diverse society and help to generate mutual respect. It will also provide access to an important cultural and linguistic heritage.

In the Chinese: Second Language course students develop the necessary skills, understandings and values to communicate effectively with Chinese speakers in both social and workplace contexts in Western Australia and elsewhere. They develop a stronger sense of their own personal identity and greater respect for people of the Chinese-speaking world.
This course explores areas of interest from the perspectives of the individual, Chinese-speaking communities and the changing world. All learning contexts incorporate information communication technologies, have a personal and practical focus and highlight the importance of understanding and using Chinese in a rapidly changing world.

The Chinese: Second Language course connects to the world of work, further vocational education and training and university studies. It also connects to the many school study trips, sister school and exchange opportunities that exist between Western Australia and China, which may enhance future travel, work and study options both here and overseas.

With increasing numbers of Australians living and working in China and Chinese living and working in Australia, employers are recognising the usefulness of Chinese language knowledge and skills. An ability to communicate in Chinese, in conjunction with other skills, provides students with enhanced career opportunities in areas such as tourism and hospitality, medicine, commerce and trade, diplomacy, banking and international finance, government, law, politics, science and technology, education and research, advertising and media, and translating and interpreting. It also enables students to recognise the value of being an effective communicator within the service industries. On a more personal level, the ability to communicate in Chinese enhances enjoyment and appreciation of Chinese culture through film, literature, music, cuisine, arts and crafts, travel, philosophy and martial arts.

The Chinese: Second Language course is designed to equip students with the skills to function within an increasingly globalised society and a culturally and linguistically diverse local community providing the foundation for life-long language learning.

This course provides students with the opportunity to further their achievement of specific overarching learning outcomes from the Curriculum Framework together with the development of the core-shared values.

**Eligibility**

This course is only available to students who are deemed to be non-background candidates by the Curriculum Council. Students wishing to enrol in this course will be required to make written application to the Curriculum Council to determine their eligibility.

**Course outcomes**

In the Chinese: Second Language course, communication is paramount. Students develop the skills and knowledge to communicate in Chinese. Communication involves the ability to comprehend, interpret and produce visual, spoken and written texts. Communication is facilitated through the achievement of four outcomes. These outcomes are based on the LOTE learning area outcomes in the West Australian
Curriculum Framework. Outcomes are statements of what students should know, understand, value and be able to do as a result of the syllabus content taught.

**Outcome 1: Listening and responding**
Students listen and respond to a range of texts.
In achieving this outcome, students:
- use understandings of language, structure and context when listening and responding to texts; and
- use processes and strategies to make meaning when listening.

**Outcome 2: Spoken interaction**
Students communicate in Chinese through spoken interaction.
In achieving this outcome, students:
- use understandings of language and structure in spoken interactions;
- interact for a range of purposes in a variety of contexts; and
- use processes and strategies to enhance spoken interaction.

**Outcome 3: Viewing, reading and responding**
Students view, read and respond to a range of texts.
In achieving this outcome, students:
- use understandings of language, structure and context to respond to texts; and
- use processes and strategies to make meaning when viewing and reading.

**Outcome 4: Writing**
Students write a variety of texts in Chinese.
In achieving this outcome, students:
- use understandings of language and structure when writing;
- write for a range of purposes and in a variety of contexts; and
- use processes and strategies to enhance writing.

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**Computer Science**

**Rationale**
Information and communication technologies are integral to the 21st century global village and economy. Everyone is influenced by computers in some way. Whilst we all use computer systems as a means to an end, it is vital to develop an interest in the intricate workings of computer systems, so that future generations have the knowledge, understanding and skills to create and maintain computer systems. The Computer Science course aims to take students beyond the use of computers at an application level into the realm of creating software, building and networking computer-based systems.

Computer science is a wide-ranging discipline that leads to many different professional and non-professional careers. This course covers a variety of topics to appeal to a diverse range of students interested in academic or vocational pathways. This course aims to stimulate students’ awareness of the nature and scope of computer science. It enables them to recognise the opportunities within this field for their own potential growth and the possibility of contributing to the development of our future technological society.
The course focuses on the fundamental principles and concepts within the field, as well as promoting flexibility and adaptability in the application of these principles to meet current computing trends. The underpinning knowledge and skills in computer science involve the principles related to the creation of computer systems, software and connectivity between computers used in the home, workplace and education. Students develop conceptual and technical skills as they learn how to diagnose and solve problems in the course of understanding the basic building blocks of computing.

Since the personal, social and professional lives of people are affected by technological developments and because innovation occurs at a rapid pace, it is imperative to consider the values dimension of any changes. Hence, a heightened awareness of the impact of technological developments on the personal, societal and professional lives of individuals and businesses is promoted, so that students may be assisted to make ethical decisions. The ethical, moral and legal constraints that have influenced or may govern any development will be presented whenever appropriate so that students recognise the consequences of decisions made in respect to the development and use of technology.

This course is designed to encourage students to study computer science as it is applied in the workforce and home or with the aim of pursuing further studies in the future. It gives students practical and interpersonal skills that equip them to function effectively in a world where these attributes are vital for employability and daily life in a technological society.

This course provides students with the opportunity to further their achievement of specific overarching learning outcomes from the Curriculum Framework together with the development of the core-shared values.

**Course outcomes**

The Computer Science course is designed to facilitate the achievement of four outcomes. These outcomes are based on the Technology and Enterprise learning area outcomes in the Curriculum Framework. Outcomes are statements of what students should know, understand, value and be able to do as a result of the syllabus content taught.

**Outcome 1: Technology process**

Students apply a technology process to develop computer-based systems. In achieving this outcome, students:
- investigate ideas and generate proposals;
- develop solutions that meet specifications and recognised standards; and
- evaluate computer-based solutions.

**Outcome 2: Knowledge and understanding of computer-based systems**

Students understand the design, application and interactions of hardware and software in computer-based systems. In achieving this outcome, students:
- understand the appropriate selection and application of computer-based system components;
understand the nature of the interactions between the elements of computer-based systems; and
understand the concepts associated with computer-based systems.

**Outcome 3: Skills for computer-based systems**
Students apply skills to maintain, adapt or develop computer-based systems. In achieving this outcome, students:
apply a range of problem-solving techniques when maintaining or developing computer-based systems;
apply a range of conventions and standards when implementing a maintenance or development solution; and
apply organisational skills to identify and use appropriate hardware and software resources when maintaining or developing a computer-based system.

**Outcome 4: Computer-based systems in society**
Students understand the interrelations between the development and use of computer-based systems, the individual and society. In achieving this outcome, students:
understand that developers’ attitudes and values affect the development of computer-based systems;
understand that users’ attitudes and values affect the development and use of computer-based systems; and
understand there are legal, societal and ethical impacts when computer-based systems are developed and adopted.

**Dance**

**Rationale**
Dance is dynamic and powerful. It embodies our ideas, thoughts, emotions and values and provides a unique opportunity to develop physically, creatively, aesthetically, emotionally and intellectually. People have always danced, and dance continues to evolve as a form of expression, fulfilling a variety of functions in society. As an art form, dance encourages artistic creativity and the active use of the imagination. The study of dance acknowledges the interrelationship between practical and theoretical aspects—the making and performing of movement and the appreciation of its meaning. It allows students to make and present dance relevant to their lives.

The Dance course develops and presents ideas through a variety of genres, styles and forms, as it provides a unique way in which to express our cultural view and understanding of the world. Through critical decision-making in individual and group work, movement is manipulated and refined to reflect the choreographer’s intent. Students use a wide range of creative processes, such as improvisation and the use of choreographic elements and tools, and draw on their own physicality and the interpretation of existing work of others to make dance works.

Students experience an intrinsic sense of enjoyment and personal achievement through expressing and challenging themselves physically. As a physical art form, dance is able to offer an opportunity for them to achieve an elite level of movement skills. They gain an understanding of the physical competencies specific to dance,
including experiential anatomy (movement specific alignment), strength, flexibility, coordination and rhythmic understanding, while learning to use the body as a medium for artistic expression. The study of dance draws on other disciplines including yoga, martial arts and gymnastics. It is essential that students demonstrate safe dance practices and understand health issues that will enhance their general physical well being and prolong their dance involvement.

Students reflect on, respond to, and evaluate how dance styles and forms are historically derived and culturally valued. They understand the origins of dance and its importance as a form of expression and that it can represent a variety of political, cultural and historical motivations. This understanding informs both their own dance-making and the dance works of others. They use appropriate terms and language to describe dance.

In performing dance, technical, design and expressive skills are incorporated and developed. The opportunity to present dance to an audience enables students to understand and undertake a wide range of production and design concepts, skills and roles. Dance may draw on other art forms such as music, art and electronic media to broaden students’ knowledge and interest in the Arts.

Through participation in the Dance course, students develop transferable skills essential to their future. These include communication skills, collaborative teamwork skills, negotiation and conflict resolution skills, problem solving skills, as well as the ability to organise, analyse and evaluate. Participation may lead to opportunities for future study in dance or related arts fields.

This course provides students with the opportunity to further their achievement of specific overarching learning outcomes from the Curriculum Framework together with the development of the core-shared values.

**Course outcomes**

The Dance course is designed to facilitate the achievement of four outcomes. These outcomes are based on the Arts learning area outcomes in the Curriculum Framework. Outcomes are statements of what students should know, understand, value and be able to do as a result of the syllabus content taught.

**Outcome 1: Dance ideas**
Students create, interpret, explore, choreograph and present ideas in dance.

In achieving this outcome, students:
create and interpret dance ideas;
explore movement ideas and choreograph dance; and
present dance ideas in performance.

**Outcome 2: Dance as an arts practice**
Students apply dance skills, technique and technologies.

In achieving this outcome, students:
apply skills and technique appropriate to dance genre and style;
apply safe dance practices; and
use technologies and undertake performance and production responsibilities.

**Outcome 3: Responses to dance**
Students respond to, reflect on and evaluate dance.
In achieving this outcome, students:
respond to dance performance and choreographic intent using processes of inquiry;
reflect on the process of creating and presenting own dance; and
evaluate dance using critical frameworks.

**Outcome 4: Dance in society**
Students understand the role of dance in society.
In achieving this outcome, students:
understand the interrelationships among cultural and historical contexts of dance;
understand the value and functions of dance; and
understand the economic considerations related to dance.

**Design**

**Rationale**

‘Design is the human power to conceive, plan, and realise products that serve human beings in the accomplishment of any individual or collective purpose.’ (Richard Buchanan, Carnegie Mellon University.)

Design involves the strategic development, planning and production of artefacts of visual and tactile communication. It deals with the effective and efficient communication of ideas, values, beliefs, attitudes, messages and information to specific audiences for specific purposes and with specific intentions.

Design has its own set of theories and practices and also incorporates a wide range of theories, principles, methods and techniques drawn from a variety of different disciplines including: psychology, communication studies digital design, technical graphics, art, engineering, architecture, sociology, cultural studies, marketing and economics. The disciplined application of these elements forms a design process that guides the development of creative and functionally effective solutions to identified possibilities or problems.

We live in a diverse and constantly changing information-rich society and culture, constantly immersed in design communication. Sometimes the intention of design is to inform, express, educate or entertain. Often the intention is also to influence or persuade. An understanding of design and how it works can enhance an individual’s ability to interact with their environment, to learn from it and to grow within it. It also empowers the individual by making them more discerning of, and therefore less susceptible to manipulation and influence via design.

The goals of the Design course are to facilitate a deeper understanding of how design works; and how ideas, beliefs, values, attitudes, messages and information are effectively communicated to specific audiences with specific intentions or purposes via visual media forms. This course aims to achieve these goals by exposing students to a variety of communication models, and through exploration of design forms.
Design projects allow students to demonstrate their skills and understandings of design principles and processes; to analyse problems and possibilities; and to devise innovative strategies within a specific design context. There is potential for students to develop transferable skills and vocational competencies while devising innovative design artefacts.

In this course, students develop a competitive edge for current and future industry and employment markets. It also provides access to further vocational and university pathways. The course equips students with the knowledge and skills to understand and interpret design, and to competently develop, plan and produce functionally effective artefacts for the world of today, and for the future.

This course provides students with the opportunity to further their achievement of specific overarching learning outcomes from the Curriculum Framework together with the development of the core-shared values.

**Course outcomes**

The Design course is designed to facilitate the achievement of four outcomes. These outcomes are based on The Arts and the Technology and Enterprise learning area outcomes in the Curriculum Framework. Outcomes are statements of what students should know, understand, value and be able to do as a result of the syllabus content taught.

**Outcome 1:** Design understandings
Students understand that design theory, audience response, and design principles are reflected in design.
In achieving this outcome, students:
understand that communication theories are demonstrated in design; and understand that design and audience behaviours are related.

**Outcome 2:** Design process
Students apply the design process to develop design solutions.
In achieving this outcome, students:
generate ideas to develop design solutions; and refine the development of design solutions.

**Outcome 3:** Application of design
Students use skills, techniques and methods to plan, construct and produce design creations.
In achieving this outcome, students:
use interpretative skills when constructing design creations; use design skills, techniques and methods to construct creations; and use planning and production methodologies to construct design creations.

**Outcome 4:** Design in society
Students understand the relationship between design, society and culture.
In achieving this outcome, students:
understand values, beliefs and attitudes are communicated and learned through design;
understand responsibilities and issues in developing design; and
understand relationships between practices and design.

**Course Contexts**

**Photography context**
In this context, design is studied using analogue and/or digital photographic systems.

**Graphics context**
This context includes elements of digital media, interactive media, graphics technology, technical graphics and visual communication. Whilst these fields share a common link through digital technology, graphics also includes traditional two-dimensional design media.

**Dimensional design context**
Dimensional design includes elements of fashion, textiles, architecture, furniture design and 3D graphics including computer aided design. This context enables the design and production of objects having three dimensional content, including textures, models, glass, jewellery, ceramics, sculpture and the representation of three dimensional space.

**Technical graphics context**
Technical graphics uses conventions of technical drawing and computer aided design to create designs that deal with mainly three dimensional subjects, usually of an industrial nature.

**Drama**

**Rationale**
Drama is a vibrant and varied art form found in play, storytelling, street theatre, festivals, film, television, interactive games, performance art and theatres. It is one of the oldest art forms and part of our everyday life. Through taking on roles and enacting real and imagined events, performers engage audiences who suspend their disbelief to enter the world of the drama. Through drama, human experience is shared. Drama entertains, informs, communicates and challenges.

Students achieve outcomes through the key activities of creation, performance and reflection. They explore and communicate ideas and learn particular processes and skills to enable them to work with drama forms, styles, conventions and technologies. They reflect, respond and evaluate drama and become critical, informed audiences, understanding drama in the context of their own society and culture, drawing on a diverse range of drama from other cultures, places and times to enrich their inter-cultural understanding.

The Drama course focuses on aesthetic understanding and drama in practice as students integrate their knowledge and skills. They use the elements and conventions
Students work independently and collaboratively, learning time management skills and showing initiative and demonstrating leadership and interpersonal skills. Drama requires them to develop and practise problem-solving skills through creative and analytical thinking processes. They develop their capacity to respond to, reflect on, and make informed judgements using appropriate terminology and language to describe, analyse, interpret and evaluate drama drawing on their understanding of relevant aspects of other art forms.

In this course, students engage in both Australian and world drama practice. They understand how drama has changed over time and will continue to change according to its cultural context. Through Drama, they can understand the experience of other times, places and cultures in an accessible, meaningful and enjoyable way. They understand the economic factors that affect drama practice and explore the vocational opportunities that drama offers.

While some students intend to make a career in drama and related fields, they also participate in drama for enjoyment and satisfaction. They experience the pleasure that comes from developing personal skills, knowledge and understandings that can be transferred to a range of careers and situations. Drama builds confidence, empathy, understanding about human experience, and a sense of identity and belonging. These are invaluable qualities for contemporary living.

This course provides students with the opportunity to further their achievement of specific overarching learning outcomes from the Curriculum Framework together with the development of the core-shared values.

Course outcomes
The Drama course is designed to facilitate the achievement of four outcomes. These outcomes are based on the Arts learning area outcomes in the Curriculum Framework. Outcomes are statements of what students should know, understand, value and be able to do as a result of the syllabus content taught.

Outcome 1: Drama ideas
Students create, interpret, explore, develop and present drama ideas. In achieving this outcome, students:
- articulate their own ideas and interpret the ideas of others to make drama;
- explore and experiment to develop ideas in drama; and
- present drama ideas for specific purposes, audience and spaces.
Outcome 2: Drama skills and processes
Students apply drama skills, techniques, processes, conventions and technologies.
In achieving this outcome, students:
apply specific skills, techniques and processes;
apply knowledge and conventions of drama; and
use technologies and undertake production roles and responsibilities.

Outcome 3: Drama responses
Students respond to, reflect on and evaluate drama.
In achieving this outcome, students:
respond to drama using processes of engagement and inquiry;
reflect on the process of producing and performing drama; and
evaluate drama using critical frameworks and cultural perspectives.

Outcome 4: Drama in society
Students understand the role of drama in society.
In achieving this outcome, students:
understand the interrelationships between drama and its historical and cultural contexts;
understand the social and cultural value and purpose of drama; and
understand economic considerations related to drama.

Economics

Rationale
Economics investigates the choices which all people, groups and societies face as they confront the ongoing problem of satisfying their unlimited wants with limited resources. Economics aims to analyse and understand the allocation, utilisation and distribution of scarce resources that determine our wealth and wellbeing. Economics develops the knowledge, reasoning and interpretation skills that form an important component of understanding personal, business and government behaviour at the local, national and global levels.

The Economics course encompasses the key features which characterise an economist’s approach to a contemporary economic event or issue: the ability to simplify the essence of a problem; to collect economic information and data which assist analysis and reasoning; to think critically about the limits of analysis in a social context; and to draw inferences which assist decision-making, the development of public policy and improvement in economic wellbeing.

The Economics course develops reasoning, logical thinking and interpretation skills demanded by the world of work, business and government. These skills relate to a variety of qualifications in vocational, technical and university education contexts. The learning experiences available through this course explore the knowledge, values and opinions which surround the complex range of economic events and issues facing our community, such as unemployment, income distribution, business strategy and international relations.
Economic literacy developed through this course enables students to actively participate in economic and financial decision-making which promotes individual and societal wealth and wellbeing.

This course provides students with the opportunity to further their achievement of specific overarching learning outcomes from the Curriculum Framework together with the development of the core-shared values.

**Course outcomes**

The Economics course is designed to facilitate the achievement of three outcomes. These outcomes are based on the Society and Environment learning area outcomes in the Curriculum Framework. Outcomes are statements of what students should know, understand, value and be able to do as a result of the syllabus content taught.

**Outcome 1: Economic inquiry**

Students use economic information and data to communicate an understanding of economic events, issues and decisions.

In achieving this outcome, students:

- locate, select and organise economic information and data;
- analyse and interpret economic information and data; and
- use economic terms, concepts and models to communicate an understanding of economic events, issues and decisions.

**Outcome 2: The operation of the economy**

Students understand that economic forces influence the operation of the economy and are affected by the decisions of consumers and businesses.

In achieving this outcome, students:

- understand how domestic and international economic forces influence the operation of the economy; and
- understand the choices, trade-offs and effects of economic decisions made at the local, national and international levels.

**Outcome 3: Economic policy and action**

Students understand that the policies and actions of the government and other authorities affect the operation of the economy.

In achieving this outcome, students:

- understand why economic policies and actions are required to manage the economy;
- understand how policy options are used to address domestic and international economic problems and issues; and
- understand the effects of economic policies and actions of government and other authorities at the local, national and international level.
English

Rationale

Language plays a central role in human life: it provides a vehicle for communication, a tool for thinking, a means of creativity and a source of pleasure. Through language people shape understandings of themselves and their world. An understanding of language and the ability to use it effectively empowers students. It gives them access to knowledge, enables them to play an active part in society and contributes to their personal growth.

In this course students study language through the use of written, visual and oral communication texts. Through the study of these texts, students learn about the English language, how it works and how to use it effectively. The course recognises the diversity of the student population and values and builds on their backgrounds, skills and aspirations and extends the range of language skills and understandings available to them.

Students learn the conventions of English language to communicate ideas, feelings and attitudes and interact with others; to cope with increasingly complex communication demands; to explore and develop ideas, and access an increasing range of knowledge and ways of thinking. These conventions include written conventions ranging from hand writing, spelling, punctuation and grammar through to the more complex conventions of form, genre and register; oral conventions associated with different purposes, contexts and audiences; and conventions associated with the presentation of information, ideas and entertainment in the mass media, new information technologies and literature. Students learn to use these conventions to communicate ideas, feelings and attitudes and interact with others; to cope with increasingly complex communication demands; to explore and develop ideas, and access an increasing range of knowledge and ways of thinking.

While there are standards of English usage that all students should aim for, the English language is not a set of neutral, unchanging and established rules or practices which apply in all situations. Students need to be prepared to meet future challenges and be able to adapt to new demands and situations. This requires a highly developed critical understanding of the nature of language and how it works. In English, students learn that language is a dynamic social process which responds to, and reflects changing social conditions, and that the meaning of any form of communication depends on context, purpose and audience. They learn that the use of English is inextricably involved with values, beliefs and ways of thinking about themselves and their world. They develop an appreciation of and sensitivity to sociocultural diversity in the use of English and the ability to reflect on, and critically analyse their own use of language and the language of others.

Students learn that in using language they are actively engaged in social processes and the reproduction and/or re-working of social and cultural conventions. They learn about the relationship between language and power and come to understand that well-developed language skills provide them with access to sources of power through knowledge; that the control of language and communication confers power on those in control and disempowers others; that language can be used to influence behaviour; how they use language can influence how others respond to them, and how others behave; and that a knowledge of language and how it works can be used to resist control by others.
In English, students learn how to become competent, reflective, adaptable and critical users of language.

This course provides students with the opportunity to further their achievement of specific overarching learning outcomes from the Curriculum Framework together with the development of the core-shared values.

**Course outcomes**

The English course is designed to facilitate the achievement of four outcomes. These outcomes are based on the English learning area outcomes in the Curriculum Framework. Outcomes are statements of what students should know, understand, value and be able to do as a result of the syllabus content taught.

**Outcome 1: Listening and speaking**
Students listen and speak with purpose, understanding and critical awareness in a wide range of contexts.
In achieving this outcome, students:
- interpret and use the conventions of oral communication with increasing understanding and critical awareness;
- demonstrate increasing critical awareness of the ways language varies according to context and how language affects the ways students view themselves and their world; and
- select with increasing effectiveness from a repertoire of processes and strategies when listening and speaking by reflecting on their understanding of the way oral language works.

**Outcome 2: Viewing**
Students view a wide range of visual texts with purpose, understanding and critical awareness.
In achieving this outcome, students:
- interpret the conventions of visual texts with increasing understanding and critical awareness;
- demonstrate increasing critical awareness of the ways language varies according to context and how language affects the ways students view themselves and their world; and
- select with increasing effectiveness from a repertoire of processes and strategies when viewing by reflecting on their understanding of the way visual language works.

**Outcome 3: Reading**
Students read a wide range of texts with purpose, understanding and critical awareness.
In achieving this outcome, students:
- interpret the conventions of written texts with increasing understanding and critical awareness;
- demonstrate increasing critical awareness of the ways language varies according to context and how language affects the way students view themselves and their world; and
- select with increasing effectiveness from a repertoire of processes and strategies when reading by reflecting on their understanding of the way language works.
Outcome 4: Writing
Students write for a range of purposes and in a range of forms using conventions appropriate to audience, purpose and context.
In achieving this outcome, students:
use the conventions of written texts with increasing understanding and critical awareness;
demonstrate increasing critical awareness of the ways language varies according to context and how language affects the ways students view themselves and their world; and
select with increasing effectiveness from a repertoire of processes and strategies when writing by reflecting on their understanding

English as a Second Language or Dialect

Rationale
While there are many varieties of English in Australia, the variety which is most commonly used in business, government, education and many workplaces is Standard Australian English. Therefore students need the opportunity to acquire proficiency in, and a critical understanding of Standard Australian English, including its idiomatic uses, while having their home languages or dialects respected, and valued as a resource for this purpose.

The English as an Additional Language or Dialect course is designed to meet the specific linguistic, cultural and educational needs of students learning Standard Australian English as an additional language or dialect. These students have a wealth of knowledge and experience through their own language, culture and worldviews and it is the aim of the course to build on and expand this knowledge through the acquisition of Standard Australian English. At the end of the course, they may access further training, education or employment in order to participate in all aspects of the Australian community and achieve their personal goals.

In learning Standard Australian English as an additional language or dialect students need to learn and use a set of linguistic, social and cultural frameworks, understandings and values additional to the ones with which they are familiar. They operate in an environment which requires them to bring cross-lingual and cross-cultural skills to every interaction and social process in which they engage. To do this they need to be able to use their existing linguistic and cultural knowledge in conjunction with cognitive, metacognitive and social and affective strategies to consciously negotiate their language usage according to the requirements of the context.

While acquiring skills in an additional language or dialect, students must simultaneously use this additional language or dialect in order to achieve and demonstrate outcomes across the whole of the school curriculum. This course helps students develop the skills and understandings to meet these challenges and to operate in a variety of Australian contexts, including personal, social, vocational, academic and cultural ones, moving between language varieties appropriately.
Students of this course come from diverse linguistic and cultural backgrounds, have varied life experiences and have a wide range of aspirations. This course recognises values and builds on students’ backgrounds, skills and aspirations and extends the range of language skills and understandings available to them. It provides students with an additional vehicle for communication, increased access to knowledge and increased opportunities to play an active part in society and the workforce. In this course students learn to use Standard Australian English to communicate ideas, feelings and attitudes and interact with others in a range of contexts, code switching effectively. They engage with increasingly complex communication demands, explore and develop ideas, and access an increasing range of knowledge and ways of thinking. They learn how to become competent, reflective, adaptable and critical cross-cultural users of language.

Bilingual/bidialectal education
While this course has been designed to cater for students in the context of both bilingual education and bidialectal education, particularly as it relates to Aboriginal English, it must be noted that although there are similarities there are also differences. There are differences in the body of knowledge required of teachers and each requires a different approach particularly where bidialectal education promotes a two-way approach using the support of two-way teams.

There are also unifying features that have been identified by research into the learning of an additional language or dialect, one of which is that learning will be enhanced when the student’s first language/dialect is valued and maintained. A first language is the vehicle for transmitting culture. It influences ways of thinking and shapes world views. As such it should be used as the basis for the learning of additional languages or dialects and its continued use encouraged as appropriate for audience and purpose.

What is Aboriginal English? Aboriginal English has been defined as … a range of varieties of English spoken by many Aboriginal and Torres Strait Islander people and some others in close contact with them which differ in systematic ways from Standard Australian English at all levels of linguistic structure and which are used for distinctive speech acts, speech events and genres. (p.19 Malcolm, 1995).

In the past, Aboriginal English was stigmatised by many speakers of Standard Australian English, and indeed by some Aboriginal English speakers themselves. It is now widely understood that it is a marker of Indigenous identity and is a distinct dialect of English such as Singlish and Manglish.

What is two-way bidialectal education?
The term involves two ideas: moving knowledge and understanding in two directions, and respecting the role of the first dialect as the Aboriginal student’s continued language experience.

In the traditional educational model knowledge was passed from the non-Aboriginal educator to the Aboriginal student and it was assumed that the student brought no knowledge of value to the educational environment.

This bidialectal model recognises that Aboriginal students and staff bring to their learning and work environment a wealth of knowledge that has previously been
ignored. It also provides a way for non-Aboriginal staff and students to learn from their Aboriginal counterparts.

By respecting the role of the first dialect a foundation is provided by the first dialect to develop a bidialectal speaker who is comfortable with using either dialect and aware of when each particular dialect should be used.

**Eligibility criteria**

The English as an Additional Language or Dialect (EAL/D) course in the WACE is available to students who speak English as a second language or as an additional language or dialect, and whose use of Standard Australian English (SAE) is restricted. There are more specific eligibility criteria for enrolment into Year 12 in the course. These are set out below. Students who fulfil any of these conditions are automatically eligible to enrol. Such students need only to complete an Eligibility Declaration Form and forward it, through their school/college; to the Curriculum Council at the time of enrolment (copies of this form will be available on the Curriculum Council website).

The EAL/D course will be available to a student in Year 12:

- whose first language is not English and who has not been a resident in Australia or another predominantly English speaking country for more than seven calendar years immediately prior to 1 January of the year of enrolment into year 12, and English has not been the main medium of communication and/or instruction for more than seven calendar years immediately prior to 1 January of the year of enrolment into year 12.
- who is Aboriginal or Torres Strait Islander, or from Cocos Island or Christmas Island, for whom SAE has been the medium of instruction, but for whom SAE is an additional language/dialect, and whose exposure to SAE is primarily within the school context.
- who is deaf or hard-of-hearing and communicates using signing such as Auslan as their first language.

Exemption from the criteria may be granted to a student whose first language is not English and:

- who was born outside Australia and has had little or no formal education prior to arriving in Australia
- who was born outside Australia or in a remote part of Australia and has had a disrupted formal education
- who has been a resident in Australia for more than seven years prior to 1 January of the year of enrolment into Year 12 but who has had little or disrupted formal education in SAE.

NOTE: If a student other than a Year 12 student applies to enrol to sit for the WACE exam they must meet the eligibility requirements.

This course provides students with the opportunity to further their achievement of specific overarching learning outcomes from the Curriculum Framework together with the development of the core-shared values.

**Course outcomes**

The English as an Additional Language or Dialect course is designed to facilitate the achievement of four outcomes. These outcomes are based on the English and LOTE learning area outcomes in the Curriculum Framework. Outcomes are statements of
what students should know, understand, value and be able to do as a result of the syllabus content taught. The outcomes are not presented in the order of language acquisition.

Outcome 1: Speaking
Students use spoken English to communicate and interact with others in a variety of contexts and for a range of purposes.
In achieving this outcome, students:
use knowledge of the English oral language system and its applications;
apply intercultural understandings of spoken English and the contexts in which it is used; and
select from a range of language learning and communication strategies to enhance oral communication and interaction.

Outcome 2: Listening
Students comprehend and respond to spoken English used for a range of purposes and in a range of contexts.
In achieving this outcome, students:
use knowledge of the English oral language system and its applications;
apply intercultural understandings of spoken English and the contexts in which it is used; and
select from a range of language learning and communication strategies to enhance aural comprehension.

Outcome 3: Reading and viewing
Students comprehend and respond to a variety of written and visual texts produced in English for a range of contexts and purposes.
In achieving this outcome, students:
use knowledge of the English language system and its applications to enhance comprehension of written, visual and electronic texts;
apply intercultural understandings of English and the contexts in which it is used to enhance comprehension of written, visual and electronic texts; and
select from a range of language learning and communication strategies to enhance comprehension of, and response to, written, visual and electronic texts.

Outcome 4: Writing
Students write for a variety of purposes, audiences and contexts using the conventions of Standard Australian English.
In achieving this outcome, students:
use knowledge of the English written language system and its applications;
apply intercultural understandings of written English and the contexts in which it is used; and
select from a range of language learning and communication strategies to enhance written communication.

Food Science and Technology
Rationale
Food impacts on every aspect of life. It is used by the body to meet functional needs and is essential for overall health and wellbeing. Food is also eaten in a variety of
situations for purposes other than nourishment, such as when celebrating significant cultural events, recognising important personal milestones and in response to psychological needs. The application of science and technology plays an important role in understanding how food properties are used in processing to meet identified needs of consumers and producers. The use of foods by consumers and producers is governed by laws and regulations to ensure the supply and distribution of safe foods. Students have the opportunity to explore and develop food-related interests and passions which shape personal and professional goals, enhance problem-solving abilities and build personal resilience and self-esteem.

A wide range of food is marketed and available as a result of innovations in science and technology. New and emerging foods have encouraged the design and development of new products, services and systems. Developments in science and technology are providing ways to supply food for the world’s population and address issues associated with social justice, equity and sustainability.

Food Science and Technology provides opportunities for students to develop their food-related interests and understandings through the design and production of food-related products, services or systems within the choice of three contexts: hospitality, nutrition and health promotion and product development. Students have opportunities to develop enterprising capabilities (creativity, initiative, innovation, risk management and lateral thinking) and use a range of technology skills (organisational, operational and practical) to undertake and manage food-related challenges. They develop self-management and communication skills critical to facilitate working with others to design, produce and evaluate products, services or systems. Students understand and question how beliefs and values influence consumer and producer decisions about the appropriate use of food and related equipment, considering sustainability, social justice, ethical, economic and political implications. Through the application of the technology process, students have opportunities to develop their creativity and advocate for improvements while better understanding food-related trends and issues that impact on the community and society.

Food and allied health sectors represent a robust and expanding sector of the Australian and global employment markets. This course connects with further vocational education and training, university and employment pathways. Students may achieve VET competencies as they design and produce a variety of products, services or systems, while applying skills fundamental to the design of food and related technologies and working in practical environments. This course enhances employability, leading to further training and employment opportunities in areas that include food processing, hospitality, retail, community services, health and education.

This course provides students with the opportunity to further their achievement of specific overarching learning outcomes from the Curriculum Framework together with the development of the core-shared values.

Course outcomes
The Food Science and Technology course is designed to facilitate the achievement of four outcomes. These outcomes are based on the Technology and Enterprise, Society and Environment and Health and Physical Education learning area outcomes in the
Curriculum Framework. Outcomes are statements of what students should know, understand, value and be able to do as a result of their learning.

Outcomes are elaborated into aspects that identify the underpinning knowledge, concepts and/or skills in more detail.

**Outcome 1:** Understanding food materials
Students understand foods are materials that are used and processed to meet identified needs.
In achieving this outcome, students:
understand that the properties of foods and related equipment are used to meet needs;
understand that foods are used to meet the body’s needs; and
understand the nature and operation of food-related systems.

**Outcome 2:** Developing food opportunities
Students apply the technology process to develop food-related products, services or systems.
In achieving this outcome, students:
investigate issues, values, needs and opportunities;
devises and generate ideas and prepare production proposals;
organise, implement and manage production processes in food-related environments; and
evaluate plans and actions.

**Outcome 3:** Working in food environments
Students apply skills and operational procedures to work and manage in productive food-related environments.
In achieving this outcome, students:
apply self-management and communication skills to facilitate work in food-related environments;
apply enterprising capabilities and organisational skills when undertaking food-related challenges; and
apply operational procedures and practical skills to safely meet defined standards.

**Outcome 4:** Understanding food in society
Students understand food products, systems and innovations in relation to future development.
In achieving this outcome, students:
understand that beliefs and values of consumers and producers impact on food-related technologies;
understand that resource management decisions affect developments in food-related industries; and
understand safe sustainable practices when developing and using food-related technologies.

**Course contexts**
Three different course contexts have been identified in this course:
**FSTH:** hospitality—the development of food preparation, production and presentation skills and self management and interpersonal skills that enable students to prepare meals and food items and cater for functions

**FSTN:** nutrition and health promotion—develops knowledge of the relationship between food consumption and health, healthy eating patterns, the health of individuals and communities and the ability to evaluate and create nutrition and health promotions

**FSTP:** product development—the use of market research to identify consumer needs and develop and evaluate innovative food products and services that respond to research findings.

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**Geography**

**Rationale**

Geography is a field of inquiry that brings together the human and physical dimensions of the world in the study of people, places and environments. This includes the study of interrelationships between natural and human environments and the spatial patterns that result from and account for these processes over time.

Geography addresses questions about the interaction of natural and human environments within various natural and social systems. It examines the factors that impact upon decisions about sustainability, the conflicting values between individuals and groups over sustainability and the degree of commitment towards sustainable development.

The rapidly changing nature of our world and the complexity of interrelationships between people and places demand solutions that reflect public decision-making and the need to balance the competing demands, views and values of the various stakeholders. In the course, a wide range of issues are explored such as energy-efficient planning, natural disasters, water management, biodiversity, urban living and changing agricultural practices. These issues and their implications are examined at local, regional, national and international levels with a view to making sense of the present and evaluating future solutions. In assessing solutions that take into account economic, social and environmental considerations, students develop an understanding of how a balanced, sustainable future can be achieved.

Students develop a range of skills that help them to understand the physical world, interpret the past, scrutinise the present and explore sustainable strategies for the future care of places. They are able to understand recent and future developments, such as urban planning, climate change, environments at risk, sustainable development practices and the unequal distribution of resources throughout the world.

These understandings and skills are transferable and applicable to the world of work and everyday life and offer a framework for a systematic understanding of our environment and society, both now and in the future. The course assists students to make informed decisions about where and how they will live, work, recreate, travel and seek opportunities. By the nature of the issues explored, the course inspires students to question their own values, rights and responsibilities in caring for the environment and living in a civil society.
The understandings, skills, knowledge and values developed in the course will ensure students are well placed to enrol in post-school studies at tertiary levels and employment in the workforce. They are important components of all management positions in business, government and non-government agencies. They are also significant to careers associated with tourism, town planning, primary industries, such as agriculture and mining, land evaluation, environmental planning, teaching, overseas aid programs, foreign affairs and trade.

This course provides students with the opportunity to further their achievement of specific overarching learning outcomes from the Curriculum Framework together with the development of the core-shared values.

Course outcomes

The Geography course is designed to facilitate the achievement of three outcomes. These outcomes are based on the Society and Environment learning area outcomes from the Curriculum Framework. Outcomes are statements of what students should know, understand, value and be able to do as a result of the syllabus content taught.

Outcome 1: Geographical inquiry
Students investigate the interactions that occur within natural and cultural environments in order to make informed decisions and communicate findings. In achieving this outcome, students:
- plan ways to gather and organise geographical information;
- conduct investigations by using geographical inquiry methods;
- process and translate information gained from geographical investigations to form conclusions; and
- evaluate, apply and communicate findings of geographical investigations to suit a purpose or an audience.

Outcome 2: Features of places
Students understand that features of places are shaped by natural and social systems over time. In achieving this outcome, students:
- understand that places consist of natural and cultural landscape features;
- understand that the features of places are influenced by natural processes and human activities; and
- understand that natural and social systems form patterns of features on the Earth’s surface that change over time.

Outcome 3: People and places
Students understand that the interdependence of people and places is shaped by the ways that people interact with their environments and the degree to which they adopt sustainable practices. In achieving this outcome, students:
- understand that there is an interdependent relationship between people and places;
- understand that people view and value their environments in different ways; and
understand that the degree to which people adopt sustainable practices and solutions influences the nature of their impact on their environments.

Health Studies

Rationale
Health Studies focuses on the study of health as a dynamic quality of human life. Students undertaking this course will develop the knowledge, understanding and skills necessary to promote an understanding of the importance of personal and community actions in promoting health.

Most people will know that eating well and exercising regularly are good for health, and a poor diet, smoking and being inactive are harmful to health. However, it is the impact of the social and physical environment that is probably the most important influence on health. This social view of health is a focus for this course. It implies that the health status of individuals and communities is largely dependent upon their relationships with environments in which they live and work.

The syllabus focuses on the importance of developing knowledge and understandings about health, the influence of beliefs, attitudes and values on health behaviour, and skills in self-management, communication and health inquiry. Decisions that affect health are made everyday. Knowing about factors and actions that influence health, and how values and skills develop, can help people to make informed choices that enhance and promote their own and others’ health.

Using a health inquiry process, students draw on their knowledge and understandings of health concepts, and inquire into health issues of interest. The purpose of this process is to develop thinking and problem solving skills that can be applied to a range of health issues or concerns.

This course will prepare students for career and employment pathways in a range of health and community service industries. Students will have the opportunity to develop key employability and life skills including communication, leadership, initiative and enterprise. Inquiry skills will equip students well to adapt to current and future studies and work environments.

The scope of the units allows students to engage in studies ranging from exploring personal health concepts and issues; community health; the impact of popular culture on health; technology, the environment and community health; the health of specific populations; and global challenges to health.

This course provides students with the opportunity to further their achievement of specific overarching learning outcomes from the Curriculum Framework together with the development of the core-shared values.
Course outcomes
The Health Studies course is designed to facilitate the achievement of four outcomes. These outcomes are based on the Health and Physical Education and the Society and Environment learning area outcomes in the Curriculum Framework. Outcomes are statements of what students should know, understand, value and be able to do as a result of the syllabus content taught.

Outcome 1: Knowledge and understandings
Students understand factors and actions that influence health.
In achieving this outcome, students:
understand the determinants of health;
understand actions and strategies that influence health; and
understand frameworks, models and theories to explain health concepts.

Outcome 2: Beliefs, attitudes and values
Students understand the influence of beliefs, attitudes and values on health.
In achieving this outcome, students:
understand the relationships between beliefs, attitudes, values and health behaviours;
understand how the varied influences on attitudes and values impact on health behaviours; and
understand the construction, promotion and transmission of values related to health.

Outcome 3: Self-management and interpersonal skills
Students use self-management and interpersonal skills to promote health.
In achieving this outcome, students:
apply self-understanding in undertaking selected roles in health;
make informed decisions in undertaking selected roles in health;
apply communication skills in undertaking selected roles in health; and
apply cooperation skills in undertaking selected roles in health.

Outcome 4: Health inquiry
Students use inquiry skills and processes to investigate and respond to health issues.
In achieving this outcome, students:
plan an investigation to define and research a health issue;
use a range of information to explore a health issue;
interpret information to develop a response to the health issue; and
present findings and link the investigation to the response.

Human Biological Science

Rationale
How does the human body function? Why does it work this way? How do we reproduce? Why are we different from one another, and why are we similar to our relatives? What effect will my choices have on my health? What are the risks/benefits of medical interventions? These are some of the questions that many young people ask and they are the sorts of questions that human biology tries to answer.
Human Biological Science covers a wide range of ideas relating to the functioning human. Students learn about themselves, relating structure to function and how integrated regulation allows individuals to survive in a changing environment. They research new discoveries that are increasing our understanding of the causes of dysfunction, which can lead to new treatments and preventative measures. Reproduction, growth and development are studied to understand the sources of variation that make each of us unique and to appreciate our future as ageing individuals. Through a combination of classical genetics, and advances in molecular genetics, dynamic new biotechnological processes have resulted. Population genetics is studied to highlight the longer-term changes leading to natural selection and evolution of our species.

As a science, the subject matter of this course is founded on systematic inquiry: knowledge and understanding of human biology has been gained by scientific research. However, this knowledge is far from complete and is being modified and expanded as new discoveries and advancements are made. Students develop their understanding of the cumulative and evolving nature of scientific knowledge and the ways in which such knowledge is obtained through scientific investigations. They learn to think critically, to evaluate evidence, to solve problems and to communicate understandings in scientific ways.

Responsible citizens need to be able to evaluate risks and benefits to make informed decisions about matters relating to lifestyle and health. Issues such as diet, alternative medical treatments, the use of chemical substances and the manipulation of fertility are examples in which personal choices have an impact on health and wellbeing. Other topics are often the subject of community debate; stem cell research, childhood obesity, euthanasia and others. With background in human biology, students are empowered to make better life decisions and to be more effective contributors to debates.

An understanding of human biology is valuable for a variety of career paths. The course content deals directly and indirectly with many different occupations in fields such as science education, medical and paramedical fields, food and hospitality, childcare, sport and social work. Appreciation of the range and scope of such professions broadens their horizons and enables them to make informed choices. This helps to prepare all students, regardless of their background or career aspirations, to take their place as responsible citizens in society.

This course provides students with the opportunity to further their achievement of specific overarching learning outcomes from the Curriculum Framework together with the development of the core-shared values.

**Course outcomes**

The Human Biological Science course is designed to facilitate the achievement of three outcomes. These outcomes are based on the Science learning area outcomes in the Curriculum Framework. Outcomes are statements of what students should know, understand, value and be able to do as a result of the syllabus content taught.

**Outcome 1:** The practice of human biology
Students investigate questions in human biology, evaluate the impacts of advancements in human biology and communicate scientific understandings. In achieving this outcome, students:
- plan and conduct investigations;
- analyse data, draw conclusions, evaluate investigation design and findings;
- evaluate the impact of advancements in human biology on individuals and society; and
- communicate understandings of human biology.

**Outcome 2: Human form and function**
Students understand how the structure and function of the human body maintain homeostasis.
In achieving this outcome, students:
- understand structure and function in the body; and
- understand how the body maintains homeostasis.

**Outcome 3: Human diversity and change**
Students understand inheritance and its interrelationships with human variability and evolution.
In achieving this outcome, students:
- understand inheritance in humans; and
- understand human variability and evolution.

**Integrated Science**

**Rationale**
Science is a dynamic, collaborative human activity that uses distinctive ways of valuing, thinking and working to understand natural phenomena. Science is based on people’s aspirations and motivations to follow their curiosity and wonder about the physical, biological and technological world. Scientific knowledge represents the constructions made by people endeavouring to explain their observations of the world around them. Scientific explanations are built in different ways as people pursue intuitive and imaginative ideas, respond in a rational way to hunches, guesses and chance events, challenge attitudes of the time, and generate a range of solutions to problems, building on existing scientific knowledge. As a result of these endeavours, people can use their scientific understandings with confidence in their daily lives. Because scientific explanations are open to scrutiny, scientific knowledge may be tentative and is continually refined in the light of new evidence.

The Integrated Science course encourages students to be questioning, reflective and critical thinkers about scientific issues. The course is based on an integrated view of scientific knowledge that draws on the traditional disciplines of science and new scientific technology to enable students to investigate issues that are interesting and relevant in a modern world. This course provides opportunities for students to consider contemporary scientific developments and to appreciate different perspectives and world views. This process enables them to make informed judgements and decisions about questions that directly affect their lives and the lives of others.
The course is grounded in the belief that science is, in essence, a practical activity. From this stems the view that conceptual understandings in science derive from a need to find solutions to real problems in the first instance. The inquiring scientist may then take these understandings and apply them in a new context often quite removed from their original field. This course seeks to reflect this creative element of science as inquiry. It should involve students in research that develops a variety of skills, including the use of appropriate technology, an array of diverse methods of investigation and a sense of the practical application of the domain. It emphasises formulating and testing hypotheses and the critical importance of evidence in forming conclusions. This course enables them to investigate science issues, in the context of the world around them, and encourages student collaboration and cooperation with community members employed in scientific pursuits. It requires them to be creative, intellectually honest, to evaluate arguments with scepticism and to conduct their investigations in ways that are ethical, fair and respectful of others.

The Integrated Science course is inclusive and aims to be attractive to students with a wide variety of backgrounds, interests and career aspirations. The course will equip students to undertake tertiary study and/or gain employment. It is of a broad and flexible nature in the earlier units and covers more explicit content through the integrated approach to scientific questions in stage 2 and 3 units.

This course provides students with the opportunity to further their achievement of specific overarching learning outcomes from the Curriculum Framework together with the development of the core-shared values.

**Course outcomes**

The Integrated Science course is designed to facilitate the achievement of three outcomes. These outcomes are based on the Science learning area outcomes in the Curriculum Framework. Outcomes are statements of what students should know, understand, value and be able to do as a result of the syllabus content taught.

**Outcome 1: Investigating and communicating in science**

Students investigate to answer questions about the natural and technological world, using reflection and analysis to prepare a plan; collect, process and interpret data; to communicate conclusions; and to evaluate their plan, procedures and findings.

In achieving this outcome, students:

* plan investigations to test ideas about the natural and technological world;*
* collect and record a variety of information relevant to their investigations;*
* translate and analyse information to find patterns and draw conclusions to extend their understanding; and*
* reflect on an investigation, evaluate the process and generate further ideas.*

**Outcome 2: Scientific conceptual understandings**

Students understand relationships within and between living and physical systems by integrating concepts of energy and the structure and nature of matter.

In achieving this outcome, students:

* understand the nature of matter and its relationship to structures in living and physical systems;*
* understand interactions between components in living and physical systems; and*
understand interactions between energy and matter.

**Outcome 3: Science in society**
Students understand that science is a human activity involving the application of scientific knowledge to solve problems and make informed decisions that impact on people and the environment.
In achieving this outcome, students:
understand the evolving nature of science;
understand that scientific knowledge can be applied to solve problems; and
understand that scientific evidence informs decisions that impact on people and the environment.

**Italian**

**Rationale**
Italian is the language of Italy and one of the official languages of the European Union. As a result of extensive Italian migration, speakers of Italian can also be found in countries around the world. Italian, together with its dialects, is also one of the most widely spoken of the community languages found in Australia. In addition, Australia and Italy have strong cultural and economic ties. Throughout the world Italians and the Italian language make a distinctive contribution in areas such as politics, art, architecture, music, science, fashion, literature, film and theatre. An ability to communicate in Italian provides opportunities for students to learn about the rich and diverse Italian culture, traditions and belief systems.

In the Italian course, students develop the necessary understandings and values to communicate effectively in Italian in both social and workplace contexts in Western Australia and in other communities where Italian is spoken. Through the study of the language, students also develop a stronger sense of their personal identity and greater respect for people of Italian speaking communities.

Students explore, from the perspective of their individual areas of interest, Italian-speaking communities and the changing world. All learning contexts incorporate information communication technologies, have a personal and practical focus, and highlight the importance of understanding, interpreting and using Italian in a rapidly changing world.

The Italian course connects to the world of work, further vocational education and training and university studies. It also connects to the many school study trips and exchange opportunities that exist between Western Australia and Italy, which may enhance travel, work and study options both here and overseas.

With increasing numbers of Australians travelling the world and tourists visiting Australia, employers are recognising the usefulness of having skills in another language. An ability to communicate in Italian, in conjunction with other skills, provides students with enhanced career opportunities in fields such as tourism and hospitality, commerce, diplomacy, banking and international finance, government, law, science and technology, education, research and advertising, media, translating and interpreting, as well as the food, winemaking, health, automotive, fashion and
beauty industries. Students also develop recognition of the value of being an effective communicator within the service industries. On a more personal level, the study of Italian enhances enjoyment and appreciation of Italian culture through travel, film, literature, music, fashion and design, cuisine, art and sport.

The Italian course is designed to equip students with the skills to function within an increasingly global society, a culturally and linguistically diverse local community and to provide the foundation for life-long language learning.

This course provides students with the opportunity to further their achievement of specific overarching learning outcomes from the Curriculum Framework together with the development of the core-shared values.

**Course outcomes**

In the Italian course, communication is paramount. Students develop the skills and knowledge to communicate in Italian. Communication involves the ability to comprehend, interpret and produce visual, spoken and written texts. Communication is facilitated through the achievement of four outcomes. These outcomes are based on the LOTE learning area outcomes in the West Australian Curriculum Framework. Outcomes are statements of what students should know, understand, value and be able to do as a result of the syllabus content taught.

**Outcome 1:** Listening and responding
Students listen and respond to a range of texts.
In achieving this outcome, students:
use understandings of language, structure and context when listening and responding to texts; and
use processes and strategies to make meaning when listening.

**Outcome 2:** Spoken interaction
Students communicate in Italian through spoken interaction.
In achieving this outcome, students:
use understandings of language and structure in spoken interactions;
interact for a range of purposes in a variety of contexts; and
use processes and strategies to enhance spoken interaction.

**Outcome 3:** Viewing, reading and responding
Students view, read and respond to a range of texts.
In achieving this outcome, students:
use understandings of language, structure and context to respond to texts; and
use processes and strategies to make meaning when viewing and reading.

**Outcome 4:** Writing
Students write a variety of texts in Italian.
In achieving this outcome, students:
use understandings of language and structure when writing;
write for a range of purposes and in a variety of contexts; and
use processes and strategies to enhance writing.
Japanese: Second Language

Rationale

Japanese has been identified as one of the priority languages from the Asia-Pacific region to be taught in Australian schools in recognition of the close economic and cultural ties between the two countries. Through the study of Japanese, students can gain access to the rich cultural tradition of Japan and an understanding of different attitudes and values within the wider Australian community and beyond.

In the Japanese: Second Language course, students develop the necessary understandings and values to communicate effectively with Japanese speakers in both social and workplace contexts in Australia, in Japan and elsewhere. They develop a stronger sense of their personal identity and greater respect for people of Japanese-speaking communities.

Students explore, from the perspective of their individual areas of interest, Japanese-speaking communities and the changing world. All learning contexts incorporate information communication technologies, have a personal and practical focus, and highlight the importance of understanding and using Japanese in a rapidly changing world.

The Japanese: Second Language course connects to the world of work, further vocational education and training, and university pathways. It also offers opportunities for students to participate in the many sister school and student exchange programs between Western Australia and Japan, which may enhance travel, work and study options both here and overseas.

With increasing numbers of Australians living and working in Japan, and Japanese people living and working in Australia, employers are recognising the usefulness of Japanese language knowledge and skills. An ability to communicate in Japanese, in conjunction with other skills, provides students with enhanced career opportunities in areas such as banking and international finance, commerce and trade, tourism and hospitality, cuisine and catering, the arts, media and advertising, translation and interpreting, education and research, engineering, science and technology, diplomacy, government and law. It also enables them to recognise the value of being an effective communicator within the service industries. On a more personal level, the ability to communicate in Japanese enhances enjoyment and appreciation of Japanese culture through fashion and design, cuisine, art and calligraphy, sport, travel, film, music, anime and manga.

The Japanese: Second Language course is designed to equip students with the skills needed to function in an increasingly globalised society and a culturally and linguistically diverse local community, providing the foundation for life-long language learning. This course provides students with the opportunity to further their achievement of specific overarching learning outcomes from the Curriculum Framework together with the development of the core-shared values.
Eligibility
This course is only available to students who are deemed to be non-background candidates by the Curriculum Council. Students wishing to enrol in this course are required to make written application to the Curriculum Council to determine their eligibility.

Course outcomes
In the Japanese: Second Language course, communication is paramount. Students develop the skills and knowledge to communicate in Japanese. Communication involves the ability to comprehend, interpret and produce visual, spoken and written texts. Communication is facilitated through the achievement of four outcomes. These outcomes are based on the LOTE learning area outcomes in the West Australian Curriculum Framework. Outcomes are statements of what students should know, understand, value and be able to do as a result of the syllabus content taught.

Outcome 1: Listening and responding
Students listen and respond to a range of texts.
In achieving this outcome, students:
use understandings of language, structure and context when listening and responding to texts; and
use processes and strategies to make meaning when listening.

Outcome 2: Spoken interaction
Students communicate in Japanese through spoken interaction.
In achieving this outcome, students:
use understandings of language and structure in spoken interactions;
interact for a range of purposes in a variety of contexts; and
use processes and strategies to enhance spoken interaction.

Outcome 3: Viewing, reading and responding
Students view, read and respond to a range of texts.
In achieving this outcome, students:
use understandings of language, structure and context to respond to texts; and
use processes and strategies to make meaning when viewing and reading.

Outcome 4: Writing
Students write a variety of texts in Japanese.
In achieving this outcome, students:
use understandings of language and structure when writing;
write for a range of purposes and in a variety of contexts; and
use processes and strategies to enhance writing.

Literature
Rationale
Literature presents many perspectives on life, powerfully imagined and memorably expressed. One of the main benefits of literary study, particularly in a multi-cultural
and diverse society such as Australia, is exposure to a variety of ways of thinking about the world*. This Literature course encourages students to relate their experience of literature to their experience of life generally and to learn that ways of reading texts and their readings of texts can enrich their understanding of identity, culture and society. Students are given the opportunity to read, enjoy and respond to literary texts, to which the genres of poetry, prose and drama are central. Other kinds of texts may also be used to enable students to engage with ideas and to encourage them to make connections among texts.

Response and interpretation are central to this course. Students make meanings by taking into account some of the relationships between reader, writer, text and context. Students are introduced to several different reading strategies, such as reading with an emphasis on various representations or reading with a focus on different contexts; or reading intertextually, that is, reading that focuses on the connections among texts. Other reading strategies may be explored. Students reflect on their own reading preferences and learn to analyse and account for them.

Designed to stimulate intellectual curiosity and to promote creative, logical and analytical thinking, the course encourages students to be literate and articulate; to be competent in the expression of ideas and feelings; and to engage critically with texts. Students have the opportunity to discuss the moral, ethical and philosophical issues that are debated in the culture; to consider how different contexts affect our interpretation and evaluation of literary texts; and to develop an understanding of our culture and its past. The study of literature, including Australian literature, leads students to an appreciation of the values and traditions which inform literary texts. They need to understand that critical engagement with texts is a creative activity and that they can communicate their responses in a variety of ways, using a variety of text forms. Responses to texts during the course could be personal, reflective, discursive, creative and analytical.

The course explores the power of language to provoke and shape response, with particular reference to both literary texts and the student’s own writing. Students explore and discuss the techniques and effects of the language of literary texts. They explore the evocative power of literary language and come to understand that language itself can be imaginative, sensuous, persuasive, stimulating and pleasurable.

The reading, critical thinking and production skills encouraged by this course will be useful in students’ other studies, in their further studies, in their chosen careers and in their lives generally.

This course provides students with the opportunity to further their achievement of specific overarching learning outcomes from the Curriculum Framework together with the development of the core-shared values.

**Course outcomes**

The Literature course is designed to facilitate the achievement of two outcomes. Outcomes are statements of what students should understand and be able to do as a result of the syllabus content taught.
**Outcome 1: Reading**

Students demonstrate creative, logical and analytical thinking when making meaning from a range of literary texts. Employing different reading strategies, they demonstrate understanding of the structures of such texts, and of the relationships between writer, reader, text and context.

**Outcome 2: Producing**

Students communicate and account for their responses to literary texts using a variety of text forms and produce texts appropriate to purpose, context and audience.

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**Materials Design and Technology**

**Rationale**

Materials are the basic ingredients of technology. Materials are used to make machines and these machines use materials to make products. Materials also supply the energy to enable technology to function. Throughout history, the evolution of technology has been largely determined by the availability of materials. These strong historical links between materials, design and technology remain significant in society today. As long as the desire to create new opportunities and continue to improve our quality of life remains, the development of materials will continue.

Through developments in technology and science, a wider range of materials is now available. These new materials have further encouraged the development of technology and the design of new products. Many people predict a revolution in materials design and manipulation with the advent of smart materials. For example, shape memory alloys and plastics that can be deformed and then resume their original shape, piezoelectric materials change shape when an electric current is applied, textiles that are five times stronger than steel and temperature-sensitive foam that reacts to body heat.

This is a practical course. In its flexible format, the course allows teachers the choice to explore and use one of the three materials learning contexts: wood, metal and textiles, for the design and manufacture of products as the major focus for the unit. There is also the flexibility to incorporate additional materials from outside the designated contexts. This will enhance and complement the knowledge and skills developed within the course as many modern-day products are manufactured using a range of different material types. Students may use a few or many materials in innovative designs and explore the interactions between materials, people and their environment. They question social and cultural values and the short-term and long-term impacts about the use and misuse of materials and associated technologies. Through this inquiry, experimentation and research, students develop their creativity and understanding of the society in which they live.

Working with materials, students develop a range of manipulative, processing, manufacturing and organisational skills. When designing with materials, they develop cognitive skills such as critiquing, analysing, solving problems, generating innovative ideas and communicating what they do. This makes them more technologically literate and, as consumers, enables them to make decisions about the use and misuse of technology now and in the future.
The course outcomes are relevant to a number of learning areas including but not limited to Technology and Enterprise, Society and Environment, The Arts, Science and Mathematics. This breadth reflects the importance of materials in a society in which all its members are expected to be technologically literate. This course also connects to the world of work, further vocational education and training and university pathways. Students may achieve VET competencies as they complete their design projects, while at the same time developing cognitive skills fundamental to designing in a practical context. This activity enhances employability and may lead to further training and employment opportunities in areas that include textiles and clothing, manufacturing, design, built environment, science and engineering.

The Materials Design and Technology course aims to prepare all students for a future in a technological and material world by providing the foundation for lifelong learning about how materials are developed and used.

This course provides students with the opportunity to further their achievement of specific overarching learning outcomes from the Curriculum Framework together with the development of the core-shared values.

**Course outcomes**

The Materials Design and Technology course is designed to facilitate the achievement of four outcomes. These outcomes are based on the Technology and Enterprise learning area outcomes in the Curriculum Framework. Outcomes are statements of what students should know, understand, value and be able to do as a result of the syllabus content taught.

**Outcome 1:** Technology process
Students apply a technology process to create or modify products, processes, systems, services or environments to meet human needs and realise opportunities.
In achieving this outcome, students:
- investigate issues, values, needs and opportunities;
- devise and generate ideas and prepare production proposals;
- produce solutions and manage production processes; and
- evaluate intentions, plans and actions.

**Outcome 2:** Understanding the use of materials
Students understand how the nature of materials influences design, development and use.
In achieving this outcome, students:
- understand the structure of materials;
- understand the relationship between the structure and properties of materials; and
- understand how to select appropriate materials based on their structure and properties and how they influence design, development and use.

**Outcome 3:** Using technology skills
Students create material products safely and efficiently to specified standards.
In achieving this outcome, students:
- plan and manage resources to create products within constraints;
select and apply appropriate techniques and procedures when creating and modifying technologies; and
manipulate equipment and resources safely to meet defined standards.

Outcome 4: Understanding materials, society and the environment
Students understand interrelationships between people, the environment and the use of materials.
In achieving this outcome, students:
understand how values and beliefs influence materials selection, design and technology;
understand the impact and consequences on society and the environment when selecting and using materials, designs and technologies; and
understand strategies for safe and sustainable practices when developing and using materials, designs and technologies.

Course Context
The context for this course include:
Wood
Metal
Textiles

Mathematics

Rationale
There are strong, enduring reasons for the prominence of mathematics in the school curriculum. According to one leading mathematics educator these reasons are:

‘to teach basic skills; to help children learn to think logically; to prepare students for productive life and work; and to develop quantitatively literate citizens.’ – Lynn Arthur Steen

Others have commented on the true artistic nature of mathematics:

‘Mathematics, rightly viewed, possesses not only truth, but supreme beauty… [it is] sublimely pure, and capable of a stern perfection such as only the greatest art can show.’ – Bertrand Russell.

The Mathematics course has been created with these sentiments in mind. It offers senior secondary students the opportunity to advance their mathematical skills, to build and use mathematical models, to solve problems, to learn how to reason logically, and to gain an appreciation of the elegance, beauty and creative nature of mathematics.

Mathematics during schooling has traditionally been viewed as the study of number, algebra and geometry and chance and data ideas. This Mathematics course has a greater emphasis on pattern recognition, recursion, mathematical reasoning,
modelling, and the use of technology, in keeping with recent trends in mathematics education, and in response to the growing impact of computers and technology.

Students develop fluency in a suite of standard mathematical outcomes in number, algebra, space, measurement, chance and data, including the thoughtful and selective use of appropriate technology. They develop fluency with mathematical methods to deal with applications in today’s world, and also come to appreciate changes in the role and practice of mathematics over time in a range of contexts.

Students who choose the Mathematics course will already be familiar with the importance of mathematics in their daily lives. In the course, they learn how mathematics is used to describe and model a vast array of scientific and social phenomena. They develop a richer understanding of the role of mathematical techniques and applications in modelling real problems in a range of contexts. They engage in posing and solving problems within mathematics itself, and thus appreciate mathematics as a creative endeavour. This gives students the ability to solve mathematical problems in a wide variety of contexts, thereby helping them to gain an appreciation of the wide applicability of mathematics.

Students are encouraged to investigate patterns and relationships, draw inferences, make and test conjectures, and convince others of their findings using mathematical reasoning. In this manner they experience firsthand the creative and dynamic aspects of mathematics, and they have the opportunity to improve their reasoning skills and their ability to think logically. This course allows students to appreciate mathematics, as well as helping them to develop the necessary understanding and skills to prepare them for productive working lives.

The Mathematics course has been designed to cater for the full range of student abilities and their mathematics achievement at the beginning of their senior years of schooling. The units are written as a sequential development of mathematical concepts, understandings and skills. They are grouped in four stages. Preliminary units provide opportunities for practical and well supported learning to help students develop skills. Stage One units emphasise practical uses of mathematics for daily life and the workplace. Stage Two and Stage Three units extend the mathematical development in all areas, providing preparation for daily life, the workplace and further studies.

People who are mathematically able can contribute greatly towards dealing with many difficult issues facing the world today; problems such as health, environmental sustainability, climate change, and social injustice. We need to understand these problems thoroughly before we can expect to solve them, and this is where mathematics and mathematical modelling are so important.

This course provides students with the opportunity to further their achievement of specific overarching learning outcomes from the Curriculum Framework together with the development of the core-shared values.

**Course outcomes**

The Mathematics course is designed to facilitate the achievement of three outcomes. These outcomes are based on the Mathematics Learning Area outcomes in the
Curriculum Framework. Outcomes are statements of what students should know, understand, value and be able to do as a result of the syllabus content taught.

**Outcome 1:** Number and algebra
Students use mathematical language and processes to apply concepts of number and algebra to develop mathematical models, solve practical problems and explain and justify relationships.
In achieving this outcome, students:
decide how to represent information, solve problems and investigate issues;
use number, algebra and calculus concepts and skills to work mathematically; and
interpret, evaluate and justify numerical and algebraic results.

**Outcome 2:** Space and measurement
Students use mathematical language and processes to apply the concepts of space and measurement to develop mathematical models, solve practical problems and explain and justify relationships.
In achieving this outcome, students:
decide how to represent information, solve problems and investigate situations;
use spatial and measurement concepts and skills to work mathematically; and
interpret, evaluate and justify spatial and measurement results.

**Outcome 3:** Chance and data
Students conduct chance experiments, represent outcomes, quantify chance and interpret chance; and collect, organise, represent, summarise, interpret and report data.
In achieving this outcome, students:
conduct chance experiments, quantify and interpret chance; and
represent, interpret and report data.

**Mathematics: Specialist**

*Rationale*
There are strong, enduring reasons for the prominence of mathematics in the school curriculum. According to one leading mathematics educator these reasons are:
‘to teach basic skills; to help children learn to think logically; to prepare students for productive life and work; and to develop quantitatively literate citizens.’ – Lynn Arthur Steen
Others have commented on the artistic nature of mathematics:

‘Mathematics, rightly viewed, possesses not only truth, but supreme beauty… [it is] sublimely pure, and capable of a stern perfection such as only the greatest art can show.’ – Bertrand Russell.

This Mathematics: Specialist course has been created with these sentiments in mind. It offers senior secondary students the opportunity to advance their mathematical skills, to build and use mathematical models, to solve problems, to learn how to reason logically, and to gain an appreciation of the elegance, beauty and creative nature of mathematics.
Mathematics during schooling has traditionally been viewed as the study of number, algebra and geometry, but this course has a greater emphasis on pattern recognition, recursion, mathematical reasoning, modelling, and the use of technology, in keeping with recent trends in mathematics education, and in response to the growing impact of computers and technology.

This course provides a solid foundation for the many students who will continue their study of mathematics beyond the compulsory years of schooling. Students will already be familiar with the importance of mathematics in their daily lives. In this course, they learn how mathematics is used to describe and model a vast array of scientific and social phenomena. They develop a richer understanding of the role of mathematical techniques and applications in modelling real problems in a range of contexts. They also engage in posing and solving problems within mathematics itself, and thus appreciate mathematics as a creative endeavour. This gives students the ability to solve mathematical problems in a wide variety of contexts, thereby helping them to gain an appreciation of the wide applicability of mathematics.

Students investigate patterns and relationships, draw inferences, make and test conjectures, and convince others of their findings using mathematical reasoning and proof. In this manner they experience first-hand the creative and dynamic aspects of mathematics, and they improve their reasoning skills and their ability to think logically. This course allows students to appreciate mathematics, as well as helping them to develop the necessary understanding and skills to prepare them for productive working lives.

It should be emphasised that people who are mathematically able can contribute greatly towards dealing with many difficult issues facing the world today; problems such as health, environmental sustainability, climate change, and social injustice. We need to understand these problems thoroughly before we can expect to solve them, and this is where mathematics and mathematical modelling is so important.

Students studying Mathematics: Specialist will be strongly advantaged by also studying Mathematics.

This course provides students with the opportunity to further their achievement of specific overarching learning outcomes from the Curriculum Framework together with the development of the core-shared values.

**Course outcomes**

The Mathematics: Specialist course is designed to facilitate the achievement of two outcomes. These outcomes are based on the Mathematics learning area outcomes in the Curriculum Framework. Outcomes are statements of what students should know, understand, value and be able to do as a result of the syllabus content taught.

**Outcome 1:** Functional relationships
Students use mathematical language and processes to apply the concepts of function, measurement and change to develop mathematical models, solve practical problems, and explain and justify relationships.

In achieving this outcome, students:
understand mathematical concepts, relationships and processes, by recognising and making decisions about what mathematics to use to represent information, solve problems and investigate situations involving variation, numerically, symbolically and graphically;  
use functional and numerical relationships, and associated differentiation and integration; and  
apply concepts of function and change to interpret findings, judge whether results are realistic, ensure degrees of accuracy, evaluate solutions and mathematically justify relationships through explanation and generalisation.

Outcome 2: Spatial relationships  
Students use mathematical language and processes to apply the concepts of space, measurement and change to develop mathematical models, solve practical problems, and explain and justify relationships.  
In achieving this outcome, students:  
understand mathematical concepts, relationships and processes, recognising and making decisions about what mathematics to use to represent information, solve problems and investigate situations involving spatial relationships and change, numerically, symbolically and graphically;  
use vector and trigonometric relationships, and associated differentiation and integration; and use matrices to describe transformations; and  
apply concepts of spatial relationships and change to interpret findings, judge whether results are realistic, ensure degrees of accuracy, evaluate solutions and mathematically justify relationships through explanation and generalisation.

Media Production and Analysis  
Rationale  
The media are an important part of our culture. They give us entertainment and information; they tell us stories about ourselves and others. They produce works that are enjoyed and appreciated by audiences for their beauty, their entertainment or interest value, their ingenuity and originality. The media can amuse us, stimulate us, move us and, at times, upset or anger us; but, at the same time, they provoke discussion and the development of opinions, points of view and values. Access to a wide range of media achievements enables students to understand the capacity of the media and stimulates creativity in their own productions.

The breadth of the Media Production and Analysis course outcomes reflects the importance of media skills and understandings to so many aspects of contemporary life. The media are central to entertainment, information dissemination, communication and education and so they are of fundamental importance in defining the ways we see ourselves and others. The media both reflect and shape the culture and values of their society; thus, media analysis can provide critical insights into the culture and values of one’s own society as well as an appreciation of the values of other cultures.

The media speak to audiences and when studying media the role of audiences is critical. Audiences are composed of complex individuals with unique histories, experiences, attitudes and values that they bring to their viewing and listening and
which influence their interpretations of media works. Students, as consumers of media, debate their media experiences in the family or peer context. Students’ own cultural backgrounds, values and media experiences are taken into account by teachers when developing the teaching/learning programs.

Behind every media product are the producers; the men and women involved in the design, making, editing and final appearance of the product. These people make decisions about the target audience, the style of the product, the story to be told and the best way to tell it. Their work is characterised by decisions about what to include and what to leave out. Through the creation of their own media works, students have opportunities to engage in this production process. The production of media works designed to entertain, inform, communicate or critique enables students to demonstrate their understanding of concepts as well as their creativity and originality. Production also provides students with the opportunity to reflect on and discuss their own creative work, intentions and outcomes.

The modern media are marked by the convergence of communication and information technologies, brought about by digitisation. Digitisation makes possible the conversion of a range of different media into a form that enables them to be understood and manipulated through a computer. At the same time, different forms of communication have converged. Through networking, the computer itself has become a medium located somewhere between the telephone and broadcasting. It offers both interpersonal and mass communication opportunities and, unlike older forms of media, interactive possibilities. Multimedia provides opportunities for the full integration of analysis and production. Through multimedia, students can deconstruct a work, transform it or produce an original work combining visual, audio and print production skills. Studies in this field are of vocational relevance in a workplace dominated increasingly by multimedia applications.

Media Production and Analysis aims to prepare all students for a future in a digital and global world by providing the foundation for lifelong learning about the media.

This course provides students with the opportunity to further their achievement of specific overarching learning outcomes from the Curriculum Framework together with the development of the core-shared values.

Course outcomes

Media Production and Analysis is designed to facilitate the achievement of four outcomes. These outcomes are based on The Arts, Technology and Enterprise and English learning area outcomes in the Curriculum Framework. Outcomes are statements of what students should know, understand, value and be able to do as a result of the syllabus content taught.

Outcome 1: Media ideas
Students use critical awareness and cultural understandings to explore and develop media ideas.
In achieving this outcome, students:
understand how media communicate ideas in particular contexts and for different audiences and purposes;
explore technologies, codes and conventions to create meaning and develop ideas; and present ideas, designs and/or production plans.

**Outcome 2: Media production**  
Students use skills, techniques, processes, conventions and technologies to create media works for audience, purpose and context.  
In achieving this outcome, students:  
use media skills, process and technologies;  
use media codes and conventions for audience, purpose and context; and  
fulfill a range of production roles and responsibilities.

**Outcome 3: Responses to media**  
Students use critical, social, cultural and aesthetic understandings to respond to, reflect on and evaluate media works.  
In achieving this outcome, students:  
understand how meaning is constructed in media works;  
understand interrelationships between media texts, cultural contexts and audiences; and  
use strategies to investigate and comment on media works and evaluate media productions.

**Outcome 4: Media in society**  
Students understand the role of media in society.  
In achieving this outcome, students:  
understand the impact of technological developments, and controls and constraints, on media production and use;  
understand the influence of social, historical and cultural contexts on media production and use; and  
understand how cultural values are influenced by the media and in turn influence media production.

**Modern History**

**Rationale**

History is the study and practice of making meaning of the past with a view to understanding the present. It engages us with the ideas, beliefs and values that shape and influence our lives. At the same time it helps us clarify our own beliefs and values compared to those of others. Studying Modern History provides enjoyment and the knowledge gained reveals the background and some of the driving forces behind present local and global issues. Investigating the past helps students to understand why and how groups and/or societies changed or resisted changes.

A study of Modern History enables students to become critical thinkers. The skills and knowledge gained from this course inform judgements and actions in a rapidly changing world. History provides insights into the present, and gives students an informed basis for determining their decisions and provides opportunities to reflect on the significance of past events, people, beliefs and ideas and how and why they are
valued now. Historical inquiry reveals that there are various perspectives and interpretations of past events and actions. These varying interpretations of history can provoke heated debate in the classroom, the media and in the political arena.

The Modern History course promotes skills of research, hypothesis testing and analysis of information as students engage with investigations. Through inquiries, they learn that historical judgements are provisional and tentative in nature. They are encouraged to question and evaluate historical sources; to identify the various representations and versions of history. The study of history assists them in the development of critical thinking skills as it encourages them to compare and contrast information, detect inconsistencies in details, recognise the manipulation of evidence, identify perspective in the presentation of graphic and textual material, and evaluate the accuracy and reliability of sources. They are exposed to a variety of historical sources including artefacts, speeches, songs, oral stories, photographs, film, drawings, diary extracts and other written accounts in order to determine the cause and effect, and the motives and forces influencing people and events. They are encouraged to use the evidence from sources to formulate and support their own interpretations and to communicate their findings in a variety of ways.

The Modern History course allows students to gain insights into their own society and its values, and provides an avenue for understanding the human condition. It helps them to understand why nations and people hold certain values, and why values and belief systems vary from one group to another. This knowledge is crucial to the development of active and informed citizens in any society. The study of history ensures that they gain essential knowledge of the past—its legacy and heritage—and that they become aware of the cumulative and tentative nature of human knowledge.

Students benefit from acquiring the literacy skills of the discipline of history such as critical thinking, research, analysis and effective written expression. These skills equip them for a world changed and linked by information and communication technology and prepare them for lifelong learning. Through study of societies, movements and political structures, they are well prepared for careers involving policy making, administration and research. Learning the skills of critical inquiry is essential for people working in business, government, law, health, science, academia, industry, tourism, environment, media and the arts.

This course provides students with the opportunity to further their achievement of specific overarching learning outcomes from the Curriculum Framework together with the development of the core-shared values.

**Course outcomes**

The Modern History course is designed to facilitate the achievement of four outcomes. These outcomes are based on the Society and Environment learning area outcomes from the Curriculum Framework. Outcomes are statements of what students should know, understand, value and be able to do as a result of the syllabus content taught.

**Outcome 1:** Historical investigation, communication and participation
Students apply the skills of historical inquiry and methodology to investigate the past and communicate their findings using the discourse of history. In achieving this outcome, students:

plan ways to organise and gather information for an historical inquiry;
conduct an historical inquiry using and evaluating a variety of sources of evidence;
process and synthesise information to make historical findings/judgements; and
reflect on, apply and communicate findings according to purpose and audience.

**Outcome 2: Understanding the past**

Students understand the past, linking the chronology of people, events, ideas and distinctive features of society into an historical narrative. In achieving this outcome, students:

understand that time periods have chronologies with distinctive features, people and events;
understand that a variety of ideas, values and beliefs exist at a particular time in a society and that some are more influential than others; and
understand that societies have a range of organisational structures which impact on people and events.

**Outcome 3: Continuity and change**

Students understand the nature of forces, the interaction between forces and their significance for continuity and change in an historical context. In achieving this outcome, students:

understand the nature of the forces in a society that are responsible for continuity and change;
understand how historical forces operate and interact to bring about both continuity and change; and
understand that some forces are more significant than others in bringing about continuity and change.

**Outcome 4: Interpretations and perspectives**

Students understand that interpretations and perspectives of people and events may change over time. In achieving this outcome, students:

understand that there are different interpretations and perspectives of people, events and ideas;
understand how interpretations and perspectives at a particular time are shaped by a variety of influences; and
understand that the way the past is viewed changes over time.

**Music**

**Rationale**

Music involves the organisation of sound and silence in structures that have deep meaning for participants and listeners. Consequently, music has a universal place in every culture across the globe and throughout history. Studying music now provides the basis for a lifetime of further participation which contributes to the musical culture of the future. Students engage with music through movement, both in responding to its rhythms in dance and physical sensation, and by making movements that allow us
to produce music on a wide variety of instruments, including the voice. Students engage in music on their own, or in groups, both large and small. Therefore, the social dimension to music is inseparable from its function in culture. Music is processed through aural discrimination, memory and emotional response, all of which interact with each other and with physical processes as a means of perceiving, learning and performing.

In studying music, students develop physical and mental skills which are extended by a balanced program of study. Central to this is performance and creativity. Performance allows students to actively participate in a wide range of music activities. Creativity drives both interpretation of existing music in performance, and stimulates self-expression in improvisation and composition. Creating and performing draw on existing music that is studied through listening, analysis and also through engagement with the context in which the music is produced. Each activity informs the others as musicians explore the range of musical contexts to which libraries, the media, technology, their peers and teachers provide access. Engagement with music as a social art encourages students to respond to and respect the unfamiliar. In the global village of the twenty first century, the musical richness of Australia provides an unrivalled opportunity to renew the musical language across all genres and styles. Music students are participants in this process of cultural evolution, and the course is designed to provide the tools they require to make their own contribution as performers, composers and informed critical listeners.

The Music course is designed to encourage students to participate in musical activity as both a recreational and a vocational choice. It may serve as a pathway for further training and employment in a range of professions within the music industry, or as a means of experiencing the pleasure and satisfaction that comes from making music.

This course provides students with the opportunity to further their achievement of specific overarching learning outcomes from the Curriculum Framework together with the development of the core-shared values.

Course outcomes

The Music course syllabus is designed around four key outcomes. These outcomes are based on the Arts learning area outcomes in the Curriculum Framework. Learning experiences derive directly from the music outcomes and are the means by which core music concepts are experienced.

Outcome 1: Performing
Students apply musicianship, skills, techniques and conventions when performing. In achieving this outcome, students:
• demonstrate musicianship and control of instrument specific techniques;
• demonstrate stylistic and expressive awareness; and
• demonstrate awareness of the roles and contributions of other performers and performance contexts.

Students participate in practical activities in instrumental, vocal and ensemble music in a range of settings through formal and informal learning processes. This can involve playing from notation, from memory, improvising, playing by ear and them application of sound/production and technology.
Outcome 2: Composing/arranging
Students apply music language, skills, techniques and conventions when composing or arranging.
In achieving this outcome, students:
• use music language, skills, techniques and technologies when creating, composing, or arranging;
• use the elements of music with stylistic and expressive awareness; and
• understand the roles and needs of performers and performance contexts.
Students engage in the creative process of composing, arranging and transcribing music via notation, technology and/or improvisation. Students have the opportunity to perform their own works or hear them performed by others.

Outcome 3: Listening and responding
Students respond to, reflect on, and evaluate music.
In achieving this outcome, students:
• respond to the elements and characteristics of music;
• reflect on the elements and characteristics of own music works; and
• evaluate music using critical frameworks.
Students engage with the literature and recorded legacy of music through activities including aural and score analysis. Responses to listening activate and extend the capacity of students to recognise, reflect and critically evaluate music.

Outcome 4: Culture and society
Students understand how social, cultural and historical factors shape the role of music in society.
In achieving this outcome, students:
• understand how the elements and characteristics of music contribute to specific music works;
• understand the ways in which the elements and characteristics of music reflect time, place and culture; and
• understand the social significance of music across time, place and culture.
Students engage with the wider social and cultural contexts within which music is created and experienced through the study of specific repertoire.

Physical Education Studies

Rationale
Physical activity is significant in many people’s lives and makes an extensive contribution to the fabric of contemporary societies. It is a source of enjoyment and personal challenges and a focus in efforts to lead healthier lives. It brings together people from diverse cultures, communities and countries. People participate in physical activity for its intrinsic and extrinsic value and because it can give meaning to their own and others’ lives. Yet physical activity is often an early casualty in busy lives within consumer-driven and technologically advanced societies. With success so often defined in economic, rather than personal or social terms, the significance of everyday physical activity and its role in building a sense of community cannot be overstated. There is a need for vocationally and professionally trained individuals who understand the personal, social and cultural significance of physical activity, who have the skills, knowledge and understanding that will enable them to participate in physical activity and support others in doing likewise.
As a process, physical education increases our readiness for and interest in socially responsible involvement in competitive, cooperative or expressive physical activities. The Physical Education Studies course will appeal to a broad spectrum of students, with varying backgrounds, physical activity knowledge and dispositions, including students with disabilities. The emphasis is on learning through movement and personalised learning experiences. The aim is to achieve progress towards the course outcomes of: skills for physical activity; self-management and interpersonal skills for physical activity; knowledge and understanding of movement and conditioning concepts for physical activity; and knowledge and understanding of sport psychology concepts for physical activity. The course is designed to challenge students to consider issues such as what it takes to prepare for and become good at physical activities; why so many people advocate physical activity but significant numbers find it difficult to fit it into their daily lives; and what it takes to create programs that can enhance their own and others’ readiness for, interest and ability in physical activity.

Students undertaking the course will progressively develop skills, knowledge and understanding that will enable them to pursue their personal interests and potential in physical activity as athletes, coaches, officials and/or administrators. It will prepare them to play an active role in the development of communities and societies. Enhanced self-understanding and respect and concern for others, whatever their interests and abilities in relation to physical activity, are a focus throughout the course.

Students achieving the course outcomes will be well prepared for a range of post-school destinations, including immediate employment or tertiary studies. They will be valuable recruits to an increasingly diverse range of employment opportunities in the sport, leisure and recreation industries, education, sport development, youth work and health and medical fields linked to physical activity and sport. They will also be well positioned to take on the roles of volunteers and leaders in community activities.

This course provides students with the opportunity to further their achievement of specific overarching learning outcomes from the Curriculum Framework together with the development of the core-shared values.

**Course outcomes**

The Physical Education Studies course is designed to facilitate the achievement of four outcomes. These outcomes are based on the Health and Physical Education learning area outcomes in the Curriculum Framework. Outcomes are statements of what students should know, understand, value and be able to do as a result of the syllabus content taught.

**Outcome 1: Skills for physical activity**

Students apply decision-making, movement, strategic and tactical skills to enhance personal participation in physical activity.

In achieving this outcome, students:

- make on-the-spot decisions to apply movement patterns in solving tactical problems;
- perform movement skills to enhance personal participation; and
- implement strategies and tactics to enhance personal participation.
Outcome 2: Self-management and interpersonal skills for physical activity
Students apply self-management and interpersonal skills to enhance participation in physical activity.
In achieving this outcome, students:
apply mental skills in undertaking selected roles;
make informed decisions in undertaking selected roles;
apply communication skills in undertaking selected roles; and
apply cooperation skills in undertaking selected roles.

Outcome 3: Knowledge and understanding of movement and conditioning concepts for physical activity
Students understand movement and conditioning concepts that inform the enhancement of participation in physical activity.
In achieving this outcome, students:
understand movement concepts; and
understand conditioning concepts.

Outcome 4: Knowledge and understanding of sport psychology concepts for physical activity
Students understand mental skills, motor learning, coaching and tactical concepts that inform the enhancement of participation in physical activity.
In achieving this outcome, students:
understand mental skills training concepts;
understand motor learning and coaching concepts; and
understand tactical concepts of games and activities.

Physics

Rationale
Physics is an experimental discipline involving the study of the properties of, and interrelationships between energy and matter. Physics helps us to construct models and explain physical phenomena. These, in turn, allow us to develop a deeper understanding of the world around us.

Like other sciences, physics is evolving. Learning Physics requires observation, investigation, data collection and data evaluation in order to construct and modify models of physical phenomena. This course mirrors scientific processes by encouraging students to refine and reconstruct the models of physical phenomena they already hold in ways that help them to build robust understandings of important concepts. This course also encourages the communication of those understandings to others.

Students construct models about how objects and systems interact with one another and how interactions can produce changes. The contextual approach of this course helps students to appreciate the relevance of physics to their everyday experiences and to gain insight into experiences that are far from the everyday. They learn by building on the knowledge, skills, understandings and values developed in a range of content areas and contexts.
This course caters for students of varying interests and backgrounds. Students pursuing post-secondary education at TAFE will find that their studies in Physics provide them with foundation knowledge that will support their studies in many areas such as those requiring laboratory and technical skills, as well as those leading to electrical and other physics-related vocations. This course also provides prerequisite, preferred or highly desirable knowledge and skills for many science, engineering and science-related courses at tertiary institutions.

This course is designed to stimulate and foster intellectual curiosity and promote logical, analytical and reflective thinking. It aims to prepare students to become informed citizens who are able to communicate their ideas effectively and participate in discussions of challenging issues. They are encouraged to take an informed and critical interest in science and make decisions on a range of scientific and technological issues that will influence the quality of their lives and the environment.

Students should learn the unit content through contexts that are familiar to them. A variety of suitable contexts is listed.

Through engaging with this course, students have the opportunity to further their achievement of specific overarching learning outcomes from the Curriculum Framework. The course also provides opportunities for the promotion of core-shared values identified from the Curriculum Framework.

**Course outcomes**

The Physics course is designed to facilitate the achievement of three outcomes. These outcomes are based on the Science learning area outcomes in the Curriculum Framework. Outcomes are statements of what students should know, understand, value and be able to do as a result of their learning.

Outcomes are elaborated into aspects that identify the underpinning knowledge, concepts and/or skills in more detail.

**Outcome 1:** Investigating and communicating in physics
Students investigate physical phenomena and systems, collect and evaluate data, and communicate their findings.
In achieving this outcome, students:
develop questions and ideas about the physical world to prepare an investigation plan;
conduct experiments and investigations;
analyse data and draw conclusions based on evidence;
evaluate the accuracy and precision of experimental data and the effectiveness of their experimental design; and
communicate and apply physics skills and understandings in a range of contexts.

**Outcome 2:** Energy
Students apply understanding of energy to explain and predict physical phenomena. In achieving this outcome, students:
apply understanding of conceptual models and laws relating to energy; and
apply understanding of mathematical models and laws relating to energy.
Outcome 3: Forces and fields
Students apply understanding of forces and fields to explain physical phenomena. In achieving this outcome, students:
apply understanding of conceptual models and laws relating to forces and fields;
apply understanding of mathematical models and laws relating to forces and fields; and
apply understanding of the vector nature of some physical quantities.

Politics and Law

Rationale
Politics and Law is a critical study of the processes of decision-making concerning society’s collective future. The study of politics examines the structures and processes through which individuals and groups with different interests, beliefs and goals, deliberate and negotiate in order to make choices, respond to changing circumstances and enact laws. The study of law examines the system of laws governing the conduct of the people of a community, society or nation, in response to the need for regularity, consistency and justice based upon collective human experience.

Law and politics relate through the judicial, executive and legislative arms of government; together they constitute how societies are governed. Laws generally embody social and political values that usually have a philosophical foundation. Therefore, a close relationship exists between politics and law.

The study of Politics and Law contributes to students’ intellectual, social, and ethical development. The course aims to support all students in developing a sense of identity, and a sense of political, legal, cultural and social awareness. The study of Politics and Law can be a valuable background to careers such as law, political advocacy, public administration, community development, teaching, journalism, government and commerce.

The Politics and Law course aims to develop knowledge and understanding of the principles, structures, institutions, processes, and practices of political and legal systems, primarily in Australia and where appropriate, other systems. The course challenges students to critically examine the effectiveness of political and legal systems using criteria such as openness, responsiveness and accountability of those systems. The political and legal issues examined in the course are relevant to school, local, state, national and international communities.

The skills and values developed in the Politics and Law course aim to allow students to become informed, active and effective participants in the political and legal decisions that affect their lives and the future of their communities at the school, local, state, national and international levels.

This course provides students with the opportunity to further their achievement of specific overarching learning outcomes from the Curriculum Framework together with the development of the core-shared values. These are the pursuit of knowledge,
commitment to achievement of potential, respect for self, respect for others and social and civic responsibility.

Course outcomes
Outcomes are statements of what students should know, understand, value and be able to do because of their learning. Politics and Law is designed to facilitate the achievement of four outcomes. These outcomes are based upon the Society and Environment learning area outcomes in the Curriculum Framework. Outcomes are statements of what students should know, understand, value and be able to do as a result of the syllabus content taught.

Outcome 1: Political and legal inquiry
Students use inquiry skills to communicate an understanding of the principles, structures, institutions, processes and practices of political and legal systems. In achieving this outcome, students:
- plan ways to collect and organise information for the purpose of a political and legal inquiry;
- conduct an inquiry using a variety of sources of information;
- process and translate information to make findings and judgements; and
- apply and communicate findings according to purpose and audience.

Outcome 2: Political and legal systems
Students understand the operation of, and the relationship between political and legal systems. In achieving this outcome, students:
- understand the principles, structures, institutions, processes and practices of political and legal systems;
- understand the relationships between making, applying and enforcing the law.

Outcome 3: Stability and change in political and legal systems
Students understand the nature of stability and change in political and legal systems. In achieving this outcome, students:
- understand that internal and external factors can influence the stability of, and changes to political and legal systems; and
- understand that individuals and groups can influence the stability of, and changes to political and legal systems.

Outcome 4: Citizenship in political and legal systems
Students understand the skills and practices of citizenship and the factors that influence participation in political and legal systems. In achieving this outcome, students:
- understand the skills and practices of citizenship that can allow individuals and groups to participate in political and legal systems; and
- understand that citizenship can be influenced by the operation of political and legal systems.
Visual Arts

Rationale
Art is a fundamental dimension of human life. Throughout history the visual arts have given form and meaning to ideas and feelings and provided ways for people to express and communicate experience. The Visual Arts course encompasses the practice and theory of the broad areas of art, craft and design. Students have opportunities to express their imagination and develop personal imagery, develop skills, and engage in the making and presentation of artworks. They develop aesthetic understandings and a critical awareness that assists them to appreciate and make informed evaluations of art.

This course places value on divergence, uniqueness and individuality. It assists students to value and develop confidence in their own creative abilities and to develop a greater understanding of their environment, community and culture. The Visual Arts course engages students in a process that helps them develop motivation, self-esteem, discipline, collaborative practice and resilience, all of which are essential life skills. Enterprise and initiative are recognised and encouraged.

Within contemporary society, there is increasing demand for visual literacy: the ability to perceive, understand, interpret and evaluate visual information. The Visual Arts course enables students to develop their visual literacy and communication skills and become discriminating in their judgements. Particular aspects of life are understood and shared through visual symbol systems that are non-verbal modes of knowing.

The Visual Arts course encourages students to develop problem-solving skills together with creative and analytical ways of thinking. Innovation is encouraged through a process of inquiry, exploration and experimentation. Students transform and shape ideas to develop resolved artworks. They engage in art making processes in traditional and new media areas, which involve exploring, selecting and manipulating materials, techniques, processes, emerging technologies and responses to life. This course allows them to engage in traditional, modern and contemporary art forms and conventions, such as sculpture, painting, drawing, graphic design, printmaking, collage, ceramics, earth art, video art, installations, textiles, performance, photography, montage, multimedia, and time-based works and environments.

Students gain knowledge, understanding and appreciation of art and culture, both in Australian and international contexts. They analyse and evaluate their own works and the works of others from a range of historical and cultural viewpoints, and develop an appreciation of the role of art in the community and their daily lives. Through their art experiences, they come to an understanding of broader questions about the values and attitudes held by individuals and societies and gain an awareness of the role that art plays in reflecting, challenging and shaping societal values.

The Visual Arts course aims to enable students to make connections to relevant fields of study and to more generally prepare them for creative thinking and problem solving in future work and life. It aims to contribute to a sense of enjoyment, engagement and
fulfilment in their everyday lives, as well as to promote an appreciation for the environment and ecological sustainability.

This course provides students with the opportunity to further their achievement of specific overarching learning outcomes from the Curriculum Framework together with the development of the core-shared values.

**Course outcomes**

The Visual Arts course is designed to facilitate the achievement of four outcomes. These outcomes are based on The Arts learning area outcomes in the Curriculum Framework. Outcomes are statements of what students should know, understand, value and be able to do as a result of the syllabus content taught.

**Outcome 1: Visual arts ideas**

Students use creative processes to research, develop and communicate art ideas.

In achieving this outcome, students:
- research and generate ideas;
- use visual art language to express ideas; and
- develop and refine ideas for specific purposes, contexts and audiences.

**Outcome 2: Visual arts skills, techniques and processes**

Students use creative skills, techniques, processes, technologies and conventions to produce resolved artworks.

In achieving this outcome, students:
- use art elements and principles in the production of artworks;
- use skills techniques and processes relevant to complete artworks; and
- select and present artworks for audiences and contexts.

**Outcome 3: Responses to visual arts**

Students respond to, reflect on and critically evaluate their own art and the art of others.

In achieving this outcome, students:
- respond to the qualities of artworks;
- reflect on the thinking and creative processes of their art experiences; and
- critically evaluate artworks.

**Outcome 4: Visual arts in society**

Students understand the role of visual arts in society.

In achieving this outcome, students:
- understand how art varies according to time and place; and
- understand the social, cultural and historical contexts of visual arts.
Work Place Learning

Rationale
The Workplace Learning course aims to provide all students with the knowledge, workplace skills and attitudes valued within work environments, as a preparation for employment.

Specific technical skills and knowledge learnt as a part of formal education help students gain and keep employment. However, in a world where technical skills and knowledge are constantly changing, employers are looking for more than technical skills from future employees. Employers also value generic work related skills that are transferable and vital to all forms of employment. These skills are often referred to as employability skills or soft skills and are relevant for everyone who is seeking work or working, regardless of age or experience. Employability skills are developed over the life time of an individual and are valued in education, training, workplaces and community environments.

Eight skill groupings are used to describe and define employability skills. These groupings are:
- communication
- teamwork
- problem-solving
- self-management
- planning and organising
- technology
- learning
- initiative and enterprise

The Workplace Learning course skills list includes these eight employability skills as well as skills in Safety and Health.

As well as demonstrating skills listed for the course students need to collect and record evidence of these skills. They need to determine how to progress their skills and undertake activities and tasks in order to further develop them.

Participation in a supported structured workplace learning program based on employability skills and involving a number of different workplaces assists students to make informed decisions. These decisions are important as students move from school to further education, training, employment and participation in the community.

This course provides students with the opportunity to further their achievement of specific overarching learning outcomes from the Curriculum Framework together with the development of the core-shared values.

Course outcomes
The Workplace Learning course is designed to facilitate the achievement of three outcomes. Outcomes are statements of what students should know, understand, value and be able to do as a result of the syllabus content taught.
**Outcome 1: Workplace learning concepts**
Students understand factors underpinning workplace learning.
In achieving this outcome, students:
understand the personal attributes that contribute to overall employability;
understand the range of behaviours and attitudes appropriate for employers;
understand Occupational Safety and Health requirements; and
understand the workplaces and industry in which they are training/working.

**Outcome 2: Work related skills**
Students demonstrate a range of skills relating to employability.
In achieving this outcome, students:
demonstrate skills in initiative, willingness to learn and problem-solving capabilities;
demonstrate skills in self-management, planning and organisational skills; and
demonstrate communication, technology and teamwork skills.

**Outcome 3: Transferable skills**
Students understand how skills from work are transferable to other aspects of their lives.
In achieving this outcome, students:
link learning in a workplace to other workplaces, occupations and industry areas;
integrate learning about work skills to school learning programs; and
integrate learning about work skills to career opportunities.
Endorsed Programmes

BSB07 Business Services Training Package

Introduction to the industry

Industries respond to competitive change and opportunity in their local, national and global environment by modifying their production and service activities. In this context, the people and skills available to an industry play a central role in determining whether competitive or opportunity-led change can be achieved. Acting on behalf of the Australian Government, and working within the scope of vocational education and training (VET), the Department of Education, Science and Training (DEST) works to ensure that Australian industries have access to the people and skills they need, to maintain existing operations, and to achieve competitive and opportunity-led change.

In July 2004, the Australian National Training Authority (ANTA) established the Innovation and Business Industry Skills Council (which trades as Innovation and Business Skills Australia, or IBSA) to assist industry and governments to identify and coordinate activities directed towards meeting the people and skill needs of six key industry sectors of the Australian economy. These industry sectors include:

* Business services
* Cultural industries
* Education
* Financial services
* Information and communication technologies (ICT)
* Printing.

Business Services have experienced significant growth in the past five years and this trend is forecast to continue. As a result there is a need for increased skills formation in the workforce in areas such as innovation, business acumen, financial literacy, IT literacy, small business, employability skills, occupational health and safety (OHS), and workforce development.

Among the drivers for skill development are:

* technological change including e-business
* globalisation
* enterprise re-design
* demographic change.
From an employer's perspective, it will be necessary to find ways to ensure employees have the specific skills they require. Increasingly, employers will be seeking employees that possess transferable skills and essential underpinning skills such as business skills, problem-solving, communication and technical know-how. Ultimately, workplaces may provide training only for the additional enterprise-specific skills required of employees. Among the challenges faced by employers of casual, contract and short-term employees is the need to maintain quality and to capture corporate knowledge.

From the individual worker's perspective, responsibility for skill development will increasingly fall on the individual. Consultancy firms, labour hire companies and personnel agencies may also be responsible for ongoing skills development of outsourced workers. Those individuals that recognise the benefit of developing transferable and essential underpinning skills will have the opportunity to use those skills in a variety of industries throughout their life.

Small and medium-sized enterprises (SMEs) are a particularly significant employer group in the Business Services area. These businesses require managers and supervisors to have strong business, financial management and planning skills essential for business growth and the capability to mitigate business risks. Meeting skill needs is not confined to teaching and learning systems but also includes factors such as the way work is organised, recruitment policies and practices, employee relations and job design. Assuring an appropriate supply of skilled labour for an industry requires some consideration of all these elements. In addition, remedying skill shortfalls within some occupations may only be possible through in-house approaches due to the specific skills required.

**BSB20107: Certificate II in Business**

Total number of units = 12

1 core unit plus

11 elective units

7 of the elective units must be selected from the elective units listed below. The other 4 elective units may be selected from the remaining elective units listed below, the BSB07 Business Services Training Package or any other currently endorsed national Training Package. If not listed below, a maximum of 2 of the 4 units may be selected from either a Certificate I or a Certificate III qualification. Elective units must be relevant to the work outcome, local industry requirements and the qualification level.

Units selected from other Training Packages must not duplicate units selected from or available within the BSB07 Business Services Training Package.

**Core Units**

**Occupational Health and Safety**

BSBOHS201A Participate in OHS processes
Elective Units

**Customer Service**
BSBCUS201A Deliver a service to customers

**Industry Context**
BSBIND201A Work effectively in a business environment

**Information Management**
BSBINM201A Process and maintain workplace information
BSBINM202A Handle mail

**Innovation**
BSBINN201A Contribute to workplace innovation

**Interpersonal Communication**
BSBCMM201A Communicate in the workplace

**IT Use**
BSBITU201A Produce simple word processed documents
BSBITU202A Create and use spreadsheets
BSBITU203A Communicate electronically

**Small and Micro Business**
BSBSMB201 Identify suitability for micro business

**Sustainability**
BSBSUS201 A Participate in environmentally sustainable work practices

**Workplace Effectiveness**
BSBWOR202A Organise and complete daily work activities
BSBWOR203A Work effectively with others
BSBWOR204A Use business technology

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**CUF 20107 CERTIFICATE II IN CREATIVE INDUSTRIES (MEDIA)**

Suited for students with an interest in working in the media, with an emphasis on television and film production, this qualification is designed to reflect the skills and roles of entry level employees in the creative industry sectors.

This course is a preparatory qualification and is a pathway into a Certificate III in Media. It could also lead to jobs such as Film and Television Producer’s Assistant, Production Assistant, Camera Operator, Editor, Sound Assistant or Mixer. A number of graduates of certificate courses in media provided by Morley SHS have established careers in the media industry, ranging from television journalists and camera operators through to radio and television producers.

Morley Senior High School uses its on-campus television studio to simulate the real working environment of a professional television station. Students enrolled in the Certificate II in Creative Industries (Media) develop realistic skills and knowledge through the production of the schools informational breakfast TV program, *Morley Vision*. They undertake a range of pre-production and production roles required to produce a television program. They may also be involved in the production of other media products for clients as the need arises. Through this simulated workplace
enrolled students are assessed on their achievement of the competencies listed below.

To receive the Certificate II in Creative Industries (Media) students will have to demonstrate the requirements of the eight competencies listed below.

**Compulsory Units**

- **BSBCRT101A** Apply critical thinking techniques
- **CUFIND201A** Develop and apply creative arts industry knowledge
- **BSBOHS201A** Participate on occupational health and safety processes
- **BSBWOR203A** Work effectively with others

**Specialist or Elective units**

- **CUFCAM201A** Assist with a basic camera shoot
- **CUFPOS201A** Perform basic vision and sound editing
- **CUFRES201A** Collect and organise content for broadcast or publication
- **CUESOU07B** Apply a general knowledge of audio to work activities

[Students would complete this certificate as part of their Year 11 studies then would progress to the Course of Study Units in Media Production and Analysis in Year 12]

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**CUF 30107 Certificate III Media (Multi Media)**

The Certificate III Multi media is for students with an interest in multiple digital and design contexts such as Game Design, Digital Photography, Graphic Design, Audio Editing, Website maintenance and Multi Media Authoring. This course is an integral part of Morley Senior High Schools Specialist Program in Multi Media and Television Broadcasting. The course duration is two years and counts as 2 subjects for the WACE Certificate

Morley Senior High school uses its on-campus Design Studio to produce Multi Media products such as CD ROMs and websites. Students enrolled in the Certificate III are also are involved in the updating of websites as part of their training. Through this simulated workplace environment, enrolled students are assessed on their achievement of the competencies listed below.

**Core Units**

**Creative thinking**
- **BSBCT301A** Develop and extend critical and creative thinking skills

**Industry Context**
- **CUFIND301A** Work effectively in the screen and media industries

**OHS**
- **BSBOHS201** Participate in OHS processes

**Specialist Units**

**Audio**
- **CUSSOU04A** Record sound
- **CUSSOU09A** Mix sound sources
CUFSOU204A Perform basic sound editing

Electives
Design
BSBDES201A Follow a design process
BSBDES202A Evaluate the nature of design in a specific industry context
BSBDES302A Explore and apply the creative design process to 2D forms

Digital Content and Imaging
CUFDIG303A Produce and prepare photo images
CUFDIG304A Create visual design components

or
CUFDIG201A Maintain interactive content

Multimedia
Multimedia is not so much an industry as a descriptive term which defines a growing range of applications across game design, business, education, entertainment, information and commerce where different media are integrated. These media may include text, sound, video, film, photography, graphics and animation. Their integration into multimedia products usually involves digital technology, non-linear application navigation and a capacity for user interaction with the multimedia product. Increasingly, artists (including illustrators, animators, graphic designers, writers, composers and performers) are becoming involved in multimedia projects. Artists are the creators of content, which is crucial to the ongoing development of multimedia and to the competitiveness of countries like Australia in the information age. Artists also help popularise multimedia, rendering products more accessible and user friendly.

This qualification reflects the role of a skilled operator in the game design, film, television, radio or digital media industries who applies a broad range of competencies in a varied work context, using some discretion and judgement and relevant theoretical knowledge. They may provide technical advice and support to a team.

PLEO Leos

Leadership- Leos develops leadership skills as organisers and motivators of their peers

Experience – Leos learn the importance of cooperation through community service

Opportunity- Young people are given the opportunity to excel, to develop positive character traits and to receive recognition for their contributions to the community

Morley Leos is an endorsed program and students who attend can gain credit points for Secondary Graduation

It is a youth program sponsored by Lions International and Morley Leos is sponsored by the Lions Clubs of Noranda and Inglewood and our Lions liaison is Peter Scandrett. The school liaison is Mr Paini and he will always attend meetings.

The club meets every second Wednesday of term in the School Library from 3.30pm to 5pm. Afternoon tea is provided and then we run informal meetings.

The group fund raise to support various charities- at the moment we support our Sister School in Cambodia and will also support local charities- for example Lions
Save Sight Institute. We also do volunteer work- Visiting the Ella Williams Home in Noranda and supporting Lions International.

Our fund raising includes; change tins around the school, Sausage Sizzles in the community and at school; selling Lions Christmas cakes and other activities as decided by the members of Leos.
Practice Selection Sheet

MORLEY SENIOR HIGH SCHOOL
SUBJECT SELECTIONS FOR 2009

Student Details
Surname_______________________ Given Name_________________

Tute:_________ Counsellor: _______________

Completed forms must be returned to the school no later than the

INSTRUCTIONS: Students should complete the selection table below by selecting six subjects in order of preference 1 to 6. They should also select two reserve subjects in case one of their first six is not available. Workplace Learning is available as a seventh subject.

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Please indicate your post school intentions:
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TAFE [ ]
Employment [ ]

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Parent Signature: _____________________ Date: _____________
Counsellors Signature:___________________ Date: _____________
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All Courses of Study are acceptable for both University and TAFE Entrance

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