Curriculum Handbook
Year 11 2012
Year 12 2013

A partner in the New North Educational Initiative

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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**ECONOMICS: ECO**

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**MINIMUM ENTRY REQUIREMENT**

**DRAMA: DRA**

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**MINIMUM ENTRY REQUIREMENT**

**DANCE: DAN**

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**MINIMUM ENTRY REQUIREMENT**

**CHINESE: SECOND LANGUAGE: CSL**

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**MINIMUM ENTRY REQUIREMENT**

**CHILDREN, FAMILY AND COMMUNITY: CFC**

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**MINIMUM ENTRY REQUIREMENT**

**DANCE: DAN**

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**MINIMUM ENTRY REQUIREMENT**

**DANCE: DAN**

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**MINIMUM ENTRY REQUIREMENT**

**DANCE: DAN**

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**MINIMUM ENTRY REQUIREMENT**

**DANCE: DAN**

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**MINIMUM ENTRY REQUIREMENT**

**ECONOMICS: ECO**

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HOW TO USE THIS BOOK

This book presents a summary of the courses available and other vital information necessary to make good choices.

It does not stand-alone. Advice and information is available from the Senior School Deputy Principal, Student Services Coordinator, the Year 10 Coordinator; and the career counsellor to whom students will be allocated.

WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION (WACE)

The Western Australian Certificate of Education (WACE) is awarded to secondary school students who satisfy its requirements. Generally, students will complete two years of senior secondary study, after which they are awarded the WACE.

WACE requirements 2012 and beyond

Breadth and depth requirement

- Complete a minimum of 20 course units or the equivalent. (notes 1, 2 and 3)

- The 20 course units must include at least:

  o four course units from English, Literature and/or English as an Additional Language/Dialect, studied during Year 11 and Year 12 (at least two of these units must be completed in Year 12) (note 4)

  o one pair of course units from each of List A (arts/languages/social sciences) (note 5) and List B (mathematics/science/technology) completed in Year 12.

Achievement standard requirement

- Achieve a C grade average or better across the best 16 course units of which at least 8 must be completed in Year 12. (notes 3, 6, 7, 8, 9, 10 and 13)

- Endorsed programs and/or VET credit transfer (stand alone) can reduce the required number of course units by up to 6 units. (note 10)

English language competence requirement

- Achieve a C grade or better in any Stage 1 or higher course unit from English, Literature and/or English as an Additional Language/Dialect (except 1A and 1B for English as an Additional Language/Dialect). (notes 11 and 12)

- For students who have not achieved a C grade in one of their English, Literature and/or English as an Additional Language/Dialect course units, schools will need to compare a selection of the student's work with the work samples to verify the student has demonstrated the required standard.
LIST A and LIST B Courses offered for Year 11, 2011

Students must choose at least one course from each of the lists.

<table>
<thead>
<tr>
<th>LIST A</th>
<th>LIST B</th>
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<tbody>
<tr>
<td>AIS   Aboriginal and Intercultural Studies</td>
<td>ACF   Accounting and Finance</td>
</tr>
<tr>
<td>ABL   Aboriginal Languages of W.A.</td>
<td>APS   Animal Production Systems</td>
</tr>
<tr>
<td>HIA   Ancient History</td>
<td>AIT   Applied Information Technology</td>
</tr>
<tr>
<td>CAE   Career and Enterprise</td>
<td>VAU   Automotive (VET)</td>
</tr>
<tr>
<td>CFC   Children, Family and Community</td>
<td>AET   Automotive Engineering &amp; Technology</td>
</tr>
<tr>
<td>CSL   Chinese: Second Language</td>
<td>AVN   Aviation</td>
</tr>
<tr>
<td>VCS   Community Services (VET)</td>
<td>BIO   Biological Sciences</td>
</tr>
<tr>
<td>VCA   Creative Industries: Art (VET)</td>
<td>BCN   Building and Construction</td>
</tr>
<tr>
<td>VME   Creative Industries: Media (VET)</td>
<td>BME   Business Management &amp; Enterprise</td>
</tr>
<tr>
<td>VMU   Creative Industries: Music (VET)</td>
<td>VBS   Business Services (VET)</td>
</tr>
<tr>
<td>DAN   Dance</td>
<td>CHE   Chemistry</td>
</tr>
<tr>
<td>DRA   Drama</td>
<td>CSC   Computer Science</td>
</tr>
<tr>
<td>ECO   Economics</td>
<td>VCO   Construction (VET)</td>
</tr>
<tr>
<td>ENG   English</td>
<td>DES   Design</td>
</tr>
<tr>
<td>ELD   English as an Additional Language</td>
<td>EES   Earth and Environmental Science</td>
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<tr>
<td></td>
<td>EST   Engineering Studies</td>
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It is very important when selecting a course that attention is paid to **minimum entry requirements and the teachers’ recommendations**.

It may not be possible to timetable subjects if they are chosen by a very small number of students.
Notes

1. Up to 10 unit equivalents may comprise endorsed programs, including VET credit transfer (stand alone), as indicated below:

<table>
<thead>
<tr>
<th>Nominal hours</th>
<th>Unit equivalent</th>
<th>Nominal hours</th>
<th>Unit equivalents</th>
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<tr>
<td>less than 54</td>
<td>0</td>
<td>330-384</td>
<td>6</td>
</tr>
<tr>
<td>55-109</td>
<td>1</td>
<td>385-439</td>
<td>7</td>
</tr>
<tr>
<td>110-164</td>
<td>2</td>
<td>440-494</td>
<td>8</td>
</tr>
<tr>
<td>165-219</td>
<td>3</td>
<td>495-549</td>
<td>9</td>
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<tr>
<td>220-274</td>
<td>4</td>
<td>550-604</td>
<td>10</td>
</tr>
<tr>
<td>275-329</td>
<td>5</td>
<td>605+</td>
<td>10</td>
</tr>
</tbody>
</table>

2. Each full-year D or E code subject completed prior to 2010 equates to two course units.

3. Students can repeat course units. However, those course units that have the same code, e.g. 1AENG, and are repeated do not contribute to the WACE requirements more than once. If the course unit is repeated, the highest grade recorded for the unit will contribute to the C grade average. If students repeat course units which have a different context and thus a different unit code, e.g. 1AMDTM and 1AMDTW (Materials Design and Technology: Metals and Wood), then each of these course units can contribute to the WACE requirements.

4. Part-time students or students completing WACE over three years or more must complete two units from English, Literature and/or English as an Additional Language/Dialect in their final year if they have not already completed four units over two years, post Year 10.

5. A pair of units from English, Literature and/or English as an Additional Language/Dialect can be used to meet the List A requirement.

6. Grades from course units which have a different context and thus a different unit code, e.g. 1AMDTM and 1AMDTW (Materials Design and Technology: Metals and Wood), contribute towards the calculation of the C grade average.

7. Full-time Year 12 students enrolled in a pair of Stage 2 or Stage 3 course units must sit the examination in that course, unless exempt. If they do not sit, or do not make a genuine attempt in the WACE examination, the grades for the pair of units completed in that year will not contribute to the calculation of the C grade average.

8. Full-time Year 12 students who are enrolled to complete, in the current year, at least 220 nominal hours of VET (which must lead to the completion of at least one qualification or skill set that meets a licensing, regulatory or defined industry need) and are enrolled in three or fewer Stage 2 and/or Stage 3 pairs of units are eligible to apply for an exemption from sitting the WACE examinations.
Students enrolled to complete a School Apprenticeship Link program, Aboriginal School Based Traineeship, School Based Traineeship, School Based Apprenticeship or Pre-Apprenticeship are eligible to apply for an exemption from sitting examinations.

9. Completion of a Preliminary Stage unit does not contribute to the C grade average, but reduces the number of course units over which the average is calculated in the same way as VET credit transfer (stand alone).

10. Endorsed programs and/or VET credit transfer (stand alone) can reduce the required number of course units as follows:

<table>
<thead>
<tr>
<th>Total number of unit equivalents completed over Years 10 – 12 (and Years 8 and 9 if granted permission)</th>
<th>Total number of course units over which the average is calculated</th>
<th>Total number of course units that must be completed in Year 12 (or over Years 12 and 13)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 2</td>
<td>16</td>
<td>8</td>
</tr>
<tr>
<td>2 or 3</td>
<td>16</td>
<td>8</td>
</tr>
<tr>
<td>4</td>
<td>14</td>
<td>6</td>
</tr>
<tr>
<td>5</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>6 to 9</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>10 or more</td>
<td>10</td>
<td>4</td>
</tr>
</tbody>
</table>

As demand for recognition of student achievement in programs with a larger proportion of vocational education and training increases, the Curriculum Council will review this table.

11. The D and E code English subjects completed before 2010 can be used to meet the English language competence requirement.

12. The Council’s SIRS database is set to automatically check the student’s results and will indicate English language competence where a C grade is achieved.

13. The Special Provisions Committee will consider requests from schools and/or students for exemption from the above general arrangements under the following circumstances:

   o repetition of units counting towards the WACE requirement due to special circumstances

   o additional VET or endorsed programs being studied, thus reducing the total number of course units available for the calculation of the ‘C’ grade average

   o exemption from examinations due to special circumstances
appeals from students who considered they made a genuine attempt in an examination when the Curriculum Council considered they did not.

The Committee will meet in February and early December each year

**Year 11, 2012:**

*Morley Senior High School* will be offering the following for 2012:

- Curriculum Council Courses

- Curriculum Council Endorsed Programs (these include Workplace Learning, Vocational Education and Training stand-alone courses, university, community organisation and personal development programs).

Other choices for 2012 may include:

- A training program accredited under the Vocational Education and Training Act 1996 (this includes TAFEWA colleges and private registered training organisations).

- An apprenticeship or a traineeship.

- A combination of any of the above, including school.

All WACE courses consist of units, each with their own syllabus. Students are encouraged to study units appropriate to their level of development.

For example, university bound students would study a program of Stage 2 and Stage 3 units over their senior secondary years.

Students who may be interested in applying for TAFE, further education and training or the workforce would take a combination of Stage 1 and Stage 2 units in Year 11 and 12.

Some students may study only Stage 1 units over Years 11 and 12.
NEW NORTH EDUCATION INITIATIVE

In order to provide a broader range of curriculum offerings to students an education alliance has been formed between Balga, Eastern Hills, Girrawheen, Mirrabooka and Morley Senior High Schools. The purpose of this alliance is to allow students at these schools access to Senior School curriculum choices beyond the limits of what is able to be offered at their home school campus.

The schools in the alliance will deliver a range of Courses of Study across the 5 campuses. The shared courses will be offered in four (4) blocks of two (2) hours each week throughout the school year. For 2012, these blocks of time will approximately occur on 1) Tuesday between 2:00pm and 4:00pm* plus Thursday between 8:30am* and 10:30am and 2) Tuesday between 8:30am* and 10:30am plus Wednesday between 2:00pm and 4:00pm*. (* Times may vary a little to meet school session times)

Students accessing the shared courses will be required to make their own travel arrangements at the start and end of the school day (to or from the host school). It is planned that travel between the host schools and home schools during the school day will be provided by the alliance schools. In the case of Eastern Hills Senior High School, travel arrangements will need to be different because of the more distant location and nature of the delivery of the shared course offering at this campus.

Students will only be able to access a placement in a shared Course of Study at an alliance school if their home school is unable to offer the course, or the student’s choices do not fit the courses offered on their home school's timetable.

The following Courses of Study are being offered in 2012:

<table>
<thead>
<tr>
<th>School</th>
<th>Line 1 Tuesday pm and Thursday am</th>
<th>Line 2 Tuesday am and Wednesday pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balga SHS</td>
<td></td>
<td>Integrated Science 1A/1B, 1C/1D</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Integrated Science 2A/2B</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Certificate II Community Services – Childcare</td>
</tr>
<tr>
<td>Girrawheen SHS</td>
<td>Physics 3A/3B</td>
<td>History 2A/2B (Yr 11)</td>
</tr>
<tr>
<td></td>
<td>Psychology 3A/3B</td>
<td>Psychology 1A/1B (Yr 11)</td>
</tr>
<tr>
<td></td>
<td>English as an Additional Language/Dialect 2A/2B</td>
<td>Maths Specialist 3A/3B (Yr 11 or 12)</td>
</tr>
<tr>
<td></td>
<td>Drama 2A/2B</td>
<td></td>
</tr>
<tr>
<td>Mirrabooka SHS</td>
<td>Earth and Environmental Science 3A/3B</td>
<td>Earth and Environmental Science 2A/2B</td>
</tr>
<tr>
<td></td>
<td>Drama combined 1A/1B &amp; 3A/3B (Yr 12)</td>
<td>Drama 2A/2B (Yr 11)</td>
</tr>
<tr>
<td></td>
<td>Maths Specialist 3C/3D (Yr 12)</td>
<td>Visual Arts combined 2A/2B &amp; 3A/3B</td>
</tr>
<tr>
<td></td>
<td>Certificate I in Hospitality 1A/1B 1XVHOK</td>
<td>Certificate II in Hospitality 1C/1D 1YVHOK &amp; 2A/2B 2XVHOK</td>
</tr>
<tr>
<td>Morley SHS</td>
<td>Politics and Law 1A/1B &amp; 2A/2B</td>
<td>Politics and Law 3X</td>
</tr>
<tr>
<td></td>
<td>Biology 1A/1B &amp; 2A/2B</td>
<td>Biology 3X</td>
</tr>
<tr>
<td></td>
<td>Computer Science 2A/2B</td>
<td>Literature 2A/2B</td>
</tr>
</tbody>
</table>

OTLS, Whole Day Certificate and Endorsed Courses

<table>
<thead>
<tr>
<th>School</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balga SHS</td>
<td>Young Parent Program- Thursdays</td>
</tr>
<tr>
<td></td>
<td>Life Skills – Living and Working in Australian Society- Thursdays or Fridays</td>
</tr>
<tr>
<td></td>
<td>University Preparation Course- Fridays</td>
</tr>
<tr>
<td>Eastern Hills SHS</td>
<td>French 2A/2B (OTLS), Italian 2A/2B (OTLS)</td>
</tr>
<tr>
<td></td>
<td>Music Instrumental - Concert Band Practice Only</td>
</tr>
<tr>
<td></td>
<td>Outdoor Education – Facility Access Only</td>
</tr>
<tr>
<td>Girrawheen SHS</td>
<td>Cert I Construction (Thursday &amp; Friday) Prerequisite for Cert II</td>
</tr>
<tr>
<td></td>
<td>Cert II Construction Pathways (Monday &amp; Tuesday)</td>
</tr>
<tr>
<td>Morley SHS</td>
<td>Certificate III Creative Industries – Multi-Media OTLS with a morning class to be advised</td>
</tr>
<tr>
<td></td>
<td>Certificate II Automotive (Pre-Apprenticeship) – Friday (Other days to be negotiated)</td>
</tr>
</tbody>
</table>
APPRENTICESHIPS AND TRAINEESHIPS

Students can begin a training qualification in Years 11 and 12 at the same time as completing the Western Australian Certificate of Education (WACE) through one of three programs: School Based Apprenticeship, School Based Traineeship or School Apprenticeship Link. Students generally attend school for three days, one day in the workplace and one day at a registered training organization.

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

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

School Based Apprenticeships:
School based apprenticeships allow students in Years 11 and 12 to start an apprenticeship while still at school. Students enter into a legal binding contract between the employer, the student and parent/guardian to complete the apprenticeship.

Apprentices enter into a contract with an employer who teaches all aspects of a trade. Apprenticeships are structured programs where students learn on the job and attend off the training at a TAFEWA college or another registered training provider.

School Based Traineeships:
School based traineeships allow students in Years 11 and 12 to develop skills and get paid while they prepare for a career in the workforce. Students work towards secondary graduation and an industry recognized qualification.

Students enter into a legally binding contract between the employer, the student and parent/guardian to complete the traineeship.

Trainees enter into a contract with an employer in order to gain hands-on skills and work experience while earning a wage.

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

The Automotive Pre-apprenticeship through The Trade Training Centre

Certificate II in Automotive Mechanical Servicing

The Morley Automotive Pre-apprenticeship programme is a flexible learning programme designed for students who want to gain direct entry into the world of work or training while still working towards their secondary graduation. The programme is suitable for students:

- who have a passion and a commitment to the automotive industry and would like to work in, and are clearly directed towards, achieving this goal.
- who would like a quicker and more meaningful transition into either work or training.

The Benefits
In the current employment climate students undertaking a Certificate II in Automotive Mechanical Servicing will have the opportunity of making a successful transition into full time automotive apprenticeships, other traineeships, further TAFE training or full time employment. All students who successfully complete this national qualification will have their indentured period of an automotive apprenticeship reduced by 6 months.

The programme involves 3 days a week at school and 2 days in training and in the workplace.

**The School Based Programme**

The school programme provides a good general education for students. It will involve the study of the following four courses over 3 days:

- English
- Mathematics
- Careers and Enterprise
- Materials – Wood (Year 11 only)
- Materials – Metals (Year 12 only)

The above programme contributes significantly to the student achieving secondary graduation (the Western Australian Certificate of Education) if they pass their courses and remain at school until the end of Year 12.

**The ‘Out of School’ Programme**

The additional two days of this programme are made up of:

- **Automotive training in the Trade Training Centre (1 day)**
  
  - Certificate II in Automotive Vehicle Servicing

- **Workplace Learning in the automotive field (1 day)**

**School Aboriginal Based Training:**

Aboriginal School Based Training helps students start an apprenticeship or traineeship whilst attending school.

As an apprentice or trainee, students are employed by a group training organisation, which places them with host employers. Students spend time in the workplace with the host employers and time training with the training providers.

Students are paid and gain skills for the real world.

**Find out more by going to:**

GOOD STANDING POLICY

Definition- Students who comply with behaviour, attendance and course requirements have good standing at Morley Senior High School. These students may participate fully in all curricula and extra curricula activities of the school and are eligible to represent the school in sporting, social and cultural activities.

Students who lose their good standing may not attend social functions organized by the school, represent the school in sporting teams or teams such as debating and mock trials until such time as their good standing has been restored.

Intention of the Policy- The intention of this policy is to allow all students to participate in the rich and diverse activities that are part of the educational experience at Morley Senior High School. Those students who have not yet embraced the values of the Curriculum Framework will be guided by the rewards and sanctions of the Good Standing Policy into appreciating those values, which are embedded in the life of the school. The policy is intended to educate and reward not punish.

<table>
<thead>
<tr>
<th>Reasons for loss of privileges</th>
<th>Level at which loss of privileges occurs</th>
<th>What students will be required to do to regain these privileges. (At the discretion of the school Administration)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Out of Code of Dress</td>
<td>Third and all subsequent occasions</td>
<td>5 days complying with the school dress code, with no transgressions since the last failure to wear uniform.</td>
</tr>
<tr>
<td>Lateness to School</td>
<td>Third and all subsequent occasions</td>
<td>5 days without unacceptable or unexplained lateness, with no transgressions since the last lateness.</td>
</tr>
<tr>
<td>Truanting: Any Unexplained Absence</td>
<td>First and all subsequent occasions</td>
<td>5 days without truanting, with no transgressions since the last truancy.</td>
</tr>
<tr>
<td>Incomplete Assessment tasks</td>
<td>First and all subsequent occasions</td>
<td>Until the work has been submitted</td>
</tr>
<tr>
<td>Level 1 Behaviour</td>
<td>No loss of good standing</td>
<td></td>
</tr>
<tr>
<td>Level 2 Behaviour</td>
<td>No loss of good standing</td>
<td></td>
</tr>
<tr>
<td>Level 3 Behaviour</td>
<td>First and all subsequent</td>
<td>10 days achieving “Good Behaviour” with no further incidence of unacceptable behaviour since the last withdrawal.</td>
</tr>
<tr>
<td>Level 4 Behaviour</td>
<td>First and all subsequent</td>
<td>15 days achieving “Good Behaviour” with no further incidence of unacceptable behaviour since the last withdrawal.</td>
</tr>
<tr>
<td>Suspension</td>
<td>First and all subsequent</td>
<td>See school policy on appealing loss of privilege.</td>
</tr>
<tr>
<td>Violent or Dangerous Behaviour</td>
<td>First and all subsequent</td>
<td>Students will be dealt with on an individual basis under the direction of the school administration.</td>
</tr>
</tbody>
</table>
Operation of the policy:

Privileges Students Lose:

A) Students will not attend any school social functions including, Year 11 Dinner Dance, School Ball and River Cruises.

B) Students will be ineligible to represent the school at sporting, academic and civic functions. These include all school sporting teams, activities such as debating, mock trials leadership courses and student exchange programs.

C) Upper school reports and references will indicate that at the time of preparation a student had “good standing”.

D) Year 12 students will require good standing to attend the Graduation Ceremony.

E) Student Councillors who lose good standing may be required to appear before a panel chaired by the Principal

Regaining Good Standing
When students lose their privileges they are to be given a green sheet and they must comply with the requirements of that sheet. In the case of poor behaviour the sheet is to be given to the teacher at the start of each period who will record a mark of “0” for unacceptable behaviour, “2” for reasonable behaviour and “3” for good behaviour. A score of 13 points or more a day will qualify as 1 day of achieving good behaviour as discussed above.

If the loss of good standing was for suspension the student will need to apply in writing to request the reinstatement of good standing. The student will then appear before a panel consisting of the Principal, Year Coordinator and a Deputy.

The sheet is to be taken home each day for the parent to sign and continued for five days then it is given to the Tutorial Teacher for checking and filing. The process of earning back good standing will continue until the student has accumulated sufficient days of “good behaviour”, compliance with “Dress Code”, completion of work or appropriate punctuality or attendance.

In the event that a student makes no attempt to regain good standing and continues with the behaviours that caused the loss, the Principal will request an interview with the parent/guardian.
TECHNICAL AND FURTHER EDUCATION WESTERN AUSTRALIA (TAFEWA)

TAFEWA offers courses for vocational education and training, apprenticeships and traineeships, support for workplace learning and courses for business and industry.

To gain entry into TAFEWA, applicants need to meet the entrance requirements for the chosen course. Where a course is deemed to be competitive, applicants are required to meet both the entrance requirements and selection criteria. Selection criteria will focus on secondary education achievement, skill development, previous qualifications and workplace learning (paid or unpaid).

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

Students who are interested in applying for TAFE courses are strongly advised to access the latest TAFEWA information from www.tafe.wa.gov.au.

Follow the link:
- Future students
- Address entry requirements.

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

Training Information Centre
166 Murray Street
Perth City
(Second floor, above Woolworths)

Freecall: 1800 999 167

Email: career.developmentcentre@det.wa.edu.au

Web: www.det.wa.edu.au/training/cdc
TERTIARY ENTRANCE REQUIREMENTS

This information is current as at May, 2011 for 2013 entry.

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

- meet the requirements for the Western Australian Certificate of Education (WACE) as prescribed by the Curriculum Council,
- achieve competence in English as prescribed by the individual universities,
- obtain a sufficiently high Australian Tertiary Entrance Ranking (ATER) for entry to a particular university and/or course (Edith Cowan University may not require a ATER for some pathways), and
- satisfy any prerequisites or special requirements for entry to particular courses.

Portfolio Pathway to Edith Cowan University (ECU)
In addition to the requirements outlined above, Edith Cowan University offers an additional pathway for entry by school leaver students.

Detailed information about the requirements for the Portfolio Entry Pathway to ECU may be obtained from Student Recruitment on 134 328 or www.reachyourpotential.com.au.

Portfolio Entry to Murdoch University
In addition to the requirements outlined above, Murdoch University offers a portfolio pathway for admission to the Bachelors degrees in Media, Mass Communication and in Digital Media. For more information see www.murdoch.edu.au.

University Application Procedures
Information about applying to the universities and admission to undergraduate courses will be sent to Year 12 students at their schools in August 2011. Application will be via TISC’s website.

The closing date for applications without incurring a late fee is normally the end of September. Offers of admission are made by the universities in the second half of January and in early February.

Any further information about application procedures may be obtained from TISC. Enquiries about mid-year entry, external studies and particular course requirements should be directed to the university concerned.

Applications need to be made through TISC when the applicant is:

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

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

Full details regarding individual university entrance requirements and processes are available from the TISC website: http://www.tisc.edu.au.
SCHOOL LEAVERS WITH AQF/TAFE QUALIFICATIONS

Curtin University of Technology

At the time of publication, Curtin University of Technology is reviewing eligibility of AQF/TAFE Certificate IV as a basis of admission to the University for school leavers. As a minimum, school leaver age applicants seeking entry via this pathway would be expected to have:

- successfully completed an AQF/TAFE Certificate IV; and
- achieved WACE; and
- met Curtin University of Technology’s competence in English requirement.

For further information, contact the University’s Admissions Office: admissions@curtin.edu.au or telephone 08 9266 7805.

Edith Cowan University

Students who have:

- successfully completed an AQF/TAFE Certificate IV as part of their Year 12 studies; and
- achieved WACE; and
- met at least Edith Cowan University’s competence in English requirement may apply direct to ECU using the Portfolio Entrance Pathway.

Murdoch University

Murdoch University will accept an AQF/TAFE Certificate IV as a basis for admission to most courses, however school leavers using a Certificate IV achieved during their Years 11 and 12 must also have:

- achieved WACE; and
- met Murdoch’s competence in English requirement.

The University of Western Australia

The University of Western Australia will accept an AQF/TAFE qualification at Diploma level as a basis of admission for a limited number of courses; however school leavers using a diploma achieved during their Years 11 and 12 must also have:

- achieved WACE; and
- met UWA’s competence in English requirement; and
- met course prerequisite requirements.

Selection is based on academic merit and entry via this route is very competitive.

Notes on admission requirements

1. WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION (WACE)

It is essential for you to satisfy the requirements of the WACE to enter all four universities, unless you are an applicant from a non-standard WA school. Detailed information about the WACE may be obtained from the Curriculum Council, 27 Walters Drive, Osborne Park, 6017, phone (08) 9273 6300, www.curriculum.wa.edu.au.

2. COMPETENCE IN ENGLISH

For university admission purposes, usually you demonstrate competence in
English by achieving the prescribed standard in one of the WACE courses: English, Literature or English as an Additional Language/Dialect (EALD), or from competence met in the previously offered subjects: TEE English, TEE English Literature or TEE English as a Second Language (ESL).
You can meet the competence in English requirement with Year 12 results obtained in any calendar year.

English as an Additional Language/Dialect can only be taken by students who meet eligibility criteria set by the Curriculum Council. If English as an Additional Language/Dialect is not available at your school, you should take English course and also contact the universities for details about alternative acceptable English tests.

**ENGLISH; LITERATURE; ENGLISH AS AN ADDITIONAL LANGUAGE/DIALECT**

- Curtin University
- Murdoch University
- The University of Western Australia

You must achieve a scaled score of at least 50, in stage 2 or stage 3.

**Edith Cowan University**

You must achieve

* a scaled score of at least 50, in stage 2 or stage 3, or
* a letter grade of A, B or C in two units of English (2A, 2B, 2C, 2D, 3A or 3B) or English as an Additional Language/Dialect or Literature (2A, 2B, 3A or 3B) studied in Year 12.

**All Universities**

English, Literature or English as an Additional Language/Dialect sat on a private basis (if available) can be used to meet all universities’ competency in English requirement (see Courses Studied on a Private Basis below). In this case, you must achieve a scaled score of at least 50, in stage 2 or stage 3.

**CONCESSIONS**

- Curtin University
- Edith Cowan University
- Murdoch University

(a) If you have not met the requirement for one of these three universities, that university will concede competence in English to you if you have: achieved a standardised moderated numeric school assessment or standardised numeric examination assessment of at least 55 in stage 2 or stage 3 English, Literature or English as an Additional Language/Dialect.

(b) If you have not met the requirement (a) above for one of the above three universities, but you have:

* achieved an ATAR above the minimum specified annually by the universities, and
* achieved a scaled score less than 50 in stage 2 or stage 3 English,
Literature or English as an Additional Language/Dialect, then you may demonstrate your competence in English by sitting the Special Tertiary Admissions Test (STAT), or the International English Language Testing System (IELTS) early in January.

The University of Western Australia

(a) If you have not met the requirement for The University of Western Australia, The University of Western Australia will concede competence in English to you if you have: achieved a standardised moderated numeric school assessment or standardised numeric examination assessment of at least 60 in stage 2 or stage 3 English, Literature or English as an Additional Language/Dialect.

(b) If you have not met the requirement (a) above for The University of Western Australia, but you have

* achieved an ATAR above the minimum specified annually by the universities, and

* achieved a scaled score less than 50 in stage 2 or stage 3 English, Literature or English as an Additional Language/Dialect, then you may demonstrate your competence in English by sitting the Special Tertiary Admissions Test (STAT), or the International English Language Testing System (IELTS) early in January.

TEE ENGLISH, TEE ENGLISH LITERATURE OR TEE ENGLISH AS A SECOND LANGUAGE (ESL) SAT PREVIOUSLY

All Universities

TEE English, TEE English Literature and TEE English as a Second Language (ESL) are no longer offered. However, if you have satisfied a university’s competence in English requirement previously via results in TEE English, TEE English Literature or TEE English as a Second Language (ESL), then you have satisfied that university’s current competence in English requirement.

3. THE AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

The Australian Tertiary Admission Rank is the basis of admission to most university courses. You are ranked in order of merit based on your ATAR. The ATAR ranges between zero and 99.95. It reports your rank relative to all other WA students of Year 12 school leaving age and takes into account the number of students with a Tertiary Entrance Aggregate (TEA) as well as the number of people of Year 12 school leaving age in the population of this state. An ATAR of 75.00 indicates that you have an overall rating equal to or better than 75% of the Year 12 school leaving age population in Western Australia. The ATAR is calculated using scaled scores in courses.

SCALING AND INCREMENTS

All course results will be scaled to ensure fairness to all students. Unless otherwise specified, references to scaled scores in this brochure mean the final scaled score obtained in either stage 2 or stage 3 of a WACE course, or in a past TEE subject. The Average Marks Scaling process is used to scale marks obtained in stage 2 or stage 3 of a course. For a full explanation and diagram of the process, see Marks Adjustment Process for University Admission at www.tisc.edu.au.

WACE courses except Mathematics and Mathematics: Specialist As an incentive for students to study courses at the more demanding stage 3 if they are capable of doing so, an increment will be applied to stage 3 marks. After standardisation and statistical moderation has occurred, the combined unscaled marks at stage 3 of a course and the combined unscaled marks at stage 2 of the course are placed on a common scale of adjusted combined marks for the course. The adjusted combined marks at stage 3 will be increased by 15 marks per course relative to the adjusted combined marks at stage 2.
After this, the marks in both stages are merged and scaled using Average Marks Scaling. No increment will be applied if a course is only examined at stage 3. Mathematics and Mathematics: Specialist Mathematics (with four unit pairs 2A/2B; 2C/2D; 3A/3B and 3C/3D) and Mathematics: Specialist (with two unit pairs 3A/3B and 3C/3D) have six possible examinations. To encourage students to attempt the highest level of mathematics they are capable of, the following increments will be applied before scaling:

Mathematics Adjusted combined marks for 2A/2B – no increment
Adjusted combined marks for 2C/2D + 10
Adjusted combined marks for 3A/3B + 20
Adjusted combined marks for 3C/3D + 30

Mathematics: Specialist
Adjusted combined marks for 3A/3B – no increment
Adjusted combined marks for 3C/3D + 15

CALCULATION OF THE TEA

The ATAR is derived from the Tertiary Entrance Aggregate (TEA). The TEA will be calculated by adding the best four scaled scores. These may be in any combination of courses and/or past TEE subjects, as listed below. No course or past TEE subject can be counted more than once.

NOTE: Stage 2 and stage 3 of the same WACE course cannot both count. In calculating the scaled score, equal weight is given to the final school mark and the final examination mark, except where courses/subjects are taken on a private basis (see explanation under Courses Studied on a Private Basis below). There are unacceptable course combinations whereby scores in both courses/subjects cannot both be used. For all universities you may accumulate scaled scores which contribute to your ATAR over five consecutive years. Scaled scores from previous study of TEE subjects or WACE courses are on the same scale as scaled scores obtained from study in 2012 and will be used directly in the calculation of an ATAR, if applicable. You may use previous scaled scores back to 2008.

TEA TO ATAR
TISC will construct a table to convert your TEA to an ATAR. The table takes into account the number of students with a TEA and the number of people of Year 12 school leaving age in the state. This table is constructed annually.

LOTE BONUS

Curtin University
The University of Western Australia

Your Curtin University and UWA ATARs may be higher than those for other universities. Curtin University and UWA provide a bonus to WACE students sitting a Curriculum Council approved language other than English (LOTE) course. Your TEA will be boosted by 10% of your final scaled score in a LOTE course. Your ATAR will be calculated on the basis of this enhanced TEA. If you complete more than one LOTE course, the bonus will be calculated using the LOTE course with the highest scaled score. Note that this LOTE bonus will only be applied for LOTE courses studied from 2011 onwards.
CAREERS AND EDUCATION SITES

The information gained from the following list of websites may help students determine their post-school options.

**Apprenticeships and Traineeships**  
www.apprenticentre.wa.gov.au

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

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

**Career, employment, training information in Western Australia**  
www.getaccess.wa.gov.au

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

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

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

**Edith Cowan University**  
http://ecugreatcareers.com

**Job Resources Australia**  
www.jobjuice.com.au

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

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

**OZJAC link**  
www.curriculum.edu.au (Type ‘OZJAC’ in Search for easy access)

**TAFEWA course information**  
www.tafe.wa.gov.au

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

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

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

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

**Western Australian Government** (go to ‘Education and Training’)  
www.wa.gov.au
ENDORSED PROGRAMMES

and

Australian Qualifications Framework Certificate Courses
ENDORSED PROGRAMMES

Workplace Learning

Course Details

It is important to stress that Workplace Learning is not a work experience programme. As a fully assessed Curriculum Council endorsed course, workplace learning involves on-the-job training as a highly structured learning experience for participating students. As such it provides opportunities for students in years 11 and 12 to demonstrate up to 40 employability skills relevant to entry-level training in a real workplace. Whenever possible, placement for Workplace Learning will be sourced through the school in an area of work nominated by the student. *If a suitable employment place is not available, students may need to locate their own placement, or elect to undertake a different type of work.*

Content

All students involved in workplace learning spend three weeks in a designated workplace i.e. the placements are for 15 days. Each student is usually required to attend the workplace in week 9 of terms 1, 2 and 3. Their workplace supervisors assess and sign off students on up to twenty employability skills in each year. To achieve two curriculum council endorsed units towards graduation in any given year students must:

- complete a total of 110 hours in the workplace
- maintain a logbook documenting workplace attendance and tasks undertaken as well as,
- be signed off on at least 20 employability skills.
Morley SHS offers students the opportunity to complete any of the **16 nationally accredited certificates** while they undertake studies towards Secondary Graduation at Morley Senior High School. Until recently, these courses were only accessible by attending TAFE after secondary graduation. The courses and the years in which they are offered next year are outlined below:

**Certificate I Courses**

- Automotive
- Business
- Construction
- Creative Industries – Media/Multimedia
- Engineering – Metals
- Furnishing
- Work Preparation

**Certificate II Courses**

- Automotive
- Business
- Creative Industries – Media
- Sport – Coaching, Football
- Visual Arts and Contemporary Craft

**Certificate III Courses**

- Media – Multimedia
AUR 10105  Certificate I in Automotive

This course is suitable for all students who have an interest in things mechanical or who wish to obtain a basic knowledge of motors, cars and light vehicle servicing.

For a Certificate I the following units must be completed during Year 12:

Core Units

AURC172003A  Identify environmental regulations and best practice in a workplace or business.
AURC270103A  Apply safe working practices.

Specialist / Elective Units

AURT100064A  Remove and tag engine system components.
AURT100308A  Carry out workshop practice activities.
AURT125667A  Use and maintains basic measuring equipment.
AURT200108A  Carry out servicing operations.
AURT270278A  Use and maintain workplace tools and equipment.

These units will be delivered in the Automotive Workshop area. The workshop is dedicated for work on cars and has a specialised welding area with MIG, TIG, Arc and Oxy welding facilities. There is a complete car, a working 6 and V8 engine, five working four stroke single cylinder engines and one working two stroke engine. There are cut-away displays of many parts including a complete four stroke, six cylinder engine diff assemblies and many small components. The students have available complete sets of spanners, including sockets, open end and ring, in metric, AF and whitworth. This fully operational automotive workshop houses all the necessary benches, vices and other holding devices.

BSB 20107  Certificate I in Business

The Certificate I in Business is a nationally accredited course.

The focus of the course is on preparation for entry into work enabling the individual to perform a range of mainly routine tasks, applying basic practical skills, operational knowledge and business communication skills, generally, in a supervised work context. Possible job titles relevant to this qualification include: administration assistant, clerical worker, data entry operator, information desk clerk, office junior, receptionist.

After achieving the Certificate I in Business, candidates may undertake the Certificate II in Business, a qualification for those seeking to develop more specialised technical skills and knowledge for working in a range of business environments, or a range of other Certificate II qualifications.
The Certificate I in Business will be delivered as a stand alone course over one (1) year and is only available to Year 12 students. The students will have to demonstrate competency in each of the six (6) units listed below to be awarded the Certificate I in Business.

**Core Unit**

BSBOHS201A  Participate in OHS processes

**Specialist / Elective Units**

BSBADM101A  Use business equipment and resources
BSBIND201A  Work effectively in a business environment
BSBCMM101A  Apply basic communication skills
BSBITU101A  Operate a personal computer
BSBWOR202A  Organise and complete daily work activities

There are no prerequisite requirements for individual units of competency.

**CPC 10108  Certificate I in Construction**

The construction industry employs over one million people in Australia and is comprised of a diverse range of trades and professional career pathways.

Training in a Certificate I in Construction provides Year 12 students with an introduction to the construction industry, its culture, occupations, job roles and workplace expectations. The units of competency cover essential occupational health and safety requirements, the industrial and work organisation structure, communication skills, work planning and basic use of tools and materials. The qualification is built around basic construction project units which integrate the skills and embed the facets of employability skills in context.

CPCCCM1002A  Work effectively and sustainably in the construction industry
CPCCOH51001A  Work safely in the construction industry
CPCCCM1005A  Carry out measurements and calculations
CPCCCM1004A  Conduct workplace communication
CPCCCM2001A  Read and interpret plans and specifications
CPCCCM2001A  Read and interpret plans and specifications
CPCCCM2006A  Apply basic levelling procedures
CPCCCM2005A  Use construction tools and equipment
CPCCVE1001A  Undertake a basic construction project
CPCCCM1003A  Plan and organise work
CPCCCM1001A  Undertake basic estimation and costing
CPCCCM2004A  Handle construction materials

The qualification is suitable for vocationally oriented learners as well as learners with no previous connection to the construction industry or relevant employment history. The skills achieved will assist in successfully undertaking a Certificate II pre-vocational program and can also facilitate entry into an Australian Apprenticeship.
**CUF 10107  Certificate I Creative Industries – Media/Multimedia**

Year 12 students may enrol in the one year Certificate I in Creative Industries/Multimedia/ Broadcastings covering the following units of competence.

- **CUFIND201A**  Develop and apply creative arts industry knowledge
- **ICAU1128B**  Operate a personal computer
- **BSBOHS201A**  Participate in OHS processes
- **BSBCRT101A**  Apply critical thinking techniques
- **ICAU1133B**  Send and retrieve information using web browsers and email
- **CUVCOR01B**  Source concept for own work

This certificate is an introductory qualification into further study in Multimedia or Broadcasting.

It has a strong information technology component along with problem solving and concept development skills.

**MEM 10105  Certificate I in Engineering – Metals**

Certificate I in Engineering will allow the student to gain basic engineering skills. This will begin a pathway into any of the following apprenticeships:

- Mechanical (fitter)
- Fabrication (light & heavy)
- Mechanical (plant mechanic)
- Electrical
- Mechanical (refrigeration & air con)
- Marine construction

This will be achieved by completing a series of major and minor projects, using hand tools, power tools and large machinery. While completing the course students will learn about correct workshop procedures, appropriate and effective safe working practises and what is expected of them in the work environment.

**Core Units**

- **MEM13014A**  Apply principles of occupational Health and Safety in the work environment
- **MEM14004A**  Plan to undertake a routine task
- **MEM15024A**  Apply quality procedures
- **MEM16007A**  Work with others in a manufacturing, engineering or related environment
Elective Units

MEM05005B  Carry out mechanical cutting  
MEM07032B  Use workshop machines for basic operations  
MEM08010B  Manually finish/polish materials  
MEM12023A  Perform engineering measurements  
MEM14005A  Plan a complete activity  
MEM16008A  Interact with computing technology  
MEM18001C  Use hand tools  
MEM18002B  Use power tools/handheld operations

LMF 10108  Certificate I in Furnishing

This course is about designing and creating pieces of furniture. The students will produce at least two high quality timber projects while working safely and effectively as part of a team. The projects must be planned and the processes implemented so that the projects are completed on time and to budget.

This is a practical and flexible course with the main focus being on using timber to create furniture however there is the flexibility to incorporate additional materials apart from timber.

Students will work towards achieving a Certificate I in Furnishing LMF10108 as they complete their design work and projects. 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. The course outcomes are relevant to Technology and Enterprise, as well as Mathematics.

The course offers students a chance to develop skills for everyday use in their homes as well as creating pathways for apprenticeships as cabinet makers or carpenters and joiners. This course of study also forms part of the secondary graduation requirements.

The Certificate I in Furniture is appropriate qualification for a person working in furniture making. It is the first step towards an apprenticeship in Cabinet Making. This program provides students with the fundamental knowledge on all facets of building furniture and working effectively and safely in a workshop environment. This qualification is designed to reflect the role of entry level employees who perform routine tasks under direct supervision in the furniture industry sector.

Learning Outcomes

Outcomes are statements of what a student should know, understand, value and be able to do, as a result of their learning. In this Course of Study the outcomes are:

1. Students apply a technology process to create or modify products, processes, systems, services or environments to meet human needs and realise opportunities
2. Students understand how the nature of materials influences design, development and use
3. Students create material products safely and efficiently to specified standards
4. Students understand interrelationships between people, the environment and the use of materials.

For the Certificate I in Furnishing LMF 10108 the units the students must complete to achieve the whole Certificate are:

LMFCR0001B  Follow safe working policies and practices
LMFCR0002B  Communicate in the workplace
LMFCR0003B  Carry out measurements and calculations
LMFCR0004B  Work effectively with others
LMFFM1001B  Construct a basic timber furnishing product
LMFFM2001B  Use furniture making sector hand and power tools

**CHC 10108 Certificate I in Work Preparation (Community Services)**

This qualification reflects the role of individuals who perform a range of mainly routine tasks using practical skills and fundamental operational knowledge in a defined context, working under direct supervision.

To receive the Certificate I in Work Preparation students will have to demonstrate competence in the following:

BSBMM101A  Apply basic communication skills
CHCCS211A  Prepare for work in the community sector
HLTOHS200A  Participate in OHS processes

Students will complete this certificate as part of their studies in Career and Enterprises 2A and 2B in Year 12.
AUR 20505 Certificate II in Automotive Vehicle Servicing

This programme aims to deliver a pre-apprenticeship qualification which when successfully completed reduces the indenturing period of an apprentice by six months. The training will be delivered in a new state of the art trade training centre equipped with the latest technological and mechanical equipment. As a highly regarded industry qualification enrolling students are required to commit to regular work based learning through the workplace learning programme. Certain units delivered in this programme may also carry currency and recognition in other training packages. Students involved will be exposed to all aspects of inspection and servicing of light vehicles as well as repair and maintenance. All prospective students with a genuine interest in motor vehicles are encouraged to enrol. Students who commit to this qualification will also be required to study other courses in the remainder of their learning programme as prescribed by the school.

Students will complete the following units over a two year period:

AURC270103A Apply safe working practices
AURT271781A Implement and monitor environmental regulations in the automotive mechanical industry
AURT210170A Inspect and service braking systems
AURT202170A Inspect and service cooling systems
AURT201170A Inspect and service engines
AURT215170A Inspect and service steering systems
AURT216170A Inspect and service suspension systems
AURT207170A Inspect and service transmissions (automatic)
AURT206670A Inspect and service transmissions (manual)
AURT213170A Service final drive (driveline)
AURT212670A Service final drive assemblies
AURT203170A Service petrol fuel systems
AURC252103A Apply basic automotive troubleshooting processes
AURT217108A Carry out wheel alignment operations
AURC270789A Communicate effectively in the workplace
AURT202166A Repair cooling systems
AURT200368A Select and use bearings, seals, gaskets, sealants and adhesives
AURT213165A Remove and refit driveline components
AURT217766A Remove, inspect, repair and fit tyres and tubes (light)
AURT205166A Remove exhaust system components

Work Placement 1
Work Placement 2
Work Placement 3
BSB 20107 Certificate II in Business

Take the first step towards a career in the business world by completing the government accredited and nationally recognized Certificate II in Business course. There are over 200,000 million businesses in Australia. This significant employer group seeks employees who demonstrate business knowledge and skills; to maximise their organisation’s continued growth and profitability.

The Certificate II in Business course is especially designed for those students seeking an entry-level career as an administration assistant, clerical worker, data entry operator, information desk clerk, office junior or receptionist. The course provides the opportunity for students to develop skills, knowledge, understanding and gain practical competence in areas such as financial management, business communication and business technology.

The Certificate II in Business will be delivered as a stand alone course over two (2) years (years 11 and 12). Students will have to demonstrate competency in each of the twelve (12) units listed below to be awarded the Certificate II in Business.

Core Unit

BWBOHS201A Participate in OHS processes

Specialist / Elective Units

BSBCMM201A Communicate in the workplace
BSBINM201A Process and maintain workplace information
BSBIND201A Work effectively in a business environment
BSBCUS201A Deliver a service to customers
BSBITU201A Produce simple work processed documents
BSBITU202A Create and use spreadsheets
BSBITU203A Communicate electronically
BSBWOR202A Organise and complete daily work activities
BSBWOR203A Work effectively with others
BSBWOR204A Use business technology

Imported Unit

FNSICGEN305A Maintain daily financial/business records

There are no prerequisite requirements for individual units of competency.
CUF 20107  Certificate II in Creative Industries (Media)

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

This preparatory qualification 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. Students are also involved in the production of other media products for clients as the need arises. Through this simulated workplace environment, 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 over two years.

Core Units

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>BSBCRT101A</td>
<td>Apply critical thinking techniques</td>
</tr>
<tr>
<td>CUFIND201A</td>
<td>Develop and apply creative arts industry knowledge</td>
</tr>
<tr>
<td>BSBOHS201A</td>
<td>Participate on occupational health and safety processes</td>
</tr>
<tr>
<td>BSBWOR203A</td>
<td>Work effectively with others</td>
</tr>
</tbody>
</table>

Specialist / Elective units

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUFCAM201A</td>
<td>Assist with a basic camera shot</td>
</tr>
<tr>
<td>CUFPOS201A</td>
<td>Perform basic vision and sound editing</td>
</tr>
<tr>
<td>CUFRES201A</td>
<td>Collect and organise content for broadcasting or publication</td>
</tr>
<tr>
<td>BSBWOR202A</td>
<td>Organise and complete daily work activities</td>
</tr>
</tbody>
</table>

The full certificate program is completed over two years as part of the student’s Year 11 and 12 studies.
SRS 20306 Certificate II in Sport (Coaching) (Football)

Sport plays an important part in helping people to participate in society in a full and rich way. Those who enjoy participating in physical activity may use this course as preparation for a career in the sport industry.

The course can be a foundation for those who may later like a ‘lifestyle’ career in sports coaching, development, community recreation, fitness and football.

The SRS20306 Certificate II in Sport - Coaching (Football) qualification focuses on the development of the following knowledge and skills at local/regional level:

- Supervising football events ie carnivals
- Administrating competitions
- Perform advanced skill of football
- Perform advanced tactics and strategies of football
- Operate coaching practices
- Provide first aid
- Officiate games and competitions

The Morley SHS Football Academy vision is to provide opportunity for each student to develop football skills, team tactics and knowledge to the highest level attainable. The Academy also aims to develop skills, attitudes and values encouraging lifelong participation in physical activity and active citizenship.

The Morley SHS Football Academy has a highly accredited coaching staff who work with a number of different squads. In 2009, The Morley SHS Junior Boys were crowned state champions.

This stand-alone qualification will be delivered over two years and the following units of competence will be covered.

**Core Units**

- BSBCM202A Organise and complete daily work activities
- SRXFAD001A Provide first aid
- SRXGCS002A Deal with Client feedback
- SRXINU001A Develop knowledge of the sport and recreation industry
- SRXOHS001B Follow define Occupational Health and Safety policies and procedures

**Specialist / Elective Units**

- SRCCOC009A Perform the advanced tactics and strategies of football in a competitive situation
- SRXEMR001A Respond to emergency situations
- BSBCM102A Complete daily work activities
- BSBCM101A Prepare for work
- SRSATH001A Teach and/or develop the fundamental skills of athletics
- SRSATH002A Manage an athletic competition when at a beginner level
SRSCGP001A Operate in accord with accepted coaching practices, styles and legal and ethical responsibilities
SRSOGP002A Apply rules and regulations to conduct games and competitions
SRXCAI001B Assist in preparing sport and recreation sessions for participants
SRXCAI002B Assist in conducting sport and recreation sessions for participants
SRXCAI003B Provide equipment for activities
SRSSOC008A Perform the advanced skills of football
SRSSSPA008A Develop and maintain volunteer participation

**CUV 20103 Certificate II in Visual Arts and Contemporary Craft**

This course is suited to students with an interest in working with art design production, with emphasis on craft design production for the visual arts and craft industry such as illustrator, artist, make-up artist, set designer, ceramic potter, craftsperson, textile designer, soft furnishing and interior decorator, and sign writer. This course is relevant to today’s creative world at an entry level for employees in the visual arts industry.

The course will be completed over two years, namely Year 11 and 12, and is a ‘stand alone’ programme.

Employment opportunities in the Arts area are vast and the arts are a great contributor to national employment, mainly in small business. The project based nature of many of the organisations in this sector allows for full time, part time and casual employment.

To receive Certificate II in Visual Arts and Contemporary Craft students will have to demonstrate competence in all eleven competencies listed below.

**Core Units**

CUVCOR02B Develop and articulate concept for own work
BSBOHS201A Participate in OHS processes
CUVCOR11B Source information on history and theory and apply to own area of work
CUVCOR07B use drawing techniques to represent the object or ideas

**Specialist / Elective units**

CUVVSP04B Apply techniques to produce ceramics
CUVVSP14B Apply techniques to produce drawings
CUVVSP34B Apply techniques to produce paintings
CUVVSP44B Apply techniques to produce prints
CUVVSP50B Apply techniques to produce sculpture
CUSRAD01A Collect and organise information
CUVCRS13B Store finished work
CUF 30107  Certificate III Media (Multimedia)

Multimedia is not so much 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.

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 team.

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 Audio and Television Studio to produce Multi Media products such as CD ROMs and websites. Students enrolled in the Certificate III are also involved in the updating of websites as part of their training. Through this simulates workplace environment, enrolled students are assessed on their achievement of the competencies listed below.

Core Units

*Creative thinking*
- BSBCRT301A  Develop and extend critical and creative thinking skills

*Industry Context*
- CUFIND301A  Work effectively in the screen and media industries
- OHS
- BSBOHS201  Participate on OHS processes

Specialist / Elective Units

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

*Design*
- BSBDES201A  Follow a design process
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBDES202A</td>
<td>Evaluate the nature of design in a specific industry context</td>
</tr>
<tr>
<td>BSBDES302A</td>
<td>Explore and apply the creative design to 2D forms</td>
</tr>
<tr>
<td><strong>Digital Content and Imaging</strong></td>
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<tr>
<td>CUFDIG303A</td>
<td>Produce and prepare photo images</td>
</tr>
<tr>
<td>CUFDIG304A</td>
<td>Create visual design components</td>
</tr>
<tr>
<td>or</td>
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<tr>
<td>CUFDIG201A</td>
<td>Maintain interactive content</td>
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</tbody>
</table>
NOTE: Due to timetabling constraints, it may not be possible to timetable subjects if they are chosen by a very small number of students.
<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
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<tbody>
<tr>
<td>CAE</td>
<td>Career and Enterprise</td>
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<td>CFC</td>
<td>Children, Family and Community</td>
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<td>CSL</td>
<td>Chinese: Second Language</td>
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<td>DAN</td>
<td>Dance</td>
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<tr>
<td>DRA</td>
<td>Drama</td>
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<tr>
<td>ECO</td>
<td>Economics</td>
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<tr>
<td>ENG</td>
<td>English</td>
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<td>ELD</td>
<td>English as an Additional Language</td>
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<td>GEO</td>
<td>Geography</td>
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<tr>
<td>HEA</td>
<td>Health Studies</td>
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<tr>
<td>ITA</td>
<td>Italian</td>
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<tr>
<td>JSL</td>
<td>Japanese: Second Language</td>
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<tr>
<td>LIT</td>
<td>Literature</td>
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<td>HIM</td>
<td>Modern History</td>
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<td>MUS</td>
<td>Music</td>
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<tr>
<td>PAL</td>
<td>Politics and Law</td>
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CAREER AND ENTERPRISE: CAE

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

MINIMUM ENTRY REQUIREMENT
This is no minimum entry requirement for this course.

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

Unit 1BCAE
The focus of this unit is entry-level work readiness. Basic skills and entry level jobs are studied and links drawn between the two as students broaden their understanding of work roles within specific industry areas. Career development options are examined through case studies. Students understand the organisation of workplaces within a chosen industry area and learn about the rights and responsibilities of employees and employers in entry level positions. They realise that environmental influences and trends exist within a limited context and that these could affect their career development opportunities.

Unit 1CCAE
The focus of this unit is personal career management. The unit explores career competencies, knowledge, values and attitudes, combining these with work search tools and techniques to start planning career development options. Lifelong learning and career building are introduced. The organisation of workplaces and systems are discussed. The roles, rights and responsibilities of individuals, with reference to legal, ethical and financial considerations are all investigated. The unit examines environmental influences and trends and how they constantly impact on personal career development opportunities. Work, training and learning experiences are documented for career portfolios.

Unit 1DCAE
The focus of this unit is personal independent career development. Opportunities are provided to develop career competencies in preparation for becoming employees. This unit facilitates the study of career management, corporate citizenship and environmental trends and influences through a range of alternative scenarios. An investigation is made into corporate and individual rights and responsibilities featured in contractual employment agreements, exploring the links between teamwork, productivity and satisfying workplaces. Matching personal and work profiles, using career development and work search skills are reflected in career portfolios, which should show evidence of organising work, training and learning experiences to reflect preferred career development options.

Unit 2ACAE
The focus of this unit is making learning work and learning to work. The unit explores career management, corporate citizenship and environmental influences and trends. The unit explains how career building includes securing and maintaining work in familiar and unfamiliar scenarios, proactive self-management, work search techniques and the assessment of learning opportunities. Legal, ethical and financial considerations underpinning individual and corporate rights and responsibilities are explored, as well as
conflict resolution. Professional career portfolios reflect increased organisation of more detailed records of work, training and learning experiences, especially related to securing and maintaining work.

Unit 2BCAE
The focus of this unit is **planning opportunities for career development.** The unit explores how change can be analysed and used to inform self-understanding and management, career building and learning experiences. Creativity and enterprise are encouraged in response to issues associated with corporate citizenship and environmental influences and trends in times of change. An examination of the complexity of workplace operations and resource management is used to understand productivity, industry standards and compliance to legal, ethical and financial considerations. Career portfolios reflect analysis and extended knowledge and skills and use an increasing range of technology information skills.

NOTE: The following pair of units will be offered in Year 12 after successful completion of Units 2A and 2B in Year 11.

Unit 3ACAE
The focus of this unit is **optimising career options and opportunities.** The unit explores the constant change in the complex relationship between career management, corporate citizenship and the influence of environmental trends. Entrepreneurship and flexibility are developed when dealing with complex open ended scenarios and career competencies and work search tools are applied. Being proactive in building alternative career paths, based on work and learning experiences, is reflected in career portfolios, which show how these are used to inform future choices for work, training and learning.

Unit 3BCAE
The focus of this unit is **developing careers in a different future.** The sense of dynamism and change for developing careers is highlighted as the unit investigates the constantly changing web of relationships between career management, corporate citizenship and environmental trends and influences, constructing career development frameworks to guide future career decision-making. Hypotheses are constructed about the immediate and long term impacts on these strategies and the unit demonstrates how creativity, flexibility and continual evaluation provide mechanisms to frame future career development. Workplace response to unpredictable changes in enterprising and innovative ways is analysed and linked to financial and legal considerations in a globally competitive, highly technological market place. Application of high order career competencies is reflected in the comprehensive career portfolio.

**How will this course help students in the future?**
Career development learning for the modern world recognises that careers are about life, work and learning. It is a lifelong process, whereby individuals need to take an active role in career development. Wide exposure to experiences of work, career and enterprise learning is of increasing relevance to students in a constantly changing workplace.
CHILDREN, FAMILY AND COMMUNITY: CFC

The Children, Family and the Community course provides opportunities for students to develop an understanding of the diversity of the Australian society. Recognising this diversity and promoting inclusivity among the individuals, families and groups makes up our society and provides the foundation for a cohesive community. This course examines the factors that impact on the ability of individuals and families to develop skills that enable them to live independently or to care for others.

MINIMUM ENTRY REQUIREMENT
There is no minimum entry requirement for this course.

Unit 1ACFCL, Unit 1ACFCC
The focus for this unit is me, my family and my community. The unit considers opportunities for individuals to lead successful independent lives or to effectively care for others through examination of development and developmental needs, social belief systems, the family, values, and resources that support daily living. Students examine values, decision-making, family and school rules and sanctions. They also examine the features of existing products and develop and assess new products. Students use communication skills, make decisions and set goals.

Unit 1BCFCL, Unit 1BCFCC
The focus for this unit is family uniqueness. The unit examines family types, roles of family members, different stages in the family life cycle, support services available to the family and issues arising from family interactions. Students learn about growth and development and the behaviours that promote growth and development. Values and ethically responsible decision-making and the relationship between rules, responsibilities and sanctions are explored. They examine the attributes of existing products or services and the influence on the technology process of values and beliefs as part of the process of creating new products and services. Students use the information process, communicate, make decisions and evaluate.

Unit 1CCFCL, Unit 1CCFCC
The focus for this unit is living and working together. The unit explores the influence of lifestyle behaviours and biological and environmental factors on growth and development. The roles and responsibilities of social institutions, issues and opportunities arising from relationships, values, ethically responsible decision-making and the influence of media, beliefs and values on the allocation of resources are also studied. Students identify the features of existing products, develop products, use a research process, communicate, make decisions, set goals and use a range of self-management, cooperation and conflict resolution skills.

Unit 1DCFCL, Unit 1DCFCC
The focus for this unit is getting more out of life. The principles of growth and development, the factors that affect growth and development and individual and community health are studied. The role of paid and unpaid work in sustaining individuals and families and the rules and laws applicable to this work are investigated. Social order, roles and responsibilities of particular groups and the impact of beliefs and values on the management and use of resources are examined. Students look for opportunities to develop and assess products. They use shared research practices, communicate information, make decisions, set goals and use self-management and cooperation skills.

Unit 2ACFCL, Unit 2ACFCC
The focus for this unit is building on relationships. The unit examines the dynamics of families, groups and communities, considering positive and negative impacts on society. It explores change in family and community structures and how these changes affect people. Opportunities are provided to develop self-management skills to recognise, enhance and
extend existing personal relationships, facilitating active roles in today’s society. Systems are devised to enhance personal skills, create supportive environments and strengthen knowledge of community support services.

**Unit 2BCFCL, Unit 2BCFCC**
The focus for this unit is **my place in the world**. Students investigate and respond to contemporary issues that affect people. Social inquiry processes are used to question and reflect on the practices related to identified issues and enable students to prepare reports advocating for the needs of others. Developmental theories are used to shape actions and enhance understandings of human development. Self-management and interpersonal skills are used when assessing technologies and developing new technologies.

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

**Unit 3ACFCL, Unit 3ACFCC**
The focus for this unit is **the change factor**. Students apply developmental theories to explain complex human development. They use models to understand the importance of sustainable practice and consider issues such as tolerance, social justice, equity and the development of social competencies and advocacy skills. Students embrace recognised standards that benefit others when they apply technology processes and manage resources. They identify factors that assist individuals, families and communities to manage changed circumstances.

**Unit 3BCFCL, Unit 3BCFCC**
The focus for this unit is **shaping the world**. Students investigate ways to address key developmental challenges created by rapid change. They explore the characteristics of sustainable communities by applying principles of equity, diversity, interconnectedness, quality of life, democracy and governance. The processes that support the capacity to create healthy communities and the implications of attitudes, standards and laws will be examined. Students work collaboratively to research and develop technologies and strategies to assist people to manage effectively.

**How will this course help students in the future?**
Students will develop skills to effectively make decisions at personal, family and community levels. Health, education and community service industries offer strong vocational opportunities for young people, ranging from volunteer and entry level to tertiary qualified positions. This course caters for all students, from those seeking career pathways in related industries to those aiming for personal development, parenting and life skills.
Chinese: Second Language: CSL

In the Chinese: Second Language course, students participate and interact in a range of contexts related to personal and social life, as well as to study and work. Students will appreciate the central role that language plays in human life by providing a vehicle for communication, a tool for thinking, a means of creativity and a source of pleasure.

MINIMUM ENTRY REQUIREMENT
The minimum entry requirement for this course will depend on the units in which the student enrolls. Information regarding this will be discussed at the Year 11 course counselling interviews or from the student’s Year 10 language teacher.

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

Unit 1BCSL
The focus for this unit is 课余生活 (things to do). It is aimed at students who have basic knowledge of Chinese. They share information about, and develop a sense, of their own space and place. While developing the skills to travel within Chinese-speaking communities, students learn more about the communities and their cultures and their sense of space and place.

Unit 2ACSL
The focus for this unit is (the Chinese way). It is for students who have sound basic skills in Chinese and are ready to explore and compare their own culture and identity with that of their peers in Chinese-speaking communities and also explore different Chinese-speaking cultures through the medium of Chinese. They explore popular or traditional culture, the culture of everyday life, notions of national or regional identity, or other forms of culture specific to Chinese-speaking communities.

Unit 2BCSL
The focus for this unit is (travel-let's go). It is aimed at students who are ready to develop their skills to a higher level. They interact with Chinese speakers in either Australia or other Chinese-speaking communities at a deeper level, and begin to view their own culture from the perspective of a Chinese speaker. This unit also focuses on ways in which learning Chinese may be of benefit to students in relation to future work.

NOTE: The following pair of units will be offered in Year 12 after successful completion of Units 2A and 2B in Year 11.

Unit 3ACSL
The focus for this unit is (here and now). It is aimed at students who have well-developed skills and understanding and are ready to work at a more sophisticated level. They explore more complex texts related to issues they may encounter in areas such as friendship, study, work and becoming independent.

Unit 3BCSL
The focus for this unit is (what next?). It is aimed at students who have well-developed skills and understanding. They reflect on, and respond personally to, contemporary issues using more sophisticated language and a wide range of text types. Students reflect on, past, present, and future issues related to the themes of the individual, Chinese-speaking communities, and the changing world.
How will this course help students in the future?

With increasing numbers of Australians living and working in China and Chinese living and working in Australia, employees are recognising the usefulness of Chinese language knowledge and skills. An ability to communicate in Chinese 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 and translating and interpreting.
DANCE: DAN

Students undertaking this course will develop an appreciation of a variety of genres, styles and forms. They will gain transferable skills that enable them to engage with dance through choreography, performance and appreciation. Students are encouraged to work independently and in collaboration with others to solve tasks and present dance works.

MINIMUM ENTRY REQUIREMENT
The minimum entry requirement for the Dance course will depend on the units in which the student enrolls. Information regarding this will be discussed at the Year 11 course counselling interviews or, if relevant, from the student's Year 10 Dance teacher.

Unit 1ADAN
The focus for this unit is exploring the components of dance. Through practical lessons, students acquire genre-specific technique, improve their physical competencies and learn safe dance practices. The elements of dance and processes of choreography are explored and students solve structured choreographic tasks to produce dance works for performance. They have first hand experience of dance-making which actively engages them in exploration, improvisation, research, reflection and response.

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

Unit 2ADAN
The focus for this unit is popular culture. There are many aspects of popular culture which could be used to provide students with interesting and relevant concepts for dance. The exploration of dance in popular culture leads to a wider understanding of the functions and contexts of dance in our society. Through practical lessons, students use safe dance practices and improved physical competencies to acquire genre-specific technique. Performance qualities and etiquette are improved through increased opportunities for performance of popular styles.

Unit 2BDAN
The focus for this unit is Australian dance. Students use their knowledge and understanding of dance language to reflect the development of their ideas and concepts and examine how the language of movement in Australia is unique. They manipulate the elements of dance and choreographic processes to produce new dance works which reflect an understanding of Australian culture. An understanding of the diverse range of functions and contexts of dance in Australia allows them to make relevant comparisons between their own dance and that of others.

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NOTE: The following pair of units will be offered in Year 12 after successful completion of Units 2A and 2B in Year 11.

Unit 3ADAN
The focus for this unit is youth voice. Students have the flexibility to select learning contexts that reflect their own cultural understanding and promote the production of unique work. They are given opportunities to research issues and events which may influence dance and in their responses, to examine their own beliefs. They consider how dance is reflected in, and shaped by, society and its values. Students manipulate the elements of dance into sophisticated structures which challenge standard concepts of
movement. In presenting their dance, students are given the opportunity to use innovative formats.

**Unit 3BDAN**
The focus for this unit is **extending the boundaries**. Students use the language of movement in the sophisticated development of choreographic ideas that reflect the evolution of concepts, ideas and skills. They challenge known ideas of choreography and construct extended ‘cutting edge’ dance works. They may have the flexibility to select learning contexts that reflect their own artistic understanding and promote the production of unique dance work.

**How will this course help students in the future?**
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.
DRAMA: DRA

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

MINIMUM ENTRY REQUIREMENT

The minimum entry requirement for the Drama course will depend on the units in which the student enrols. Information regarding this will be discussed at the Year 11 course counselling interviews or, if relevant, from the student’s Year 10 Drama teacher.

Unit 1ADRA

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

Unit 1BDRA

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

Unit 2ADRA

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

Unit 2BDRA

The focus for this unit is challenge and identity. Students consider the dynamic role of drama in shaping cultural and personal identity and how drama can provide a commentary or critique that may challenge conventional thinking. They extend their knowledge of drama forms and styles and learn about the work of particular practitioners whose approaches to drama encompass presentational and/or non-realist drama.

NOTE: The following pair of units will be offered in Year 12 after successful completion of Units 2A and 2B in Year 11.

Unit 3ADRA

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

Unit 3BDRA

The focus for this unit is drama perspectives. Students apply conventions and techniques of drama forms and styles in original ways to develop original works that may be either celebratory and/or critical in their perspective. They show understanding of how a range of practical and theoretical approaches manipulates the elements of drama. Students work independently or collaboratively to devise and perform an original work.
How will this course help students in the future?
While some students intend to make a career in drama and related fields, they also participate in drama for enjoyment and satisfaction. They experience the pleasure that comes from developing personal skills, knowledge and understandings that can be transferred to a range of careers and situations. Drama builds confidence, empathy, understanding about human experience, and a sense of identity and belonging. These are invaluable qualities for modern living.
ECONOMICS: ECO

The Economics course investigates the choices which all people, groups and societies face as they confront the ongoing problem of satisfying their unlimited wants with a limited amount of resources. The study of Economics supports an understanding of the nature of decision-making, our demands for the allocation of resources and how we distribute those resources. This is done in the context of the global economy and Australia’s role as an international citizen.

MINIMUM ENTRY REQUIREMENT
An A or B grade in Investigation, Communication and Participation in Society & Environment and sound achievement in English are required for this course.

Unit 1AECO
The focus for this unit is personal economics and finance. It explores ways to spend and save income. Economic and financial knowledge and skills are developed to assist in selecting and interacting with providers of goods, services, finance and information. The emphasis is on economic and financial decisions relevant to students.

Unit 1BECO
The focus for this unit is business economics. It explores the key role of businesses in the processes of production and spending. It also explores the strategies that businesses use to promote their products and manage internal and external constraints, including government regulation and policy.

Unit 2AECO
The focus for this unit is markets. It explores the key role markets play in determining the wellbeing of individuals and society, as well as the limitations of markets. The emphasis is on understanding the operation of real world markets that are relevant to students.

Unit 2BECO
The focus for this unit is macroeconomics. It is an introduction to macroeconomics and the government’s role in the economy. It explores macroeconomic issues such as economic growth, inflation and unemployment with a focus on the Australian economy.

NOTE: The following pair of units will be offered in Year 12 after successful completion of Units 2A and 2B in Year 11.

Unit 3AECO
The focus for this unit is Australia and the global economy. It explores Australia’s economic relationships with other economies, and contemporary global economic events and issues of significance to Australia.

Unit 3BECO
The focus for this unit is economic policies and management. It explores how economic policies and actions of the government and other authorities, such as fiscal policy, monetary policy and microeconomic reform operate in the pursuit of the economic objectives of the government.

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

Language plays a central role in human life: it provides a vehicle for communication, a tool for thinking, a means of creativity and a source of pleasure. In the English course, through the use of oral, written and visual communication texts students examine the relationship between language and power, and learn how to become competent, reflective, adaptable and critical users of language. Students learn about the English language, how it works and how to use it effectively.

MINIMUM ENTRY REQUIREMENT
The minimum entry requirement for the English courses will depend on the units in which the student enrols. Information regarding this will be discussed at the course counselling interviews or with the student’s Year 10 English teacher.

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

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

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

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

Unit 2AENG
The recommended focus for this unit is language and action. Students develop their language skills by exploring issues of concern or controversy, past or present, and by examining how language is used in relation to these topics: how language can be used to influence attitudes and bring about action or change, and how such uses of language can be challenged and/or resisted. They consider the relationship between language and power; representations of power through language; how particular uses of language can be empowering or disempowering and how they can empower themselves through language. Students study literary texts, mass media texts and popular culture texts.
Unit 2BENG
The recommended focus for this unit is **language and the world**. Students examine the relationship between language and the world by exploring how language offers particular ideas and information about topics, events or people. They listen, view and read critically, identifying and critiquing particular uses of language and representations within the texts, substantiating their views in written, visual and oral form. They shape language to produce texts that offer particular ideas and information about topics, events or people. Students study literary, mass media and popular culture texts.

Unit 2CENG
The recommended focus for this unit is **language and communities**. Students develop an understanding of the way language operates in a community (e.g. workplaces, subcultures, sporting groups, interest groups, professions, political groups, religious groups) to transmit understandings, create identities, establish power and operate effectively. Students will examine a range of texts and text types to explore the ways a community may create its own language structure in order to influence attitudes and values. They will also examine how language structures/protocols can be used to marginalise, privilege and/or exclude individuals and subgroups.

Unit 2DENG
The recommended focus for this unit is **language as representation**. Students develop an understanding of the way language is used to offer particular representations of topics, events, places or people. They will also consider how these responses are mediated by cultural/social structures. They listen, read and view critically in order to examine the way we make meaning of representations in texts and to account for the different meanings available within textual representations. Students will use language to explore how purpose, context and audience may influence the representations offered in texts.

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

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

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

**How will this course help students in the future?**
Students learn that in using language they are actively engaged in social processes and the reproduction and/or re-working of social and cultural conventions. They learn about
the relationship between language and power, and come to understand that well-developed language skills provide them with access to sources of power through knowledge; that language can be used to influence behaviour; how they use language can influence how others respond to them, and how others behave; and that a knowledge of language and how it works can be used to resist control by others.

In English, students learn how to become competent, reflective, adaptable and critical users of language.
ENGLISH AS AN ADDITIONAL LANGUAGE/DIALECT: ELD

The English as an Additional Language/Dialect course is designed as an alternative to ‘English’ for students who speak another language or dialect as their first or ‘home’ language. ELD focuses on the mechanics of Standard Australian English (SA English) and how to use it appropriately in business, government, further education or the workplace. Practical and relevant tasks delivered through a range of engaging and extremely varied contexts teach students to code switch between languages or dialects successfully.

MINIMUM ENTRY REQUIREMENT
The minimum entry requirement for this course will depend on the units in which the student enrols. Information regarding this will be discussed at the Year 11 course counselling interviews or from the student’s Year 10 English teacher.

Unit 1AELD
The focus for this unit is moving between cultures. Drawing on first language skills and understandings, students develop communication skills in SA English that will enable them to effectively participate in everyday (common) communicative tasks or dealings. They learn that language is adapted to suit audience and purpose as they work with a variety of simple everyday texts to further their understanding of the interrelationship of language and culture. They reflect on different cultural values, attitudes and behaviours underpinning or relating to everyday life and social interactions.

Unit 1BELD
The focus for this unit is moving between cultures. Students make connections with, and build on, first language/dialect skills and understandings to continue to develop communication skills in SA English. They use SA English to make comparisons of different cultural values, attitudes and behaviours in relation to everyday life and develop their understanding of texts as social constructs. They work with relevant and engaging texts as they move towards being able to select and use language appropriate to situation, and communicate effectively in their new language or dialect.

Unit 1CELD
The focus for this unit is life experiences. Through the exploration of topics such as family structures, people of significance and the rights or obligations of sports heroes, students have the opportunity to develop an appreciation of cultural differences and values and learn to take audience and purpose into account effectively. They learn about the differences between common text types and the cultural purposes and contexts associated with these.

Unit 1DELD
The focus for this unit is cultural differences and communities. Using knowledge and skills from their existing languages and cultures, students consolidate their English language acquisition in order to share and reflect on their experiences of, and participation in, communities. They use SA English to make comparisons of aspects of cultural communities, and to engage with a range of texts to further develop the concept of the role of tradition in the maintenance of cultural identity and communities.

Unit 2AELD
The focus for these units is ways of life. From their position as cross-cultural learners, students examine issues and different points of views and develop, present and express ideas and opinions in relation to these. Through the investigation of topics such as attitudes towards work, leisure, entertainment, music, fashion and self-image, students have the opportunity to explore their relationships with cultures, deepen their appreciation of cultural differences and values, and develop their ability to use English.
Unit 2BELD
The focus for this unit is making choices. Through the exploration of topics, students examine the ways language can be used in relation to these to analyse choices, influence attitudes and affect changes. They investigate issues presented in reports, newspapers, investigative television programs, leaflets and forums and use persuasive and emotive language to create a variety of texts designed to present a stance and to sway the reader or viewer.

NOTE: The following pair of units will be offered in Year 12 after successful completion of Units 2A and 2B in Year 11.

Unit 3AELD
The focus for this unit is Australia as a cultural community. Using knowledge and skills from their existing languages and cultures, students learn to use English to further explore the concept of ‘cultural schemas’ and how culture influences the way in which they and other people view the world. Their intercultural understandings enable them to apply analytical and problem-solving skills to their investigations of commonality and difference. They use SA English to explore how structures, patterns and audience expectations influence language and meaning and that meaning is negotiated, not given, within and across cultures.

Unit 3BELD
The focus for this unit is language and empowerment. Using knowledge and skills from their existing languages and cultures, students learn to use English to explore the relationship between the use of languages and the concept of the power of language. They use SA English to consider ways in which conceptions and exercises of power and persuasive and rhetorical uses of language are related to cultures and vary between cultures. This knowledge and the ability to select and control language to suit context provide ‘empowerment’.

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

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

MINIMUM ENTRY REQUIREMENT
An A or B grade in Investigation, Communication and Participation in Society & Environment and sound achievement in English are required for this course.

Unit 1AGEO
The focus for this unit is the geography of environments at risk. In the local area, in particular regions and globally, people pose threats to the environment as they attempt to meet their needs. This can place environments at risk and people's interests and concerns can often be in conflict. Publicity campaigns are mounted, but what is most desirable is that sustainable solutions emerge through analyses of the situations and the interrelationships that such analyses expose.

Unit 1BGEO
The focus for this unit is the geography of people and places where students will have the opportunity to apply geographical concepts to a specified spatial or regional area. Students will learn about the natural and cultural characteristics of this region and about the processes that have enabled it to change over time. As a result of the study of this unit, students will be able to understand and apply the concept of a region to other regions in different scales.

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

Unit 2BGEO
The focus of this unit is the geography of sustainable resource use. Natural resources provide the basis for economic growth in Australia. There is an unprecedented global demand for these resources. Future provision will require application of sustainable management practices to resource development and the surrounding environment. Regional perspectives supported with local area case studies are used to investigate spatial patterns that emerge between resource developments, local communities and market destinations. There is a need to evaluate management practices that can sustain these resources into the future. Approaches to sustainable management can vary significantly between countries in terms of social, economic and environmental factors. Students will compare these spatial patterns and practices in resource use in Australia to those in a less developed country.
NOTE: The following pair of units will be offered in Year 12 after successful completion of Units 2A and 2B in Year 11.

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

Unit 3BGEO
The focus of this unit is the **geography of climate change over geological time**. This global phenomenon possesses the capacity to affect significant areas of the planet. Climate change, including the greenhouse effect, is created by both natural and human processes that have local and global consequences. The human response to climate change is affected by social, economic and political considerations, and resource access and distribution. Students will investigate policies and strategies designed to guide future action used to address the effects of the climate change.

**How will this course help students in the future?**
This course assists students to make informed decisions about where and how they will live, work, recreate, travel and seek opportunities. The understandings, skills, knowledge and values developed in the course will ensure students are well placed to enrol in post-school studies at tertiary levels and employment in the workforce. They are important components of all management positions in business, government and non-government agencies. They are also significant to careers associated with tourism, town planning, primary industries, such as agriculture and mining, land evaluation, environmental planning, teaching, overseas aid programs, foreign affairs and trade.
HEALTH STUDIES: HEA

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

MINIMUM ENTRY REQUIREMENT
There is no minimum entry requirement for this course.

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

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

Unit 1CHEA
The focus for this unit is personal, peer and family health. This unit examines the influences on peer and family health and their interaction on the individual. An exploration is made of how peers and family can positively influence health behaviour. Students develop skills and strategies to positively influence personal health and understand and manage influences from others, especially peers and family. Through investigating relevant issues by the health inquiry process, students have opportunities to develop accurate searching techniques, combine and make connections between information and communicate their findings in a variety of styles.

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

Unit 2AHEA
The focus for this unit is popular culture and its impact on the health of individuals and communities. This unit addresses the significance of the social determinants of health and how these interact with aspects of popular culture to influence health behaviour. Health promotion is described and World Health Organisation charters for health are reviewed. Students will undertake a process of health inquiry in which they will develop a focus for inquiry, plan what they will do, choose relevant sources of information, use referencing techniques, develop conclusions supported by evidence and present their findings.
Unit 2BHEA
The focus for this unit is technology, the environment and its impact on community health. This unit explores the community and how attitudes, resources, changing technology, services and environmental factors influence consumption patterns, work routines, recreation and leisure activities and the dynamics of social networks and relationships. The concept of community development is introduced and the importance of participation and empowerment in strengthening communities is described. The influence of technology and the environment on the formation of beliefs, attitudes and popular norms and expectations for behaviour are explored. Students will undertake a process of health inquiry to address issues relevant to technology and the environment and its impact on health.

NOTE: The following pair of units will be offered in Year 12 after successful completion of Units 2A and 2B in Year 11.

Unit 3AHEA
The focus for this unit is the health of specific populations. The unit examines the interaction between factors that influence the health of individuals and communities within specific populations. Using principles of social justice and approaches to public health decision-making, actions and strategies to address inequity and a review of healthcare reforms to reduce inequity are explored. The influence of cultural factors on health behaviour, decision-making and communicating in health settings are emphasised.

Synthesising a broad range of information and using techniques for critically evaluating this information enables the investigation of health issues at an advanced level.

Unit 3BHEA
The focus for this unit is global, local and regional challenges to health. The impact of social determinants on global inequities and other challenges to health at global and local levels are explored. A critical assessment is made of the prioritisation of health issues nationally and internationally, and the influence of initiatives to improve health is reviewed. The unit examines the complex interaction of behavioural, environmental and legislative strategies to effect change. Critical analysis of the interrelationships between national health priorities and patterns of data enables the investigation of health issues at an advanced level. Students will analyse and clarify information to reach informed and valid conclusions and make recommendations based on a critical review of multiple sources of evidence.

How will this course help students in the future?
This course will prepare students for career and employment pathways in a range of health and community service industries. Students will have the opportunity to develop key employability and life skills including communication, leadership, initiative and enterprise. 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.
ITALIAN: ITA

In the Italian course, students analyse, process and respond to texts to understand aspects of the language and culture of a range of Italian-speaking communities. Learning Italian provides students with opportunities to develop their communication skills and expand their horizons beyond the English-speaking world.

MINIMUM ENTRY REQUIREMENT
The minimum entry requirement for this course will depend on the units in which the student enrolls. Information regarding this will be discussed at the Year 11 course counselling interviews or, if relevant, from the student's Year 10 language teacher.

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

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

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

Unit 2BITA
The focus for this unit is *andiamo! (travel - let's go!)*. It is aimed at students who are ready to develop their skills to a higher level. They interact with Italian speakers in either Australia or Italy at a deeper level, and begin to view their own culture from the perspective of an Italian-speaker. This unit also focuses on ways in which learning Italian may be of benefit to students in relation to future work.

NOTE: The following pair of units will be offered in Year 12 after successful completion of Units 2A and 2B in Year 11.

Unit 3AITA
The focus for this unit is *made in Italy (made in Italy)*. It is aimed at students who have well-developed skills and understanding. They explore the trends that are associated with their Italian peers and the importance of these in the establishment of identity. By accessing more complex texts, either related to: specific contexts, such as living in Italy; particular text types, such as magazines or advertisements; genres, such as comedy, horror, or drama; or topics, such as music, finding work, or current trends; they develop further insight into Italian cultures.
Unit 3BITA
The focus for this unit is ...e poi? (what next?). It is aimed at students who have well-developed skills and understanding. They reflect on, critically evaluate and respond personally to contemporary issues using more sophisticated language and a wide range of text types. Students reflect on past, present, and future issues related to the themes of the individual, Italian-speaking communities, and the changing world.

How will this course help students in the future?
With increasing numbers of Australians travelling the world and tourists visiting Australia, employers are recognising the usefulness of having skills in another language. An ability to communicate in Italian, in conjunction with other skills, provides students with enhanced career opportunities in fields such as tourism and hospitality, commerce, diplomacy, 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.
In the Japanese: Second Language course, students develop the necessary understandings and values to communicate effectively with Japanese speakers in both social and workplace contexts in Australia, Japan and elsewhere. They develop a stronger sense of their personal identity and greater respect for people of Japanese-speaking communities.

MINIMUM ENTRY REQUIREMENT
The minimum entry requirement for this course will depend on the units in which the student enrolls. Information regarding this will be discussed at the Year 11 course counselling interviews or, if relevant, from the student’s Year 10 language teacher.

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

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

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

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

NOTE: The following pair of units will be offered in Year 12 after successful completion of Units 2A and 2B in Year 11.

Unit 3AJSL
The focus for this unit is わかい旅行者(young travellers). Students explore more complex events associated with travelling and travel preparation including places to visit and stay in Japan, local attractions, special events, items of interest to teenagers, and possible options for an extended stay, such as further study and work.

Unit 3BJSL
The focus for this unit is (reflections and horizons). It is aimed at students who have well-developed skills and understanding, and show a sound knowledge of content. They develop their language skills to reflect on past, present, and future issues related to their personal world, Japanese-speaking communities, and the changing world.
How will this course help students in the future?

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

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

MINIMUM ENTRY REQUIREMENT
An A or B grade in Year 10 English as well as a strong background in writing and analytical skills are essential for enrolment in Literature.

Units 1A–1D LIT
Across the four units, it is expected that students develop an understanding of the elements of literary study. Students are also expected to respond to texts of increasing complexity.

These units introduce students to relevant and engaging literary texts. Students are asked to read poetry, prose and drama and to consider how all texts use language and conventions in particular ways. They consider how the understanding of a specific literary text is shaped by the way it is presented. Students learn that certain conventions that texts use allow us to group texts into genres.

Units 2A–2B LIT
Across the two units, it is expected that students develop a more sophisticated understanding of the elements of literary study. They are also expected to respond to texts of increasing complexity.

In these units, students explore how our response to literary texts results from relationships among writer, reader, text and context. They engage in close textual analysis of literary texts and develop their understandings of the historical and cultural contexts of the writer, the text and the reader.

NOTE: The following pair of units will be offered in Year 12 after successful completion of Units 2A and 2B in Year 11.

Units 3A–3B LIT
Across the two units, it is expected that students develop a more sophisticated understanding of the elements of literary study. Students explore the different ways in which literary texts relate to the cultural life of particular societies.

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

How will this course help students in the future?
The course encourages students to be literate and articulate; to be competent in the expression of ideas and feelings; and to engage critically with texts. The reading, critical thinking and production skills encouraged by this course will be useful in students’ other studies, in their further studies, in their chosen careers and in their lives generally.
MODERN HISTORY: HIM

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

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

Unit 1AHIM
The focus for this unit is people, place and time. The objective of this unit is to allow students to become aware of the broad sweep of history and our place within the historical narrative. They become aware of the values, beliefs and traditions within a society, the continuity between different societies and different time periods and the importance of individuals within a time period.

Unit 1BHIM
The focus for this unit is power and authority. Students learn that societies consist of individuals and institutions that have various types of power and authority and that these interact with each other. They learn how power and authority is distributed throughout a group or society, that individuals and groups seek to influence the structures of power and authority and the difficulties of using these structures in a just or equitable manner. In learning about the structures and institutions of societies, they are able to make comparisons and judgements about their own and other societies.

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

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

NOTE: The following pair of units will be offered in Year 12 after successful completion of Units 2A and 2B in Year 11.

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

Unit 3BHIM
The focus for this unit is ideas that shaped history. The object of this unit is to explore the power of ideas and ideologies as forces for change and/or their use to reinforce dominant elements in society. Knowledge about the evolution and spread of significant ideas assists students in understanding the beliefs and values of a society and to what extent these ideas have been cohesive or divisive. They are also able to determine which ideas were dominant at a given time and how and why this dominance may have changed.

How will this course help students in the future?
Through this course, students benefit from acquiring the literacy skills of the discipline of history such as critical thinking, research, analysis and effective written expression. These skills equip students for a world changed and linked by information and communication technology and prepare them for lifelong learning. Students 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.
MUSIC: MUS

In the Music course, students are given the opportunity to develop their musical abilities and potential and share their creativity and personal expression through creating, presenting and responding to music. They produce and present music, working independently and with others. They can do this in the context of Western Art music, Jazz, Contemporary music and/or World/Indigenous music. By studying music from other times and cultures, students experience a sense of enjoyment and fulfilment while striving to achieve at the highest possible level.

MINIMUM ENTRY REQUIREMENT

The minimum entry requirement for this course will depend on the units in which the student enrolls. Information regarding this will be discussed at the Year 11 course counselling interviews or, if relevant, from the student’s Year 10 Music teacher.

Unit 1AMUS, Unit 1BMUS, Unit 1CMUS, Unit 1DMUS
Across the four units, it is expected that students develop an understanding of the elements of music and apply these through performing, creating and responding to music. These units introduce students to relevant and engaging music.

Unit 2AMUSW, Unit 2BMUSW, Unit 2AMUSJ, Unit 2BMUSJ
Unit 2AMUSC, Unit 2BMUSC, Unit 2AMUSI, Unit 2BMUSI
Across the two units, it is expected that students develop a more thorough understanding of the elements of music and apply these through performing, creating and responding to music. The study of a wider range of repertoire enables students to respond more broadly to the musical language used in creating and performing music. These units provide the opportunity for teachers to introduce students to relevant and engaging music in the specific context/s being studied.

NOTE: The following pair of units will be offered in Year 12 after successful completion of Units 2A and 2B in Year 11.

Unit 3AMUSW, Unit 3BMUSW, Unit 3AMUSJ, Unit 3BMUSJ
Unit 3AMUSC, Unit 3BMUSC, Unit 3AMUSI, Unit 3BMUSI
Across the two units, it is expected that students develop a more thorough and sophisticated understanding of the elements of music and apply these through performing, creating and responding to music. The study of more complex repertoire enables students to respond in greater depth and detail to the musical language used in creating and performing music. Students study repertoire in a particular context/s that is relevant and engaging, allowing them to extend their knowledge and understanding of music through detailed analysis.

How will this course help students in the future?
The Music course is designed to encourage students to participate in musical activity as both a recreational and a vocational choice. It may serve as a pathway for further 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.
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ACCOUNTING AND FINANCE: ACF

This course focuses on financial literacy and aims to provide students with a range of skills that enable them to make sound financial judgements. Students will develop an understanding of the fundamental principles upon which accounting and financial management are based through the preparation, examination and analysis of financial documents and systems.

MINIMUM ENTRY REQUIREMENT
The minimum entry requirement for this course will depend on the units in which the student enrols. Information regarding this will be discussed at the Year 11 course counselling interviews.

Unit 1AACF
The focus for this unit is personal finance. Students are introduced to the concepts, principles and terminology used in financial decision-making and management on a personal basis. They learn about the main institutions that operate in financial markets and how governments and other community bodies can affect the way individuals and groups make financial decisions.

Unit 1BACF
The focus for this unit is accounting for small cash entities. Students extend their knowledge of the fundamental principles and conventions of accounting and finance to learn how these apply to the establishment and operations of small cash entities including small incorporated bodies. They learn about the main financial institutions that small cash entities deal with and understand how governments and other community bodies can influence their decision-making processes.

Unit 2AACF
The focus for this unit is double entry accounting for small businesses. Students apply their understanding of financial principles, systems and institutions to manage financial information and make decisions in a variety of small businesses. Students develop an understanding of the rationale for the use of particular conventions and principles and the consequences of disregarding them.

Unit 2BACF
The focus for this unit is accrual accounting. Students apply financial systems and principles to the operations of businesses and distinguish between cash and accrual methods of accounting. Students prepare and analyse financial reports for a variety of types of business organisations and become familiar with the main aspects of electronic processing of financial data.

NOTE: The following pair of units will be offered in Year 12 after successful completion of Units 2A and 2B in Year 11.

Unit 3AACF
The focus for this unit is internal management for business. Students prepare and interpret budgets and performance reports in relation to forecasting a business’s future. Students will be able to distinguish between internal and external reporting requirements.

Unit 3BACF
The focus for this unit is Australian reporting entities and how they are regulated by the Corporations Act. Students use the Framework for the Preparation and Presentation of General Purpose Financial Reports and the accounting standards in their preparation of the financial statements for a reporting entity.
How will this course help students in the future?
Students develop an understanding of the fundamentals on which accounting and financial management are based. Many students may find themselves self-employed with a high probability of engaging in some form of accounting practices. This course will develop the skills necessary for such practises.
APPLIED INFORMATION TECHNOLOGY: AIT

In this course, students use a range of computer hardware and software to create, manipulate and communicate information. Using a range of applications, students investigate, design, construct and evaluate ICT solutions in a range of environments. The result is a set of skills to equip the student for the 21st century and give them an appreciation of the impact of information technology.

MINIMUM ENTRY REQUIREMENT
The minimum entry requirement for this course will depend on the units in which the student enrols. Information regarding this will be discussed at the Year 11 course counselling interviews.

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

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

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

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

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

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

NOTE: The following pair of units will be offered in Year 12 after successful completion of Units 2A and 2B in Year 11.

Unit 3AAIT
The focus for this unit is evolving information and communication technologies. The use of applications to create, modify, manipulate, use and/or manage ICT, particularly for business, training, education, infotainment and edutainment purposes is fundamental to this unit. Students consider the nature and impact of technology change when creating ICT products for a particular purpose and audience. Students develop an understanding of the nature of computer systems and the use of these technologies in society.

Unit 3BAIT
The focus for this unit is information and communication technologies in industry. Students focus on the production of an ICT product for a particular industry of interest. Students will combine both practical and creative skills in the use of ICT to produce solutions to challenges commonly found in the industry that may relate to areas such as information management, communications and/or promotion, data or device control and/or monitoring, process control, and work performance support. Students justify the computer systems selected for their product and understand the social and legal implications, and the impact of its use in industry.

How will this course help students in the future?
Through this course, 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.
AUTOMOTIVE ENGINEERING AND TECHNOLOGY: AET

In Automotive Engineering and Technology, students develop skills and understandings relating to the component parts, accessories, systems and technologies of the automotive vehicle. Students 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. Students develop effective communication, teamwork skills and environmental awareness when developing solutions to planning and managing automotive vehicle systems.

MINIMUM ENTRY REQUIREMENT
The minimum entry requirement for this course will depend on the units in which the student enrols. Information regarding this will be discussed at the Year 11 course counselling interviews.

Unit 1AAET
The focus for this unit is automotive systems. Students understand automotive vehicles and the basic principles and systems around which an automotive vehicle is constructed and assembled as well as considering the outer shell. Under guidance, they maintain the automotive vehicle using safe workshop practices and the correct use of tools. They follow basic rules associated with automotive workshops as well as the safe operation of the automotive vehicle. They examine how the use of automotive vehicles has affected our society and the environment.

Unit 1BAET
The focus for this unit is automotive servicing. Students develop knowledge and skills involved with servicing automotive vehicles for purposes of maintenance and repair. They are made aware of socioeconomic and environmental issues and the range of occupations in this area. The diagnostic testing of automotive systems is investigated as will the underpinning principles. They use Occupational Safety and Health (OSH) rules and regulations to plan and manage safe working practices.

Unit 1CAET
The focus for this unit is automotive tuning. Students develop knowledge and skills involved with tuning automotive engines of different types. They are made aware of socioeconomic and environmental issues and the range of occupations in this area. The diagnostic testing of automotive systems is examined along with the underpinning principles. They use OSH rules and regulations to plan and manage safe working practices.

Unit 1DAET
The focus for this unit is automotive components. Students understand automotive vehicles and the basic systems and principles around which an automotive vehicle is constructed and assembled, taking into account automotive body parts and the way they are attached. This will include basic repair of dents and corrosion. They maintain the automotive vehicle with guidance, using safe workshop practices and the correct use of tools. They follow basic rules associated with automotive workshops as well as the safe operation of the automotive vehicle. They learn how the use of automotive vehicles has affected our society and the environment.

Unit 2AAET
The focus for this unit is the world of automotive vehicles. Automotive vehicles are an invention used to meet both individual and societal needs. Over time a whole industry has evolved around automotive vehicles and the manner in which we service, repair, maintain, refinish, customise, apply graphics and make use of other techniques. Students use rules and regulations associated with the manufacture and use of automotive vehicles. They learn about the careers and occupations associated with the automotive industry.
Unit 2BAET
The focus for this unit is the world of engines. Students include the types of internal and external combustion engines. They develop knowledge of the underlying principles involved in the operation, construction and major subsystems of engines. They develop skills in the use of diagnostic technologies. Students also focus on the socioeconomic and environmental impact of engine technology, alternative fuels and the rules and regulations governing their use and manufacture.

NOTE: The following pair of units will be offered in Year 12 after successful completion of Units 2A and 2B in Year 11.

Unit 3AAET
The focus for this unit is automotive innovations and the future. Students engage in investigating and analysing historical, contemporary and futuristic examples of experimental automotive technologies such as carbon fibre composites, fibre reinforced plastics and how they have affected socioeconomic and environmental factors. They investigate the task of planning for, and management of production processes to translate designs into automotive solutions using OSH rules and regulations.

Unit 3BAET
The focus for this unit is automotive construction. Students design and make an automotive device that addresses technological issues such as solar, electric and alternative fuels, chassis construction and alignment. They apply a range of research and testing strategies to devise a solution and utilise effective materials and components for their design. They use a range of systems, combined in such a way as to produce an effective automotive device. Students record all design decisions and use a range of drawings, scientific and mathematical relationships to justify those decisions. They devise and implement a testing regime which may include computer technologies to evaluate the effectiveness of their design.

How will this course help students in the future?
The course caters for the learning needs of all students 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.
AVIATION: AVN

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. Students taking Aviation to Stage 3 can learn to fly and manage aircraft. In the process, they learn about the social and environmental impacts of aviation.

MINIMUM ENTRY REQUIREMENT

The minimum entry requirement for this course will depend on the units in which the student enrols. Information regarding this will be discussed at the Year 11 course counselling interviews.

Unit 1AAVN

The focus for this unit is on basic aviation concepts in contexts related to glider operations. Students gain an understanding of aerodynamic principles associated with non-powered craft, identifying aerodynamic structures and flight controls incorporated into their design.

Unit 1BAVN

The focus for this unit is on basic aviation concepts in contexts related to ultralight and sport aviation. Students are introduced to aircraft structures and the forces acting on powered aircraft during flight.

Unit 2AAVN

The focus for this unit is on aviation concepts in contexts related to flying training: general aviation. Students understand the basic principles of flight associated with fixed wing aircraft. They gain an understanding of the internal combustion engine and related propulsive devices. Aircraft systems are examined and components and purposes identified.

Unit 2BAVN

The focus for this unit is on aviation concepts in contexts related to flying training: general aviation. Students learn about the principles of flight associated with rotary wing aircraft. They understand the purpose and necessity of civil aviation publications, identify specific rules and regulations governing flight in and around controlled and uncontrolled aerodromes and understand the meteorological conditions that may affect flight.

Unit 3AAVN

The focus for this unit is on aviation concepts in contexts related to flying training: advanced aviation. Students investigate the aerodynamic principles of Bernoulli, Coanda Effect and Newton, explore the disposition of forces in specific flight manoeuvres, investigate various types of aircraft stability and understand how aircraft are flown to achieve specific flight characteristics. They learn how to prepare a map for navigation and flight planning purposes and use radio navigation aids to supplement navigation. The interaction of weather on aviation operations, and the rules regarding visibility are investigated.

Unit 3BAVN

The focus for this unit is on aviation concepts in contexts related to flying training: advanced aviation. Students further their understanding of aircraft operations and human limitations in relation to flight. They explore current types of propulsion used in commercial and military jet aircraft and investigate aerodynamic principles associated with subsonic and supersonic flight.
How will this course help students in the future?

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.

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.
BIOLOGICAL SCIENCES: BIO

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. Biology is studied in real world contexts such as marine reefs, endangered species, urban ecology, viticulture and incorporates biotechnological applications.

MINIMUM ENTRY REQUIREMENT
The minimum entry requirement for these courses will depend on the units in which the student enrols. Information regarding this will be discussed at the Year 11 course counselling interviews or from the student’s Year 10 Science teacher.

Unit 1ABIO
The focus for this unit is local biology. Observing the fauna and flora in their local environments, students begin to appreciate the huge diversity of organisms and consider why this diversity occurs. Organisms show similarities and differences which can be used to classify them into groups. Students use microscopes to investigate cells and to understand the structure and function of the basic biological unit, the cell. They conduct scientific investigations and experiments with a focus on safety, responsibility and reliability.

Unit 1BBIO
The focus for this unit is local biology. Students understand the ecosystem as a life-supporting environment. Local systems e.g. a freshwater pond or a bushland park illustrate examples of biomes found worldwide. Habitats are affected both by climate and by populations of living organisms. Students understand that for an ecosystem to survive there must be a recycling and renewal of resources and a flow of energy through the system. Students consider how organisms reproduce and how humans have controlled reproduction for commercial purposes. Selective breeding, artificial insemination and pollination provide practical examples for students to study applications of commercial biology.

Unit 2ABIO
The focus for this unit is adaptations for survival. Adaptations help solve the problems of meeting the requirements of cells through the structure and function of organisms and their body systems. Students develop an understanding that ecosystems are formed by communities of organisms interacting with one another and the surrounding environment and that ecosystems vary from place to place. Organisms can be classified according to their relatedness. Students will explore cell processes such as photosynthesis and respiration when considering the roles autotrophic and heterotrophic organisms in the cycling of matter and the flow of energy in ecosystems.

Unit 2BBIO
The focus for this unit is patterns of change. Students understand the interrelationships between organisms in determining the factors that affect population dynamics. The population size and distribution of organisms have been affected by human activities which have changed the balance in the ecosystem. Students will observe that many organisms have recognisably different developmental stages in their life cycles with characteristics that can be related to their ways of life and habitats. Organisms may use two types of cell division in the growth and reproduction stages of their life cycles. Reproductive processes are required to produce new individuals to replace others or to survive various environmental conditions. Students understand the genetic basis of heredity, with DNA being the genetic material and the gene as the unit of inheritance. They will examine patterns of inheritance and the influence of the environment to explain variations between individuals and generations of organisms.
NOTE: The following pair of units will be offered in Year 12 after successful completion of Units 2A and 2B in Year 11.

Unit 3ABIO
The focus for this unit is maintaining balance. Students understand how survival depends upon an organism’s ability to respond to changes in external and internal environments. Students develop an understanding of the principles and mechanisms of homeostasis that operate in response to environmental change. They understand that ecosystems change over time. Students explore the causes and consequences behind a range of environmental issues. Students develop their understanding of cellular processes and organelle functions that contribute to the survival of the organism. They critically analyse data and make judgements based on scientific evidence and biological knowledge.

Unit 3BBIO
The focus for this unit is evolution. Evolution is the single most unifying idea in biology; Natural selection and the processes leading to variation and speciation are considered as the main mechanisms of evolution. Students relate the development of evolutionary theory to evidence of evolution from palaeontology (fossil record), geological time, radioactive dating and biology. The biodiversity that currently exists on the earth is a result of evolutionary processes over time. Students explore the challenge of maintaining biodiversity through a range of conservation strategies, including modern biotechnological practices. Students understand that human survival and quality of life depend on the effective conservation of biodiversity to maintain ecosystem stability, supply food and recycle resources as well as preserve the aesthetic value of the natural environment. Students recognise and analyse ethical issues related to working as a biologist and how context has influenced biological research throughout history.

How will this course help students in the future?
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.
BUILDING AND CONSTRUCTION: BCN

The Building and Construction course encompasses the skills and applications of many of the trades and professions in the construction industry. Students have the opportunity to practise creating a physical environment which is important in this age of environmental awareness. Students will learn and practise building processes and technologies, including principles of design, planning and management.

MINIMUM ENTRY REQUIREMENT
There is no minimum entry requirement for this course but a strong interest in the building and construction industry is advised.

Unit 1ABCN
The focus of this unit is on introduction to building and construction. The unit introduces properties of common construction materials. Basic plan reading is practised with application in building as well as skills in areas of content, such as working with materials. The unit explores processes drawn from building projects. A variety of materials are worked with and a range of practical skills are developed.

Unit 1BBCN
The focus of this unit is basics of building and construction. The unit introduces properties of common construction materials. Basic plan reading is practised with application in building, as well as skills in areas of content, such as working with materials. The unit explores processes drawn from building projects. A variety of materials are worked with and a range of practical skills are developed.

Unit 1CBCN
The focus of this unit is elements of building and construction. Students gain an understanding of the properties of common materials, practise basic plan reading, and gain an understanding of processes in contexts drawn from building, earthwork or surveying projects.

Unit 1DBCN
The focus of this unit is structures of the construction industry. Students gain further understanding of the use of common materials, concepts in space and computation, basic drawing/drafting, and an understanding of processes in contexts drawn from building projects.

Unit 2ABCN
The focus of this unit is building procedures in materials, processes and systems. Students gain an understanding of properties of common construction materials, their production and properties and their use in construction; develop concepts in space and computation and equilibrium; practise drawing/drafting; and gain a further understanding of processes in contexts.

Unit 2BBCN
The focus of this unit is construction and the environment in contexts related to systems and processes. Students study the fundamentals of the analysis of basic equilibrium applied to structures and structural components; develop concepts in space and computation; practise drawing/drafting with application in buildings; and gain further understanding of processes in contexts.
NOTE: The following pair of units will be offered in Year 12 after successful completion of Units 2A and 2B in Year 11.

Unit 3ABCN
The focus of this unit is to integrate prior studies in elements and processes into contexts relating to construction planning. Students study broad considerations in the analysis and design of civil projects and gain extended understanding of processes in contexts.

Unit 3BBCN
The focus of this unit is on construction operation in contexts related to management and administration of projects which extends study undertaken in 3ABCN. Students gain an understanding in management, design, planning and administration of projects including contractual, structural, services, environmental and construction considerations. They will practise skills in these areas of content and will gain extended understanding of processes in specific contexts.

How will this course help students in the future?
The course is an introduction to further studies in trades, engineering and architecture and 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.
CHEMISTRY: CHE

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

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

Unit 1ACHE
The focus for this unit is chemistry and me. This unit is designed to build on informal understandings of chemistry students have already acquired through using different materials, tools and products in their lives, and through everyday chemical reactions such as cooking, decomposition and rusting.

Unit 1BCHE
The focus for this unit is chemistry in my community. Students build on their understandings through contexts that relate to the local environment, such as air and water pollution and treatment, conservation and recycling.

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

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

NOTE: The following pair of units will be offered in Year 12 after successful completion of Units 2A and 2B in Year 11.

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

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

How will this course help students in the future?
This course enables students to relate chemistry to other sciences including biology, physics, geology, medicine, molecular biology and agriculture, and to take advantage of vocational opportunities that arise through its application. It also helps them to prepare for further study and to be responsible and efficient users of specialised chemical products and processes at home or in the workplace.
COMPUTER SCIENCE: CSC

This course teaches about principles related to the creation of computer systems, software and connectivity between computers. Students will 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.

MINIMUM ENTRY REQUIREMENT
The minimum entry requirement for this course will depend on the units in which the student enrolls. Information regarding this will be discussed at the Year 11 course counselling interviews.

Unit 1ACSC
The focus for this unit is the personal use of computer systems. It covers the knowledge and skills required to maintain a personal computer. Whilst the focus of this unit is on the hardware, the students are exposed to software for personal use, including the maintenance of an operating system, software for internet connection and software that allows students to write a sequence of simple instructions. Whilst considering personal needs, students examine the social, ethical and legal implications of personal computer use.

Unit 1BCSC
The focus for this unit is the personal use of communication and information systems. It introduces a formal method for developing simple information systems, databases, networks and internet technologies. Students gain an understanding of the concepts and skills required to create and implement a system. They examine the social, ethical and legal implications of communication and information systems use.

Unit 2ACSC
The focus for this unit is developing systems solutions. Students are introduced to the internal, interrelating components of computer-based systems in an industry context. They examine hardware and software design concepts and skills to meet a variety of computer-based challenges, using diagrammatic tools. Through the use of algorithms, students develop programming skills. Whilst considering industry requirements, they examine the social, ethical and legal implications of various solutions to industry problems.

Unit 2BCSC
The focus for this unit is developing database and communication systems solutions. Students are introduced to networking concepts, as applied to industry. They examine a variety of systems, build on database and internet skills and gain an appreciation of how databases and internet and communication technologies are used in industry. Students create solutions involving databases and communications, exploring the ethical, legal and societal implications of these industry-based applications.

NOTE: The following pair of units will be offered in Year 12 after successful completion of Units 2A and 2B in Year 11.

Unit 3ACSC
The focus for this unit is the design and development of software solutions. Students develop a conceptual understanding of how a computer works and appreciate how large-scale systems are designed, developed and maintained. They gain the knowledge and skills to create software that will solve a range of problems. Students use algorithms and structured programming to design and implement software solutions. The students examine attitudes and values that lead to the creation and use of computer-based systems and their effect on society.
Unit 3BCSC
The focus for this unit is the **design and development of database applications and communication systems**. Students consider communication systems, including security, protocols and the implications for web-based systems. They understand the design concepts and tools used to develop relational database systems. This takes students from the initial examination of data structures through to the creation of database applications using a current Database Management System. Students consider the complex interactions between users, developers, the law, ethics and society when computer-based systems are used and developed.

**How will this course help students in the future?**
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.
DESIGN: DES

In the Design course, students develop a competitive edge for current and future industry and employment markets. Students are equipped with the knowledge and skills to understand design principles and processes, analyse problems and devise innovative strategies through projects. Students are able to focus on particular contexts like photography, graphics, dimensional design and technical graphics.

MINIMUM ENTRY REQUIREMENT
The minimum entry requirement for this course will depend on the units in which the student enrolls. Information regarding this will be discussed at the Year 11 course counselling interviews.

UNIT 1ADESP, UNIT 1ADESG, UNIT 1ADESD, UNIT 1ADEST
The focus for this unit is design basics. Students understand that design is a discipline area with its own history, traditions and tools and techniques. Students are introduced to design elements and principles and design process and practice. They are introduced to basic drawing skills and a range of techniques to demonstrate their control over the elements of design. Students are introduced to basic production skills and process, materials and technologies.

UNIT 1BDESP, UNIT 1BDESG, UNIT 1BDESD, UNIT 1BDEST
The focus for this unit is applied design. Students understand that design can be used to solve problems and to satisfy user needs. They are introduced to ethical and legal issues relating to the creation and use of design. Students expand visualising/rendering techniques and a basic lexicon of terminology for design principles. Students increase familiarity with basic production skills and processes, materials and technologies.

Unit 1CDESP, Unit 1CDESG, Unit 1CDESD, Unit 1CDEST
The focus for this unit is personal design. Students understand that they visually communicate aspects of their personality, values and beliefs and affiliations through decoration and adornment, choice of artefacts and consumer items and their manipulation of personal surroundings and environments.

Unit 1DDESP, Unit 1DDESG, Unit 1DDESD, Unit 1DDEST
The focus for this unit is social design. Students become aware that society is made up of different groups of people that share common values, attitudes, beliefs, behaviour and needs; and that social design helps to inform and bind these groups together, assisting in creating and maintaining a sense of identity and community.

Unit 2ADESP, Unit 2ADESG, Unit 2ADESD, Unit 2ADEST
The focus for this unit is cultural design. Students understand that society is made up of different groups of people that share different values, attitudes, beliefs, behaviour and needs; and that cultural communication communicates these values and beliefs. Students develop a visual development process with an understanding of codes and conventions, analysing communication situations and audience in terms of demographics, anthropometrics (measurement of human physical characteristics) and ergonomics. They define and establish contemporary production skills and processes, materials and technologies.

Unit 2BDESP, Unit 2BDESG, Unit 2BDESD, Unit 2BDEST
The focus for this unit is economic design. Students understand that the commercial world is comprised of companies, consumer products, services and brands which are all competing for economic exchange and market share. They are introduced to ethical and legal issues, particularly those to do with copyright, censorship and intellectual property. They create products, accurate visuals and layouts with an understanding of message
and meaning. They analyse the audience in terms of psychographics and behaviour (lifestyle) and establish relevant and appropriate production skills and processes, materials and technologies in context.

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

**Unit 3ADESP, Unit 3ADESG, Unit 3ADESD, Unit 3ADEST**
The focus for this unit is **environmental design**. Students become aware that their world is comprised of both natural and built (man-made) environments and that society is dependant on both. They explore how environments communicate values and how we communicate them through a designed environment. They develop products and visual material in applied contexts with an understanding of design. They analyse the audience in terms of motor skills, perception, cognition and knowledge, and design and plan for specific production skills and processes, materials and technologies.

**Unit 3BDESP, Unit 3BDESG, Unit 3BDESD, Unit 3BDEST**
The focus for this unit is **political design**. Students understand that in a democratic society, different factions lobby for public support to gain greater social representation to effect change in government policy. The communication of political ideals, messages, information and values, either as advocacy or to communicate policy, is the basis of this unit. Students are introduced to ethical issues concerning propaganda and conflicting points of view. They produce products and visual layouts for specific and applied contexts with an understanding of applied semiotics and constructing meaning, analysing the audience in terms of empathy, profiling and stereotyping, developing solutions using a research, testing and feedback mechanism.

**How will this course help students in the future?**
In this course, students develop a competitive edge for current and future industry and employment markets. It provides access to further vocational and university pathways. There is potential for students to develop transferable skills and vocational competencies while devising innovative design artefacts.
FOOD SCIENCE AND TECHNOLOGY: FST

The Food Science and Technology course provides opportunities for students to explore and develop food-related interests and passions to achieve personal and professional goals. Students choose a context from hospitality, nutrition and health promotion or product development to develop and apply enterprising and innovative ideas to food production to meet future needs.

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

Unit 1AFSTH, Unit 1AFSTN, Unit 1AFSTP
The focus for this unit is **spotlight on my food**. Students learn about the variety and availability of familiar, local foods and use food selection models to determine their place in a balanced diet. They use strategies to identify the cultural values of their peers and the sensory characteristics of food that impact on their food preferences and food choices. Students identify their personal food requirements and the influence of food choice on health. They identify trends in the food industry that influence their food selections.

Unit 1BFSTH, Unit 1BFSTN, Unit 1BFSTP
The focus for this unit is **food, health and choices**. In this unit students learn about a balanced diet and apply nutrition concepts that promote healthy eating. They appreciate that everybody is different and that food needs and preferences vary. Students learn about healthy and unhealthy foods and classify these according to nutrient content, variety, availability, storage and cost. They gain knowledge of the function of food in the body and the nutrient needs of adolescents. Students determine the personal, physical, intellectual, emotional, social and spiritual needs and wants that define their eating habits.

Unit 1CFSTH, Unit 1CFSTN, Unit 1CFSTP
The focus for this unit is **food and my life**. Choosing and using food is fundamental to life. In this unit students learn about food through practical preparation skills in relation to themselves and their future. They work with readily available foods to address individual requirements, eating habits and lifestyles. Students learn about food as a commodity, its nutritional nature and properties in relation to selection and management when developing products, services and systems. Students determine the appropriateness of equipment used as they evaluate products and designs. There is a focus on working with others in teams, following safe and hygienic food handling skills and practices.

Unit 1DFSTH, Unit 1DFSTN, Unit 1DFSTP
The focus for this unit is food for communities. The ways community groups choose and use food are a reflection of local environmental conditions and cultural traditions. In this unit, students select and use techniques and equipment safely when preparing food to meet performance requirements for a community group. Students apply their knowledge of food varieties and their distinct properties to meet specific selection, performance or dietary requirements. When working with food, students consider innovation and ways food properties can be managed safely.

Unit 2AFSTH, Unit 2AFSTN, Unit 2AFSTP
The focus for this unit is **food for entertainment and leisure**. Students identify how, why and where food is shared in society. They examine how food processing and handling practices are designed to manage food properties to meet specified performance requirements. Students continue to develop their expertise with technology, communication and teamwork skills to implement strategies to design food products and systems used in larger scale food service.
Unit 2BFSTH, Unit 2BFSTN, Unit 2BFSTP
The focus for this unit is the undercover story of food. The behind the scene story of food, its molecular structure and the importance of microbial actions is often taken for granted. Students examine food products in terms of quality, safety and nutritional value for individuals, considering the relationship between environmental factors, digestion, intolerances and preferences. They investigate how the properties of foods and their performance are affected by factors such as heat, moisture, micro-organisms, handling practices and processing techniques in food systems. Students consider trends associated with innovation.

NOTE: The following pair of units will be offered in Year 12 after successful completion of Units 2A and 2B in Year 11.

Unit 3AFSTH, Unit 3AFSTN, Unit 3AFSTP
The focus for this unit is food diversity and equity. Students investigate food consumption patterns in Australian society to identify diversity and equity issues. They consider dietary guidelines and national goals in response to current societal issues and trends. Students examine technological innovation, markets, relationships between consumers and enterprises and their impact on food, product and service development. They examine political, economic and ethical values so that everyone has food to satisfy diverse needs.

Unit 3BFSTH, Unit 3BFSTN, Unit 3BFSTP
The focus for this unit is food innovation and the future. Students explore how innovative processes and systems result in the introduction of new food to the market. The relationship between globalisation, emerging technologies and food sustainability is examined. Students look at the way this facilitates change and innovation as they explore impacts and issues for communities and the broader society. Market research, product testing and promotion are used with ongoing monitoring and evaluation to predict the success of products, services or systems to address consumer and producer needs, wants, beliefs and values.

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

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

MINIMUM ENTRY REQUIREMENT
The minimum entry requirement for this course will depend on the units in which the student enrols. Information regarding this will be discussed at the Year 11 course counselling interviews or from the student’s Year 10 Science teacher.

Unit 1AHBS
The focus for this unit is my body. The body can be thought of as a complex machine with many parts working together to maintain life. These parts require food, produce wastes, move, grow and reproduce. These are called life processes. The body must be aware of its surroundings and be able to respond to changes in them to maintain these processes. The reproductive process is a complex one. An individual inherits features from their parents, but is still a unique individual. Humans change throughout life, from birth until death. Many factors in the environment can threaten the body including disease-causing agents and foreign materials. Medical research provides great hope in treating dysfunction and disease in humans. There are, however, risks and benefits associated with all treatments that need to be considered. Emphasis is on practical activities to understand body functions, limitations and differences.

Unit 1BHBS
The focus for this unit is being healthy. The body’s systems are organised for efficient functioning to maintain the internal environment at optimum conditions. The body has limits and going beyond them is dangerous. It must constantly monitor itself to prevent it going beyond these. Each body system has a specific role to perform and is well-suited to that role, yet systems still depend upon each other. Each person is unique as a result of their genes and the environment. However, all humans share similar features that allow them to be classified separately from other organisms. Medical research, in all its forms, tries to reduce suffering and improve human performance. Emphasis is on practical activities to understand body functions, limitations and differences.

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

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

NOTE: The following pair of units will be offered in Year 12 after successful completion of Units 2A and 2B in Year 11.

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

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

How will this course help students in the future?
An understanding of human biology is valuable for a variety of career paths. The course content deals directly and indirectly with many different occupations in fields such as science education, medical and paramedical fields, food and hospitality, childcare, sport and social work. Appreciation of the range and scope of such professions broadens students’ horizons and enables them to make informed choices.
MATERIALS, DESIGNS AND TECHNOLOGY: MDT

This is a practical course where students can choose to work with wood, metal or textiles in the design and manufacture of products. This is also a course about ideas, innovation and creativity. In order to do these well, students research and test materials and use strategies to develop innovative and creative ideas. They apply skills of management in planning and implementing a process, at the same time as they manipulate tools and machines to produce high-quality products.

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

Unit 1AMDTW, Unit 1AMDTM, Unit 1AMDTT
The focus for this unit is production fundamentals. It is an introductory unit for those students who have limited experiences in the manufacturing of products. Students are introduced to principles and practices of design, fundamentals of design to manufacture products for themselves. They learn to communicate various aspects of the design process within the structure of making their product. Throughout the process, students learn about materials, including their origins, classifications, properties and suitability for purpose. Students are introduced to relevant technology process skills.

Unit 1BMDTW, Unit 1BMDTM, Unit 1BMDTT
The focus for this unit is design fundamentals. It is for students who have informal experiences interacting with a variety of items designed to meet certain needs. Students apply the fundamentals of design and concepts related to designing for self, considering beliefs and values. They learn to communicate various aspects of the design process within the structure of making what they design. Throughout the process, students learn the origins, classifications and suitability for purpose of materials. Students are introduced to a range of technology skills, generate ideas and realise these ideas through their design projects.

Unit 1CMDTW, Unit 1CMDTM, Unit 1CMDTT
The focus for this unit is design techniques. It is for students who have many informal experiences interacting with a variety of items specifically designed to meet certain needs. Students are introduced to principles and practices of design, learning about fundamentals of design and concepts related to designing for individuals and markets, while considering beliefs and values. They learn to communicate various aspects of the design process within the structure of making what they design. Throughout the process, students learn the origins, classifications, properties and suitability for purpose of materials. Students are introduced to a range of technology skills, generate ideas and realise these ideas through their design projects.

Unit 1DMDTW, Unit 1DMDTM, Unit 1DMDTT
The focus for this unit is design for the consumer. It is for students who have many experiences interacting with products designed for the consumer market. They use a range of techniques in determining market needs and apply the fundamentals of design to produce products for the consumer market. Students learn to conceptualise and communicate their own ideas and various aspects of the design process within the structure of making what they design. Throughout the process, students learn the origins, classifications, properties and suitability for purpose of materials. Students are introduced to a range of technology skills, generate ideas and realise these through their design projects. They work in a defined environment and learn to use a variety of relevant technologies safely and effectively.

Students, in consultation with teachers, select projects of interest to design and make products for the consumer market.
Unit 2AMDTW, Unit 2AMDTM, Unit 2AMDTT
The focus for this unit is **processes in design and manufacturing**. Students learn to apply an understanding of the elements of design and consider human factors involved in their projects. They develop simple creative thinking strategies and work on design projects with specified constraints. Students learn about the structure and properties of a variety of appropriate materials and analyse issues related to the sustainability and recycling of materials. Students learn about manufacturing, production skills and techniques. They develop the required skills and techniques according to the materials being used. They learn about industrial risks and managing the processes within the design project.

Unit 2BMDTW, Unit 2BMDTM, Unit 2BMDTT
The focus for this unit is **working towards industry standards**. Students learn about various principles of design and the physical dimensions of human interaction with materials design and technology. They analyse contemporary and historical influences of materials and technology on the beliefs and values of people. Students learn about the nature and properties of a variety of materials and explore opportunities for alternative materials for design. Students extend their understanding of safe working practices and develop the knowledge, understanding and skills required to manage the process of designing and manufacturing.

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

Unit 3AMDTW, Unit 3AMDTM, Unit 3AMDTT
The focus for this unit is **production for industry**. Students extend their understanding of design aesthetics through the application of the elements and principles of design and by using creative and critical thinking strategies. They learn about markets, appropriate industry standards and conventions for design. Students work within an open and self-directed design brief to design and manage a project. They extend their understanding of a range of materials through the research and testing of materials, exploring new materials and alternative uses for materials. Students develop competence with production processes and learn to manage projects to determined specifications. They learn to identify and analyse risks and select the most appropriate modes for communicating ideas.

Unit 3BMDTW, Unit 3BMDTM, Unit 3BMDTT
The focus for this unit is **innovation and the future**. Students investigate and analyse historical and contemporary examples of experimental and concept products. They extend their understanding of design aesthetics using creative and critical thinking strategies. They critically examine products and artefacts and engage in forecasting future products, including future markets and technologies. They experiment with, and test, materials and predict the future developments of materials. Students explore a range of concepts, develop sophisticated modelling and conceptualisation skills, apply their skills and processes to develop and then realise ideas that reflect their personal style and influence.

**How will this course help students in the future?**
This course 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.
MATHEMATICS: MAT

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

MINIMUM ENTRY REQUIREMENT

The minimum entry requirement for the Mathematics courses will depend on the units in which the student enrols. Information regarding this will be discussed at the Year 11 course counselling interviews or from the student’s Year 10 Mathematics teacher.

Unit 1AMAT
In this unit, students develop understanding of multiplication and division. They use whole numbers and the four operations for practical purposes, including financial matters useful to them personally and in employment. Students measure length and mass of objects and calculate perimeters. They interpret timetables. They explore three-dimensional shapes and use informal maps. Students recognise and describe chance in familiar activities and produce data using probability devices. They collect and describe categorical and time-series data. They calculate using mental strategies, written methods and calculators.

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

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

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

Unit 1EMAT
In this unit, students use positive and negative numbers and numbers with powers for
They calculate interest and repayments for loans. They draw graphs to represent real situations, and use them to describe how quantities are related. They use trigonometry to calculate measurements in right triangles, and calculate volume and surface area of shapes. Students simulate everyday chance events, calculate probabilities and predict using probabilities. They collect bivariate data relevant to them, display the data in tables and graphs, and describe trends. They use mental strategies, written methods, calculators and computer technologies where appropriate.

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

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

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

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

Unit 3AMAT
In this unit, students explore and analyse the properties of functions and their graphs. They develop and use algebraic skills for solving equations. They apply recursion in practical situations, including for finance. They use trigonometry for the solution of triangles. Students use counting principles to calculate probabilities and analyse normally-distributed data. They plan sampling methods, analyse data from samples and infer results for populations. They use mental and written methods and technologies where appropriate.
Unit 3BMAT
In this unit, students study differential and integral calculus of polynomial functions and use calculus in optimisation problems. They develop algebraic skills for solving equations and apply them in linear programming. They analyse and construct project networks. They reason deductively in algebra and geometry. Students analyse bivariate data, and argue to support or contest conclusions about data. They use mental and written methods and technologies where appropriate.

NOTE: The following pair of units will be offered in Year 12 after successful completion of Units 3A and 3B in Year 11.

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

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

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

The Mathematics-Specialist course provides a solid foundation for the many students who will continue their study of mathematics beyond the compulsory years of schooling. It has an emphasis on mathematical reasoning, modelling, recursion and the use of technology, in keeping with recent trends in mathematics education, and in response to the growing impact of computers and the internet. Students engage in posing and solving problems within mathematics itself, and thus appreciate mathematics as a creative endeavour.

MINIMUM ENTRY REQUIREMENT
An A or B grade in Year 10 Pre-Calculus is essential for enrolment in this course.

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

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

NOTE: The following pair of units will be offered in Year 12 after successful completion of Units 3A and 3B in Year 11.

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

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

How will this course help students in the future?
This course allows students to appreciate mathematics, as well as helping them to develop the necessary understanding and skills to prepare them for productive working lives.

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

Physical Education Studies contributes to the development of the whole person. The emphasis is on learning through movement and personalised learning experiences. Students will analyse their own personal performance as well as others, apply theoretical principles and plan whilst coaching, instructing, teaching and leading. The students use physical activity and sport as fundamental contexts to develop broader physiological, psychological, biomechanical and motor learning understandings.

MINIMUM ENTRY REQUIREMENT
The minimum entry requirement for this course will depend on the units in which the student enrolls. Information regarding this will be discussed at the Year 11 course counselling interviews or from the student’s Year 10 Physical Education teacher.

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

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

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

Unit 1DPES
The focus for this unit is extending personal profiles. Selected learning contexts will enable students to make meaningful comparisons between themselves and others in terms of participation preferences (relating to positions, activities and roles), personal characteristics, competencies, attitudes and behaviours in physical activity, thereby enhancing their understanding both of themselves and others. They apply strategies for solution focused decision making, management of emotions, arousal and stress, team building and group development. Extending students’ personal profiles and undertaking comparative analysis with a peer, professional athlete, coach or official’s profile will guide a plan for improvement. Using observation, qualitative methods and selected measurements, students make comparisons between various aspects of their own and others’ participation profiles and plans.
Unit 2APES
The focus for this unit is exploring personal potential in relation to participation in physical activity. The focus of learning is on specific training methods, strategies and programs to enhance personal movement competency and aspects of fitness. It also focuses on instruction and practice, extending the repertoire of movement skills, strategies, tactics and problem-solving abilities in game or performance situations. It covers strategies to extend skills for communicating feedback, debriefing, and goal setting and to support the development of positive attitudes towards participation. Study of initiatives and developments in the past, and internationally, extends students’ understanding of physical activity and sport from social perspectives.

Unit 2BPES
The focus for this unit is realising personal potential. Working with peers, younger students or family members, students explore the practical application of concepts and principles relating to training (mental and physical), skill development and movement competency, psychological aspects of participation and leadership and decision-making styles. They will be challenged to match and adapt training and skill development strategies, enhancing specific aspects of participation relevant to individual and/or group needs and interests, taking into account values and attitudes. Students explore complex physical activity problems, develop effective responses and explore the principle of the transfer of learning. Exploration of psychological and social dimensions enables students to extend their understanding of influences on their own and others’ attitudes, beliefs and behaviours in relation to participation in physical activity and sport.

NOTE: The following pair of units will be offered in Year 12 after successful completion of Units 2A and 2B in Year 11.

Unit 3APES
The focus for this unit is integrated planning for participation. The focus is on a coherent and comprehensive approach to planning, to enhance participation, as a player and/or coach, official or administrator, informed by concepts and principles from each of the content areas. Introducing students to theoretical frameworks and models provides the basis for looking at participation from an increasingly holistic perspective. It incorporates biomechanical, physiological, psychological and social dimensions. Students extend their use of quantitative analysis, drawing upon observations and qualitative data when designing, implementing and evaluating programs to enhance their own and others’ participation.

Unit 3BPES
The focus for this unit is looking to the future. Teachers select learning contexts that prompt students to adopt a critical perspective, while looking at their own and others’ future participation in physical activity. Students work with others (peers and/or family members, younger students, junior or adult club members) in planning to sustain participation as a core aspect of a healthy lifestyle. Using selected theoretical frameworks, models and theories, students are challenged to synthesise knowledge and understanding when designing and evaluating plans for participation over time and in anticipation of changes in lives, careers and participation interests. They will investigate, extend and refine solutions to a wide range of complex physical activity situations.

How will this course help students in the future?
Students will progressively develop skills, knowledge and understanding that will enable them to pursue their personal interests and potential in physical activity as athletes, coaches, officials and/or administrators. It will prepare them to play an active role in the development of communities and societies.
PHYSICS: PHY

In the Physics course, students investigate the natural and built world around them in a wide and interesting range of contexts. They explore the different forms of energy and energy transformations, and study how mechanical forces can shape the environment. They learn how electric and magnetic fields can be used in machines and electronic devices, why different materials are used in heating and cooling systems, how communication and vision systems apply our understanding of the properties of light and sound waves and how radioactivity is used in industrial testing and in the treatment of diseases.

MINIMUM ENTRY REQUIREMENT
An A or B grade in Energy and Change in Year 10 Science and an A or B grade in Algebra are essential for enrolment in this course.

Unit 1APHY
The unit content organisers are moving around and wave motion. Within moving around, students gain fundamental knowledge about the movement of objects; energy relationships involved in movement; and the conditions required for objects to retain their stability and avoid falling over. Within wave motion, they examine the characteristics of waves, and how they are affected by the medium. With direction, students investigate real world problems.

Unit 1BPHY
The unit content organisers are seeing things and electricity. Within seeing things, students explore some of the ways that we use light, especially the use of mirrors and lenses to form images. Electricity is introduced through the study of the relationship between electricity and atomic structure, electrical charge, and electrical circuits. Students begin to develop their own investigations of real world problems.

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

Unit 2BPHY
The unit content organisers are heating and cooling and electrical fundamentals. In learning about heating and cooling, students gain insight into temperature measurement, internal energy, conduction and convection and radiation to develop understandings about how energy is transferred by heat through different types of materials. They also examine the thermal properties of substances, including thermal expansion, specific heat capacity and latent heat. Within electrical fundamentals, students learn to apply the concepts of charge and energy transfer to situations involving both electrostatics and current electricity. They construct and study characteristics of electric circuits; learn how to work safely with electricity; and gain a more comprehensive understanding of the relationship between electricity and magnetism. They research real world problems and plan to carry out an investigation, and deal with abstract concepts and principles when selecting problem-solving techniques.
NOTE: The following pair of units will be offered in Year 12 after successful completion of Units 2A and 2B in Year 11.

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

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

How will this course help students in the future?
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.