## CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>3</td>
</tr>
<tr>
<td>School Enquiries</td>
<td>4</td>
</tr>
<tr>
<td>Abbreviations</td>
<td>5</td>
</tr>
<tr>
<td>School Counsellors</td>
<td>6</td>
</tr>
<tr>
<td>Western Australian Certificate of Education</td>
<td>7</td>
</tr>
<tr>
<td>Courses Offered in Year 11 2012</td>
<td>10</td>
</tr>
<tr>
<td>e Extended Learning for Students</td>
<td>11</td>
</tr>
<tr>
<td>Externally Examined Courses List A</td>
<td>17</td>
</tr>
<tr>
<td>Externally Examined Courses List B</td>
<td>24</td>
</tr>
<tr>
<td>Non Externally Examined Courses List A</td>
<td>35</td>
</tr>
<tr>
<td>Non Externally Examined Courses List B</td>
<td>42</td>
</tr>
<tr>
<td>Vocational Education and Training Course Overview</td>
<td>59</td>
</tr>
<tr>
<td>Apprenticeships and Traineeships</td>
<td>65</td>
</tr>
<tr>
<td>Vocational Readiness Program Overview – A Fast Track Course</td>
<td>66</td>
</tr>
<tr>
<td>Career and Education Sites</td>
<td>68</td>
</tr>
</tbody>
</table>

The information in this booklet is correct at the time of print. Any changes may be out of the school’s control.
INTRODUCTION

This is the Senior School Course Selection booklet detailing your child’s subject choices for 2012. During term two of this year, students will be expected to make decisions about courses that they will take next year.

The transition from Year 10 to Senior School is undoubtedly an exciting and daunting time for both students and parents/carers.

You will be aware that there are significant changes that have, and will, continue to take place in the curriculum for Year 11 students in 2012.

It is important that students make informed decisions and that courses are chosen wisely. Students need to make realistic choices based on their interests, abilities and most importantly their motivation to succeed. A course that is too easy or too difficult can lead to student frustration and even failure. It is very important that Year 10 results satisfy the entry requirements for university pathway courses.

Experience has shown that the most successful students are those who have clear career goals and actively pursue these goals. This demands time, effort and a mature approach to their studies.

There will be a Year 10 Parent/Carer Information Night as well as a compulsory appointment for an individual counselling session involving a school Career Counsellor, parents/carers and the student. The dates relating to these will be confirmed in a letter to you.

Another significant change is the raising of the school leaving age. Students must be enrolled at school, in training, in full time employment or a combination of these until the end of the year in which a student turns 17.

Contributions and Charges in Year 11 and 12 are compulsory. To assist in facilitating planning for the 2012 timetable we require that a deposit of $100.00 is received with the Course Selection Sheet (if you are a recipient of a Pensioner Concession, Family Health Care Card or Veteran’s Affairs Card, a deposit of only $50.00 and proof of this status will be required). The deposit is not a guarantee that a student will receive his/her first preference but will ensure that your son/daughter’s application will be processed before those who have not contributed.

If you have any concerns or queries, please do not hesitate to contact Mrs Sheryl Giannas (Warwick Senior High School Career Advisor), or the relevant Associate Principal.

I wish you and your child every success as together you embark on this exciting journey.

Yours sincerely

LESLEY WINTLE
Principal

May 2011
WARWICK SENIOR HIGH SCHOOL
Phone: 6240 4400
Fax: 6240 4497

PRINCIPAL
Ms Lesley Wintle

ASSOCIATE PRINCIPALS
Ms Marisa Del Pin
Mr Dennis Hodge

VOCATIONAL EDUCATION & TRAINING
VET COORDINATOR
Mrs Sheryl Giannas

WPL COORDINATOR
Ext. 457

CAREERS COUNSELLOR
Mrs Sheryl Giannas

VOCATIONAL READINESS
Mrs Elise Smith

SCHOOL PSYCHOLOGIST
Mrs Rita Burgess
## ABBREVIATIONS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>CC</td>
<td>Curriculum Council</td>
</tr>
<tr>
<td>COS</td>
<td>Courses of Study</td>
</tr>
<tr>
<td>RTO</td>
<td>Registered Training Organisation</td>
</tr>
<tr>
<td>WPL</td>
<td>Workplace Learning</td>
</tr>
<tr>
<td>TAFE</td>
<td>Technical and Further Education</td>
</tr>
<tr>
<td>ATAR</td>
<td>Australian Tertiary Admission Rank</td>
</tr>
<tr>
<td>TEA</td>
<td>Tertiary Entrance Aggregate</td>
</tr>
<tr>
<td>TISC</td>
<td>Tertiary Institutions Service Centre</td>
</tr>
<tr>
<td>VET</td>
<td>Vocational Education and Training</td>
</tr>
<tr>
<td>WACE</td>
<td>Western Australian Certificate of Education</td>
</tr>
</tbody>
</table>
Below is a list of student and their counsellor. If you have any questions before or after your counselling session please speak to your counsellor.

<table>
<thead>
<tr>
<th>Ms Reid</th>
<th>Ms Del Pin</th>
<th>Ms Weaver</th>
<th>Mr McAlpine</th>
<th>Ms Giannas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bambang Ade</td>
<td>Allen Louise</td>
<td>Arbuckle Aaron</td>
<td>Dempsey Amber</td>
<td>Aitken Corey</td>
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<td>Benporath David</td>
<td>Anuriw Chalis</td>
<td>Barber Jaydan</td>
<td>Green Bryce</td>
<td>Bertone Nicholas</td>
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<td>Betts Thomas</td>
<td>Barlow Liam</td>
<td>Bishop Michael</td>
<td>Griffiths Braydon</td>
<td>Chau Brandon</td>
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<td>Bell Morgan</td>
<td>Brindley Hayden</td>
<td>Harris Cassie</td>
<td>Clarke Nathan</td>
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<td>Catterall Jessica</td>
<td>Bonniein Andrew</td>
<td>Dann Hemi</td>
<td>Hnatyszyn Bonnie</td>
<td>Coffey Shannon</td>
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<td>Clifford Ruby-Jayne</td>
<td>Boyd Taila</td>
<td>Dolby Luke</td>
<td>King Maddison</td>
<td>Collard Jarrod</td>
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<td>Butler-Smith Jack</td>
<td>Fitzgerald Taylah</td>
<td>Liang Anthony</td>
<td>Cunningham Sarah</td>
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<td>Dudek Matthew</td>
<td>Campbell Jack</td>
<td>Garlett Annette</td>
<td>Lyon Telisha</td>
<td>Danas Adam</td>
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<td>Evans Dale</td>
<td>Colegate Jack</td>
<td>Hare Josh</td>
<td>McHardy Jamie-Lee</td>
<td>Drury Breanna</td>
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<td>Fairlie Larissa</td>
<td>Comery Brandon</td>
<td>Jarvis-Dodd Amy-Lee</td>
<td>Metaxakis Sophie</td>
<td>Gullotti Joseph</td>
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<td>Frawley Ryan</td>
<td>Cortale Matthew</td>
<td>Lane Corey</td>
<td>Meti Justice</td>
<td>Hunt Caitlin</td>
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<td>Frederick Jarred</td>
<td>Nguyen Richard</td>
<td>Lee Jayme</td>
<td>Napier Brodie</td>
<td>Lambey Desiree</td>
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<td>Grace Cody</td>
<td>Peterson Lucy</td>
<td>Lukey Tyler</td>
<td>Nepe Shane</td>
<td>Mainwaring Sara</td>
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<td>Ha Kelly</td>
<td>Rapana Bailey</td>
<td>Mateiu David</td>
<td>Parahi Joshua</td>
<td>Martin Kane</td>
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<td>Sarti Gary</td>
<td>Palmer Chloe</td>
<td>Ryder Jamie</td>
<td>Robinson Jay</td>
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<td>Kinslow Maysen</td>
<td>Sarti Jesse</td>
<td>Pearce Brennan</td>
<td>Tana Dorothy</td>
<td>Stack Katelan</td>
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<tr>
<td>Lekbunseng Alex</td>
<td>Smart Kyle</td>
<td>Pinkerton Jake</td>
<td>Tavanyar Hayley</td>
<td>Summers Aaron</td>
</tr>
<tr>
<td>Lewis Danielle</td>
<td>Soun Catherine</td>
<td>Rowe Sarah</td>
<td>Todorovski Risto</td>
<td>Tansley Caleb</td>
</tr>
<tr>
<td>Lyons Tristan</td>
<td>Todorovski Robert</td>
<td>Sallik Maya</td>
<td>Tsalis Natalie</td>
<td>Tripp Layla</td>
</tr>
<tr>
<td>Mather-Brown</td>
<td>Wigg Courtney</td>
<td>Sohrabi Kiarash</td>
<td>Ward Josh</td>
<td>Udy Kayla</td>
</tr>
<tr>
<td>Renee</td>
<td>Zamponga Michael</td>
<td>Stacey Josh</td>
<td></td>
<td>Wood Ayesha</td>
</tr>
<tr>
<td>Meyoum Billtone</td>
<td></td>
<td></td>
<td></td>
<td>Yoawana Plai</td>
</tr>
<tr>
<td>Mher Mattullah</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

If your name is not on this list please see Ms Del Pin.
THE 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.

Western Australian Certificate of Education (WACE)

Requirements for 2012

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:
  - 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)
  - 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 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 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.

Notes:

1. Up to 10 unit equivalents may comprise endorsed programs and/or VET credit transfer, as indicated below:

<table>
<thead>
<tr>
<th>Nominal hours</th>
<th>Unit equivalent</th>
<th>Nominal hours</th>
<th>Unit equivalents</th>
</tr>
</thead>
<tbody>
<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>
</tr>
<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.

10. Endorsed programs and/or VET credit transfer 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>14</td>
<td>8</td>
</tr>
<tr>
<td>4 or 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
   o appeals from students who considered they made a genuine attempt in an examination when the Curriculum Council considered they did not.

UPPER SCHOOL PATHWAYS

UNIVERSITY PATHWAY

English (Stage 2 and 3) plus a minimum of three other externally examined courses (Stage 2 or 3).

The other two courses may be selected from Stage 1 (or higher) courses.

Note: It is very important that students meet entry requirements for university pathway courses.

TAFE/WORK PATHWAYS

English (Stage 1) plus five non externally examined courses including VET courses, Workplace Learning and/or Vocational Readiness program.

Note: A minimum of one List B course is a requirement for graduation including English (List A).
COURSES OFFERED AT WARWICK SHS FOR YEAR 11 IN 2012

Availability of courses will depend on the number of students selecting a course.

Note: All students must do English and at least one (1) list B course.

For university entrance, a minimum of four (4) externally examined courses must be chosen.

### EXTERNALLY EXAMINED COURSES

<table>
<thead>
<tr>
<th>LIST A</th>
<th>LIST B</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(Arts/Language/Social Science)</strong></td>
<td><strong>(Mathematics/Science/Technology)</strong></td>
</tr>
<tr>
<td>Code</td>
<td>Year 11</td>
</tr>
<tr>
<td>Dance</td>
<td>1A/BDAN</td>
</tr>
<tr>
<td>Economics</td>
<td>2A/BECO</td>
</tr>
<tr>
<td>English</td>
<td>2A/BENG</td>
</tr>
<tr>
<td>Literature</td>
<td>2A/BLIT</td>
</tr>
<tr>
<td>Geography</td>
<td>2A/BGEO</td>
</tr>
<tr>
<td>Modern History</td>
<td>2A/BHIM</td>
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</tbody>
</table>

### NON EXTERNALLY EXAMINED COURSES LIST

(These Courses will be Stage 1 in Years 11 and 12)

<table>
<thead>
<tr>
<th>LIST A</th>
<th>CODE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career &amp; Enterprise</td>
<td>1A/BCAE</td>
</tr>
<tr>
<td>English</td>
<td>1A/BENG</td>
</tr>
<tr>
<td>Music</td>
<td>1A/BMUS</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>1A/BVAR</td>
</tr>
<tr>
<td>Workplace Learning</td>
<td>1A/BWPL</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>LIST B</th>
<th>CODE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Information Technology</td>
<td>1A/BAIT</td>
</tr>
<tr>
<td>Business Management &amp; Enterprise</td>
<td>1A/BBME</td>
</tr>
<tr>
<td>Certificate II Business Services</td>
<td>BSB10107</td>
</tr>
<tr>
<td>Certificate II Community Services - Childcare</td>
<td>CHC20108</td>
</tr>
<tr>
<td>Certificate I Construction (General)</td>
<td>CPC10108</td>
</tr>
<tr>
<td>Certificate I Furniture Making</td>
<td>LMF0102</td>
</tr>
<tr>
<td>Certificate II Metal Engineering (Metalwork)</td>
<td>MEM10105</td>
</tr>
<tr>
<td>Certificate II Sports Coaching/Officiating</td>
<td>CPC10108</td>
</tr>
<tr>
<td>Certificate II Information Technology</td>
<td>ICA20105</td>
</tr>
<tr>
<td>Certificate II Visual Arts and Contemporary Craft (Textiles)</td>
<td>CUV20103</td>
</tr>
<tr>
<td>Design – Graphics</td>
<td>1A/BDESG</td>
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<tr>
<td>Design - Photography</td>
<td>1A/BDESP</td>
</tr>
<tr>
<td>Design - Technical Graphics</td>
<td>1A/BDEST</td>
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<tr>
<td>Food Science &amp; Technology</td>
<td>1A/BFSTN</td>
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<tr>
<td>Integrated Science</td>
<td>1A/BISC</td>
</tr>
<tr>
<td>Mathematics</td>
<td>1B/CMAT</td>
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<tr>
<td>Physical Education Studies</td>
<td>1A/BPES</td>
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### ALTERNATE PROGRAM – Years 11 & 12

Year 11 Vocational Readiness Program

**NOTE:** Upper School classes may include a combination of Year 11 and Year 12 students.
Courses offered in this program are:

- Mathematics Specialist
- Literature
- Accounting and Finance
- Economics

Please contact Marisa Del Pin (Associate Principal) for further details. Phone 6240 4400.
**eXLS**

**e Extended Learning for Students**

eXLS will offer our students the opportunity to achieve excellent educational outcomes through extended and expanded curriculum choice, while remaining at Warwick SHS.

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

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

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

eXLS courses have been chosen to enhance university entrance prospects for students at Warwick SHS.

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

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

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

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

eXLS is an agreement between Warwick SHS and four other public senior secondary schools in the north western suburban corridor; Balcatta, Belridge, Greenwood and Wanneroo, working in partnership with ECU Joondalup.

---

**Engaged Students**  **Expanded Choices**  **Experienced Teachers**

---

12
MATHEMATICS SPECIALIST: (MAS)

The compulsory charge for this course is $30.

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 Mathematics and teacher recommendation is essential for enrolment in this course.

Unit 3A MAS
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 3B MAS
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.

Year 12 Pathway
This course continues with further Stage 3 units in year 12 and is externally examined.

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. This course is for university entry to specialist courses such as engineering, physical sciences and mathematics and is usually studied in conjunction with the Mathematics course.
LITERATURE: (LIT)

The compulsory charge for this course is $35.

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 2A LIT & 2B LIT
Across the two units, it is expected that students will 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. Students explore how language works in literary texts and how readers are positioned. This involves a study of the relationship between language and meaning which includes the development of point of view, tone, diction, imagery and figurative language.

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

How will this course help students in the future?
This 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.
ACCOUNTING AND FINANCE: (ACF)

The compulsory charge for this course is $50

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

MINIMUM ENTRY REQUIREMENT
An A or B grade in Year 10 Mathematics and sound achievement in English are required for enrolment in this course.

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

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

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

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

How with the course help students in the future?
This course develops accounting and financial management skills along with financial literacy, problem-solving and ethical skills. These skills relate to a variety of qualifications in vocational, technical and tertiary environments as well as preparing students for self-employment. Students learn how the activities of business affect the natural and social environments. Furthermore, it will help students to analyse and make informed decisions about their own personal finances.
ECONOMICS: (ECO)

The compulsory charge for this course is $30.

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

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

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

How will this course help students in the future?
The Economics course develops reasoning, logical thinking and interpretation skills demanded by the world of work, business and government. These skills relate to a variety of qualifications in vocational, technical and university education contexts. The learning experiences available through this course explore the knowledge, values and opinions which surround the complex range of economic events and issues facing our community. Economics will provide an excellent background for students contemplating careers in banking, business, public administration, journalism, politics and teaching.
EXTERNALLY EXAMINED COURSES

LIST A

Students must sit WACE exams for these courses at the end of Year 12 unless exempt.
DANCE: (DAN)

*The compulsory charge for this course is $100.*

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**
Information regarding this will be discussed at the Year 11 course counselling interviews or, if relevant, gained 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.

**Year 12 Pathway**
This course progresses to Stage 2 in Year 12 and is externally examined.

**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.
ECONOMICS: (ECO)

The compulsory charge for this course is $30.

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 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.

Year 12 Pathway
Stage 2 courses progress to Stage 3 in Year 12 and is be externally examined.

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

The compulsory charge for this course is $40.

English: Pathways

Every student has to enrol in an English Course. Four units in this course are needed to attain a Western Australian Certificate of Education (WACE). Two of these units must be studied in the final Year of schooling.

<table>
<thead>
<tr>
<th>Pathways</th>
<th>Unit</th>
<th>Pathway 1</th>
<th>Pathway 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non – university pathway</td>
<td>1A</td>
<td>1A Yr 11</td>
<td></td>
</tr>
<tr>
<td>1B ENG</td>
<td>1B</td>
<td>1B Yr 11</td>
<td></td>
</tr>
<tr>
<td>Year 12 Pathway determined from results in 1A / 1B</td>
<td>1C</td>
<td>1C Yr 12</td>
<td></td>
</tr>
<tr>
<td>1D ENG</td>
<td>1D</td>
<td>1D Yr 12</td>
<td></td>
</tr>
<tr>
<td>University Pathway</td>
<td>2A</td>
<td>2A Yr 11</td>
<td></td>
</tr>
<tr>
<td>2BENG</td>
<td>2B</td>
<td>2B Yr 11</td>
<td></td>
</tr>
<tr>
<td>3A ENG</td>
<td>3A</td>
<td>3A Yr 12</td>
<td></td>
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<tr>
<td>3B ENG</td>
<td>3B</td>
<td>3B Yr 12</td>
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</tbody>
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*English Units 2C and 2D may be offered in Year 12 for students considering portfolio university entry. These units are suitable for those students who achieved excellent results in Units 1A/B or those students who would have difficulty passing Units 3A/3B.

Unit 2A/BENG SUBJECT OUTLINE

Units 2A and 2B are designed to suit the needs of students considering tertiary study at the end of Year 12. These units focus on the English language and its use in a variety of forms and contexts. In this course, students are required to compose and comprehend texts drawn from fiction, non-fiction and non-print genres. In 2A and 2B English, students develop critical awareness of language and communication skills.

SKILLS OUTLINE

English units 2A and 2B comprise an outcomes based course, suited to students with strong abilities in the following areas:

- Reading
- Writing
- Speaking and Listening
- Viewing

MINIMUM ENTRY REQUIREMENT

B grade in Year 10 English.
Unit 2C/D SUBJECT OUTLINE
Units 2C and 2D are designed to suit the needs of students who wish to be considered for portfolio entry at university. These units focus on the English language in its variety of forms and contexts and build upon the skills developed in 1A, 1B, 2A and 2B. In this course students are required to compose and comprehend texts drawn from fiction, non-fiction and non-print genres. In 2C and 2D English, students learn how to become competent, reflective, adaptable and critical users of language. **This Course includes a compulsory external examination.**

**SKILLS OUTLINE**
English units 2C and 2D comprise an outcomes based course, suited to students with sound abilities in the following areas:
- Reading
- Writing
- Speaking and Listening
- Viewing

**MINIMUM ENTRY REQUIREMENT**
A or B grade in Year 11 English 1A and 1B.

Unit 3A/B SUBJECT OUTLINE
Units 3A and 3B are designed to suit the needs of students considering tertiary entrance. These units focus on the English language and its use in a variety of forms and contexts, and build upon the skills developed in 2A and 2B. In this course, students are required to compose and comprehend texts drawn from fiction, non-fiction and non-print genres. In 3A and 3B English students learn how to become competent, reflective, adaptable and critical users of language. As this is a course designed for tertiary entrance, students can expect at least three hours per week out of class commitment.

**SKILLS OUTLINE**
English units 3A and 3B comprise an outcomes based course, suited to students who are able to demonstrate advanced abilities in the following areas:
- Reading
- Writing
- Speaking and Listening
- Viewing

**MINIMUM ENTRANCE REQUIREMENTS**
Satisfactory performance in Year 11 English 2A and 2B.

**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.
GEOGRAPHY: (GEO)

The compulsory charge for this course is $30.

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 Year 10 Society & Environment and sound achievement in Year 10 English are required for this course.

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.

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

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.
MODERN HISTORY: (HIM)

The compulsory charge for this course is $30.

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 sound achievement in English are required for this course.

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.

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

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.
EXTERNALLY EXAMINED COURSES

LIST B

Students must sit WACE exams for these courses at the end of Year 12 unless exempt.
ACCOUNTING AND FINANCE: (ACF)

The compulsory charge for this course is $50.

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

MINIMUM ENTRY REQUIREMENT
An A or B grade in a tertiary pathway Year 10 Mathematics subject and sound achievement in English are required for this course.

Unit 2A
The focus for this unit is accrual accounting for small businesses. Students apply their understanding of financial principles, systems and institutions to manage financial information and make decisions using cost volume profit analysis 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 ignoring them. Students record and process financial information using the double entry system and apply the principles of GST.

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

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

How will the course help students in the future?
This course develops accounting and financial management skills along with financial literacy, problem-solving and ethical skills. These skills relate to a variety of qualifications in vocational, technical and tertiary environments as well as preparing students for self-employment. Furthermore, it helps students to analyse and make informed decisions about their own personal finances.
BIOLOGICAL SCIENCES: (BIO)

The compulsory charge for this course is $54.

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
Students should be working at an ‘A’ or high ‘B’ level in Year 10 science and be recommended by their science teacher.

Biology is a body of knowledge about living organisms and their interrelationships with each other and with the physical world. Biology is also a process that allows us to investigate and answer questions about the living world. It is a way of knowing that enables us to make decisions that will influence the wellbeing of all organisms and the biosphere and ultimately ourselves. Biology influences our understanding of the world from the microscopic to global theories such as evolution and the greenhouse effect. Students study the structure and function of organisms and they way they influence and are influenced by the environment around them. The students use the concepts learnt and apply them to the real world looking at issues such as conservation biology, evolution, enterprise biology such as farming, local biological issues and population biology that looks at the influence of introduced species and humans on the environment.

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

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.
CHEMISTRY: (CHE)

The compulsory charge for this course is $54.

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.

ENTRY REQUIREMENT
The entry requirement for this course is by invitation based upon teacher recommendation and Year 10 results. It will be necessary to be working at an ‘A’ or high ‘B’ level in Year 10 Academic Extension Science.

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.

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

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.
HUMAN BIOLOGICAL SCIENCE: (HBS)

*The compulsory charge for this course is $54.*

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**

Students should be working at an ‘A’ or high ‘B’ level in Year 10 science and be recommended by their science teacher.

**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.

**Year 12 Pathway**

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

**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.
MATHEMATICS: (MAT)

The compulsory charge for each course is $30.

MATHEMATICS PATHWAYS

<table>
<thead>
<tr>
<th>General pathway description</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pathway to TAFE, employment – Pathway 1</td>
<td>Stage 1</td>
<td>Stage 1</td>
</tr>
<tr>
<td>Pathway to general tertiary entry – Pathway 2</td>
<td>Stage 2</td>
<td>Stage 2</td>
</tr>
<tr>
<td>Pathway to general tertiary entry – Pathway 3</td>
<td>Stage 2</td>
<td>Stage 3</td>
</tr>
<tr>
<td>Pathway to tertiary and prerequisite for some tertiary Courses - Pathway 4</td>
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</tr>
<tr>
<td>Elite pathway for only the most able mathematical students. Can only be selected in combination with Pathway 4 – Pathway 5 (Specialist)</td>
<td>Stage 3</td>
<td>Stage 3</td>
</tr>
</tbody>
</table>

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 obtained from the student’s Year 10 Mathematics teacher.

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 three-dimensional shapes. 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.

Year 12 Pathway

This course continues with Stage 2 units in Year 12 and is externally examined. See pathways above.

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.

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

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.

Year 12 Pathway
This course continues with Stage 3 in Year 12 and is externally examined.

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.

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 compulsory charge for this course is $30.

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.

Year 12 Pathway
This course continues with Stage 3 in year 12 and is externally examined.

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.
PHYSICAL EDUCATION STUDIES: (PES)

The compulsory charge for this course is $50.

MINIMUM ENTRY REQUIREMENT
No minimum requirement, although students need to have successfully passed Physical Education subjects at Year 10 level. A willingness to learn and a preparedness to participate in both theoretical and practical aspects of this course are essential.

Unit 1A/1B
Students will complete Units 1A and 1B. These units will be taught concurrently over the full year and are designed for students who have a strong interest in Physical Education. The course provides an opportunity for students to develop skills and knowledge which will enhance their participation in sport as a performer, coach or official.

In order to be successful in this course, students must be prepared to complete both the theoretical and practical components of the course. Equal time will be devoted to each component. Theory content includes body systems relevant to physical activity, biomechanical principles, fitness training, coaching and sport psychology.

The practical component provides students in our Football and Netball programs with the opportunity to continue with their specialist programs into years 11 and 12. Students not currently involved with these programs may still participate in either of these sports as part of this subject. An alternative sporting option may be offered if numbers permit.

Year 12 Pathway
This course progresses to Stage 2 in Year 12 and is externally examined.

How will this course help students in the future?
Achievement in this course may be used to calculate a student’s ATAR score which is required for University entrance.

The knowledge and skills gained in this course will support post-secondary study in fields such as Sports Science and Sports Training. Students will also develop the skills, knowledge and understanding that will enable them to pursue their personal interests and potential in physical activity as athletes, coaches, officials and administrators.
PSYCHOLOGY: (PSY)

*The compulsory charge for this course is $46.*

In this course, students learn about factors relating to individuals such as the way we think, genetic hereditary and personality. They research, analyse and read about how individuals function within groups. They build on their knowledge about socialisation, moral development, formation of attitudes and how people relate and communicate. They learn about major psychological theories and the methods used to investigate such theories.

**MINIMUM ENTRY REQUIREMENT**
A 'B' grade in Investigation, Communication and Participation in Year 10 Society & Environment, a 'B' grade in Year 10 Science and sound English skills are required for this course.

**Unit 1APSY**
In this unit, students focus on contexts related to **behaviour**. They are introduced to the language of psychology and learn about how human behaviour can be explored in relation to themselves, others and society. Students learn about the scope of psychology as a scientific discipline, focus on the definitions of psychology and behaviour and look at the distinction between psychology and psychiatry and the diversity of psychology as a profession. They are introduced to psychological research and access current research through journal articles and the internet.

**Unit 1BPSY**
In this unit, students focus on contexts related to **relationships**. They are introduced to a number of terms, concepts and theories related to social cognition and personality. Students focus on social relations and different aspects of social behaviour and explore how interaction with others shapes interpersonal processes such as aggression and conflict. They look at effective communication and the factors that influence its development. They further develop their research skills and understanding of statistical concepts and access, evaluate, organise and present information, either individually or in collaboration with others.

**Year 12 Pathway**
This course progresses to Stage 2 in Year 12 and is externally examined.

**How will this course help students in the future?**
The study of this discipline is highly relevant to further studies in the health professions; education; human resources; social sciences; sales; media; and marketing and management and aims to provide students with a better understanding of human behaviour and the means to enhance their quality of life.
PHYSICS: (PHY)

The compulsory charge for this course is $54.

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.

ENTRY REQUIREMENT
An ‘A’ grade level in Year 10 Academic Extension Science and a recommendation from the Science teacher.

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.

Year 12 Pathway
This course progresses to Stage 3 in Year 12 and is externally examined.
NON
EXTERNALLY EXAMINED COURSES
LIST A

These courses are Stage 1 units and will not have WACE exams at the end of Year 12.
CAREER AND ENTERPRISE: (CAE)

The compulsory charge for this course is $30.

Career education has moved towards learning to manage and take responsibility for personal career development before leaving school. The Career and Enterprise course equips students with the tools to head confidently into an uncertain future. It begins with recognising individual skills and talents, and moves on to using this understanding to find work and keep it. All aspects of work and workplaces are explored, from entry level to working globally. Changing technology, employment patterns and economic restructuring are realities of the rapidly changing world of work students will be entering. Learning to deal with constant change through adaptability, enterprise and lifelong learning are vital elements of the course, along with exploration of social, cultural and environmental issues.

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.

Year 12 Pathway
This course continues as Stage 1 in Year 12.

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.

Students completing this course will have the option of completing the Certificate I Business Services.

For details see the VET section at the end of this booklet.
ENGLISH: (ENG)

The compulsory charge for this course is $40.

Year 11 Unit 1A/BENG SUBJECT OUTLINE

Units 1A and 1B are designed to suit the needs of students seeking further education at TAFE or employment at the end of Year 12. These units focus on the English language and its use in a variety of forms and contexts. In this course, students are required to compose and comprehend texts drawn from fiction, non-fiction and non-print genres. In 1A and 1B English, students develop broad English skills.

SKILLS OUTLINE

English units 1A and 1B comprise an outcomes based course, suited to students with sound abilities in the following areas:

- Reading
- Writing
- Speaking and Listening
- Viewing

MINIMUM ENTRY REQUIREMENT

None.

Year 12 Unit 1C/D SUBJECT OUTLINE

Units 1C and 1D are designed to suit the needs of students seeking secondary graduation and/or further education at TAFE or employment. These units focus on the English language and its use in a variety of forms and contexts, and build upon the skills developed in 1A and 1B. In this course, students are required to compose and comprehend texts drawn from fiction, non-fiction and non-print genres.

SKILLS OUTLINE

English units 1C and 1D comprise an outcomes based course, suited to students who are able to demonstrate sound abilities in the following areas:

- Reading
- Writing
- Speaking and Listening
- Viewing

MINIMUM ENTRANCE REQUIREMENTS

Satisfactory performance in Year 11 English 1A and 1B.

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.
MUSIC: (MUS)

The compulsory charge for this course is $50.

In the Music course, which focuses on the Contemporary genre, students are given the opportunity to explore and improve their musical abilities and potential. Students will take on independent and interactive work in order to develop a practical understanding of the elements of music and apply these elements creatively through performance, composition and responses in music.

MINIMUM ENTRY REQUIREMENT
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 1A/1BMUS
Across the two 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.

Year 12 Pathway
Stage 1C/1D examines music in greater depth and focuses on refining students’ skills and performance ability on their instrument. The units have no external examination and assessments are catered specifically for students at the school.

How will this course help students in the future?
The course is designed to encourage students to participate in musical activity as both recreational and a potential career path. The Contemporary music programme provides a direct avenue into professional music institutions such as The Western Australian Academy of Performing Arts (WAAPA), sound production and audio engineering establishments, TAFE and other music technology facilities.
VISUAL ARTS: (VAR)

The compulsory charge for this course is $50.

In the Visual Arts course, students engage in traditional, modern and contemporary media and techniques within the broad areas of art forms. The course promotes innovative practice. Students are encouraged to explore and represent their ideas and gain an awareness of the role that artists and designers play in reflecting, challenging and shaping societal values. Students are encouraged to appreciate the work of other artists and engage in their own art practice.

MINIMUM ENTRY REQUIREMENT
The 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 Visual Arts teacher.

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

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

Year 12 Pathway
This course continues as Stage 1 in Year 12.

How will this course help students in the future?
The Visual Arts course aims to enable students to make connections to relevant fields of study and to more generally prepare them for creative thinking and problem solving in future work and life. It aims to contribute to a sense of enjoyment, engagement and fulfillment in their everyday lives, as well as to promote an appreciation for the environment and ecological sustainability.
WORKPLACE LEARNING: (WPL)

The compulsory charge for this course is $100.

The Workplace Learning course aims to provide all students with the knowledge, workplace skills and attitudes valued within work environments, as a preparation for employment. Specific technical skills and knowledge learnt during formal education help students gain and keep employment. Generic work related skills that are transferable are vital to all forms of employment in today's world.

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

Unit 1AWPL
This unit is to introduce workplace learning. Students prepare for, and are placed in, a suitable workplace. While in the work placement, students are assessed on work related skills by the workplace supervisor. Students reflect on the skills assessed.

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

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

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

Year 12 Pathway
This course continues with 1CWPL and 1DWPL in Year 12.

Unit 1CWPL
The unit is designed to consolidate workplace learning. Students prepare for, and are placed in, a new workplace. Skills are selected to complement the skills from Units 1AWPL/1BWPL. While in the work placement, students are assessed on work related skills by the workplace supervisor. Students reflect on the skills assessed.

If a student has completed 1AWPL and 1BWPL, it is required that the work placement for this pair of units is a different industry or employer or job role from the placement(s) for 1AWPL and 1BWPL.

Unit 1DWPL
The unit is designed to extend workplace learning. Students prepare for, and are placed in, a suitable workplace. Skills are selected to complement the skills from Units 1AWPL/1BWPL/1CWPL. While in the work placement students are assessed on work related skills by the workplace supervisor. Students reflect on the skills assessed.

It is strongly recommended that the workplace used in 1DWPL is different from the workplace experienced in Unit 1CWPL.
How will this course help students in the future?
Employers value generic work related skills that are transferable and vital to all forms of employment. These skills are often referred to as employability skills and are relevant for everyone who is seeking work or working. Employability skills are developed over the life time of an individual and are valued in education, training, workplaces and community environments. Participation in a supported workplace learning program based on employability skills and involving a number of different workplaces assists students to make informed decisions. These decisions are important as students move from school to further education, training, employment and participation in the community.

Workplace learning on-the-job training (WL1)

The compulsory charge for this course is $100.

This mode of workplace learning involves training and assessment that occurs in the workplace. On-the-job training has a focus on students gathering evidence through a workplace experience to demonstrate competence in one or more VET unit of competency. Students must meet workplace hours, logbook and evidence portfolio requirements. The log book must contain a record of tasks completed in the workplace and an attendance record. The evidence portfolio requirements will be determined collaboratively by the school and registered training organisation. While this mode does contribute to the number of units required for WACE it is assessed as having been ‘Achieved” and is not given a Grade.

A minimum of 55 hours of on-the-job training is 1 unit equivalent towards WACE.

Students completing a Certificate Course with a compulsory Workplace Learning component will do this Mode.

For details see the VET section at the end of this booklet.
NON EXTERNALLY EXAMINED COURSES

LIST B

These courses are Stage 1 units and will not have WACE exams at the end of Year 12.
**APPLIED INFORMATION TECHNOLOGY: (AIT)**

*The compulsory charge for this course is $60.*

**MINIMUM ENTRY REQUIREMENTS**
There are no minimum entry requirements for this course although completion of lower school business and information technology subjects would be advantageous.

Computing for personal use – whether it be to educate, inform or entertain, is a vital part of being a citizen in the 21st century. **Applied Information Technology** is a practical subject that focuses on meeting the computing needs of students in order for success at school, employment or further education and training.

Students will spend approximately 70% of their class time developing and improving their computing skills. A range of applications will be explored namely, Microsoft Office and Adobe CS3 Suites along with the Internet and other communications and entertainment packages. Students will process and manage data and then creatively use the software to complete a variety of engaging tasks. The course covers four broad areas:

- Social implications and trends
- Hardware and software
- Digital data and information
- Workplace, practices and careers

In **Semester 1**, the students will prepare job applications, complete personal projects, promote events, educate, communicate with and entertain people. The focus in **Semester 2** is on students to help business and community organisations achieve their IT goals preparing web sites, creating presentations etc.

**Year 12 Pathway**
This course continues as Stage 1C/D in Year 12.

**How will this course help students in the future?**
This course offers students the chance to develop marketable skills in IT that will stand them in good stead for future employment and further education and training at TAFE or with private providers.
BUSINESS MANAGEMENT AND ENTERPRISE: (BME)

The compulsory charge for this course is $60.

The course helps students to develop practical skills as well as knowledge and understanding of business activity by focussing on innovation, initiative and entrepreneurship. Course content ranges from the many facets of business to opportunities and issues faced by national and international business. This course uses real businesses and scenarios to develop financial and business literacy, whilst at the same time enhancing interpersonal and intrapersonal skills.

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

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

Unit 1BBME
In this unit, the focus is on contexts related to initiative and inspiration, which are the values of the dynamic and imaginative entrepreneur or business manager. Opportunities are provided to explore business start-ups and to recognise the factors that contribute to business success. Entrepreneurship and innovative thinking are introduced, generating ideas and proposals that may be suitable for business ventures. These proposals are then developed into a business plan.

Year 12 Pathway
This course continues as Stage 1 in Year 12.

How will this course help students in the future?
This course will give students the ability to make sound and ethical decisions based on knowledge and understanding. They will be well equipped to be proactive participants in the dynamic world of business, behaving responsibly and demonstrating integrity in business activities.
CERTIFICATE BUSINESS SERVICES

YEAR 11: CERTIFICATE I BUSINESS SERVICES BSB10107

The compulsory charge for this course is $80.

MINIMUM ENTRY REQUIREMENTS:
There are no minimum entry requirements for this course.

Certificate I in Business Services is an entry level qualification for people employed in a wide range of industries that allows individuals to develop basic skills and knowledge to prepare for work. Students will complete one core unit and five elective units in order to develop knowledge and skills in the following areas.

- Occupational Health and Safety
- Organising Daily Work Activities
- Working effectively with Others
- Business Equipment and Resources
- Communication

As part of the Certificate students will have the opportunity to develop eight key employability skills: communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning and technology.

YEAR 12: CERTIFICATE II BUSINESS SERVICES BSB20107

The compulsory charge for this course is $100.

Certificate II Business Services provides training in essential skills for entry into the workforce, and specialist skills for individuals performing administrative roles within the workplace. The course, in part, provides training in word processing, spreadsheets, clerical procedures, databases, email and in the operation of a range of general office equipment. The students will study 1 core unit and 11 elective units.

Certificate I and II of the Business Services Training Package have been designed to equip participants with the essential knowledge, skills and attributes required for a variety of career paths in clerical and administrative occupations in a range of fields including retail, computing, banking, insurance, mining, tourism and hospitality.

The Certificate courses connect to the world of work, further vocational education and training and university pathways. This course is nationally recognised by the Australian Qualification Training Framework (AQTF) and recognised by Curriculum Council as an endorsed program contributing towards the Western Australian Certificate of Education. This VET pathway advances a student’s career standing and opportunities for further training and employment.
CERTIFICATE II COMMUNITY SERVICE (Childcare) (CHC20108)

The compulsory charge for this course is $80.

Students selecting this Certificate MUST also select Workplace Learning

MINIMUM ENTRY REQUIREMENTS:
There are no minimum entry requirements for this course.

This nationally recognised qualification is part of the CHC08 Community Services Training Package.

Students will complete the Certificate over two years, year 11 and year 12.

Students wishing to enter the childcare industry will find this course of great benefit. It will also be of benefit to future parents.

Students will learn to interact with children and how to respond effectively to their physical, social, emotional and developmental needs. Occupational health and safety, nutrition and legal considerations are also covered.

While working under the guidance of a Registered Training Organisation (RTO) the classroom teacher will structure the program to make it as practical as possible.

A compulsory component of this course is on-the-job training in the workplace. As such the students will be required to complete the course Workplace Learning to achieve 220 hours in a related industry.

Career and Further Study Opportunities:
A Certificate II is the minimum requirement to work in the child care industry. Further training is available on completion of this qualification. Employment opportunities include private, government and community-based child care centres, kindergartens and crèches. Work is also available in hospitals, women’s shelters and neighbourhood houses as family day care.
CERTIFICATE I CONSTRUCTION: (CPC10108)

The compulsory charge for this course is $140. Plus $20 for Workplace Learning. Plus $50 for White Card Training (Safety Awareness Training Card), if applicable.

Construction is one of the largest industries in Western Australia with a number of employment opportunities and diversity in career paths. Building and Construction provides an introduction to this industry in a practically based course. The 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 are no minimum entry requirements for this course although successful completion of lower school Design & Technology subjects would be advantageous.

Warwick Senior High School recognises the need to provide our students with the best possible life chances. As part of this commitment we have established Industry Training Programs. These programs have been developed through our partnership with Polytechnic West and are designed to allow students to complete National Accredited Training Qualifications as well as gaining a Year 12 Western Australian Certificate of Education (WACE).

This program is a VET in Schools stand alone course and will provide you with skills in many aspects of the building, construction and associate industry areas. These skills include:

- Construction methods
- Drawing techniques
- Building industry
- Use hand tools
- Use power tools and equipment
- Use information technology
- Estimating and costing materials
- Drawing interpretation and documentation
- Occupational health and safety
- Use basic levelling equipment

WORKPLACE LEARNING:
Practical on-the-job work experience is an essential part of this course. Students will be required to complete a minimum of 55 hours in the workplace in order to demonstrate the Units of Competence delivered in this Certificate Course. Students who are not enrolled in Workplace Learning as a full Course of Study, must be enrolled in Workplace Learning Mode 1 for 55 hours.

This will provide the student with additional points towards their WACE as well as valuable industry experience.

The work placement will take place in two blocks during the school term, where appropriate.

Students will complete the “White Card”, (Construction Industry Safety Awareness Training Card) which is essential for anyone working in the Construction industry.
CERTIFICATE I FURNISHING (FURNITURE MAKING): (LMF0102)

The compulsory charge for this course is $140. Plus $20 for Workplace Learning and $50 for White Card (Safety Awareness training), if applicable.

Warwick Senior High School recognises the need to provide our students with the best possible life chances. As part of this commitment we have established Industry Training Programs. These programs have been developed through our partnership with Polytechnic West and are designed to allow students to complete National Accredited Training Qualifications as well as gaining a Year 12 Western Australian Certificate of Education (WACE).

The Certificate I in Furnishing is a VET in Schools stand alone course and will provide you with skills in many aspects of the cabinet making/furniture making and associated industry areas. These skills include:

- Construction methods
- Drawing interpretation and documentation
- Drawing techniques
- Furniture industry
- Occupational health and safety
- Select materials and properties
- Use hand tools
- Use information technology
- Use power tools and equipment
- Use selected static machines and equipment

The Certificate I in Furnishing course allows students to gain National Accredited Competencies and Certificate level qualifications while studying in a student centred rather than an independent learning environment. The successful completion of this training program will increase apprenticeship options, and reduce qualifying periods in related and associated industries. All units studied are Australian Qualifications Training Framework (AQTF) accredited.

WORKPLACE LEARNING:

Practical on-the-job work experience is an essential part of this course. Students will be required to complete a minimum of 55 hours in the workplace in order to demonstrate the Units of Competence delivered in this Certificate Course. Students who are not enrolled in Workplace Learning as a full Course of Study, must be enrolled in Workplace Learning Mode 1 for 55 hours.

This will provide the student with additional points towards their WACE as well as valuable industry experience.

The work placement will take place in two blocks during the school term, where appropriate.

Students will complete the “White Card”, (Construction Industry Safety Awareness Training Card) which is essential for anyone working in the Construction industry.
CERTIFICATE I/II METAL ENGINEERING (METALWORK) (MEM10105)

The compulsory charge for this course is $140. Plus $20 for Workplace Learning and $50 for the White Card (Construction Safety Awareness Training Card) where appropriate.

The Metal and Engineering Training Package is designed to meet the training and skills recognition needs of the Australian engineering industry sector. It covers the competencies used by people employed in the manufacturing, engineering and related services industries.

It also provides access to the apprenticeship pathway provided by the National Metal and Engineering Industry Competency Standards leading to national qualifications, with traineeship pathways also available. It also enables further career advancement beyond trade apprenticeship and technical traineeship, with progression to Advanced Diploma.

On successful completion of the requirements offered of the metals certificate course, students will be able to attain Certificate I/II in Engineering. The duration of the course is two years. A few examples of context include:

- Engineering measurement
- Hand and power tools
- Oxygen and acetylene welding
- Mechanical cutting
- Occupational Health and Safety

This course connects to the world of work, further vocational education and training and university pathways. This course will be nationally recognised by the Australian Qualification Training Framework (AQTF) and recognised by Curriculum Council as an endorsed program contributing towards the Western Australian Certificate of Education. Students completing this will 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 VET pathway enhances employability and may lead to further training and employment opportunities in areas such as manufacturing, design, the building environment, science and engineering.

WORKPLACE LEARNING:

Practical on-the-job work experience is an essential part of this course. Students will be required to complete a minimum of 55 hours in the workplace in order to demonstrate the Units of Competence delivered in this Certificate Course. Students who are not enrolled in Workplace Learning as a full Course of Study, must be enrolled in Workplace Learning Mode 1 for 55 hours.

This will provide the student with additional points towards their WACE as well as valuable industry experience.

The work placement will take place in two blocks during the school term, where appropriate.

Students will participate in a Workplace Learning Induction where they will learn valuable skills and knowledge required to be “work ready”. They will also complete the “White Card”, (Construction Industry Safety Awareness Training Card) which is essential for anyone working in the Construction industry.

49
CERTIFICATE II SPORT (COACHING/OFFICIATING) (SRS20306)

The compulsory charge for this course is $50.

Students will develop the skills, knowledge and understanding that will enable them to pursue their personal interest and potential in physical activity as athletes, coaches, officials and administrators.

Minimum entry Requirement
There is no minimum entry requirement for this Certificate, although a background in AFL or Netball would be an advantage.

Course Description
This course is nationally recognised by the Australian Qualification Training Framework (AQTF) and the Curriculum Council as an endorsed program which contributes towards the WACE.

The course equips the students with the essential knowledge, skills and attributes required for a variety of career pathways in sporting and recreational occupations.

Students will be required to specialise in either AFL or Netball.

Year 12 Pathway
This certificate course will be completed over Year 11 and Year 12. If students enrol into this course at the start of Year 12 they achieve a part certificate only.

Career and Further Study Opportunities
Achievement in this course will contribute towards the WACE and assist with entry to TAFE and further qualifications.
CERTIFICATE II in INFORMATION TECHNOLOGY: ICA20105

The compulsory charge for this course has yet to be determined.

MINIMUM ENTRY REQUIREMENTS:
There are no minimum entry requirements for this course.

This course gives you the fundamentals to confidently operate computer equipment and computing packages, discover more about working effectively in an IT environment, including tasks such as connecting various hardware and software applications, and running standard diagnostic tests. With employment opportunities at entry-level positions such as help desk officer, or as the foundation for further study, it's the perfect course to get started.

The aim of this course is for students to gain fundamental industry-based skills required to operate a personal computer at a professional level, while also gaining a nationally recognized tertiary qualification.

The course covers skills in:
- Operation of a personal computer
- Using the internet and email
- Using office software applications – word processing, spreadsheets, presentation, database management.

This course is ideal for students about to enter the workforce or continue their studies at TAFE. On the successful completion of this Certificate students may gain exemptions for some information technology units at TAFE and gain extra credit points towards TAFE entry. With more than half of Australian businesses surveyed intending to hire IT staff (source: Michael Page Salary & Employment Forecast 2010), the Certificate II in Information Technology could be your pathway to an entry-level role within an organisation.

Potential jobs:
- Office assistant
- Junior-level records management

If you choose this course you need to be aware that it may be delivered at Balcatta SHS, and this will require some travel between schools. Further information will follow if the course is viable.
CERTIFICATE II VISUAL ARTS & CONTEMPORARY CRAFT (Textiles) CUV20103

The compulsory charge for this course is yet to be determined.

MINIMUM ENTRY REQUIREMENTS:
There are no minimum entry requirements for this course.

This is a training program that leads to the completion of the Visual Arts Craft & Design Training Package CUV03 qualification CUV20103.

This course is an introductory qualification into the Textiles industry. This industry is one of the most versatile areas of the economy, catering for those with artistic and creative talents as well as skilled machinists and technicians. This industry has moved into small high quality niche markets of fashion in the WA workforce. The students will gain skills in the area of fabric and garment (clothing) design and production. Training is mainly practical and covers working with textiles, fabrics, and related machinery.

On the completion of this qualification students may progress to Certificate III in Visual Arts and Contemporary Craft – with a variety of focuses, then continue their studies to gain further Certificates, a Diploma or Advanced Diploma at TAFE.

If you choose this course you need to be aware that it may be delivered at Balcatta SHS, and this will require some travel between schools. Further information will follow if the course is viable.
DESIGN – GRAPHICS: (DESG)

The compulsory charge for this course is $60.

Unit 1A/1BDESG GRAPHIC DESIGN

This focus is design basics. This is an exciting course in which students will use photography and illustrations to produce Graphic Design work with the use of the Adobe suit of software and the new Mac Lab and photography studio. Projects such as T-shirt design, logo design and advertisement work, will be created to a professional standard with the use of elements and principles of design. Students are not required to be able to draw but creative thinking is essential.

Year 12 Pathway
This course continues as Stage 1 in Year 12.

DESIGN – PHOTOGRAPHY: (DESP)

The compulsory charge for this course is $86.

Unit 1A/1BDESP PHOTOGRAPHY

This focus is design basics. This is an exciting course in which students will use photography work with the use of the Adobe suit of software and the new Mac Lab and photography studio. Projects such as fashion, portraiture, and advertisements will be created to a professional standard with the use of elements and principles of design. Creative thinking is essential.

Year 12 Pathway
This course continues as Stage 1 in Year 12.
DESIGN – TECHNICAL GRAPHICS: (DEST)

The compulsory charge for this course is $40.

In the Design – Technical Graphics course, students will learn how to visually communicate their designs through manipulation of surroundings and environments. They will also 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.

Year 11 Unit 1ADEST & Unit 1BDEST
The focus for these units is design basics and applied design. Students understand that design is a discipline area with its own history, traditions and tools and techniques. Students are introduced to basic freehand drawing skills and a range of techniques to demonstrate their control over the elements of design. Students expand visualising/rendering techniques and a basic lexicon of terminology for design principles. Using computer aided drafting students learn basic plane geometry, pictorial, architectural and engineering drawing.

Year 12 Unit 1CDEST & Unit 1DDEST
The focus for these units is personal and social design. Students understand that they visually communicate aspects of their personality, values and beliefs and affiliations through choice of artefacts and consumer items and their manipulation of personal surroundings and environments. They demonstrate this through designing a personal office or work station, a holiday home and a family home. Students also engage in plane geometry, pictorial and engineering drawing exercises.

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.
The compulsory charge for this course is $160.

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.

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

Units 1A/1BFSTN (Combined)

The focus of these units is on developing skills in food selection and preparation. Learning opportunities will focus on cooking methods, the availability of food, properties of food and factors that impact on personal food preferences and choices. Students will study the functions of food in the body and how to use food selection models to provide a balanced diet.

Units 1C/1DFSTN (Combined)

The focus of these units is on building on food preparation skills developed in 1A/1B and increasing knowledge of the properties of food focusing on the nutritional value. Students will study food habits of different groups within the community. Learning opportunities will be based on planning and preparing food for themselves and others.

Year 12 Pathway
This course continues as Stage 1 in Year 12.

How will this course help students in the future?
This course connects with further study and enhances employability in the food and allied health sectors which represent a robust and expanding sector of Australian and global markets. It will provide students with the opportunity to develop creativity, initiative, innovation, risk management and lateral thinking as well as organisational, operational and practical skills. This course will also provide opportunities for students to develop the vital life skills of planning and preparing healthy meals.
INTEGRATED SCIENCE: (ISC)

The compulsory charge for this course is $46.

Integrated Science encourages students to be questioning, reflective and critical thinkers about scientific issues. This course is based on a holistic view of science knowledge and starts with the problems and issues that are important to young people. It draws on the traditional disciplines of science, such as biology, chemistry, geology and physics, as well as less traditional areas, such as forensic science and biotechnology, as a resource to enable students to investigate issues that are interesting and relevant in a modern world.

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

Unit 1A/1BISC
In each of the two Stage 1 units, the focus for learning is the practice of science, general knowledge of factual content in biological, physical and environmental/earth science and an understanding of the impact of science on the world in which students live.

Year 12 Pathway
This course continues as Stage 1 in Year 12.

How will this course help students in the future?
This course will equip students to undertake tertiary study and/or gain employment. It is of a broad and flexible nature in the earlier units and covers more explicit content through the integrated approach to scientific questions in Stage 2 and 3 units.
MATHEMATICS: (MAT)

The compulsory charge for this course is $60.

MATHEMATICS PATHWAYS

<table>
<thead>
<tr>
<th>General pathway description</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pathway to TAFE, employment – Pathway 1</td>
<td>Stage 1</td>
<td>Stage 1</td>
</tr>
</tbody>
</table>

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.

**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 formulae 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.

**Year 12 Pathway**
This course continues as Stage 1D/E in Year 12.

**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.
PHYSICAL EDUCATION STUDIES: (PES)

The compulsory charge for this course is $50.

MINIMUM ENTRY REQUIREMENT
No minimum requirement, although students need to have successfully passed Physical Education subjects at Year 10 level. A willingness to learn and a preparedness to participate in both theoretical and practical aspects of this course are essential.

Unit 1A/1B
Students will complete Units 1A and 1B. These units will be taught concurrently over the full year and are designed for students who have a strong interest in Physical Education. The course provides an opportunity for students to develop skills and knowledge which will enhance their participation in sport as a performer, coach or official.

In order to be successful in this course, students must be prepared to complete both the theoretical and practical components of the course. Theory content includes body systems relevant to physical activity, biomechanical principles, fitness training, coaching and sport psychology.

The practical component provides students with the opportunity to participate in two or three different sports throughout the year. These will be selected according to staff and student expertise, availability of facilities and student numbers. Possible inclusions are badminton, basketball, soccer, softball, touch football and volleyball.

Year 12 Pathway
This course continues as Stage 1 in Year 12.

How will this course help students in the future?
Achievement in this course will provide students with credit points towards WACE Certificate.

Students will also develop the skills, knowledge and understanding that will enable them to pursue their personal interests and potential in physical activity as athletes, coaches, officials and administrators.
VOCATIONAL EDUCATION AND TRAINING COURSES

Students can participate in a wide range of VET experiences at Warwick Senior High School and work towards their Western Australian Certificate of Education (WACE). Certificate qualifications (TAFE level) can be completed as part of their school program, either on the school campus or at other Training Organisations. We offer the following training at school within the school time-table.

**ON SITE AT WARWICK SHS**

<table>
<thead>
<tr>
<th>1. CERTIFICATE I BUSINESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. CERTIFICATE II BUSINESS</td>
</tr>
<tr>
<td>3. CERTIFICATE II COMMUNITY SERVICES Childcare</td>
</tr>
<tr>
<td>4. CERTIFICATE I CONSTRUCTION</td>
</tr>
<tr>
<td>5. CERTIFICATE I FURNISHING</td>
</tr>
<tr>
<td>6. CERTIFICATE I/II METAL ENGINEERING</td>
</tr>
<tr>
<td>7. CERTIFICATE II SPORT COACHING/OFFICIATING</td>
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<tr>
<td>8. WORKPLACE LEARNING – COURSE OF STUDY</td>
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1. **Certificate I Business Services** (BSB 10107)

The compulsory charge for this course is $80.

The Business Services Training Package is designed to provide skills and training for people employed in a wide range of industries. Contexts include:

- Occupational Health and Safety
- Organise Daily Work Activities
- Work effectively with Others
- Business Equipment and Resources
- Communication Skills

This course connects to the world of work, further vocational education and training and university pathways. This course will be nationally recognised by the Australian Qualification Training Framework (AQTF) and recognised by Curriculum Council as an endorsed program contributing towards the Western Australian Certificate of Education. Students completing this will achieve VET competencies as they complete their Course of Study. This VET pathway enhances employability and may lead to further training and employment opportunities in business related industries.

2. **Certificate II Business Services** (BSB 20107)

The compulsory charge for this course is $80.

**Prerequisites:** None

This Certificate provides training in essential skills for entry into the workforce, and specialist skills for individuals performing administrative roles within the workplace. The course, in part, provides training in word processing, spreadsheets, clerical procedures databases, email and the operation
of a range of general office equipment. Twelve units of competency are covered over two years and they are taken from the common and specialist Business Services Training Package. The units of competency being:

<table>
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<tr>
<th>Workplace Communication</th>
<th>Databases</th>
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</thead>
<tbody>
<tr>
<td>Occupational Health and Safety</td>
<td>Business Documents</td>
</tr>
<tr>
<td>Workplace Information</td>
<td>Daily Work Activities</td>
</tr>
<tr>
<td>Word Processing</td>
<td>Working with Others</td>
</tr>
<tr>
<td>Spreadsheets</td>
<td>Business Technology</td>
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<tr>
<td>Electronic Communication</td>
<td>Business Environments</td>
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</tbody>
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**Qualification & Recognition**
The Certificate II Business Services complies with the National Qualification Framework. The course is recognised by industry and educational institutions at both state and national level. Upon successful completion of the course, students are eligible to receive the Certificate II Business Services.

**Career and Further Study Opportunities**
The Certificate II Business Services course has been designed to equip participants with the essential knowledge, skills and attributes required for a variety of career paths in clerical and administrative occupations where the work is carried out under supervision. Possible jobs include: administration assistant; clerical worker; data entry operator; information desk clerk; office junior; receptionist, etc.

Certificate II Business Services will advance a student’s career standing and opportunities for further training and employment opportunities. For example, students may go on to complete Certificate III Business or in a related industry area such as computing, retail, banking, insurance and tourism.

3. **Certificate II in Community Services - Childcare (CHC 20108)**
*(Students selecting this Certificate MUST also select Workplace Learning)*

*The compulsory charge for this course is $80.*

This nationally recognised qualification is part of the CHC08 Community Services Training Package.

Students will complete the Certificate over two years, year 11 and year 12.

Students wishing to enter the childcare industry will find this course of great benefit. It will also be of benefit to any future parents.

Students will learn to interact with children and how to respond effectively to their physical, social, emotional and developmental needs. Occupational health and safety, nutrition and legal considerations are also covered.

While working under the guidance of a registered Training Organisation (RTO) the classroom teacher will structure the program to make it as practical as possible.

A compulsory component of this course is on-the-job training in the workplace. As such the students will be required to complete the course Workplace Learning to complete 220 hours in a workplace. (See Workplace Learning number 9 in this section).
Career and Further Study Opportunities:
A Certificate II is the minimum requirement to work in the child care industry. Further training is available on completion of this qualification. Employment opportunities include private, government and community-based child care centres, kindergartens and crèches. Work is also available in hospitals, women’s shelters and neighbourhood houses as family day care.

4. Certificate I Construction (General)   (CPC 10108)

The compulsory charge for this course is $140. Plus $20 for Workplace Learning. Plus $50 for White Card (Safety Training) if applicable

Students will be enrolled in the full Certificate Course delivered and assessed by Warwick SHS in conjunction with Polytechnic West (TAFE). The students will gain nationally recognised qualifications towards a trade qualification or apprenticeship. This additional information will be added to the students’ WACE and can be used to gain entry to further qualifications at TAFE or employment/apprenticeship.

This is a stand alone course and will provide students with skills in many aspects of the building and construction industry areas.

Workplace Learning is an essential component of this course and as such the students will be required to complete a minimum of 55 hours in the workplace.

5. Certificate I Furnishing (Furniture Making)   (LMF 10102)

The compulsory charge for this course is $140. Plus $20 for Workplace Learning. Plus $50 for White Card (Safety Training), if applicable.

Students will be enrolled in the full Certificate Course delivered and assessed by Warwick SHS in conjunction with a Registered Training Organisation. The students will gain nationally recognised qualifications towards a trade qualification or apprenticeship. This additional information will be added to the students WACE and can be used to gain entry to further qualifications at TAFE or employment/apprenticeship.

This is a stand alone course and will provide students with skills in many aspects of the cabinet making and furniture making industry areas.

Workplace Learning is an essential component of this course and as such the students will be required to complete a minimum of 55 hours in the workplace.

6. Certificate I/II Metal Engineering (Metal Work)   (MEM 10105)

The compulsory charge for this course is $140. Plus $20 for Workplace Learning. Plus $50 for White Card (Safety Training), if applicable.

The Metal and Engineering Training Package is designed to meet the training and skills recognition needs of the Australian engineering industry sector. It covers the competencies used by people employed in the manufacturing, engineering and related services industries. It also provides access to the apprenticeship pathway provided by the National Metal and Engineering Industry Competency Standards leading to national qualifications, with traineeship pathways also available. It also enables further career advancement beyond trade apprenticeship and technical traineeship, with progression to Advanced Diploma.
On successful completion of the requirements offered of the metals certificate course, students will be able to attain Certificate I/II Engineering. The duration of the course is two years. A few examples of context include:

- Engineering measurement
- Hand and power tools
- Oxygen and acetylene welding
- Mechanical cutting
- Occupational Health and Safety

This course connects to the world of work, further vocational education and training and university pathways. This course will be nationally recognised by the Australian Qualification Training Framework (AQTF) and recognised by Curriculum Council as an endorsed program contributing towards the Western Australian Certificate of Education (WACE). Students completing this will 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 VET pathway enhances employability and may lead to further training and employment opportunities in areas such as manufacturing, design, the building environment, science and engineering.

Workplace Learning is an essential component of this course and as such the students will be required to complete a minimum of 55 hours in the workplace.

7. **Certificate I/II in Sport (Coaching / Officiating) (SRS 20306)**

   *The compulsory charge for this course is $50.*

**Minimum entry Requirement**

There is no minimum entry requirement for this Certificate, although a background in AFL or Netball would be an advantage.

**Course Description**

This course is nationally recognised by the Australian Qualification Training Framework (AQTF) and the Curriculum Council as an endorsed program which contributes towards the WACE.

The course equips the students with the essential knowledge, skills and attributes required for a variety of career pathways in sporting and recreational occupations.

Students will be required to specialise in either AFL or Netball.

**Career and Further Study Opportunities**

Achievement in this course will contribute towards the WACE and assist with entry to TAFE and further qualifications.

8. **Workplace Learning (Course of Study)**

   *The compulsory charge for this course is $100.*

This is a school based Course of Study which will contribute a grade towards WACE. It will be completed during two periods of class time, and the students will be required to complete one day per week in the workplace.
The Workplace Learning course aims to prepare students for employment by providing them with knowledge about what is valued in a work environment. Employers value generic work skills which are transferable and vital in all forms of employment. These employability skills are developed over a lifetime and are valued in education, training, workplaces and the community. Participating in a supported structured workplace learning program based on employability skills and involving a number of different workplaces, assists students to make informed decisions about their futures. These decisions are vitally important for students to move successfully from school to further education, training, employment and participation in the community.

This is an ideal course to combine with any of the Certificate qualifications as it enables the student to gain practical on-the-job training in a related industry.

(Each of these courses is described in more detail in the “Non Externally Examined Courses” section of the handbook).

**OFF SITE AT A TRAINING PROVIDER (TAFE):**

**TAFE**

Some fees may apply and this information will be provided by TAFE.

Students may elect to attend TAFE for one day per week to complete a Certificate I, II or III while remaining at school to gain their WACE. Courses are limited and the school cannot guarantee students a place in the course of their choice. It should be noted that it is the responsibility of the individual student to ensure the school work missed on the TAFE day is completed.

**Sample Courses:**

- Beauty Therapy
- Electro technology
- Mining
- Automotive
- Hospitality
- Child Care
- Drafting
- Multimedia
- Nursing (enrolled)
- Motor sports
- Computing
- Health
- Surveying
- Fitness and Sports
- Tourism and Events

**School-based Traineeships/Apprenticeships (SBT/SBA)**

Students can start a traineeship while completing their WACE. Student may miss one or two days a week at school and need to catch up on work independently. A student is a full-time student and a part-time employee. Points will contribute towards WACE.

**School Apprenticeship Link (SAL)**

**Minimum Entry Requirements:** Students generally require good maths levels in year 10.

This training program allows students to complete a pre-apprenticeship course, for which some credits are given for an apprenticeship course. It is designed to allow students to have hands on experience in the trade area selected. Points will contribute towards WACE.

**OTHER** initiatives include courses that are available from the Department of Education in areas such as Nursing and Electrical and are suitable for students with a high academic standards and commitment to the industry. Students need to be well behaved with good Maths and English results in year 10.

**THESE COURSES PRESENT AN EXCELLENT OPPORTUNITIY FOR STUDENTS WHO HAVE A GOOD IDEA OF WHAT TYPE OF INDUSTRY THEY WANT TO WORK IN. IN SOME CASES THE STUDENTS CAN DO A PRE-APPRENTICESHIP, COMPLETE WACE AND BE SIGNED UP FOR THE REMAINDER OF THE APPRENTICESHIP WHEN COMPLETING SCHOOL.**

Further information is available from the VET Coordinator.
If you choose these courses you need to be aware that they may be delivered at Balcatta SHS, and this will require some travel between schools. Further information will follow if the courses are viable.

CERTIFICATE II VISUAL ARTS & CONTEMPORARY CRAFT (Textiles) CUV20103

The compulsory charge for this course is yet to be determined.

MINIMUM ENTRY REQUIREMENTS:
There are no minimum entry requirements for this course.

This is a training program that leads to the completion of the Visual Arts Craft & Design Training Package CUV03 qualification CUV20103.

This course is an introductory qualification into the Textiles industry. This industry is one of the most versatile areas of the economy, catering for those with artistic and creative talents as well as skilled machinists and technicians. This industry has moved into small high quality niche markets of fashion in the WA workforce. The students will gain skills in the area of fabric and garment (clothing) design and production. Training is mainly practical and covers working with textiles, fabrics, and related machinery.

On the completion of this qualification students may progress to Certificate III in Visual Arts and Contemporary Craft – with a variety of focuses, then continue their studies to gain further Certificates, a Diploma or Advanced Diploma at TAFE.

CERTIFICATE II in INFORMATION TECHNOLOGY: ICA20105

The compulsory charge for this course has yet to be determined.

MINIMUM ENTRY REQUIREMENTS:
There are no minimum entry requirements for this course.

This course gives you the fundamentals to confidently operate computer equipment and computing packages, discover more about working effectively in an IT environment, including tasks such as connecting various hardware and software applications, and running standard diagnostic tests. With employment opportunities at entry-level positions such as help desk officer, or as the foundation for further study, it’s the perfect course to get started.

The aim of this course is for students to gain fundamental industry-based skills required to operate a personal computer at a professional level, while also gaining a nationally recognized tertiary qualification.

The course covers skills in:
- Operation of a personal computer
- Using the internet and email
- Using office software applications – word processing, spreadsheets, presentation, database management.

This course is ideal for students about to enter the workforce or continue their studies at TAFE. On the successful completion of this Certificate students may gain exemptions for some information technology units at TAFE and gain extra credit points towards TAFE entry. With more than half of Australian businesses surveyed intending to hire IT staff (source: Michael Page Salary & Employment Forecast 2010), the Certificate II in Information Technology could be your pathway to an entry-level role within an organisation.

Potential Jobs
- Office Assistant
- Junior-level records management
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 organisation.

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

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

School Based Apprenticeships:
School based apprenticeships allow students in Years 11 and 12 to start an apprenticeship while still at school. Students enter into a legal and 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 job 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 (SAL)
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.

Aboriginal School Based Training (ASBT)
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: 
www.apprenticentre.wa.gov.au
VOCATIONAL READINESS PROGRAM

OVERVIEW

A  FAST TRACK COURSE
VOCATIONAL READINESS PROGRAM – A FAST TRACK COURSE

The Vocational Readiness Program (VRP) offers students an alternative pathway to continuing their schooling. VRP is a discrete programme with one dedicated teacher attached to each group.

The programme provides students the opportunity to obtain several TAFE certificates including:
- Certificate II General Education for Adults (CGEA)
- Certificate I Work Readiness
- Certificate I Information Technology
- Certificate I Business Studies

The students have a selection of Curriculum Council endorsed subjects including;
- Keys for Life
- Life skills
- Developing Social Skills
- Employment Advantage

All courses offered enable students to receive credit towards their WACE certificate.

Students participate in Workplace Learning in Year 11 and are given the opportunity to attend TAFE one day a week if they are successful in their interview. The programme offers many work placement opportunities leading to part time or fulltime employment, traineeships or apprenticeships.

The Year 12 class will be provided the opportunity to participate in a School Based Traineeship after successful completion of Workplace Learning in Year 11.

VRP enables students to develop the necessary skills in literacy, numeracy and work readiness and is aimed at ensuring that students will make an effective transition into further education, training or employment. The programme is a self paced, flexible programme with a strong emphasis on life skills and employability skills.
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.trainingwa.wa.gov.au

Australian Defence Force Academy
www.defencejobs.gov.au

Australia wide job search
www.jobsearch.gov.au

Career and Courses Database
www.ozjac.com.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
www.ecu.edu.au

Job Resources Australia
www.jobjuice.com.au

Murdoch University
www.murdoch.edu.au

My Future
www.myfuture.edu.au

The Department of Training and Workforce Development
www.training.wa.gov.au

Tertiary Institutions Services Centre
www.tisc.edu.au

University of Notre Dame
www.nd.edu.au

University of Western Australia
www.uwa.edu.au

Vacancies Australia wide
www.seek.com.au

Western Australian Government
www.wa.gov.au