# TABLE OF CONTENTS

**General Information**
- A Message from our Principal.............................................................................................................. 3
- School Term Dates and Times .............................................................................................................. 4
- Student Services..................................................................................................................................... 4-5
- School Information/Change of Address/Medical.................................................................................. 5-7
- Uniform Policy......................................................................................................................................... 7
- Good Standing Policy............................................................................................................................... 8-9
- Mobile Phone Policy............................................................................................................................... 9
- Bullying and Harassment Policy ........................................................................................................... 10
- Curriculum Information - WACE Breadth-of-Study ..................................................................... 10

1. Introduction ........................................................................................................................................ 11
   - 1.1 General......................................................................................................................................... 11
   - 1.2 Leaving Age................................................................................................................................. 11

2. Careers and Course Choices ............................................................................................................. 11-12

3. Certification ....................................................................................................................................... 13
   - 3.1 A Record of Achievement ......................................................................................................... 13
   - 3.2 Western Australian Certificate of Education ............................................................................. 13

4. Requirements for Tertiary Admission ............................................................................................... 13-14
   - 4.1 University Admission ............................................................................................................... 13
   - 4.2 Requirements for Tertiary Admission ....................................................................................... 14
   - 4.3 Tertiary Entrance Aggregate .................................................................................................... 14
   - 4.4 Australian Tertiary Admission Rank ......................................................................................... 14

5. Technical and Further Education - TAFE ......................................................................................... 14-15

6. Courses Available for Selection at Lynwood Senior High School in 2014 ......................................... 16

7. Course of Study Unit Organisation .................................................................................................... 16

8. Senior School Assessment Policy ...................................................................................................... 17-19

9. Year 11 and 12 Pathways .................................................................................................................... 20-22

10. Course Descriptions .......................................................................................................................... 23-58

    **Business & Information Technology** .......................................................................................... 23-24
    - Certificate II Information, Digital Media and Technology ............................................................... 23
    - Business Management and Enterprise ........................................................................................... 23
    - Career and Enterprise ......................................................................................................................... 24

    **Workplace Learning** ............................................................................................................... 25

    **Design & Technology** ................................................................................................................. 26
    - Building & Construction .................................................................................................................. 26
    - Certificate II in General Construction (Discrete Program) ............................................................... 26
    - Materials Design & Technology - Wood .......................................................................................... 27
    - Materials Design & Technology - Metal .......................................................................................... 27
    - Certificate II in Metals Engineering (Discrete Program) ................................................................. 28
    - Design - Technical Graphics ............................................................................................................. 28
    - Design - Photography (Discrete Program) ....................................................................................... 29
    - Certificate II in Visual Arts (Photography) ..................................................................................... 29

    **English** ....................................................................................................................................... 30-32
    - English Course of Study ................................................................................................................... 31
**Home Economics** ................................................................. 35-36
Food Science & Technology ....................................................... 35
Children, Family and the Community - Living Independently .......... 36
Children, Family and the Community - Caring for Others (Child Focus) 36

**Languages** ........................................................................... 37-38
Chinese: Second Language ............................................................. 37
Chinese: Background Speakers ....................................................... 38

**Mathematics** ....................................................................... 39-41
Stage 1 ...................................................................................... 39-40
Stage 2 ...................................................................................... 40
Stage 3 ...................................................................................... 40-41
Specialist Mathematics .................................................................. 41

**Performing & Visual Arts** .......................................................... 42-43
Certificate II in Creative Industries (Media) ......................................... 42
Certificate II in Visual Arts (Arts) ..................................................... 42
Music ....................................................................................... 43
Certificate II in Music ..................................................................... 43

**Physical Education** ................................................................. 44-46
Health Studies ........................................................................... 44
Outdoor Education .......................................................................... 44-45
Physical Education Studies ............................................................. 45
Certificate II in Sport and Recreation ............................................... 46

**Science (Biological)** ................................................................. 47-50
Human Biological Sciences .......................................................... 47-48
Biological Science ......................................................................... 48-59

**Science (Physical)** ................................................................. 49-50
Chemistry ................................................................................... 49
Physics ...................................................................................... 50
Integrated Science ........................................................................ 50

**Society and Environment** .......................................................... 51-55
Economics .................................................................................. 51
Geography .................................................................................. 52
Earth & Environmental Science ..................................................... 52-53
History ...................................................................................... 54-55
Certificate II in Tourism ................................................................. 55

**Vocational Education & Training (VET)** .......................................................... 56-57
List of Certificate II Qualifications .................................................. 56
Pre Apprenticeship in School .......................................................... 56
Profile Funded Courses (Polytechnic West and Central TAFE) ........... 57

**LEAF Program** ....................................................................... 58
A MESSAGE FROM OUR PRINCIPAL

Welcome to Lynwood Senior High School for 2014. This booklet will assist you in making good decisions about courses at our school, help you to access all our facilities and to ensure that you are aware of the expectations the school has of all students.

The vision of Lynwood SHS includes all students achieving the highest standards of learning possible so they are equipped to deal effectively with the opportunities and challenges they will encounter in a rapidly changing world.

Lynwood SHS provides an education that will enhance students’ self-confidence within a caring, safe and supportive learning environment where we practise respect, tolerance and acceptance of the individuality of others.

We motivate and engage our students to participate in a progressive and meaningful education to develop their life-long interests in learning.

We reinforce the values of self-respect and the development of the individual’s social, civic and environmental responsibility.

I hope you and your child enjoy being a part of our school community. If you have any further questions do not hesitate to ask.

For further information please refer to our website:  www.lynwood.wa.edu.au

Gary Anderson
Principal

VISITORS TO OUR SCHOOL

We are always keen to have parents visit our school. To ensure the safety of your child and other students, we ask all visitors to report to the front office first, sign our visitor’s book and be given a visitor’s badge. By following this process you can avoid the circumstance of being asked by staff to state why you are on the property. If you would like to catch up with a teacher, please call first so we can organise a mutually convenient appointment.
SCHOOL TERM DATES AND TIMES

Term Dates - 2014

<table>
<thead>
<tr>
<th>Term</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>Monday 3 February – Friday 11 April</td>
</tr>
<tr>
<td>Holidays</td>
<td>Saturday 12 April - Sunday 27 May</td>
</tr>
<tr>
<td>Term 2</td>
<td>Monday 28 April - Friday 4 July</td>
</tr>
<tr>
<td>Holidays</td>
<td>Saturday 5 July - Sunday 20 July</td>
</tr>
<tr>
<td>Term 3</td>
<td>Monday 21 July - Friday 26 September</td>
</tr>
<tr>
<td>Holidays</td>
<td>Saturday 27 September - Sunday 12 October</td>
</tr>
<tr>
<td>Term 4</td>
<td>Monday 13 October - Thursday 18 December</td>
</tr>
</tbody>
</table>

Proposed dates only; not confirmed.

Bell Times
Please note that there are no 'warning bells'

<table>
<thead>
<tr>
<th>Monday, Tuesday, Thursday, Friday</th>
<th>Wednesday Only</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period 1</td>
<td>8.45</td>
</tr>
<tr>
<td>Start of Period 2</td>
<td>9:50</td>
</tr>
<tr>
<td>Start of Recess 1</td>
<td>10:50</td>
</tr>
<tr>
<td>Start of Period 3</td>
<td>11:15</td>
</tr>
<tr>
<td>Start of Period 4</td>
<td>12:15</td>
</tr>
<tr>
<td>Start of Recess 2</td>
<td>1:15</td>
</tr>
<tr>
<td>Start of TAG</td>
<td>1:40</td>
</tr>
<tr>
<td>Start of Period 5</td>
<td>1:55</td>
</tr>
<tr>
<td>End of the day</td>
<td>2:55</td>
</tr>
</tbody>
</table>

STUDENT SERVICES & WELFARE

ABORIGINAL & ISLANDER EDUCATION OFFICER (AIEO)
The Aboriginal and Islander Education officer assists individual students and liaises with teaching staff to provide greater opportunities for Indigenous students.

CAREERS AND VOCATIONAL EDUCATION COORDINATOR (CaVE)
The Careers Officer provides all students with the opportunity to discuss and investigate individual career pathways. A series of career information sessions are provided to year 10 students to assist with their selection of Senior School courses. Senior School students are supplied with relevant entry requirement information for further education and/or employment. Students interested in Vocational Education and Training programs can contact the CaVE Coordinator for information on a variety of industry areas.

CHAPLAIN
The School has the services of a non-denominational Chaplain. Her role is not primarily a religious one but is to provide counselling and support to students and staff on matters relating to home and school. The Chaplain is available four days a week during school hours however appointments are preferred because some of her work is done outside hours of instruction. The Chaplain is available as a resource person in the classroom to talk on youth issues or things of a religious or spiritual nature. She also assists with excursions, camps and extra curricula activities.

Direct parent contributions, the local Churches, the school and the P&C Association fund the Chaplaincy at Lynwood Senior High School jointly. It is provided as a community service. Any teacher or parent or guardian who has a concern for the welfare of a student may make referrals to the Chaplain. Students can also self-refer, using an appointment system. Donations to support the work of the School Chaplain may be made at any time throughout the year at the school office.

PSYCHOLOGIST
The school has the services of a Psychologist who is available for counselling during normal school hours. Students may make appointments with the Psychologist to discuss problems either connected with their courses or for more personal matters. The Psychologist is also involved in the Student Services Team, the discipline structure and the transition program for Year 8 students.

The Psychologist is also available to discuss with parents any matters relating to their children and the school. Appointments may be made by telephoning the school.
SCHOOL COMMUNITY NURSE
The Nurse is responsible for the Health Centre which is usually open before school and during break times. Students are encouraged to visit during these times. In case of emergency during class times, teacher permission is required to attend the Health Centre. Students, parents and teachers are encouraged to make an appointment at the Health Centre for non-urgent matters.

ACCIDENT/INJURY/ILLNESS: The Health Centre provides an assessment and First Aid area. The facilities available do not allow for sick or injured students to be kept at school.

MEDICATION: If medication is required it must be supplied by parents/guardians. It is not legal for staff to issue medicine to students unless the correct documents are completed. Medicine must be clearly labelled with written instructions for its administration from a doctor. If there are any changes to medications, the Nurse should be notified. Appropriate and responsible use of medications is encouraged and for this reason it is not normal practice for the Nurse to administer medication (including paracetamol), without an assessment.

If students are sick we will attempt to contact parents asking them to pick up their children. If we cannot reach you or your listed alternatives and we believe your child may be at risk an ambulance will be called. We urge parents to make sure we have current contact numbers.

HEAD OF SENIOR SCHOOL
In collaboration with the Year 11 & 12 Coordinators and the CaVE Coordinator, the Head of Senior School provides counselling and special programs to Senior School students in relation to academic achievement and performance. The role is also to assist in positive and accurate transition for students entering years 11 & 12.

The Head of Senior School administers the Good Standing of Year 11 & 12 students and meets with students and parents to negotiate Good Standing contracts as required. The Head of Senior School is responsible for the Year 12 Flexi-Program and Year 11 Essential Skills program where students gain important knowledge and skills to improve their success in Senior School and their future pathways.

THE YEAR COORDINATOR
The Year Coordinator has responsibility for the overall welfare of students has an important role in the school's Pastoral Care System and is also involved in the co-ordination of TAG activities. The Year Coordinator provides a link between students, parents and members of the school community and attends to the personal and academic concerns of students.

TEACHER ADVISORY GROUP (TAG)
TAG is designed to create a sense of belonging and provide for the pastoral care of students. Groups meet four times each week. During the students’ time at the school they will get to know their TAG teacher very well. This person will monitor the students’ progress and provide advice as required. A TAG is made up of approximately 20 students. Year Coordinators together with TAG teachers are also responsible for monitoring student attendance.

SCHOOL INFORMATION

ATTENDANCE/ABSENTEES
It is widely recognised that students need to attend school on a regular basis to gain maximum benefit from their schooling and optimise their life opportunities. It is also widely recognised that early identification and intervention is the most successful way to manage attendance problems. The School Education Act requires compulsory school aged students attend school and participate in an educational program of a school on the days that the school is open for instruction unless an arrangement in writing has been entered into for the student.

Parents are required to provide a written explanation for their child’s absence on the day the child returns to school. An absentee Post Box is provided in the student foyer for students to deposit these notes. Alternatively, parents may phone a member of the clerical staff on the absentee phone line 9354 1886 and leave a message or speak to a member of the clerical staff or send an SMS to 0407 425 577.

PARENT CONTACT – RE ATTENDANCE
As part of our attendance procedures, we will inform parents/caregivers about any unexplained absences and lateness by text message on parents’ mobile phones (SMS) on the day of the absence. Messages are received at approximately 10.30am indicate that your child was not present when the roll was taken at the beginning of the day. Messages received in the afternoon indicate that your child has been absent from class without excuse at some stage later in the day.

An SMS message (text message) will be automatically sent to the mobile phone of parents. The messages will read as follows: “Lynwood SHS records show <Preferred Name><Family Name> is absent <Absent Date>. Pls TXT student name & reason or send note.”

The message will arrive on the phone displaying the number 0407 425 577. Parents are advised to store this number in their mobile phone under Lynwood Senior High School so that if a message arrives you know it came from the school.

We encourage parents to SMS (text message) back, although you may phone or send a note on the return of the student. If your child is absent and a reason has been provided, you will not receive an SMS. We also encourage parents to message the school as early as possible on the day on absence.
EARLY LEAVE PASSES
These can only be issued to students if a parent has written a note or has phoned the school to arrange the release of the student from school to attend an appointment that could not be booked out of school hours. Early departure slips should be completed before school, during recess or lunch breaks. Students do this via the Senior School office in B10.

SCHOOL HEALTH CENTRE
The Health Centre is usually open before school. Students are encouraged to visit during scheduled recess and lunch breaks. Teacher permission to attend the Health Centre is required during class times. Students, parents and teachers are encouraged to make an appointment at the Health Centre for non-urgent matters.

ACCIDENT/INJURY/ILLNESS: The Health Centre provides an assessment and First Aid area. The facilities available do not allow for sick or injured students to be kept at school.

MEDICATION: If medication is required it must be supplied by parents/guardians. It is not legal for staff to issue medicine to students unless the correct documents are completed. Medicine must be clearly labelled with written instructions for its administration from a doctor. If there are any changes to medications, the nurse should be notified. Appropriate and responsible use of medications is encouraged and for this reason it is not normal practice for the nurse to administer medication (including paracetamol), without an assessment.

If students are sick we will attempt to contact parents asking them to pick up their children. If we cannot reach you or your listed alternatives and we believe your child may be at risk an ambulance will be called. We urge parents to make sure we have current contact numbers.

SCHOOL DENTAL SERVICE
Throughout Western Australia, the School Dental Service provides free general and preventative care for school students from Pre-Primary to Year 11. For high school students your primary school Dental Therapy Centre continues to offer enrolment and treatment for you. Appointments are usually posted to your home. Please notify your clinic of any change to your postal address. If you are new to the area please phone Bannister Creek Dental Therapy Centre, situated on the grounds of the Bannister Creek Primary School - Purley Crescent Lynwood - 9451 1761 to discuss your continued dental care.

CHANGE OF ADDRESS / MEDICAL / OTHER INFORMATION
Parents are asked to update any medical or other information affecting their child from that given on the enrolment form. In the case of emergencies, it is vital that the school has up-to-date parent contact and emergency contact information. Please notify the school immediately on 9354 0600 if there is a change of any important information such as medical conditions, address and/or phone number.

PARENTS & CITIZENS ASSOCIATION [P&C]
Every parent is urged to join the P&C so that the views of the parents and their students are well represented. The P&C is involved in several areas. Four members of the P&C are elected to the School Council that reviews school policy and endorses the school budget. The P&C also has representatives on the following committees: School Finance, YouthCARE (Chaplaincy), and the Grounds and Facilities Committee.

In preference to organising fundraising activities during the year, the P&C appeals to all families to donate $10 per family in January. P&C meetings are held at the school on the second and eighth Tuesday of each term at 7.30pm in the school conference room, near the front office. The school can put you in touch with the P&C president if you require further information.

SCHOOL BOARD
The School Board is made up of elected members and represents parents, students and staff. The School Board has the charter to review school policy and direction.

PARENT NEWSLETTERS
Newsletters are posted to parents/guardians twice per term. Local businesses that would like to include paid advertisements or local non-profit making clubs and groups should contact the school to discuss the inclusion of articles.

SCHOOL CANTEEN
The school has a canteen run by the P&C. It provides wholesome food at a reasonable price. The Canteen depends on the voluntary help of parents and guardians. Without this assistance it would not be able to function. If parents are able to assist please contact the Canteen Supervisor on 9354 0626.

THE LIBRARY
The library has an active education program embedded into the school curriculum to enable students to keep pace with the increasingly sophisticated information and communication technologies to become more effective independent learners. Students will be introduced to:

- Reading program – to consolidate skills and encourage the transition to more advanced literature.
- Note making – incorporating Stepping Out strategies, bibliography development.
- Computer networking principles – internet agreements, username, passwords, accessing and using the extensive school network, “X” drive data storage, network printing.
• Applications – in context teaching incorporating Microsoft licensed products, the internet, inspiration, data downloading, importing and general skills development and extension, troubleshooting.
• Equipment – Notebook computers and radio network, scanning, data projector set up and use, digital cameras, voice activated tape recorders.
• Values Education – copyright, plagiarism, computer and password security and individual accountability.

INTENSIVE ENGLISH CENTRE
Learning English is a complex, challenging and lengthy process that may take up to seven years and often longer for individuals to achieve native speaker competence levels.

The Intensive English Centre (IEC) is located within Lynwood Senior High School. The IEC caters for newly arrived students between the ages of 12 – 16 years from culturally and linguistically diverse backgrounds learning English as an additional language or dialect. The IEC caters for a huge range of culturally and linguistically diverse students who enter public schools at different starting points, demonstrating vastly different learning rates and bringing with them widely varied life experiences.

IEC programs include a range of delivery models taught across the curriculum designed to meet students’ needs depending on how long they have been living in Australia, their English language proficiency, previous schooling history and their eligibility for access to the centre.

Key aims of the IEC education program are to develop students’ confidence, motivation, knowledge, skills and understandings of Standard Australian English (SAE) in the modes of listening, speaking, reading, viewing and writing to a competent level so they are able to effectively participate in mainstream schooling and assimilate into the Australian society in a wide range of social, cultural and academic contexts.

Students entering the IEC are assessed on arrival and placed into appropriate language classes. Class sizes between 12-16 students cater for individualised attention and explicit instruction accelerating Standard Australian English language acquisition. Expert IEC language teachers deliver specialist learning programs engaging students at the highest possible level.

Additionally the IEC has the support of specialist Ethnic Education Assistants (EEA’s) which allows new students an opportunity to settle into the schooling system by bridging cultural and linguistic barriers. All EEA’s speak languages other than English, many communicating in their native language.

Specifically designed courses of study enhance your child’s effective transition to mainstream education. The IEC assists students by developing a sound understanding of Standard Australian English language, Australian culture and lifestyle thus building confidence to succeed. All IEC students have access to specialist subject areas and mainstream option classes in the areas of Society and Environment, Health and Physical Education, Visual Arts, Science, Information Technology and Library Studies. The IEC program at Lynwood SHS encourages early integration with the whole school staff and students resulting in a well rounded secondary education.

UNIFORM POLICY
Our aim is to educate students and establish a positive identity for our school and students in a safe, stimulating and inclusive environment. All students are expected to be dressed in school uniform. We are very proud of our students and the uniform they wear. As a result of this, the uniform is linked with the school's Good Standing Policy.

AVAILABILITY
Quality, school approved uniforms are available from the Nell Gray School Uniform Shop which is situated on the school campus. The uniform shop carries a wide variety of student day wear and sports wear for all students, plus an interesting number of uniform accessories. The school has made every endeavour to keep the uniform prices competitive and the quality high, and has chosen Nell Gray Manufacturers to supply our needs. The uniform shop will be open in the last week of January 2014, in addition to on advertised days throughout the year for parent and student convenience. A share of the shop’s profit is given to the P&C to benefit the student population. Please contact the uniform shop on 9270 4661 for 2014 prices and opening hours.

GENERAL INFORMATION
Clothing not on the uniform list (available from the front office) is not part of our school uniform except for the items listed below:
• Shoes and Footwear: Closed in shoes (especially for practical subjects), preferably black, joggers or sandals with backs (except in practical subjects)
• Socks: Predominantly white and plain
• Physical Education or Special Sports Wear: Available in the same range in the uniform shop. For health reasons, students are required to change out of their sport's uniform for their classroom work after Physical Education. Students with Physical Education in period one may wear their sports uniform to school but must change to the regular uniform at the end of the period.
• Jewellery: Minimal piercing is allowed. Jewellery may not be allowed in classes where safety is an issue
• Headwear: Caps are encouraged for sun protection outside the classroom and will be available in the uniform shop. No caps are to be worn inside the classroom.
• Cultural: Alternatives to the uniform are allowed eg. Hijjab, Abaaya, as long as they are in approved school colours: Please see the Head of Senior School
• Year 12’s have the privilege of wearing their designed “Leavers Jumper” for that year group
• Years 10 and 11 have the privilege of wearing the school’s College Jacket, available from the uniform shop
SCHOOL UNIFORM BANK
It is expected that every student will be in school uniform. Therefore, if for some reason students cannot wear their uniform, they may short-term borrow what they need from the school’s uniform bank situated in the library. The procedure to borrow items from the uniform bank:

- Before school, students check in with the library and borrow the items that they need. They leave their own clothing and Smart Card with the librarians, to be collected on return of the borrowed items. Students will not lose Good Standing points if they present themselves before being sent by a staff member.
- After period 5, students return to the library and collect their own clothing and Smart Card after returning the borrowed item
- A student may negotiate a longer term loan based on need
- A student will be quietly asked to go to the library to borrow what they need, if in period 1, they are seen out of school uniform
- All items in the uniform bank are laundered through professional launderers after each wear

EXCURSIONS
To ensure the safety of all students when they are away from the school property, it is school policy that only students in school uniform may attend excursions unless otherwise organised. Students out of uniform on the day of the excursion will remain at school.

GOOD STANDING POLICY
Lynwood Senior High School aims to develop in young people a sense of respect for themselves and others, personal and community responsibility and the ability to work within a set of clearly articulated rules. We encourage students to make positive choices to avoid negative consequences. We aim to monitor this through a system of Good Standing. All students will start each year with “Good Standing”.

Students maintain their Good Standing by meeting the school’s expectations in terms of satisfactory work standards, behaviour, attendance and dress. Students can achieve ‘Advanced Standing’ by consistently meeting the school’s expectations and striving for excellent work, behaviour, attendance and dress standards. Students are rewarded for contributing ‘extra’ to the school community by being leaders, participating in sporting teams, community service, etc. Students can earn positive Good Standing points as follows:

<table>
<thead>
<tr>
<th>Positive Contributions</th>
<th>Points gain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letters of Commendation for excellent achievement (eg &gt;80%)</td>
<td>2 points each</td>
</tr>
<tr>
<td>Certificates of Recognition for ‘extra’ contributions to school community eg TAG representatives, Student Council, committee work, sporting teams, community service, debating team, etc</td>
<td>Up to 5 points each</td>
</tr>
<tr>
<td>100% attendance each month (tracked in TAG)</td>
<td>1 point per month</td>
</tr>
<tr>
<td>100% explained absences each month (tracked in TAG)</td>
<td>1 point per month</td>
</tr>
</tbody>
</table>

What does Advanced Standing mean?
- Students who don’t lose any Good Standing points during the year AND
- Gain positive Good Standing points during the year by making positive contributions to the school community.
- These students will be given ‘priority privilege’ for any special events/activities.
- These students will receive a Certificate and Movie Voucher at their final assembly for the school year.

Students start each year with zero points and will lose points by reports of breaches of school expectations. The loss of ten (-10) points will result in the loss of “Good Standing”. Please refer to the chart below for a summary of points loss:

<table>
<thead>
<tr>
<th>Offence</th>
<th>Points lost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suspension/Internal suspension/withdrawal</td>
<td>10 points/5 points</td>
</tr>
<tr>
<td>Failure to complete assessment by due date</td>
<td>3 points</td>
</tr>
<tr>
<td>Truanting</td>
<td>3 points/occurrence</td>
</tr>
<tr>
<td>Mobile/ipod phone offence</td>
<td></td>
</tr>
<tr>
<td>1st breach</td>
<td>1 point</td>
</tr>
<tr>
<td>2nd breach</td>
<td>4 points</td>
</tr>
<tr>
<td>3rd breach</td>
<td>8 points and each subsequent breach</td>
</tr>
<tr>
<td>Computer/Internet misuse</td>
<td></td>
</tr>
<tr>
<td>Minor Offences - playing games in class</td>
<td>1st offence – 3 points Macbook confiscated for 1 day</td>
</tr>
<tr>
<td>Serious Offences - such as cyber bullying, pornography, network hacking etc, will be treated as a 3rd offence. May also result in suspension and police involvement.</td>
<td>2nd offence – 3 points Macbook confiscated for 1 week</td>
</tr>
<tr>
<td>3rd offence – 3 points Macbook confiscated permanently</td>
<td></td>
</tr>
<tr>
<td>Failing to comply with the school uniform policy</td>
<td>2 points each time</td>
</tr>
<tr>
<td>Unsatisfactory behaviour reports (excluding those related to incomplete assignments)</td>
<td>1 point/letter home</td>
</tr>
<tr>
<td>Late without a note from parent</td>
<td>1 point/lateness</td>
</tr>
<tr>
<td>Failure to provide an absentee note within 5 days of absence</td>
<td>1 point</td>
</tr>
</tbody>
</table>
What does loss of Good Standing mean?
In extreme cases the school can apply for exclusion from school, students will not be invited to any special events such as:

- School camps (arrangements for alternative assessments may be necessary)
- Reward excursions
- River cruises
- Dinner dances
- School ball
- Year 12 farewell breakfast
- Special presentation evenings such as Soccer Presentation or Year 12 Presentation & Awards Night
- Students will not be able to represent the school in sporting, debating or other teams

Further sanctions include:

- Any student who loses more than 20 GS points will forfeit their Macbook until they are able to maintain Good Standing.
- Loss of Year 12 Flexi.

Students are able to negotiate the restoration of their Good Standing with the Deputy or Head of Senior School. This decision will be final and binding with no avenue for appeal.

Process for maintaining and/or regaining Good Standing:

- Students are given a written and/or verbal warning when they have lost 5 Good Standing points via TAG.
- Students can take a proactive approach at this stage to regain any lost GS points in order to maintain their Good Standing.
- When a student loses their Good Standing (-10 points) a letter will be sent home to parents/guardians.
- A list of students who have lost their Good Standing will be published and emailed to all staff each week.
- Students will need to make an appointment with the Head of Lower School or Head of Senior School to negotiate their Good Standing contract to regain their lost GS points.
- The Good Standing contract will:
  - Usually be at least 5-10 weeks duration
  - Focus on why the points were lost and how to change student actions/behaviours for the future to prevent reoccurrence
  - Be emailed to all Staff for their information and support
  - Include the use of Daily Reports to monitor student progress during the contract period and receive daily feedback from teachers/parents
  - Be reviewed at the appointed date

If a student has regained all their lost points, they will have their Good Standing re-instated. A letter will be sent home to parents/guardians. These students will be removed from the list of students who have lost their GS.

- If a student hasn’t regained all their lost points, the contract will be extended as appropriate.

Any student who has lost a significant number of Good Standing points and is making no effort to regain their Good Standing will be referred to the appropriate Deputy Principal. A case conference will be arranged with parents/guardians and a formal contract and/or documented plan will be developed in collaboration with the appointed case manager (a Senior Staff member who will act as mentor), student, parents/guardians and other relevant people/agencies.

MOBILE PHONE POLICY
While we do not support the use of mobile phones at Lynwood Senior High School we accept that parents give their children mobile phones to enable them to be in contact to increase the feeling of safety. The increased ownership of mobile phones requires that school administrators, teachers, students and parents take steps to ensure that mobile phones are used responsibly.

Parents and students recognise that the school has a Duty of Care in relation to students. Mobiles must not be used to notify parents during the day. In all cases students wishing to contact parents during the day must report to the front office. In order to carry mobile phones during school hours, all students must abide by the Acceptable Use of Mobiles Policy. This policy applies during school time including on excursions, camps and extra curricular activities unless otherwise specifically requested.

Acceptable Use of Mobile Phones Policy:

- Mobile phones should not be brought to school without the parent’s/ carer’s knowledge
- Mobile phones will be turned off at all times while at school or on school based activities
- Under no circumstances are mobile phones to be taken into examinations or tests
- The school cannot accept responsibility for the security of mobile phones

Inappropriate Conduct:

It is accepted that there will be strong sanctions applied to those who breech the above conditions. The sanctions will include:

- Phones will be confiscated by a teacher, labelled with the student’s name and handed to the Head of Senior School in the Senior School Office located in B10. The phone may be picked up from B10 at the end of the day. Parents/carers will be notified that the phone was inappropriately used during school time. Students will lose Good Standing points as follows: 1 point for first offence, four points for second offence, eight points for third offence and eight points for each subsequent offence thereafter
- For a third offence the phone will remain in the school until picked up by a parent
- On a fourth and subsequent occasion the student may be suspended from school at the discretion of the Principal. A record of phone usage will be kept on school records
• Any student found with a mobile phone in exams or tests may be given a zero for that assessment item

BULLYING AND HARASSMENT POLICY
Bullying is a wilful conscious behaviour that is designed to hurt, injure, embarrass or upset the other person.

Every individual has the right to belong and feel safe and comfortable to learn at Lynwood Senior High School. This school does not tolerate bullying or harassment in any form.

If a student is being bullied or harassed, Lynwood has many support structures to help students resolve the issue.

Students are encouraged to see their Year Coordinator or the Head of Senior School if this is occurring to them or they witness it happening to another student.

The Students Services team will investigate the matter and offer mediation for both parties. If mediation fails to resolve the issue then students involved in bullying will be dealt with through the schools Behaviour Management process. Severe or ongoing cases of bullying may result in suspension and/or loss of Good Standing.

CURRICULUM INFORMATION
All schools in Western Australia offer a curriculum that meets the requirements of the WA Curriculum Framework. The Curriculum Framework sets out what students should know, understand, value and be able to do as a result of the programs they study from Kindergarten to Year 12.

Western Australian Certificate of Education (WACE) Breadth-of-Study
For a student to achieve a WACE in 2014 and beyond, the student must complete, in their final WACE year, at least one course from each of the following lists. For this purpose, a completion of a course means that the student has:

- Received a grade in at least two units in their final year of senior secondary schooling in that course
- Made a genuine attempt in the examination, unless exempt, for that course

If 50 per cent of a student’s final year of senior secondary schooling comprises endorsed programs, including VET, then the Breadth-of-Study requirement is waived.

List A Arts/Languages/Social Sciences
Business Management & Enterprise - Business
Careers & Enterprise
Children, Family and the Community - Living Independently
Children, Family and the Community - Caring for Children
Chinese: Background Speakers
Chinese: Second Language
Economics
English
English as an Additional Language/Dialect
Geography
Health Studies
History - Modern
Workplace Learning

List B Mathematics/Science/Technology
Biological Science
Building and Construction
Chemistry
Design - Technical Graphics
Design - Photography
Earth & Environmental Science (not in 2015)
Food Science and Technology
Human Biological Science
Integrated Science
Materials Design & Technology - Wood
Materials Design & Technology - Metal
Mathematics
Mathematics Specialist
Outdoor Education
Physics
Physical Education Studies

If schools have students in their final year of senior secondary schooling (Year 12) who may not meet the above Breadth-of-Study requirement, then they can apply for special consideration to the Special Provisions committee.

Please note: Certificate II qualifications and Endorsed programs are unlisted.
1.0 INTRODUCTION

1.1 General Introduction

The time to think about your future is now! - As a Year 10 student you need to make some important decisions.

The courses you decide to take will affect your future pathway in regard to further education and employment opportunities.

What do you think is the best option for you?
To help you to decide, you often need to seek information. Where can you get the information you need?

Course Unit Transfer

It is very important to make wise course selections because unit transfer will be very difficult to do after set dates. If students have not commenced a unit by the beginning of March (Semester 1 units) or early July (Semester 2 units), it is very unlikely that they will be able to complete the assessment requirements of the unit.

Start here
This booklet is designed to give you some idea of all the alternatives you have at the end of Year 10. It will help you to make the most appropriate decisions for your future.

1.2 Leaving age

Students must be involved in some form of education or training or approved employment until the end of the year in which they turn 17. Applications for alternatives to school must be made through the relevant Deputy Principal or Head of Senior School.

The pathways available to you are:

- A training program accredited in the Vocational Education and Training Act 1996 (this includes TAFEWA colleges and private registered training organizations)
- An apprenticeship or a traineeship
- Approved employment
- An approved course with a community based organization
- A combination of any of the above, including school

Most young people return to school.

2.0 CAREER & CHOICES

Career Information to consider before selecting your Year 11/12 courses
Choosing a career is probably one of the most important decisions you must make so it is important that you think seriously about it. There are many people, places and publications available to help you to make up your mind.

Staff at Lynwood Senior High School that can help
Our Careers Officer, Deputies and the Head of Senior School can give information about further education/training and possible careers. Your Year Coordinator is also available to discuss your course choices and future options. All students must book an appointment for an interview with a course counsellor prior to completing their course selection forms.

Library
There is a range of material available in the library to find out more about Jobs, Careers, Training WA or University Courses. Ask the library staff for help to locate relevant Books, CD’s or Web-sites.

Most Used Books/CD’s - Course Guides to UWA, Murdoch, Edith Cowan, Curtin and Notre Dame Universities
- Training WA Booklets: Polytechnic West, Challenger Institute of Technology, Central Institute of Technology.
- Job Guides

Prerequisite Courses
If you select a course/course of study at Lynwood Senior High School it is important that you choose the course of study for which you have prerequisites to give you the best chance of success. Check these prerequisites carefully by looking at the information in this booklet and discussing with your course teachers.

Technical & Further Education
TAFE offers a variety of short and long courses in skills training. For information see the School Careers Officer or contact the nearest TAFE campus.

Central Institute of Technology: Ph: 1300 300822 www.central.wa.edu.au
Challenger Institute of Technology: Ph: 9239 8200 www.challenger.wa.edu.au
Liaison Officers are available to discuss courses with high school students. They can be contacted at the various universities:

(i) **Curtin University of Technology**  
**Bentley Campus**  
Prospective Students’ Office - Ph: 9266 1000  
1300 041 000  
[http://futurestudents.curtin.edu.au](http://futurestudents.curtin.edu.au)

(ii) **Murdoch University**  
Future Students Enquiries - Ph: 1300 687 3624  
[http://www.murdoch.edu.au](http://www.murdoch.edu.au)

(iii) **Edith Cowan University**  
Student Recruitment Office - Ph: 134 328  
[www.ecu.edu.au](http://www.ecu.edu.au)

(iv) **University of WA**  
UWA Admissions Centre - Ph: 6488 2477  
[www.studyat.uwa.edu.au](http://www.studyat.uwa.edu.au)

(v) **University of Notre Dame**  
Admissions Office - Ph: 9433 0555  
1800 640 500  
[www.nd.edu.au](http://www.nd.edu.au)

**Job Guide for WA 2013**  
A copy of this publication will be made available.

**Useful Web Sites**

- Language, Literacy and Numeracy Program  
3.0 CERTIFICATION

Two documents are available to students at the end of Year 12.

3.1 A Record of Achievement: Will be issued to all students who complete at least one School Curriculum and Standards Authority Accredited course.

The Record of Achievement will show:

- School and Exam results
- Course units completed
- Endorsed program achievement
- Achievement of WACE
- VET qualifications and units of competency
- Achievement of School Curriculum and Standards Authority English Language Competency
- Achievement of awards
- Breadth-of-Study
- Community Service

3.2 Western Australian Certificate of Education (WACE) requirements 2014 and 2015

Breadth and depth requirement

- Complete a minimum of 20 course units or the equivalent.
- The 20 course units must include at least:
  1. 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)
  2. One pair of course units from each List A (arts/languages/social sciences) 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
- Endorsed programs and/or VET credit transfer (stand alone) can reduce the required number of course units by up to 6 units.

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)
- For students who have not achieved a C grade in one of their English, Literature and/or English as an Additional Language/Dialect course units, schools will need to compare a selection of the student’s work with the work samples to verify the student has demonstrated the required standard.

These requirements are on the School Curriculum and Standards Authority website at:
http://www.curriculum.wa.edu.au/internet/Senior_Secondary/The_WACE/WACE_Requirements

4.0 REQUIREMENTS FOR UNIVERSITY ADMISSION

4.1 University Admission

There are five Universities in Western Australia.
- Curtin University of Technology
- Edith Cowan University
- Murdoch University
- Notre Dame University
- University of Western Australia

To find out what courses are available at these tertiary institutions you should contact the institutions via the details listed on previous pages or see the Head of Senior School or Careers and Vocational Education Coordinator.

Generally, unless you know what course(s) you want to study, it is better to keep your options open, bearing in mind your school results. That is, select a group of courses which cover prerequisites set out by the various institutions for courses that interest you. If you take courses which are too difficult for you, you may do poorly and perhaps not get into courses you would have liked.
4.2 Requirements for Tertiary Admission
- All courses of study at stage 2 or 3 will contribute to the Tertiary Entrance Aggregate (TEA).
- The 4 best courses will be used
- Students must attain Secondary Graduation
- Unacceptable course combination include:
  - Biological Science and Human Biological Science
  - 2A/2BMAT and 2C/2DMAT
  - 3A/3BMAT and 3C/DMAT

4.3 Tertiary Entrance Aggregate (TEA)
- Tertiary Institutions Service Centre (TISC) assigns the TER based on the TEA
- TEA is a combination of 50/50 school and exam results
- TEA can be put together over a 5 year period for Curtin, Murdoch, UWA and no time limit for ECU

4.4 Australian Tertiary Admission Rank (ATAR)
- TISC ranks students because there are more applicants than places.
- Students are numbered from 99.95 down
- An Australian Tertiary Admission Ranking of 96 = the top 4%, or better than 96% of the Year 12 school leaver population

5.0 TECHNICAL & FURTHER EDUCATION (TAFE)

TAFE is the largest sector of post-school education in WA, providing courses for people who wish to become skilled professional support staff in industry and commerce, technicians, supervisors and tradespeople. These employment categories make up the biggest proportion of the workforce.

Each year approximately 150,000 students enrol in TAFE. These include school leavers and mature age students training for a vocation; people updating their skills and people in hobby, remedial and preparatory programs.

TAFE runs courses at 25 metropolitan technical colleges, 7 regional country colleges, a correspondence college and evening technical schools.

TAFE offers approximately 800 formal courses covering some 5500 different courses. The 18 industry areas are:
- Arts and Entertainment
- Automotive
- Banking, Finance, Insurance and Property Services
- Building and Construction
- Business and Management
- Clothing, Textiles, Footwear and Furnishings
- Communication and Printing
- Community Services, Health and Education
- Computing and Information Technology
- Electrical and Electronics
- Engineering and Mining
- Food Processing
- Hospitality, Travel and Tourism
- Primary Industry
- Sales and Personal Services
- Science, Technology and Process Manufacturing
- Sport, Recreation and Racing
- Transport and Logistics

All students are advised to consider themselves a potential TAFE student.

TAFE offers a series of qualification levels:
- Advanced Diploma
- Certificate IV
- Certificate II
- Diploma
- Certificate III
- Certificate I

All course information is available on the Department of Training and Workforce Development website http://www.trainingwa.wa.gov.au/ Click on tab for Career Services or Training Courses.

TAFE enables students to progress from introductory and skills courses to more advanced programs using the latest techniques and technology.
In many areas TAFE students can continue their training in degree courses offered by Universities. Courses are available to Year 10, 11 and 12 school leavers. Entry into a course is competitive and depends on applicants meeting entry requirements.

What is TAFE looking for?
Every TAFE full-time award course has Minimum Entrance Requirements that you must meet before your application will be considered. Selection Criteria are used as the basis for scoring eligible applicants for a course and location than there are places available. Selection Criteria scores are used to rank eligible applicants in order.

The TAFE entry requirements may be expressed as:
- A prerequisite competency based qualification
- Generic competencies that cover communication (reading, writing, speaking and listening) and mathematics skills

Generic competency benchmarks set by TAFE Admissions determine the points allotted to applicant's achievement of communication and mathematics skills.

The TAFE Selection Criteria are based on:
- Minimum Entry Requirements - you MUST meet these before you can apply:
  - Qualification pathway - maximum points 29
  - Work experience/employment - maximum points 29
    - 0.002 points per hour worked
    - Includes paid/unpaid, full-time/part-time work, work experience, voluntary work, community service
    - Secondary Education/Skill Development - maximum 42 points
    - Scoring based on the best three 2 unit combinations - one of these must be English, Literature or EALD
    - General academic achievement or portfolio

Pre-apprenticeship courses are available in most trades. They are one semester full-time courses in certain trades and provide practical and theoretical instruction in the chosen trade. On successful completion of the course, you still need to find an employer willing to employ you as an apprentice. The term of apprenticeship may be reduced.

Please check with the School's Career Officer, Head of Senior School or a Deputy for specific requirements.
6.0 COURSES OF STUDY AVAILABLE FOR SELECTION FOR SECONDARY GRADUATION AND UNIVERSITY ENTRANCE AT LYNWOOD SENIOR HIGH SCHOOL IN 2014

COURSES OF STUDY USED FOR SECONDARY GRADUATION BUT NOT FOR UNIVERSITY ENTRANCE SCORE

| Building & Construction                  | Earth & Environmental Science |
| Business Management & Enterprise        | Food Science & Technology    |
| Career & Enterprise                     | Health Studies               |
| Children Family and The Community - Living Independently | Integrated Science |
| Children Family and The Community - Caring for Children | Materials Design & Technology - Wood |
| Design - Photography                    | Materials Design & Technology - Metal |
| Design - Technical Graphics             | Music                       |
|                                        | Outdoor Education            |
|                                        | Workplace Learning           |

COURSES OF STUDY USED FOR SECONDARY GRADUATION AND MAY BE USED FOR UNIVERSITY ENTRANCE DEPENDING ON THE UNITS STUDIED.

- English
- English as an Additional Language/Dialect
- Geography
- Mathematics

COURSES USED FOR SECONDARY GRADUATION AND UNIVERSITY ENTRANCE SCORE

| Biological Science | Human Biological Science |
| Chemistry          | Mathematics Specialist   |
| Chinese: Background Speakers | Modern History |
| Chinese: Second Language | Physics |
| Economics          | Physical Education Studies |

NOTE: Timetabling of courses is dependent on a number of students selecting the course and it is not guaranteed that all courses offered will run in 2014.

7.0 COURSE OF STUDY UNIT ORGANISATION

Typically courses are studied over two years and consist of four semesterised units organized into two-unit combinations. It is expected that most students will undertake the full two-year course and complete at least four units; however, students may elect to study only one two-unit combination over the course of a year and some students may complete only one unit.

To cater for the full range of students, 6-8 units have been developed. The units are guides to programming designed with starting points appropriate for a range of student achievement level; these have been identified as suggested entry levels. To provide continuity and coherence across a two-year course, each pair of units is designed around the same essential content areas, which increase in complexity from one unit to the next. Each unit allows students to achieve all four of the course outcomes.

- 1A and 1B are designed for students who, typically have had limited experience of the course matter and who will be introduced to the basic content and skills that will prepare them for further studies.
- 1C and 1D are designed as a follow on from 1A and 1B or as a pre-requisite for Stage 2.
- 2A and 2B include more complex content and are suitable for students who are entering at Levels 4/5 and are ready for further development. These units will typically be a prerequisite for Stage three.
- 3A and 3B are for students who have advanced skills and understandings and are ready to work with content at a sophisticated level of complexity. Normally students who aspire to university destinations will undertake these units.

The information in this book is correct as of May 2013 according to TISC, School Curriculum and Standards Authority, Department of Education & Training and TAFEWA and is subject to change.
INTRODUCTION

The following guidelines have been developed so that students, parents and teachers are aware of their responsibilities in the assessment process.

The whole-school assessment policy and its individual course assessment policies and procedures must conform to School Curriculum and Standards Authority requirements for assessment and grading in Accredited Courses. The following practices will be adopted in order to assist in the achievement of state wide comparability of school-based assessment and grading.

1. Overview
   Assessment assists teachers and schools in:
   [a] monitoring the progress of students and diagnosing learning difficulties
   [b] providing feedback to students on how they may improve their achievement
   [c] adjusting programs to ensure all students have the opportunity to achieve the intended outcomes
   [d] developing subsequent learning programs
   [e] reporting student achievement to parents
   [f] whole school and system planning, reporting and accountability procedures.

   Assessment procedures must therefore be fair, valid, reliable, explicit and supportive of learning.

2. Assessment guidelines
   Senior Secondary School student assessment has guidelines set by the School Curriculum and Standards Authority. Adherence to these parameters is mandatory and a process of internal comparability must be practiced.
   A course unit outline (including task deadlines) and an assessment outline must be provided to students at the commencement of the learning program.

3. Student responsibilities
   It is the student’s responsibility to:
   [a] complete the prescribed work requirements in each course unit by the due date
   [b] complete all assessment tasks described in the assessment outline
   [c] maintain a folio of evidence for each course unit studied and to make it available whenever it is required
   [d] maintain good attendance, conduct and progress, as per the Lynwood Senior High School Good Standing Policy. A student who is absent for five periods/days or more per term is deemed to be at risk.
   [e] initiate contact with teachers concerning absence from class, missed assessments, extension requests and other issues pertaining to assessment.

4. Staff Responsibilities
   It is the responsibility of the teaching staff to:
   [a] develop a teaching/learning program that adheres to current School Curriculum and Standards Authority guidelines
   [b] provide students with a copy of the accredited syllabus document, a course unit outline, access to grade related descriptors and an assessment outline at the commencement of the course unit
   [c] ensure that assessments are fair, valid, reliable, explicit and supportive of learning
   [d] maintain accurate records of student achievement, assessment and attendance
   [e] meet school and external timeframes for assessment and reporting
   [f] inform students and parents of academic progress and performance by using a Notice of Unsatisfactory work/Behaviour or Notice of Commendation

   The Notice of Unsatisfactory Work/Behaviour should be sent home immediately when:
   • any piece of prescribed work or assessment task is not completed by the due date
   • a student does not achieve an acceptable level of performance in a test, assignment or practical task
   • a student is absent for an assessment without written explanation
   • a student’s lack of attendance is adversely impacting on their progress
   [g] ensure the security of assessment tasks
   [h] assess completed tasks and relay assessment information to the student promptly.
5. **Absence from class/missed work**
   
   **[a] General**
   If a student is absent from class, his/her ability to achieve to his/her potential is diminished. Extended periods of absence will result in lower levels of achievement. Absences may result in a student not fulfilling the requirements of the course unit and thus may be deemed as unable to be assessed. Potential achievement will not be considered.

   **[b] Scheduled assessment tasks**
   Absence from scheduled assessment tasks (including tests, group work tasks and examinations) must be satisfactorily explained (to the Principal where necessary) by one of the following:
   - Medical certificate
   - Letter from parent
   - Telephone call from parent

   Where possible, satisfactory explanation of the absence will enable the student to complete that assessment task, or a similar task and gain credit. Where possible, advance notification of absence is required. In cases where a student is unable to attend school to complete scheduled assessment tasks, and where appropriate supervision can be provided and assured, the student may be given permission to complete that task in an alternative venue.

   In cases where there is no satisfactory explanation of an absence from scheduled assessment tasks a mark of zero (0) is recorded for each task not attempted. Parents must be informed of this decision. As this will affect the overall grade.

   **Prolonged absence**
   Where a student is unable to attend school for a lengthy period due to injury or illness, the school will endeavour to provide support to the student’s learning program.

6. **Changing a course unit**
   
   **[a] Generally,** it will not be possible to change courses after the first 20 school days of that course unit, (each semester) as to do so would place the student at risk of not completing the requirements. The school will only consider unit changes in exceptional circumstances if it is feasible, and the changes must have parental support. Course changes must be negotiated through the deputy principal or a member of the school administration nominated by the principal.

   **[b] Where a student changes school during a school year,** credit for the completion of work in the same course unit will be given upon the student and/or previous school supplying appropriate evidence.

7. **Non-submission of evidence of achievement**
   
   **[a] General**
   A course unit overview, including deadlines for submission of evidence, will be provided to each student at the commencement of the unit. Due dates will be clearly outlined and implemented. If an adjustment to a deadline is necessary, it will be made in close consultation with all students and clearly publicised.
   It is a teacher’s responsibility to manage the assessment schedule.
   It is a student’s responsibility to provide evidence of achievement by the published deadline.
   Parents/guardians will be notified in cases where concern for a student’s progress emerges.

   **[b] Extensions**
   - Extensions may be given at the discretion of a teacher in consultation with the Head of Learning Area in cases of illness or significant personal problems – if applied for before the due date. If a student does not apply for or receive an extension then the consequences will be the same as for missed work when there is no satisfactory explanation of an absence.
   - Generally, it will not be possible for students to seek an extension of deadlines in cases where work is not submitted on time. Teachers will make their judgment on the evidence that is already available by the deadline.

8. **Cheating, collusion and plagiarism**
   
   **Cheating** is when a student copies work of others or allows their work to be copied for an assessment.
   Students shown to have cheated in assessed work or in examinations will not have that work accepted as valid evidence of their achievement.

   **Collusion** is when a student submits evidence that is not his/her own work for assessment.

   **Plagiarism** is when a student uses someone else’s words or ideas without acknowledging that they have done so (a work is essentially copied).
   If work that is not the original product of that student is submitted for assessment, it will not be accepted as valid evidence of achievement (it will be deemed not to have been completed).
9. Examinations
All students enrolled in Stage 2 or 3 course units must sit the school exam in these course units as this forms part of the course assessment.

[a] Regulations
When attending examinations, students must adhere to the regulations that pertain to that examination. Regulations will be issued with the examination timetable. Infringement will result in an appropriate penalty.

[b] Attendance
Students must attend scheduled examinations. In exceptional circumstances, special alternative arrangements may be negotiated through the Principal prior to the examination date. E.g., Participating in family holidays will not be accepted as an exceptional circumstance.

[c] Breach of Examination Rules
- Collusion between candidates: Cancellation of that course paper of each person involved, together with an inspection of prior papers in any common examination for evidence of collusion.
- Possession of unauthorized materials in the examination room: Cancellation of all or part of a candidate’s paper where unauthorized materials are relevant to the course being examined.
- Markings on authorized materials in the examination room: Cancellation of whole or part of a candidate’s paper, where markings in authorized materials are relevant to the course being examined.

10. Students requiring special consideration
The school will ensure that students with special educational needs are catered for in an appropriate way and in accordance with School Curriculum and Standards Authority guidelines.

11. Additional opportunity to complete a task

[a] For Courses
Generally, students will be provided with an opportunity to show growth in their achievement through the completion of similar assessment tasks in the following course unit.

[b] For Courses:
In accordance with School Curriculum and Standards Authority guidelines students may be provided with an additional opportunity to complete a task if:
- The teacher agrees that it is feasible
- The student has attempted other assessment tasks but requires an additional opportunity to demonstrate achievement of an outcome; and
- The school agrees that it is feasible and desirable to provide an additional opportunity, so that a student may convert a U (Unfinished) to a grade. If a U is converted to a grade, an updated Statement of Results will be issued at the end of the calendar year.

12. Reporting
Students will be kept informed of their progress throughout their course unit. Teachers will assess completed tasks and provide prompt assessment feedback to the student. Parents will be informed about a student’s progress regularly. Students and parents/guardians will be informed when it is identified that there is a risk of the student:
- Not achieving their potential
- Not completing the unit requirements
- Being awarded a grade of D or E

13. Assessment Review and Appeal Process
An assessment review does not require the school to remark a student’s work. It is intended to determine whether:
- The school’s assessment program for the unit does not conform with the School Curriculum and Standards Authority requirements
- Implementation of the assessment program does not conform with the school’s stated assessment policy (based on School Curriculum and Standards Authority assessment guidelines)
- There are any computational or clerical errors in the school’s determination of the final assessment.

A teacher’s judgement about a student’s level of achievement in individual assessment tasks is not a cause to review. If, after the assessment review is completed at the school level, a student still believes that the School Curriculum and Standards Authority assessment guidelines were not followed, then the student may lodge an appeal to the School Curriculum and Standards Authority.

Requirements for current WACE Graduation:
Because requirements are continually changing, please check website for current information.
http://www.scsa.wa.edu.au/internet/Senior_Secondary/The_WACE/WACE_Requirements
10.0 YEAR 11 & 12 PATHWAYS

All students in Year 11 and 12 will be in a University and/or Vocational Education & Training pathway in 2014/15.

Some students may be in a combination of pathways, for example:
1. A Year 11 student could be doing Music (VET) and Visual Arts - Photography (VET) by choosing 1A/B Music and 1A/B Design - Photography or
2. A Year 11 student could be in the University Pathway with 4-5 Stage 2/3 courses and also be in the VET pathway for Certificate II Sport and Recreation by choosing the Certificate course as their 5th or 6th course.

Some VET pathways are competitive and require the students to apply for the program and go through a testing and/or interview process to be selected, for example:
1. Building and Construction (VET)
2. Engineering
3. Lynwood Environmental & Academic Flexible Program (LEAF)

All students will be required to select at least one pathway for 2014/15. This means students will complete Year 12 with a VET qualification which is recognized throughout Australia.
Insert Table Here
Insert Table Here
BUSINESS AND INFORMATION TECHNOLOGY

Teacher in Charge: Mrs G Homer

Courses/Certificates:
- Certificate II in Information, Digital Media and Technology
- Business Management & Enterprise
- Career and Enterprise

APPLIED INFORMATION TECHNOLOGY

CAREER OPPORTUNITIES
The Information Technology field represents one of the most exciting areas of employment with forecasters predicting a rate of growth at twice the national average. Numerous career opportunities exist in areas such as web page design, multimedia design, e-commerce, plus a range of technical and programming applications. Applied Information Technology provides an excellent foundation for the study of Information Technology or Computer Science at University or TAFE level, but it will benefit any students regardless of what workplace or career pathway is chosen.

CERTIFICATE II IN INFORMATION, DIGITAL MEDIA AND TECHNOLOGY COST $75.00 PER YEAR
Students are able to be accredited with the qualification of Certificate II in Information, Digital Media and Technology. The course covers aspects of the qualification such as personal computer use, word processing, internet safety, spreadsheets, OH&S and using digital devices. This course runs over a two year period. The course is a nationally recognised qualification that will assist them in their future studies and career development. Students can then use this qualification as credits towards TAFE applications or Recognition of Prior Learning for some TAFE courses.

BUSINESS MANAGEMENT & ENTERPRISE

Prerequisite:
There are no prerequisites for this course. The study of lower school computing units would be an initial advantage but not a prerequisite.

CAREER OPPORTUNITIES
Business Management and Enterprise is highly recommended for those students wanting to go through to Tertiary Education in Business and Commerce fields. It is also a very supportive unit for those who want to go straight into the workforce by understanding how businesses operate. Students who complete this course will be equipped for a career in Business and Enterprise (administration, marketing accounting, IT, management, human resource management, economics etc) which can take them to the highest levels of leadership, either within a corporate organisation or with their own business. Business Management and Enterprise focuses on developing knowledge, skills and attitudes that employers today are looking for. The course aims to develop student skills and attitudes to enable them to be successful across a range of different environments and contexts.

UNIT 1ABME COST $28.00
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 COST $28.00
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.

UNIT 1CBME COST $28.00
In this unit, the focus is on business management and administration in Australia. All businesses need to be managed and administered effectively in order to prosper. This unit explores, in a practical way, the role of business and office administration in facilitating business success and considers the importance of communication methods and technologies in business information management. The legislation that affects the internal running of a business in a range of business contexts is also considered.

UNIT 1DBME COST $28.00
In this unit, the focus is on implementing business policies and procedures which facilitate effective business management and administration. The emphasis is on developing administrative and personal management skills. Students are encouraged to evaluate systems and procedures in terms of their effective contribution to the success of a business organisation and to make or recommend improvements to these systems and procedures.
CAREER OPPORTUNITIES
The Career and Enterprise course engages students in learning about developing their career life in a constantly changing digital and globalized world. Careers are now considered to be about work, learning and life. The course aims to provide all students with the knowledge, skills and understanding to enable them to be enterprising and proactively manage their own careers. The course reflects the importance of career development knowledge, understanding and skills in securing, creating and sustaining work.

UNIT 1ACAE  COST $28.00
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. Students 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 facilitated by resources made available through the family, school, workplace and community and that these groups assist young people to learn what is expected of them as workers.

UNIT 1BCAE  COST $28.00
The focus of this unit is entry-level work readiness. Basic skills and entry-level jobs are put under the microscope and links are 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. Students realise that environmental influences and trends exist within a limited context and that these could affect their career development opportunities.

UNIT 1CCAE  COST $28.00
The focus of this unit is personal career management. The unit explores career competencies, knowledge, values and attitudes, combining these with work search tools and techniques to start planning career development options. The concepts of lifelong learning and career building are introduced. The organisation of workplaces and systems are discussed. The roles, rights and responsibilities of individuals, with reference to legal, ethical and financial considerations are all investigated. The unit examines environmental influences and trends and how they constantly impact on personal career development opportunities. Work, training and learning experiences are documented for career portfolios.

UNIT 1DCAE  COST $28.00
The focus of this unit is personal independent career development. Opportunities are provided to develop career competencies in preparation for becoming employees. This unit facilitates the study of career management, corporate citizenship and environmental trends and influences through a range of alternative scenarios. An investigation is made into corporate and individual rights and responsibilities embedded in contractual employment agreements, exploring the links between teamwork, productivity and satisfying workplaces. Matching personal and work profiles, using career development and work search skills are reflected in career portfolios, which should show evidence of organising work, training and learning experiences to reflect preferred career development options.
WORKPLACE LEARNING

Coordinator: Ms G Homer

WORKPLACE LEARNING

Workplace learning is a program that provides opportunities for students to develop skills in the workplace and obtain credit towards the WACE. Students locate and are placed in an appropriate work situation and are required to maintain a formal record (log book) of workplace learning.

Overall requirements for each Unit below

Students undertake training in a real workplace during which they are expected to:
- Demonstrate attainment of at least 10 skills relevant to entry-level training from the School Curriculum and Standards Authority’s Employability Skills List
- Demonstrate each skill on at least three (3) occasions
- Meet workplace hours, log book and evidence journal requirements
- Complete all assessment tasks
- Complete a minimum of 8 industry days in the workplace
- Possess a work ethic so as to achieve a rating from the workplace supervisor on 12 Performance Criteria

Advantages of Workplace Learning

By participating in work placements and completing the compulsory part of training, the student has the opportunity to:
- Learn, develop and apply knowledge and skills relevant to the workplace
- Achieve skills that are recognised by certain industries
- Achieve skills that will assist in seeking employment and assist with credit transfer to further education and training
- Make contacts with employers
- Get assistance with career planning

UNIT 1AWPL
COST $25.00
This unit is to introduce structured 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.

UNIT 1BWPL
COST $25.00
This unit is to build on structured 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 compliment the skills from Unit 1AWPL (10 different skills). While in the work placement, students are assessed on work related skills by the workplace supervisor. Students reflect on the skills assessed.

UNIT 1CWPL
COST $25.00
This unit is designed to consolidate structured workplace learning. Students prepare for, and are placed in, a new workplace. Skills are selected to compliment 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.

UNIT 1DWPL
COST $25.00
This unit is designed to extend structured workplace learning. Students prepare for, and are placed in, a suitable workplace. Skills are selected to compliment the skills from Units 1CWPL (10 different skills). While in the work placement, students are assessed on work related skills by the workplace supervisor. Students reflect on the skills assessed.
Courses/Certificates:
- Building & Construction
- Certificate II in General Construction (Discrete Program)
- Materials Design & Technology - Wood
- Materials Design & Technology - Metal
- Certificate II in Metals Engineering (Discrete Program)
- Design - Technical Graphics
- Design - Photography
- Certificate II in Visual Arts (Photography)

UNIT 1ABCN
The focus of this unit is on introduction to building and construction.
Students are introduced to basic brickwork and levelling exercises. Arc and fusion welding are experienced through set exercises. Occupational Health and Safety, OHS is reviewed in the construction workshop. Content worksheets and assignments set the knowledge levels.

UNIT 1BBCN
The focus of this unit is basics of building and construction.
The second semester sees students further developing their bricklaying and levelling skills. Further welding skills enable the student to produce a small metal outdoor table with a tiled top. A design brief is required for this project. Content worksheets and assignments set the knowledge levels.

UNIT 1CBCN
The focus of this unit is on elements of building and construction.
All year 12 students review OHS issues in a building environment. Construction plans are covered in this unit. The students concentrate on building carpentry in this unit, a small folding ladder is constructed. A small amount of welding is also undertaken. Content worksheets and assignments set the knowledge levels.

UNIT 1DBCN
The focus of this unit is structures of the construction industry.
In this short concluding unit, students work on outside levelling and brick paving. The brick saw and compactor are used on site. Students are also required to design and fabricate a hot plate guard for a kitchen top.

The above descriptions of unit content may vary slightly over time with curriculum development.

CERTIFICATE II IN GENERAL CONSTRUCTION - DISCRETE PROGRAM
This 2 year course is ideal for students who have a keen interest in an occupation in the Building & Construction industry, specifically Carpentry & Joinery. It provides students the opportunity to gain work experience by being placed with:

Building & Construction
Bricklayers
Carpenters
Concrete Workers
Joiners
Wall Tilers
The program is comprised of the following courses:

YEAR 11
- English **
- Mathematics **
- Building and Construction 1A / 1BBCN
- Design Technical Graphics 1ADEST
- Workplace Learning Mode 1
- Certificate II Construction Pathways (including White Card)

YEAR 12
- **Plus 2 course choices (separate fees)
Because the discrete VET program is competitive, student interviews are required. The teacher in charge of the program and the VET Coordinator will interview all prospective candidates in Term 3 and early Term 4 to determine suitability and commitment of the students. An OHS white card qualification is undertaken in Term 1 so that students can participate in work placement.

Class sizes are capped.

**MATERIALS DESIGN & TECHNOLOGY (WOOD)**

This course will focus on woodworking skills in a safe workshop environment. Progressive hand and power tool skills are built up over a number of units. Power tools, in particular the biscuit cutter, router and lathe, are used in more complex models. Frame and flat stack construction are tackled. The initial units build on lower school skills and follow the design process over a number of design briefs. Subsequent units require the student to design, make and evaluate the model. The evaluation process is initially simple, however, the final units require presentation and planning.

**UNIT 1AMDTW**

Students revise basic woodworking joints and power tool applications. Occupational Health and Safety is also reviewed. Set models reinforce production fundamentals and accuracy. Content worksheets and a wood assignment focus the student on various aspects of manufactured wood products.

**UNIT 1BMDTW**

The second semester sees students involved in the design process in terms of a major wood project, often frame construction. Students research, draw, plan and cost the model. Worksheets support basic content and another assignment is set in Power Point Presentation such as (repairing vs recycling timber furniture)

**UNIT 1CMDTW**

Students tackle advanced woodworking joints and power tool applications. Occupational Health and Safety is again reviewed. Set models reinforce production fundamentals and accuracy. A folding table and a storage box advance the student’s skills. Content worksheets and a wood assignment focus the student on various aspects of how timber is harvested, sawn and dried.

**UNIT 1DMDTW**

The second semester sees students involved in the design process in terms of a major wood project, often frame or flat stack construction. Student’s research, draw, plan and cost the model. Worksheets support basic content and another assignment is set in Power Point Presentation. Environmental issues in timber production are a focal point.

The above descriptions of unit content may vary slightly over time with curriculum development.

**MATERIALS DESIGN & TECHNOLOGY (METAL)**

This course will focus on metalworking skills in a safe workshop environment. Progressive hand and power tool skills are built up over a number of units. Power tools, in particular the spot welder, milling machine and lathe are used to more accurate and demanding standards. The initial units build on lower school skills and follow the design process over a number of design briefs. Subsequent units require the student to design, make and evaluate the model. The evaluation process is initially simple however the final units require presentation and planning.

**UNIT 1AMDTM**

Students revise basic metalworking skills and power tool applications. Occupational Health and Safety is also reviewed. Basic machining is introduced. Set models reinforce production fundamentals and accuracy. Basic oxy-acetylene and arc welding exercises are undertaken. Content worksheets and a metal assignment focus the student on various aspects of manufactured metal products.

**UNIT 1BMDTM**

The second semester sees students involved in the design process in terms of a major metal project, often sheet metal construction. Students research, draw, plan and cost the model. Worksheets support basic content and another assignment is set in Power Point Presentation. A comparison of steel types and properties is often done.

**UNIT 1CMDTM**

COST $45.00
Students refine lathe and milling machine applications. Occupational Health and Safety is again reviewed. MIG welding is introduced. Set models reinforce production fundamentals and accuracy. A design task is set. Content worksheets and a metal assignment focus the student on various aspects of manufactured metals, in particular Aluminium.

UNIT 1DMDTM  
COST $45.00  
The second semester sees students involved in the design process in terms of a major metal project, often a small cast tool or a metal bowl. Students research, draw, plan and cost the model. Worksheets support basic content and another assignment is set in Power Point Presentation. Recycling of metals is evaluated by students.

The above descriptions of unit content may vary slightly over time with curriculum development.

CERTIFICATE II IN METALS ENGINEERING - DISCRETE PROGRAM  
COST $156.00 PER YEAR  
Duration: Two years  
- Metals and Engineering Trades:  
- Engineers  
- Fitters and Turners  
- Metal Machinists  
- Sheet Metal Worker  
- Welders  
- Panel Beaters

The program is comprised of the following courses:

YEAR 11  
- 1A/B MDTM - Metal  
- 1ADEST - Design Technical Graphics  
- Certificate II Metals Engineering  
- Maths  
- Workplace Learning Mode 1

YEAR 12  
- 1C/1D MDTM - Metal  
- 1BDEST - Design Technical Graphics  
- Certificate II Metals Engineering

Because the program is competitive a student interview is required. The VET Coordinator will interview students in term 3 and 4. Class sizes are capped. Students are to participate in work placement.

DESIGN - TECHNICAL GRAPHICS

These units start with the basic mechanical drawing process, oblique and isometric presentations. Plane geometric drawings are developed that emphasize neat and structured line work. Orthogonal drawings progress in complexity and assembly. Scale and notation reflect the disciplined nature of this course. Architectural perspective is undertaken in the senior units. Rendering and freehand drawing is covered in the curriculum. A number of design aspects are contained in the units and a student folio is built up over the units. CAD software and application is also covered in the units.

UNIT 1ADEST  
COST $25.00  
Students are introduced to basic mechanical drawing. Oblique and isometric drawing are initially introduced. Students then produce a series of plane geometric, orthogonal and pictorial drawings. Correct line width, annotations and lettering are reinforced to produce drawings of a good standard. Small design tasks are set.

UNIT 1BDEST  
COST $25.00  
Careers in design are discussed. CAD is introduced in simple drawings. Design briefs demonstrate plane geometry skills and knowledge. Architectural design is introduced to students. More complicated orthogonal and pictorial drawings are tackled. Correct line width, annotations and lettering are reinforced to produce drawings of a good standard. Small design tasks are set. Drawing folios are an important assessment tool.

UNIT 1CDEST  
COST $25.00  
CAD is further developed in a design brief. A series of orthogonal drawings, including assemblies are developed. Examples of sectioning are also included. A series of accurate pictorial drawings demonstrate perspective. Australian Drawing Standards are reinforced. Design tasks reflect personal projects. Rendering is further refined and freehand drawing is introduced.
CAD is further developed in a more complicated design brief. A series of orthogonal drawings, including assemblies are developed. Examples of sectioning are also included. A series of accurate pictorial drawings demonstrate architectural perspective. House construction plans are examined and costing discussed. Australian Drawing Standards are reinforced. Design tasks reflect home construction projects. Rendering and freehand drawing is further refined. Drawing folios are an important assessment tool.

The above descriptions of unit content may vary slightly over time with curriculum development.

**DESIGN - PHOTOGRAPHY**

Camera controls start the initial unit. Photographic theory underpins an understanding of wet chemical photography. Digital cameras and Photo Shop are explored in digital image manipulation. Composition, lighting and image presentation are explored in depth. Themes that convey particular messages to specific audiences set the tone of many tasks.

The photographic portfolio is important in overall assessment.

**UNIT 1ADESP**

Camera controls are mastered and a series of photographs demonstrate the use of aperture and shutter speed. The use of composition and lighting are explored. Set tasks ask the student to produce a series of pictures that convey a particular message to an audience.

**UNIT 1BDESP**

Further elements of composition are explored and include the rule of thirds, framing, centre of interest and leading lines just to name a few of the topics. Analysing images is built on this knowledge. A journal is kept to keep track of your investigations. Portfolio presentation, reflections and annotations on the picture pages is most important to assessment.

**UNIT 1CDESP**

Students are schooled in photographic portraiture. A journal supports this process. Students collect pictures within portraiture and analyse these photographs. Portraits are also taken in specific styles using studio light, props and backgrounds. Portfolio presentation, reflections and annotations on the picture pages is most important to assessment.

**UNIT 1DDESP**

A number of design tasks challenge the student. They can cover diverse issues from homelessness, consumerism to environmental topics. Other tasks require the production of a poster with caption. A Power Point photo essay is also produced following design and composition elements. These presentations create a series of images that communicate a social message.

The above descriptions of unit content may vary slightly over time with curriculum development.

**CERTIFICATE II IN VISUAL ARTS (PHOTOGRAPHY)**

This two year TAFE qualification is embedded into the four upper school Photography units; 1A/B, 1C/D DESP. The students will need to enrol in the above Photography course units to complete this qualification.

Design and Photographical Occupations:
- Professional Photographer
- Journalist
- Advertising and Marketing
- Public Relations
- Leisure Activities
- Event Management

Some content is delivered online, the equipment is expensive and fragile. Tasks are often undertaken outside of class and independent, responsible students will only be considered for the course. The program is competitive and a student interview is required.

NOTE: Students can not be absent from course time for either work placement or TAFE.
Head of Learning Area: Mr C Vyse

ENGLISH COURSES

The English courses are studied over two years and consist of semesterised units organised into two-unit combinations. It is expected that students will, in two years, undertake the full two-year course and complete four units.

When choosing English courses students should take into account:
- Their results in Year 10 English
- Whether they are considering Tertiary Entrance (i.e. university) and any course prerequisites that might apply. This information can be obtained from the University Handbooks
- The level of English required for TAFE entry or on the job training

Students who are unsure of which English units might be appropriate for them should talk to their English teacher.

YEAR 11 COURSES

- ENGLISH 1A and ENGLISH 1B are best suited to students who are bound for TAFE or for employment after completing Year 12.
- ENGLISH 2A and ENGLISH 2B are students who may be University bound after completing year 12.

YEAR 12 COURSES

- ENGLISH 1C and 1D are designed for students who are continuing from Year 11 Units 1A and 1B, and are ideally suited for entry to TAFE or for those looking for employment.
- ENGLISH 2C and ENGLISH 2D may be available at the school’s discretion, for those students who are experiencing difficulties in coping with the rigors of Stage 3 English.
- ENGLISH 3A and 3B are designed for students who are continuing from Year 11 units 2A and 2B, and are ideally suited for entry to University courses.

UNIT 1AENG COST $25.00
Content
Through the English outcomes of Listening and Speaking, Viewing, Reading, and Writing, students will work with a variety of engaging, familiar text types, identifying purpose and audience, developing confidence in accessing and sharing ideas and information, and working with others.

Assessment
Students will complete three assessment tasks based on written, oral and multi-media presentation and/or visual production.

UNIT 1BENG COST $25.00
Recommended Prerequisite:
Completion of English Unit 1A

Content
Through the English outcomes of Listening and Speaking, Viewing, Reading and Writing, students will continue to work with a variety of relevant, engaging texts, expanding their ability to understand the conventions of written, visual and oral texts, taking into account audience, values and expectations.

Assessment
Students will complete three assessment tasks based on written, oral and multi-media presentation and/or visual production.
UNIT 2A ENG

**Content**
Through the English outcomes of Listening and Speaking, Viewing, Reading and Writing, students will develop their language skills by exploring issues of concern or controversy, currently, or in the past, examining the way language is used in relation to these topics.

Students will study the way in which language can be used to influence attitudes and bring about action or change, as well as ways that such uses of language can be challenged and/or resisted.

**Assessment**
Students will complete four assessment tasks based on written, oral and multi-media presentation, visual production and examination.

UNIT 2B ENG

**Prerequisite:**
Typically for students who will have completed Unit 2A and need to consolidate their understanding of the more complex content.

**General Aim**
English 2B builds on from English Unit 2A. From here Year 11 students will be prepared for Year 12 stage 3 units.

**Content**
Through the English outcomes of Listening and Speaking, Viewing, Reading and Writing, students will listen, view and read critically, identify and critique particular uses of language and the representations they offer and present, and substantiate their views in written and oral form using a range of genres. They will shape language to produce texts that offer particular ideas and information about topics, events or people using a range of genres.

**Assessment**
Students will complete four assessment tasks based on written, oral and multi-media presentation, visual production and examination.

UNIT 1C ENG

**General Aim**
This unit is for students who have completed Units 1A and 1B in Year 11.

**Content**
Through the English outcomes of Listening and Speaking, Viewing, Reading and Writing students learn to use language to present themselves, their experiences, ideas, opinions and responses more effectively.

Students explore the ways in which language varies according to context, purpose and audience (for example, at home, work and school), consider the expectations associated with different contexts and texts, and learn to use language to more effectively take these expectations into account.

**Assessment**
Students will complete three assessment tasks based on written, oral and multi-media presentation and/or visual production.

UNIT 1D ENG

**Recommended Prerequisite:**
Completion of English Unit 1C

**General Aim**
This unit is for students to consolidate their achievement in Unit 1C. From here Year 12 students will have the minimum skills and knowledge for Secondary Graduation and may be used for TAFE entry.

**Content**
Through the English outcomes of Listening and Speaking, Viewing, Reading and Writing students will explore and develop language skills relevant to activities associated with their current and future membership of society. Students will develop skills in finding, accessing, using and evaluating information relevant for this purpose. Using texts drawn from the mass media, popular culture and literature, students will identify ideas, attitudes and opinions in such texts and discuss their responses and those of other people.

**Assessment**
Students will complete three assessment tasks based on written, oral and multi-media presentation and/or visual production.
UNIT 2CENG  
**General Aim**  
This course is for students who have completed a pair of either Stage 1 or Stage 2 courses in Year 11. This course may be available at the school’s discretion, for those students who are experiencing difficulties in coping with the rigors of Stage 3 English.

**Content**  
Students will examine a range of texts and text types to explore the ways a community may create its own language structure in order to influence attitudes and values. They will also examine how language can be used to represent individuals and subgroups in different ways.

**Assessment**  
Students will complete three assessment tasks based on written, oral and multi-media presentation and/or visual production.

UNIT 2DENG  
**Recommended prerequisite:** Completion of English Unit 2C.

**General Aim**  
This unit is for students to consolidate their achievement in 2C. The completion of this pair of units will qualify students for TAFE or University entrance. This course may be available at the school’s discretion, for those students who are experiencing difficulties in coping with the rigors of Stage 3 English.

**Content**  
Students will listen, read and view critically in order to examine the way we make meaning of representations in texts and to account for the different meanings available within textual representations.

**Assessment**  
Students will complete three assessment tasks based on written, oral and multi-media presentation and/or visual production.

UNIT 3AENG  
**Prerequisite:** Completion of English Units 2A and 2B.

**General Aim**  
The unit is typically for students who have advanced skills and understanding and are beginning to show a sophisticated knowledge of complex content as well as development of a personal style.

**Content**  
Students will continue to explore ways in which language varies according to context and purpose and will be expected to start developing their personal styles of writing. This will be done through the English outcomes of Listening and Speaking, Viewing, Reading and Writing.

**Assessment**  
Students will complete four assessment tasks based on written, oral and multi-media presentation, visual production and examination.

UNIT 3BENG  
**Prerequisite:** This unit is typically for students who have completed Unit 3A and need to further develop their understanding of the more complex content.

**General Aim**  
The unit builds on Unit 3A and gives students the opportunity to enrol in University.

**Content**  
This unit of study includes knowledge, understanding and skills required for complex variations in the generic conventions of Reading, Writing, Viewing, Listening and Speaking.

**Assessment**  
Students will complete four assessment tasks based on written, oral and multi-media presentation, visual production and examination.
UNIT 1AELD
Prerequisite: Suggested entry levels up to levels 2/3.

Typically for students from a non English speaking background whose achievement of proficiency in Standard Australian English has been limited and who will be introduced to the basic content and skills that will prepare them for further studies in English as an Additional Language/Dialect. Eligibility rules apply for this course.

The recommended focus for this unit is moving between cultures. Drawing on first language skills and understanding, students develop communication skills and Standard Australian English that will enable them to effectively participate in everyday (common) communicative tasks or dealings. These may include gaining a driver’s licence or obtaining a credit card, entering into a rental contract or pursuing study and/or part time work options.

Students engage with common reality to reflect on different cultural values, attitudes and behaviours underpinning or relating to everyday life and social interactions.

UNIT 1BELD
Prerequisite: Suggested entry levels up to level 3.

Typically for students whose proficiency of Standard Australian English has been limited and who will be introduced to the basic content and skills that will prepare them for further studies in English as an Additional Language or Dialect.

The recommended focus for this unit is moving between cultures. While exploring the differences between cultures students make connections with, and build on, first language/dialect skills and understandings to continue to develop communication skills in Standard Australian English.

Students work with relevant and engaging texts as they move towards being able to select and use language appropriate to situations, and communicate effectively in their new language or dialect.

UNIT 1CELD
Prerequisite: Suggested entry levels up to levels 3/4.

Typically for students whose achievement of Curriculum Framework Outcomes has been limited and who will be introduced to the basic content and skills that will prepare them for further studies in English as an Additional Language/Dialect.

The recommended focus for this unit is life experiences. Using knowledge and skills from their existing languages and cultures, students continue to acquire English in order to present themselves, build relationships with peers and others in the community, explore experiences with others, reflect on their role as cross-cultural learners and investigate differences between their first cultures, language and dialects and other Australian cultures.

Students learn about the differences between common text types and the cultural purposes and contexts associated with these.

UNIT 1DELD
Prerequisite: Suggested entry levels up to levels 4/5.

Typically for students who have completed 1CELD and now have basic knowledge and skills that will be further developed in this unit.

The recommended focus for this unit is cultural differences and communities. Using knowledge and skills from their existing languages and cultures, students consolidate their English language acquisition in order to share and reflect on their experiences of and participation in communities.

Students use Standard Australian English to make comparisons of aspects of cultural communities, and to engage with a range of texts to further develop the concept of the role of tradition in the maintenance of cultural identity and communities.
UNIT 2AELD

Prerequisite: Suggested entry levels 4/5.

Typically for students who will be able to work with more complex content and are ready for further development.

The recommended focus for these units is **ways of life**. Using knowledge and skills from their existing languages and cultures, students learn to use English to explore wider social contexts beyond the personal and immediate community. From their position as cross-cultural learners they examine issues and different points of view and develop, present and express ideas and opinions in relation to these.

Students apply their Standard Australian English skills to examine the ways language is used in relation to these topics to position the viewer or reader.

UNIT 2BELD

Prerequisite: Suggested entry levels 4/6.

Typically for students who will be able to work with more complex content and are ready for further development.

The recommended focus for this unit is **making choices**. Using knowledge and skills from their existing languages and cultures, students learn to use English to identify and examine choices facing themselves, their families, communities and societies in relation to issues of concern.

Students investigate issues presented in reports, newspapers, investigative television programs, leaflets and forums and use persuasive and emotive language to create a variety of texts designed to present a stance and to sway the reader or viewer.

UNIT 3AELD

Prerequisite: Suggested level 5/6 and above.

Typically for students who will be able to work with high level of complex content and are ready for further development in order to pursue further tertiary studies on completion of year 12.

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

UNIT 3BELD

Prerequisite: Suggested level 5/6 and above.

Typically for students capable of working with high level of complex content and are ready for further development and intend to pursue further tertiary studies on completion of year 12.

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

<table>
<thead>
<tr>
<th>COURSES/CERTIFICATES</th>
<th>CONTEXTS</th>
<th>YR 11</th>
<th>YR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food Science and Technology</td>
<td>Hospitality</td>
<td>1AFSTH &amp; 1BFSTH</td>
<td>1CFSTH &amp; 1DFSTH</td>
</tr>
<tr>
<td>Children, Family and the Community</td>
<td>Living Independently</td>
<td>1ACFCL &amp; 1BCFCL</td>
<td>1CCFCL &amp; 1DCFCL</td>
</tr>
<tr>
<td></td>
<td>Caring for Others</td>
<td>1ACFCC &amp; 1BCFCC</td>
<td>1CCFCC &amp; 1DCFCC</td>
</tr>
<tr>
<td>Certificate II in Community Services</td>
<td>Food</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food (pending)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

FOOD SCIENCE AND TECHNOLOGY - HOSPITALITY

UNIT 1AFSTH  COST $53.00
The focus for this unit is **spotlight on my food**. Students will explore the variety of local foods available and determine their place in a balanced diet. Practical food preparation skills will be developed when preparing snacks and meals for adolescent individual needs and when entertaining with food. Properties such as aesthetics, colour and texture will be explored whilst meal planning as well as identifying the regulations for food safety.

UNIT 1BFSTH  COST $53.00
The focus for this unit is **food, health and choices**. Students will determine their personal, physical and social needs that define their eating habits. They will explore the influence of food manufacturers and the media on the food choices of adolescents and the impact of their dietary decisions on their overall health. Students will further develop their food preparation skills using a range of equipment to prepare a variety of food products.

UNIT 1CFSTH  COST $53.00
The focus for this unit is **food and my life**. Students will learn about food through practical food preparation skills in relation to themselves and their future. They will examine how their everyday lifestyle, leisure activities and work commitments influence their food requirements. Students will then design products/menus to suit themselves and their families. Students will examine the properties of food related commodity groupings and their nutritional value. Practical food preparation skills will be developed in a variety of cooking methods eg frying, steaming, baking etc. The advantages and disadvantages of various cooking methods will also be explored.

UNIT 1DFSTH  COST $53.00
The focus for this unit is **food for communities**. Students will investigate the food needs of specific groups within the community. They will develop an understanding that food needs vary according to culture, religion, location, cultural preferences, socioeconomic status, age and health. Whilst preparing food for others, students will develop skills using innovative technologies created for the food industry.

Students will have the opportunity to:
- Plan, organise and operate a catering enterprise for a particular group of people eg morning/afternoon tea, lunch etc
- Carry out market research to determine the suitability and viability of various catering ventures
UNIT 1ACFCL
Context: Living Independently (Teen Focus)
The focus for this unit is me, my family and my community, looking at these from an adolescent point of view. Students will examine adolescent development and explore issues that impact on teenagers (for example - fashion, tattooing, diets), presenting their findings in an information product for other teenagers. Throughout the course students will develop their basic cooking skills and participate in other related practicals eg natural homemade products for skincare.

UNIT 1BCFCL
Context: Living Independently (Teen Focus)
The focus of this unit is family uniqueness. Students look at positive ways of spending their leisure time by participating in a craft project eg mosaics. Students also reflect on their lives so far with family and friends, recording significant aspects through scrapbooking. Students continue to develop basic cooking skills, culminating with the planning of a family bbq. Students also consider the impact the law can have on adolescent lives.

UNIT 1CFCL
Context: Living Independently (Teen Focus)
The focus of this unit is living and working together. Students research and report on the effect of technology on students’ lives and how they communicate with each other. They also work as a group to produce and sell food and drinks for sale to the rest of the school. This course looks at laws that affect students when they join the workforce. Throughout the course students continue to develop essential cooking skills.

UNIT 1DCFCL
Context: Living Independently (Teen Focus)
The focus for this unit is getting more out of life. The wellbeing of the child will be investigated through health and safety issues. Students will have the opportunity to build a model of a playground for a specific age group, taking into consideration all safety aspects.

UNIT 1ACFCC
Context: Caring for Others (Child Focus)
The focus for this unit is me, my family and my community. Students will examine the roles and responsibilities related to parenting prior to, during and after pregnancy. Issues that affect maternal health will be explored and suitable resources and support services located. Students will have the opportunity to care for a virtual baby.

UNIT 1BCFCC
Context: Caring for Others (Child Focus)
The focus of this unit is family uniqueness. Students will identify different family types and ways to care for young children in families. Students will design and produce activities to encourage children to eat healthy foods. They will also participate in the Xmas Shoebox appeal where articles will be produced and given to children living in poverty.

UNIT 1CCFCC
Context: Caring for Others (Child Focus)
The focus of this unit is living and working together. Students will examine the impact of certain lifestyle behaviours (eg diet) and environmental factors (eg HIV with infants) on growth and development. They will investigate the prevention of illnesses in children. The value of play will be investigated and students will have the opportunity to develop appropriate play activities.

UNIT 1DCFCC
Context: Caring for Others (Child Focus)
The focus for this unit is getting more out of life. The wellbeing of the child will be investigated through health and safety issues. Students will have the opportunity to build a model of a playground for a specific age group, taking into consideration all safety aspects.
Head of Learning Area: Mr W Bariolo
Teacher in Charge: Mrs C Lim

Courses:
- Chinese Second Language
- Chinese Background Speakers

Assessment
All students who have studied two units of Stage 2 or two units of Stage 3 in their final year will sit an external examination.

There are three types of assessments:
- **Oral communication**: Participation in spoken activities (interviews, conversations, role-plays, group discussions and oral presentations)
- **Written communication**
- **Response**: Demonstration of comprehension and interpretation of a range of oral, written and visual materials

**CHINESE**

**Rationale**
Chinese is one of the world’s most significant language families and Chinese languages are spoken by almost all citizens of the People’s Republic of China, Taiwan, Hong Kong and Macao, and by substantial numbers of people in Singapore and Malaysia, as well as by the global Chinese community.

Chinese is one of the five official languages of the United Nations and has been recognised as one of the languages of greatest economic, political and social significance to Australia.

**CHINESE SECOND LANGUAGE**

**Eligibility**
The Chinese Second Language is designed for students who have learnt the majority of the language they know, in an Australian school or similar environment. Students wishing to enrol in Stage 2 units (2A and 2B) must have achieved a minimum C grade or show a commitment to work solidly to catch up on basic structures and competencies; students wishing to enrol in Stage 3 units (3A and 3B) must have achieved a minimum B grade.

Students wishing to enrol in the Chinese Second Language will also be required to make a written application to the School Curriculum and Standards Authority to determine their eligibility.

**UNIT 2ACSL “中国特色” THE CHINESE WAY**
COST $25.00
The focus for this unit is aimed at students who have sound basic skills in Chinese. Students compare their own culture and identity with the culture of their peers in Chinese-speaking communities. Students explore traditional culture, culture of everyday life, the notions of national or regional identity, and other forms of culture specific to Chinese-speaking communities.

**UNIT 2BCSL “我们去旅行吧!” TRAVEL-LET’S GO!**
COST $25.00
The focus for this unit is aimed at students who are ready to develop their skills to a higher level. Students interact with Chinese speakers in either Australian or other Chinese-speaking communities at a deeper level, and begin to view their own culture from the perspective of a Chinese speaker. This unit also focuses on ways in which learning Chinese may be of benefit to students in relation to future work.

**UNIT 3ACSL “目前情况” HERE & NOW**
COST $25.00
The focus for this unit is aimed at students who have well-developed skills and understanding and are ready to work at a more sophisticated level. Students explore more complex texts related to issues they may encounter in areas such as friendship, study, work and becoming independent.

**UNIT 3BCSL “有什么打算?” WHAT NEXT?**
COST $25.00
The focus for this unit is aimed at students who have well-developed skills and understanding. Students reflect on contemporary issues using more sophisticated language. They reflect on, past, present, and future issues related to the themes of the individual, Chinese-speaking communities, and the changing world.
The Chinese Background Speakers is designed for students with a linguistic and cultural background in Chinese. Enrolment in these units requires teacher’s approval.

UNIT 2ACBS & UNIT 2BCBS
COST $25.00
This course is intended to provide students with opportunities to develop their communication skills, knowledge and understanding of the language through the study of range of authentic Chinese texts. In this course, a number of prescribed themes and contemporary issues will be studied. Through these, students will develop the skills needed to study the prescribed texts for the Year 12 Chinese Background Speakers Course.

UNIT 3ACBS & UNIT3BCBS
COST $25.00
In addition to the development of language and communication skill, the Year 12 Chinese Background Speakers Course is structured to provide students with opportunities to explore the prescribed themes and contemporary issues further by analysing, evaluating and responding to prescribed texts.

Prescribed Themes and Contemporary Issues: There are four prescribed themes:

1. The Individual and the Community
   The theme enables students to examine the relationship between individuals and groups. This theme will explore changing attitudes towards family and gender groups.

2. Youth Culture
   The theme examines the role of young people in society, and takes into account social and educational perspectives.

3. Chinese Communities Overseas
   The theme enables students to examine the Chinese culture as its experienced in non-Chinese cultural settings.

4. Global Issues
   The theme looks at aspects of the changing world, such as economic growth, the environment and the global community.

The following themes and contemporary issues are prescribed for both the Year 11 and Year 12 Chinese Background Courses.

<table>
<thead>
<tr>
<th>Themes</th>
<th>Contemporary Issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Individual and the Community</td>
<td>The role of the individual in today’s society</td>
</tr>
<tr>
<td></td>
<td>Changing gender roles in today’s society</td>
</tr>
<tr>
<td></td>
<td>The role of family and marriage in contemporary society</td>
</tr>
<tr>
<td>Youth Culture</td>
<td>Pressures on young people today</td>
</tr>
<tr>
<td></td>
<td>The place of education in young peoples lives</td>
</tr>
<tr>
<td></td>
<td>The impact on young people of changes in traditional social values</td>
</tr>
<tr>
<td>Chinese Communities Overseas</td>
<td>Adapting to new cultures (education, leisure, lifestyle)</td>
</tr>
<tr>
<td></td>
<td>The maintenance of Chinese culture in non-Chinese</td>
</tr>
<tr>
<td></td>
<td>Cultural contexts</td>
</tr>
<tr>
<td>Global</td>
<td>Economic growth and its impact</td>
</tr>
<tr>
<td></td>
<td>Environmental issues</td>
</tr>
<tr>
<td></td>
<td>The impact of international influences</td>
</tr>
<tr>
<td></td>
<td>On Chinese-speaking countries</td>
</tr>
</tbody>
</table>
MATHEMATICS COURSES YEAR 11 & 12

Stage One Mathematics Units
1AMAT   1BMAT   1CMAT   1DMAT   1EMAT

Stage Two Mathematics Units
2AMAT   2BMAT   2CMAT   2DMAT

Stage Three Mathematics Units
3AMAT   3BMAT   3CMAT   3DMAT

Stage Three Specialist Mathematics Units
3AMAS   3BMAS   3CMAS   3DMAS

There are many combinations of units and pairs of units possible. Students should heed the recommendations of their teachers when selecting a course that is appropriate to their mathematical ability. Following are some of the possible or typical course choices.

<table>
<thead>
<tr>
<th>Year 10 Grade</th>
<th>Year 11 Typical Unit Choice</th>
<th>Year 12 Typical Unit Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>C or D</td>
<td>1BMAT and 1CMAT</td>
<td>1DMAT and 1EMAT</td>
</tr>
<tr>
<td>B</td>
<td>2AMAT and 2BMAT</td>
<td>2CMAT and 2DMAT</td>
</tr>
<tr>
<td>A</td>
<td>2CMAT and 2DMAT</td>
<td>3AMAT and 3BMAT</td>
</tr>
<tr>
<td></td>
<td>3AMAT and 3BMAT</td>
<td>3CMAT and 3DMAT</td>
</tr>
<tr>
<td></td>
<td>3AMAS and 3BMAS</td>
<td>3CMAS and 3DMAS</td>
</tr>
</tbody>
</table>

STAGE ONE UNITS
Stage One units are assessed sequentially.

UNIT 1BMAT
Prerequisite: Minimum D grade Semester 2 Year 10 or recognised equivalent
COST $17.00
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
Prerequisite: Minimum D grade in Semester 2 Year 10 or recognised equivalent
COST $17.00
In this unit, students use decimals, fractions, percentages and ratios for practical purposes. They apply mathematics to financial matters in the workplace. They write and use algebraic rules for number patterns. They measure volume and other attributes of objects, and derive and use formulas for area and volume. They read and draw maps with scales, describe and draw shapes in three dimensions. Students describe likelihood for chance events, and design and test simple probability devices. They collect time-series data relevant to them, display data in tables and graphs and interpret the displays. They calculate using mental strategies, written methods and calculators.

UNIT 1DMAT
Prerequisite: Satisfactory completion of 1CMAT or a recognised equivalent
COST $17.00
In this unit, students use integers, decimals, fractions, percentages and ratios for practical purposes. They apply mathematics in making financial decisions. They write word sentences algebraically and solve simple algebraic equations. They calculate area and perimeters of circles and use the Pythagoras’s theorem for calculating the length of the sides of right triangles. They describe the effects of reflecting, rotating and translating shapes in design, and enlarge, reduce and distort figures. They interpret detailed maps. Students collect measurement data from fair samples, display data in tables and graphs, calculate averages and describe spread of data, and compare datasets. They use mental strategies, written methods, calculators and computer-technologies where appropriate.
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
Prerequisite: A grade in Semester 2 Year 10 or satisfactory completion of 2AMAT and 2BMAT
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.

STAGE THREE UNITS
Stage Three units are assessed concurrently.

UNIT 3AMAT
Prerequisite: A grade in Semester 2 Year 10 or satisfactory completion of 2CMAT and 2DMAT
In this unit, students explore and analyse the properties of functions and their graphs. They develop and use algebraic skills for solving equations. They apply recursion in practical situations, including for finance. They use trigonometry for the solution of triangles. Students use counting principles to calculate probabilities and analyse normally-distributed data. They plan sampling methods, analyse data from samples and infer results for populations. They use mental and written methods and technologies where appropriate.

UNIT 3BMAT
Prerequisite: A grade in Semester 2 Year 10 or satisfactory completion of 2CMAT and 2DMAT
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.
UNIT 3CMAT  
Prerequisite: Satisfactory completion of 3AMAT and 3BMAT  
In this unit, students develop their knowledge of calculus concepts and their algebraic, graphing and calculus skills, and apply these in mathematical modelling. They use counting techniques and probability laws, and calculate and interpret probabilities for the binomial, uniform and normal random variables. They use mental and written methods and technologies where appropriate.

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

SPECIALIST MATHEMATICS COURSES

UNIT 3AMAS  
Prerequisite: A grade in Semester 2 Year 10  
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  
Prerequisite: A grade in Semester 2 Year 10  
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.

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

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

Courses/Certificates
Certificate II in Creative Industries (Media)
Certificate II in Visual Arts (Arts)
Music
Certificate II in Music

CERTIFICATE II IN CREATIVE INDUSTRIES (MEDIA) 
COST $80.00 PER YEAR

The Certificate II in Creative industries (Media) is for students who are interested in understanding or seeking a career in the Creative Industries. Students will successfully complete four Media Productions over a two year period which will give them a solid understanding of the codes and conventions of Print, Sound and Film. The Course allows students to explore a range of career choices in the following Creative Industries:

- Sound Engineer/Technician
- Computer Animated Graphics
- Graphic Design
- Photography
- Writing for Film/Television
- Scriptwriting
- Copywriter
- Editor
- Set/Stage Designer
- Lighting Technician
- Costume, Hair and Make Up Designer
- Storyboard Artist
- Producer
- Typographer
- Journalist
- Designer
- Visual Artist
- Sculptor
- Cartooning
- Animation
- Visual Art
- Sound Librarian
- Historian
- Camera Person
- Director
- Advertising
- Illustrator
- Human Resources
- Actor/Performer

CERTIFICATE II IN VISUAL ARTS (ARTS) 
COST $80.00 PER YEAR

This qualification allows learners to develop knowledge and skills to prepare for work in the visual arts, craft and broader creative industries. This qualification is relevant to the school RTO training and assessment environment and the delivery and assessment will be undertaken in a simulated work environment. This qualification is particularly useful for those who want to continue their art studies at TAFE, enter a traineeship or the workforce.

Prospective Art Careers:

- Artist
- Graphical and Digital Designer
- Graphic Design and Publisher
- Pre-press
- Designer for Industry
- Architectural Draftsman
- Fashion and Textile Designer
- Animation
- Art Framer
- Jewellery and Object Designer
- Interior Designer
- Art Therapist
- Teacher
- Painter and Decorator
- Landscape Designer
- Theatre
- Set and Costume Designer

MUSIC

Contexts

Four different contexts of learning have been identified for these courses. The contexts will elaborate specific content in each of the units. These four contexts are the basics of all four of the units offered. Each unit treats these at different depths. The contexts defined for this course are:

- Western Art Music (W)
- Jazz (J)
- Contemporary Music (C)
- World and Indigenous Music (I)
**1AMUS & 1BMUS**

**Prerequisite:** Students need to play a musical instrument and previous music theory knowledge is desirable. This course will guide students through the history of popular music throughout the ages, and make them aware of the most influential artists from each decade. They will learn about the important tools needed in order to analyse music and apply musical ideas and listening skills to set works. They will also apply music theory, their creative flair, and knowledge of music culture to music making.

**1CMUS & 1DMUS**

**Prerequisite:** Students need to play a musical instrument and previous music theory knowledge is desirable. Successful completion of 1AMUS and 1BMUS is desirable. This course will guide students through the history of Jazz and Blues music and will make them aware of the most influential artists of these musical styles. They will learn about the important tools needed in order to analyse music and apply musical ideas and listening skills to set works. They will also apply music theory, their creative flair, and knowledge of music culture to music making and improvisation.

The contexts offered by schools will depend on school resources, staff expertise and student interest.

This course will focus on Aural and Theory analysis, composition and arranging, cultural and historical perspectives related to music. The following four outcomes highlight the core music concepts:

- **Outcome 1 Perform**
  Students apply musicianship, skills, technique and conventions when performing.

- **Outcome 2 Composing/Arranging**
  Students apply music language, skills, techniques and conventions when composing or arranging.

- **Outcome 3 Listening and Responding**
  Students respond to, reflect on and evaluate music.

- **Outcome 4 Culture and Society**
  Students understand how social, cultural and historical factors shape the role of music in society.

**Assessment**
An external exam is mandatory.

---

**CERTIFICATE II IN MUSIC**

This qualification reflects the role of individuals who perform a range of routine tasks in the music industry, and use limited practical skills and fundamental operational knowledge in a defined context. It allows learners to develop skills and knowledge to prepare for work, and students may enter the qualification with limited vocational experience. It is a preparatory qualification that can be used as a pathway into specialist Certificate III qualifications within the music industry.

Students will complete this qualification over two years in 1A/BMUS and 1C/DMUS in Year 11 and 12.
PHYSICAL EDUCATION

Head of Learning Area: Mr I Bycroft

Courses/Certificates:
- Health Studies
- Outdoor Education
- Physical Education Studies
- Certificate II Sport and Recreation

HEALTH STUDIES - YEAR 11 AND YEAR 12

The Health Industry is one of the largest employers in Australia and this course will provide students with an excellent background to pursue a career in one of the many areas in the industry. It is also a course that enhances the lifestyle and well being of all who study it.

Prerequisite: Successful completion of Lower School Health courses will be useful.

UNIT 1AHEA

Learning contexts (one or more of the following): alcohol, stress, healthy relationships.

The focus for this unit is an introduction to health. It engages students in learning experiences to identify the individual’s responsibility for their own health and it develops the following skills and knowledge:
- Definitions of health and well being
- Social, emotional, physical and spiritual health
- Actions to reduce risk of lifestyle factors
- Health facilities and services
- Personal beliefs, attitudes and values
- Self-management skills such as decision making
- Interpersonal skills such as verbal and non verbal communication
- Health inquiry skills such as finding reliable sources of information

COST $25.00

UNIT 1BHEA

Learning contexts (one or more of the following): physical activity, nutrition, reducing the risk of disease.

The focus for this unit is personal health. It provides opportunities to assess risks to personal health and plan actions necessary for improving health. It develops the following skills and knowledge:
- Measurement of personal health status
- Personal health influences
- Health promotion
- Goal setting
- Structure of healthcare systems
- Influences on personal beliefs, attitudes and values
- Self-management skills such as building self confidence
- Interpersonal skills such as assertive, passive and aggressive communication
- Health inquiry skills such as identification of health issues and concerns

Students may have the opportunity to gain a Senior First Aid Certificate in this course.

COST $25.00

OUTDOOR EDUCATION - YEAR 11 AND YEAR 12

Prerequisite: Successful completion of previous Outdoor Education courses will be useful. Students are required to be able to swim 200 metres. All units include day excursions and overnight camps which can incur additional costs.

UNIT 1AOED

Context: Snorkelling/Kayaking

The focus for this unit is experiencing the outdoors. It encourages students to engage in outdoor activities and develops the following skills and knowledge:
- Planning and organisation for positive and safe short excursions
- Interpersonal skills such as self awareness and communication
- Leadership skills
- Roping and navigation
- Natural environments and “leave no trace” principles

COST $60.00

UNIT 1BOED

COST $40.00
Prerequisite: Successful completion of previous Outdoor Education courses will be useful. Students must be able to swim 200m. All units include day excursions and overnight camps which can incur additional costs.

Context: Orienteering/Hiking
The focus for this unit is facing challenges in the outdoors. In this unit, students engage in a range of outdoor activities that offer challenges and encourage students to step outside their comfort zone and develops the following skills and knowledge:
- Planning and resource requirements for extended expeditions
- Risk assessment models
- Decision making
- Safe practices
- Goal setting
- Leadership
- Group relationships
- Local environments and the weather
- Conservation and biodiversity

Students may have the opportunity to gain a first aid certificate in this course.

PHYSICAL EDUCATION STUDIES

The course prepares students for a variety of post-school pathways, including immediate employment or tertiary studies. It provides students with an increasingly diverse range of employment opportunities in the sport, leisure and recreation industries, education, sport development, youth work and health and medical fields linked to physical activity and sport. The course also equips students to take on volunteer and leadership roles in community activities.

The following pathway is recommended for the study of Physical Education Studies, typically for students wishing to pursue tertiary pathways.

2A/B → 3A/B (Stage 3 examination)

UNIT 2APES/2BPES - YEAR 11

| Cost | $70.00 |

**Prerequisite:** Entry level to the unit – High achievement in Lower School Physical Education Courses endorsed by staff.

**Possible sports:** Soccer, Volleyball, badminton or as determined by group specialties

**Unit focus:** The focus of these units is to explore anatomical and biomechanical concepts and the relationship between skill, strategy and the body.

**Learning Contexts:**
The unit may include contexts from one or more of the following:
- Functional anatomy
- Developing physical skills, strategies and tactics
- Motor learning
- Coaching
- Biomechanics
- Exercise physiology
- Sports psychology

Assessment for Stage 2 courses will include two examinations (written and practical) and may be used for University entrance. Students enrolling in this course are expected to select 3APES/3BPES in Year 12 which is a University entrance (ATAR) course.

UNIT 3APES/3BPES - YEAR 12

| Cost | $70.00 |

**Prerequisite:** It is recommended for entry level to this unit that students have successfully completed Units 2APES/2BPES.

**Sports:** As determined by group specialties – possible sports: Soccer, Volleyball or Badminton.

**Unit focus:** The focus of this unit is to provide opportunities for students to build upon their acquired physical skills and biomechanical, physiological and psychological understandings to improve and evaluate their own and others’ performance in physical activity.

This unit involves theory, practical and lab activities.

**Learning Contexts:**
- Physical/Movement Skills - adjust, refine and evaluate skills
- Define transfer of learning and understand its effects
- Biomechanics - apply principles to analyse and evaluate specific skills
- Functional Anatomy – describe the structure of skeletal muscles, how they contract and the amount of force they exert
- Exercise Physiology – investigate the relationship between nutritional requirements and energy demands during physical activity
- Explain and analyse the physiological impact of performance
- Sports Psychology – analyse mental skills strategies used pre, during and post performance to manage stress, motivation, concentration, arousal levels and self confidence
- Evaluate training programs designed to improve performance.

This is an ATAR course and students are expected to complete both a theory and practical exam.
Students enrolling in this two year course are expected to complete eleven units over two years (Year 11 and Year 12) to achieve VET competency in Certificate II in Sport and Recreation. This certificate includes units in:

- Applying first aid
- Responding to emergency situations
- Working effectively in sport and recreation environments
- Occupation health and safety
- Legal and ethical coaching practices
- Assisting in preparing and conducting sport and recreation sessions
- Performing soccer skills, tactics and strategies
- Volleyball skills, tactics and strategies

This course has a mixture of theory and practical sessions.
**Head of Learning Area:** Mr P Sylwestruk

**Courses:**
- Human Biological Science
- Biological Science
- Chemistry
- Physics
- Integrated Science

**HUMAN BIOLOGICAL SCIENCE**

**UNITS 2A and 2B**  
**Prerequisite:** An A or a B grade in Pathway 1A or 1B science in Year 10.

How does the human body function? Why does it work this way? How do we reproduce? Why are we different from one another, and why are we similar to our relatives? What effect will my choices have on my health? What are the risks/benefits of medical interventions? If you are interested in being able to answer these questions then Human Biological Science is for you.

The course content is divided into three areas:
- Human form and function
- Human diversity and change
- The practice of human biology

**UNIT 2AHBS**  
**COST $22.50**

The focus of 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 which links them together.

Throughout the course students will learn about:
- The structure and function of cells and body systems such as circulatory, respiratory and reproductive systems
- Causes of dysfunctions of the body
- Genetics and inheritance and how this leads to variation and evolution
- Factors that affect the body's health and how it defends itself
- Biotechnology processes and their use in prevention, treatment and diagnosis in medicine

**UNIT 2BHBS**  
**COST $22.50**

The focus of this unit is **human survival**.

Throughout the course students will learn about:
- How DNA provides the instructions for cells that make up the human body
- The human reproductive process from sex cell formation through to infancy
- The impact of biotechnology and genetic counselling in the reproductive process

This course will equip students with the knowledge to effectively debate issues such as stem cell research, euthanasia and child obesity and to make informed decisions on health issues.

**UNIT 3AHBS**  
**COST $22.50**

**Prerequisite:** A C grade or better in 2B Human Biological Science.  
The focus for this unit is **human regulation**.

Throughout the course students will learn about:
- How the hormones and nervous system work to maintain a constant internal environment - temperature, blood sugar, gases and fluids
- Genetics, behaviour or disease as causes of body malfunctions
- Human variation and its genetic link
- Evolution and the evidence to support the theory
UNIT 3BHBS
Cost $22.50
The focus for this unit is the future of humans.

Throughout the course students will learn about:
- The systems involved in coordination of movement
- Biotechnology - the modern diagnosis and treatment of the disease
- Human evolution - from hominids to modern human

BIOLICAL SCIENCES

UNITS 2A and 2B
Prerequisites: An A or a B grade in Pathway 1A or 1B Science (Life and Living) in Year 10, plus recommendation from your Science teacher.

How do organisms interact with each other? What features do organisms have to assist their survival in the environment in which they live? How do they reproduce? How do the life cycles of organisms differ from each other?

Each unit will include an excursion.

The course content is divided into four areas:
- Ecosystems: biodiversity and sustainability
- The functioning organism
- Continuity of the species
- Working as a biologist

UNIT 2ABIO
The focus of this unit is adaptations for survival in a variety of habitats.

Cost $35.00

Throughout the course students will learn about:
- The classification of organisms
- The recycling of matter through ecosystems
- Using microscopes and the structure of cells
- The adaptations of organisms to exchange gases, transport substances and gain food

UNIT 2BBIO
The focus of this unit is patterns of change within the organism and within the environment.

Cost $35.00

Throughout the course students will learn about:
- The relationships between organisms and their impact on population size
- Factors affecting population size
- Methods of monitoring population size
- Reproduction and maintaining population size
- Genetics and the inheritance of characteristics

UNITS 3A and 3B
Prerequisites: C grade or better in 2A/B Biological Sciences and a recommendation from your Science teacher.

How do we maintain a constant body temperature in extreme environmental temperatures? Why do fresh water fish die when put into salt water? Can we clone extinct species?

Each unit will include an excursion.

UNIT 3ABIO
The focus of this unit is maintaining a balance, both within an individual and in the environment.

Cost $35.00

Throughout the course students will learn about:
- The impact of human activities on the balance of a natural ecosystem
- Maintaining a balance within the body-temperature, water and nitrogenous wastes
- The chemistry that occurs in cells like photosynthesis and respiration and the importance of enzymes in these processes
UNIT 3BBIO

The focus of this unit is on evolution.

Throughout the course students will learn about:
- Effective conservation strategies used to maintain biodiversity
- Techniques and processes used in biotechnology and the application of these technologies
- Evidence of evolution

CHEMISTRY

UNITS 2A and 2B

Prerequisite: An A or a B grade in “Natural and Processed Materials” in Pathway 1A in Year 10. Others should consult the Head of Learning Area before choosing the course.

The Chemistry course equips students with a knowledge and understanding of chemistry to enable them to appreciate the natural and built environment, its materials and interactions between them.

UNIT 2ACHE

COST $22.50

The focus of this unit is on chemistry in and around the home. Students use chemical concepts and language to better understand the use of materials. During this unit students will:
- Develop an understanding of bonding theory and atomic structure relating to the nature of matter
- Develop practical skills that are used to identify and classify different substances
- Measure and describe energy changes in a reaction as well as perform chemical calculations
- Explore important industrial, environmental or biological processes highlighting the important links between chemistry and society

UNIT 2BCHE

COST $22.50

The focus of this unit is on chemistry and the environment, especially how chemistry plays a vital role in addressing environmental problems in the student’s community. During this unit students will:
- Examine reversible reactions in physical systems and predict the properties of materials using chemical data
- Investigate the synthesis of ionic compounds when carrying out experiments on chemical reactions
- Create solutions and measure properties such as pH, concentration and conductivity
- Investigate ways that chemistry enhances the quality of life
- Address environmental issues such as salinity and water supply, soil acidification and air quality

Chemistry is multi-faceted and includes laboratory work as well as students exploring ways of monitoring and controlling the environment.

UNIT 3ACHE

COST $22.50

Prerequisite: C grade or better in 2A/B Chemistry.

The focus of this unit is chemical processes. Students study processes and how they relate to industrial society. During this unit students will:
- Understand how rate of reaction and yield will maximise industrial efficiency
- Appreciate how chemists maintain health and safety as well as monitor the environment
- Describe intermolecular forces and how they relate to the properties of matter
- Explore an important industrial, environmental or biological process associated with the content

UNIT 3BCHE

COST $22.50

The focus for this unit is chemistry and modern lifestyle. Students study buffers, portable power supplies and organic compounds as they relate to modern society. During this unit students will:
- Explore the role of buffering of blood plasma and pH meters
- Examine the development of portable power supplies for modern appliances
- Gain an appreciation of the enormous range of organic compounds
- Investigate an important industrial, biological or environmental process associated with the context

Chemistry is multi-faceted and includes laboratory work as well as students exploring ways of monitoring and controlling the environment.
PHYSICS

UNITS 2A and 2B
Prerequisite: An A or B grade in “Energy & Change” in pathway 1A in Year 10. Other students should consult the Head of Department before choosing this course.

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

UNIT 2APHY
Working in Physics: Physical investigations in the laboratory
Motion and Forces: Students explore motion in one dimension in order to solve both quantitative and qualitative problems
Nuclear Physics: Students learn about atomic structure and subatomic particles in order to understand and appreciate reactions such as those that lead to the atomic bomb and production of nuclear energy for the home and in industry

UNIT 2BPHY
Working in Physics: Physical investigations in the laboratory
Heating and Cooling: Students gain an insight into temperature measurement, internal energy and heat transfer via conduction, convection and radiation. The thermal properties of substances will be examined
Electrical Fundamentals: Students will study electrostatics, current electricity and electromagnetism during which they will learn the concepts of charge and energy transfer. Students will construct and study the characteristics of electric circuits, learn how to work safely with electricity and research real world problems and the techniques used in solving these problems

UNITS 3A and 3B
Prerequisite: Satisfactory completion of units 2A & 2B of this course.
Those intending to sit an external exam should have completed 3A & 3B as their final pair of units.

UNIT 3APHY
This unit is divided into the following topics:
Motion and Forces in a Gravitational Field: Students explore the motion of objects in one or two dimensions, circular motion and motion under the effects of gravity
Electricity and Magnetism: Students apply the concepts of charge and energy transfer to situations involving current electricity, the motor effect and electromagnetic induction
Working in Physics: Students plan and conduct investigations to obtain valid and reliable results

UNIT 3BPHY
Students extend their understanding of the nature and behaviour of waves. They analyse spectra and explain a range of physical phenomena such as fluorescence and an x-ray emission. They also learn about some topics of modern physics, such as relativity and cosmology and will research and report on a question relating to a real world problem.

INTEGRATED SCIENCE

UNITS 1A and 1B
The Integrated Science Stage 1 units are designed for students with a wide variety of interests and career aspirations. It has a hands on emphasis, with students carrying out many practicals and investigations. The bulk of the assessment is based on these activities. Students will develop laboratory skills as well as a good scientific literacy which will enable them to understand the science of everyday life. They will have the knowledge to make decisions and form opinions.

Over the 2 units the fields of biological, physical and chemical and environmental/earth science will be covered using a number of topics. Topics are relevant to adolescence and may include any of the following - Flight, Forensic Science, Consumer Science or Horticulture to name a few.

UNITS 1C and 1D
These units may be undertaken following 1A and 1B but they are not prerequisites.
The Integrated Science Stage 1 units are designed for students with a wide variety of interests and career aspirations. It has a hands on emphasis with students carrying out many practicals and investigations. The bulk of the assessment is based on these activities. Students will develop laboratory skills as well as a good scientific literacy which will enable them to understand the science of everyday life. They will have the knowledge to make decisions and form opinions.

Over the 2 units the fields of biological, physical and chemical and environmental/earth science will be covered using a number of topics. Topics are relevant to adolescence and may include any of the following: Biotechnology, Brewing and Baking or Sports Science to name a few.
Head of Learning Area: Mr D Sawyer

Courses/Certificates:
- Earth and Environmental Science
- Economics
- Geography
- History
- Certificate II in Tourism

ECONOMICS

Prerequisite: Level of B grade or better over Year 10 Society and Environment themes.

Course Description: Economics is designed to give students an understanding of the economic framework of our society. Topical and relevant economic issues will be examined and an opportunity for students to investigate areas of interest will be provided.

UNIT 2AECO  
COST $14.00  
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  
COST $14.00  
The focus for this unit is **macroeconomics**. It is an introduction to macroeconomics and the governments role in the economy. It explores macroeconomic issues such as economic growth, inflation and unemployment with a focus on the Australian economy.

Career/Application:
- Most students doing Economics would be considering a professional or academic career. It is an increasing requirement that people at the professional level have a grounding in Economics to enable them to participate in decision making, planning and assessing the impact of current economic conditions.
- Economics is relevant to Engineering, Law, Accountancy, Industry, Commerce, Banking, Public Service, Journalism, Management, Consultancy, Administration and Stock Broking.

UNIT 3AECO  
COST $15.50  
Prerequisite: Successful completion of units 2AECO and 2BECO in Year 11. Students not meeting this prerequisite may apply to the Head of Society and Environment Department for consideration.

Course Description: Economics is designed to give students an understanding of the economic framework of our society. Topical and relevant economic issues will be examined and an opportunity for students to investigate areas of interest will be provided.

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

UNIT 3BECO  
COST $15.50  
The focus for this unit is **economic policies and management**. It explores how economic policies and actions by government and other authorities, such as fiscal policy, monetary policy and microeconomic reform operate in the pursuit of the economic objectives of the government.

Career Application:
- Most students doing Economics would be considering a professional or academic career. It is an increasing requirement that people at the professional level have a grounding in Economics to enable them to participate in decision making, planning and assessing the impact of current economic conditions.
- Economics is relevant to Engineering, Law, Accountancy, Industry, Commerce, Banking, Public Service, Journalism, Management, Consultancy, Administration and Stock Broking.
Geography 1A/1B and Environmental Science 1A/1B are linked courses that are studied over two years. These courses will be rotated, in 2014 students will study Geography 1A/1B, in 2014 students will study Environmental Science 1A/1B.

UNIT 1AGEO (in 2015)
Prerequisite: Suggested entry level C grade or better – typically for students whose achievement of Curriculum Framework Outcomes has been limited and who will be introduced to the basic content and skills that will prepare them for further studies in Geography.

Previously this course was linked to non-TEE Practical Geography.

Course Description
The focus for this unit will be environments at risk. Investigation of the spatial patterns and processes related to environments at risk and the protection of such environments through management at regional and global levels. This may provide the framework to explore careers in the environmental protection/rehabilitation and tourism industry. There will be a particular emphasis on fieldwork and practical work in the classroom.

Learning Contexts
Within the broad area of environment at risk, students will look at one or more global issues:
- World Biomes - Rainforests
- Coral Reefs - Ningaloo

UNIT 1BGEO (in 2015)
Prerequisite: Successful completion of unit 1AGEO

Course Outline
The recommended focus for this unit is patterns in the movement of people, materials or information. Movement of people reflects the increasing globalisation of society. Modern communication and transport in the form of mobile phones, e-mail, faxes, aeroplanes, quality roads and satellites reflects the need for people to interact with each other. People are increasingly mobile in transitory and permanent ways for a variety of reasons. Knowledge of the patterns in the movement of people, materials and information that occur in local, regional and global contexts helps students understand how they are connected with, and dependent upon, other regions, cultures and people in the world. Students may have the opportunity to explore careers related to the movement of people, materials and information, to examine aspects of the spatial location of work. There will be a particular emphasis on fieldwork and practical work in class.

Learning Contexts
The focus in this unit will centre on the movement of people. The main focus areas will cover:
- Tourism - on a local and national scale
- Leisure - the leisure industry as it relates to students
- Local Shire
- Country Town
- City

EARTH AND ENVIRONMENTAL SCIENCE

UNIT 1AEES (in 2014)
Prerequisite: Suggested entry level C grade or better - typically for students whose achievement of Curriculum Framework Outcomes has been limited and who will be introduced to basic content and skills.

The focus for this unit is our earth and environments. Students gain an understanding of several different local environments as they examine the processes involved in the creation or modification of resources such as water and soil. They will examine the processes and interactions within chosen contexts and analyse the impact our behaviour has on the environment.

Learning Contexts
The focus in this unit will centre on earth and the environment. Teachers may look at the following contexts (this list is not exhaustive):
- Local water supplies
- Local land use
- Recreational use of coastal environments
- Local water catchment areas
- Water quality
- Natural waterways
- Wetlands
- Beaches

There will be a particular emphasis on local fieldwork and practical work in the classroom.
UNIT 1BEES (in 2014)

Prerequisite: Successful completion of 1AEES.

The focus for this unit is changing earth and environments. The earth’s surface is continually changing, students will have the opportunity to examine some of these changing environments and conduct their own investigations to answer questions about these environments.

Learning Contexts
Within the broad area of changing earth and environments teachers may choose from the following contexts (this list is not exhaustive):
- Coastline management
- Management of national parks
- Mining and exploration
- Monitoring of earthquakes, volcanoes and other natural phenomena

There will be a particular emphasis on local fieldwork and practical work in the classroom.

UNIT 2AGEO

Prerequisite: Suggested entry level B grade or better – typically for students who will be able to work with more complex content and are ready for further development.

Course Description
The recommended focus for this unit is hazards and impact minimisation. The increasing awareness of environmental and human induced hazards and how these impact on our current standards of living as well as our proposed solutions for a sustainable future are becoming daily issues. An understanding of how these hazards are perceived and managed at local, regional and global levels is developed in a range of ways. First, an understanding of the nature of environmental hazards (geomorphic, atmospheric and ecological) is developed. Second, human induced hazards that occur as a result of population pressure and those environmental hazards to which humans have contributed are investigated, such as soil erosion, oil pollution, air and water pollution and soil toxicity. Third, the global distribution of environmental and/or human induced hazards, the cause and impact of the hazards and increased risks due to urbanisation and poor management are explored. Finally, students investigate strategies employed to minimise these risks and progress towards proposing their own solutions.

Learning Contexts
The focus in this unit will be on hazards and impact minimisation. The main focus areas will cover:
- Consequences of plate tectonic movement, for example earthquakes, volcanoes, tsunamis
- Atmospheric issues, for example global warming, cyclones, air quality

There will be a blend of classroom based learning and fieldwork. A variety of mapping and practical skills will be integrated into this course.

UNIT 2BGEO

Prerequisite: Suggested entry level B grade or better - typically for students who will consolidate their understanding of more complex content as a prerequisite for extension. Successful completion of unit 2AGEO is required.

Course Description
The recommended focus for this unit is sustainable development. Much of our wealth, sense of identity and opportunities for leisure come from our use of natural resources. If this is to continue we must plan for sustainable development in the present whilst keeping in mind the needs of our future generations. Sustainability requires simultaneously meeting environmental, economic and community needs when making decisions. Environmentally sustainable choices include those which contribute to conserving natural resources, protecting biodiversity, stabilising atmospheric composition and global climate and otherwise protecting the stability of Earth systems. Social equity includes eliminating poverty so that everyone can meet basic needs such as clean water, adequate food, sanitation, shelter, the opportunity to earn a living and access to health care. In this unit students explore developing and protecting of resources at a rate and in a manner that enables people to meet their current needs and also provides for future generations at local, regional and global levels.

Learning Contexts
The focus in this unit will centre on Sustainable Development. The main focus area will cover:
- The depletion of the Earth’s limited resources e.g. Fossil Fuels
- Food and Hunger - comparisons between nations
- Sustainable use of resources in Western Australia

There will be a blend of classroom based learning and fieldwork. A variety of mapping and practical skills will be integrated into this course. It is expected that students will attend a camp.
UNIT 3AGEO
Prerequisite: Successful completion of the unit 2BGE0.

Course Outline
The focus of this unit is the geography of planning cities. Urban planning involves a range of stakeholders that contribute to decision making and the planning process. Students will examine concepts, processes and roles of planning by comparing Perth with a selected mega city.

Learning Contexts:
Within the area of planning cities, students must study the following:
- Perth, Australia
- A mega city from a country other than Australia eg: Mexico City, Cairo, Delhi, Tokyo, New York City

A particular emphasis will be placed on topographic mapping and fieldwork throughout this course. It is expected that students will participate in fieldwork and excursions.

UNIT 3BGE0
Prerequisite: The successful completion of the unit 3AGE0.

Course Outline
The focus of this unit is the geography of climate change over geological time. Climate change including the Greenhouse effect is created by both natural and human processes that have local and global consequences. Students will investigate policies and strategies designed to guide future action used to address the effects of the climate change.

Learning Contexts
The focus on this unit will be on climate change. Students will then study one of the following activities only in terms of human influence on sustainability:
- Agriculture
- Urban settlement and industry

A range of topographic map reading skills will also be covered throughout the unit. It is expected that students will attend fieldwork excursions and a camp throughout the year.

HISTORY
Prerequisite: Suggested entry level B grade or better over Year 10 Society and Environment themes. Students not meeting this prerequisite may apply to the head of Society and Environment department for consideration.

Career Application
History is relevant to Archeology, Journalism, Research, Law and Teaching.

UNIT 2AHIM
Course Description
This is a one semester unit which requires students to interpret the past to come to an understanding of the present. The syllabus is inquiry based and encourages students to interpret and evaluate evidence in order to come to a balanced judgement about historical events.

Course Outline
The recommended focus for this unit is historical movements. Historical movements have provided us with a rich source of tradition and heritage. Throughout history there have been fashions, ideas, beliefs and values that fostered degrees of enthusiastic support or extreme opposition. As these ideas and related actions spread, they became recognisable as local, regional or global trends or movements. These movements over time met with varying degrees of acceptance leading to change or resistance sometimes causing conflict. Some of these trends and movements have lasted for thousands of years while others have lasted for a decade.

Learning Contexts
The focus in this unit will centre on either 20th Century America [between the wars] or Japan [Meiji Restoration]. The American unit will look at issues such as Prohibition, Ku Klux Klan, Role of Women, Depression, Fashion/Fads and F.D. Roosevelt. The Japanese unit will look at issues such as the characteristics of traditional Japan, the impact of the Western world on Japan, the dramatic changes that came with the Meiji Restoration and Japan’s emergence as the first modern Asian military and economic power.

UNIT 2BHI
Course Description
This is a one semester unit which requires students to interpret the past to come to an understanding of the present. The syllabus is inquiry based and encourages students to interpret and evaluate evidence in order to come to a balanced judgement about historical events.
Course Outline
The recommended focus for this unit is **conflict and resolution**. Conflict and resolution have been dominant themes and issues in history. The topic of war and interest in dictatorial leaders such as Hitler, Stalin and Alexander continue to be popular courses for documentaries and films. Peace studies and conflict resolution have emerged as areas of historical study, particularly since the advent of atomic weapons. This unit will help students develop skills related to problem solving such as identifying causes, assessing actions and consequences and evaluating conflict resolution. Students should also have the opportunity to build on their prior historical knowledge and their informal viewing of visual media.

Learning Contexts
The focus in this unit will centre on Facism – in particular Nazi Germany and Adolf Hitler. Issues looked at include:

- Post WWI Germany
- What is Fascism?
- Hitler the man
- Key leaders e.g. Himmler and Hess
- Domestic policy under Fascism
- The Holocaust

UNIT 3AHIM
Prerequisite: C grade or better in 2AHIM and 2BHIM or successful completion of any Year 11 Stage 2 course. Approval from Head of Learning Area is required. This is a one semester unit which requires students to interpret the past to come to an understanding of the present. The syllabus is inquiry based and encourages students to interpret and evaluate evidence in order to come to a balanced judgement about historical events.

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

Learning Context
The following time period in the Australian history context will be studied:

- 1920’s - 1950’s

UNIT 3BHIM
This is a one semester unit which requires students to interpret the past to come to an understanding of the present. The syllabus is inquiry based and encourages students to interpret and evaluate evidence in order to come to a balanced judgement about historical events.

Course Outline
The focus for this unit is **ideas that shaped history**. The object of this unit is to explore the power of ideas and ideologies as forces for change and/or their use to reinforce dominant elements in society.

Learning Context
One of the following time periods within the broad focus of **ideas that shaped history** will be studied:

- Ideas that shaped the Cold War in Europe, Communism, Democracy, Containment, Peaceful Coexistence and Détente (1940’s -1990’s)
- Ideas that shaped the Chinese Revolution - from Nationalism to Maoism (1930’s - 1980’s)

CERTIFICATE II IN TOURISM
This qualification provides a pathway to work in many tourism and travel industry sectors and for a diversity of employers including retail travel agencies, tour wholesalers, tour operators, tourist attractions, cultural and heritage sites and any small tourism business requiring multi-skilled employees. Work could be undertaken in an office environment where the planning of tourism and travel products and services takes place, in the field where products are delivered or a combination of both.

Possible job titles include:

- Documentation clerk for a tour wholesaler
- Museum attendant
- Office assistant for a small tour operator
- Receptionist and office assistant in a professional conference organiser
- Receptionist and office assistant in a retail travel agency
- Retail sales assistant in a tourist attraction
- Ride attendant in a tourist attraction
VOCATIONAL EDUCATION AND TRAINING (VET) PROGRAMS

All General Pathway students need to achieve at least one Certificate II qualification during Year 11 and 12. Therefore all students are required to select a VET certificate as part of their timetable for 2014/2015.

VET Programs have a particular industry focus. All students undertaking a VET program are eligible for secondary graduation and gain the added bonus of completing industry recognised training while still at school.

VET Programs:
- are comprised of nationally recognised Units of Competency resulting in full qualifications
- link directly to industry recognised Traineeship and Apprenticeship programs
- allow students to complete training in the workplace gaining real industry experience.

The Certificate II qualifications offered will be of interest to students who are looking for employment or further training at TAFE in the following industry areas:

<table>
<thead>
<tr>
<th>Industry Area</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building &amp; Construction - Construction Pathways</td>
<td>26</td>
</tr>
<tr>
<td>Community Services - Foods</td>
<td>35</td>
</tr>
<tr>
<td>Creative Industries - Media</td>
<td>42</td>
</tr>
<tr>
<td>Engineering - Machining/Fitting/Fabrication</td>
<td>28</td>
</tr>
<tr>
<td>Horticulture</td>
<td>58</td>
</tr>
<tr>
<td>Information, Digital Media and Technology</td>
<td>23</td>
</tr>
<tr>
<td>Music</td>
<td>43</td>
</tr>
<tr>
<td>Sport and Recreation</td>
<td>46</td>
</tr>
<tr>
<td>Tourism</td>
<td>55</td>
</tr>
<tr>
<td>Visual Art - Art</td>
<td>42</td>
</tr>
<tr>
<td>Visual Art - Photography</td>
<td>29</td>
</tr>
</tbody>
</table>

These programs will be delivered over 2 years so it will be necessary to complete Year 11 and Year 12 to achieve the full qualifications. Students will not be permitted to change qualifications once enrolled, it is a two year commitment.

Additional VET Programs:

Pre Apprenticeship in School (PAiS)
The pre-apprenticeship program is delivered at Certificate II level and is specific to industry areas.

Students attend three days at school and two days either in a workplace or at TAFE during one school year. On successful completion of the program, students gain credit towards their training and the term of the apprenticeship.

Pre Apprenticeship qualifications are available in:
- Aeroskills
- Automotive - Light Vehicle, Panel Beating, Vehicle Painting
- Electrotechnology - Electrical
- Hairdressing
- Hospitality - Kitchen Operations, Baking
- Plumbing and Gas Fitting
- Metals and Engineering - Heavy/Light Fabrication, Fitter Machinist

Why apply for the PAiS program?

- Students can undertake a specific trade within a desired industry whilst still completing their WACE. The PAiS program provides course equivalence towards a student's WACE
- Enables students to make career decisions
- Pathway to an apprenticeship
- Students receive credits for successful completion of Units of Competency undertaken
- A reduction in term will be considered if the student is successful in obtaining an apprenticeship
To apply, students need to meet the following conditions:

- Be commencing Year 11 in 2014 or Year 12 in 2015
- Pass or have passed Year 10 with a “C” grade average
- Must have support from their school including endorsement as “work ready”
- Meet Australian citizenship and visa requirements
- Have not completed Certificate I or higher in the qualification they are applying for

Profile Funded Courses

State Training Providers, Polytechnic West, Central Institute of Technology and Challenger Institute of Technology, offer a limited number of fully funded VET programs for school students. All courses are undertaken as part of students’ Year 11 and or 12 studies, and provide an opportunity for students to gain a full or partial qualification from the State Training Provider while studying towards Secondary Graduation. Participation in any of the courses will give students a competitive edge when they leave school.

Students attend school 4 days per week and attend the State Training Provider for one school day per week. It must be understood that students will be expected to catch up on missed work. In some programs, the qualification requires the student to also do a work placement therefore Workplace Learning must be chosen as one of their courses.

Course offerings are not finalised until later in the year, however students must register their interest on their course selection forms during the interview process.

Courses offered at:

Central Institute of Technology
- Aged Care
- Beauty Therapy
- Building & Construction - Para Professional
- Business
- Child Care
- Financial Services (Accounts Administration)
- Health Services Assistance
- Information Technology (Network Administration)
- Legal Studies
- Mine and Construction Surveying
- Multimedia
- Preparation for Entry into Enrolled Nursing
- Teachers Assistant
- Tourism and Events

Polytechnic West
- Bentley, Carlisle, Midland, Thornlie
- Aeronautics - Pilot Studies
- Applied Fashion Design & Technology
- Aviation - Cabin Crew *Fees Apply
- Community Services - Child Care
- Creative Media
- Digital & Interactive Games
- Information Technology - Networking

Challenger Institute of Technology
- Beaconsfield, Kwinana, Murdoch
- Automotive
- Animal Studies
- Construction - Para Professional
- Engineering - Technical
- Floristry
- Hairdressing
- Health Services Assistance
- Horticulture
- Retail Makeup and Skincare
- Tourism

*Fees Apply
Coordinator: Ms A. Lethlean

The Lynwood SHS Environmental and Academic Flexible Learning Program has been designed to re-engage students who are currently disengaged from their education through either absenteeism, misbehaviour or personal and health issues. It is also designed to aid those students who will struggle in the mainstream due to learning and language difficulties.

We aim for each student to:
- Be a willing and active participant in all areas of their education
- Achieve their WACE certificate, and therefore graduate.
- Improve their self-esteem, confidence and ability to work with others
- Be able to choose a worthwhile and meaningful career pathway that suits their needs and/or interests at the end of year 12

The LEAF program is theme based. There will be a theme for each term with projects to complete based on the theme. These themes will incorporate the WACE units that the students need to complete for graduation. The projects will be of an integrated nature, with each project being assessed for more than one unit. eg: designing a garden project, may be assessed for its Maths, English, and Applied Information Technology content.

These courses are a guide and may change according to the needs of each class group.

**Year 11 COURSE OUTLINE**

- Maths 1B & 1C
- English 1A & 1B
- Certificate II Horticulture – Two year course
- Work Place Learning 1A
- Keys for Life
- Work Place First Aid
- Off Campus Enrichment Program

**Year 11 COURSE OUTLINE**

COST $350.00

**Year 12 COURSE OUTLINE**

- Maths 1D/E
- English 1C & 1D
- Certificate II Horticulture – Two year course
- Work Place Learning 1C & 1D
- Recreational Skippers Ticket + National Power Boat Handling Scheme
- Expedition Sea Trek
- Off Campus Enrichment Program

**Year 12 COURSE OUTLINE**

COST $350.00

To gain entry into the LEAF Program students will be required to successfully complete the entry process.

This includes:
- Parent/guardian attends an information evening
- Complete an application
- An application interview
- A parent interview to sign a formal contract
NOTES