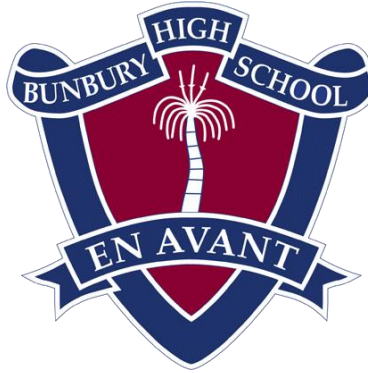


# 2019

# Senior School Handbook



## BUNBURY SENIOR HIGH SCHOOL

An Independent Public School

Est. 1918

*inspiring self belief*



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# The Western Australian Certificate of Education

At Bunbury Senior High School we aim for all our Senior School students to achieve the Western Australian Certificate of Education at the end of Year 12.

To achieve the WACE a student must satisfy the following requirements:

## General requirements

- demonstrate through the Online Literacy and Numeracy Assessment (OLNA), a minimum standard of literacy and a minimum standard of numeracy.
- complete at least four or more Year 12 ATAR courses or complete a Certificate II or higher.

## Breadth and depth

Students will complete a minimum of 20 course units or the equivalent\*. This requirement must include at least:

- a minimum of 10 Year 12 units or the equivalent
- two completed Year 11 English units and one pair of completed Year 12 English units
- one pair of Year 12 course units from each of List A (arts / languages / social sciences) and List B (mathematics / science / technology).

## Achievement standard

Students will be required to achieve 14 C grades or equivalents\* in Year 11 and Year 12 units, including at least six C grades in Year 12 units.

*\*Unit equivalence can be obtained through Vocational Education and Training (VET) programs and/or endorsed programs (e.g. Workplace Learning). The maximum unit equivalence available through these programs is eight units – four Year 11 units and four Year 12 units.*

Parents are strongly encouraged to explore the full details of the requirements of the WACE which are available at the School Curriculum and Standards Authority website;

[http://www.scsa.wa.edu.au/internet/Senior\\_Secondary/The\\_WACE/WACE\\_Requirements/WACE\\_Requirements\\_2016\\_beyond](http://www.scsa.wa.edu.au/internet/Senior_Secondary/The_WACE/WACE_Requirements/WACE_Requirements_2016_beyond)

Students will be briefed in detail on these requirements at the beginning of 2019.

# Courses and Pathways

Students come from diverse backgrounds and have varying needs. They may be interested in university study, have specific vocations in mind involving further education and training, or intend to enter the workforce after leaving school.

For this reason, Bunbury Senior High School offers a wide range of courses with pathways that enable students access to university or training and employment at the completion of schooling.

Listed below are information and guidelines to consider when making pathway and course selections.

## Courses

A course is the term given to a program of study. In lower school, the term 'subject' is used to describe 'courses'. Courses are broken into semester-long units. Units 1 and 2 are completed in Year 11 and Units 3 and 4 are completed in Year 12. There are two types of courses offered at Bunbury Senior High School which are described in the table below.

Courses	General Features
<b>ATAR courses</b>	ATAR (Australian Tertiary Admissions Rank) courses are for students who are aiming to go to university.  These courses are examined externally in Year 12. Student results in ATAR courses are used by the Tertiary Institutions Service Centre (TISC) to calculate a student's ATAR. The ATAR is used to determine eligibility for university entrance.
<b>General courses</b>	General courses are for students who are typically aiming to enter further vocationally based training or the workforce straight from school. These courses are not externally examined.

In addition to ATAR and General courses, students can gain credit for the WACE by completing Vocational Education and Training (VET) qualifications and/or Endorsed Programs.

<b>Vocational Education and Training (VET)</b>	VET qualifications are for students wishing to participate in nationally recognised training. A Certificate II or higher is one of the range of requirements for achieving a WACE.
<b>Endorsed programs</b>	Endorsed programs are for students wishing to participate in programs which are delivered in a variety of settings by schools, workplaces, universities and community organisations. Workplace Learning (work experience) is an endorsed program.

## **Pathways**

A pathway is a program of study that is designed to lead a student to a planned outcome.

At Bunbury Senior High School we are able to offer pathways with a broad range of courses that cater for varying student aspirations and academic abilities. For 2019, students will choose one of three Pathways and will make their course selections from within that Pathway.

Broadly speaking, senior school students will be on a pathway to further study at university, further study at a training organisation (TAFE etc.) or employment (apprenticeship, traineeship, workforce). At Bunbury Senior High School students can choose to enter one of three pathways.

### **Pathway 1: University - For students preparing to go to university at the end of Year 12.**

- Students will receive an Australian Tertiary Admissions Rank (ATAR) that is recognised by universities across Australia. Students will choose a minimum of four (4) ATAR Courses that have an external examination at the end of Year 12 and a maximum of two (2) General Courses.
- In order to attain an ATAR and gain direct entry to University students are strongly recommended to select at least five (5) ATAR courses of which four (4) will count in the calculation of the ATAR at the end of Year 12.
- It is anticipated that 50% - 60% of Bunbury Senior High School students will consider an ATAR pathway.
- Students studying ATAR courses may also select a Certificate II course to complete alongside their ATAR studies.

### **Pathway 2: VET in Schools (VETiS) - For students preparing for further training or employment at the end of Year 12.**

- Students will study six General Courses (or five if they choose a School RTO qualification).
- All students must be enrolled in a Vocational Education and Training (VET) Certificate II qualification either at an external RTO or at School.
- Some students will attend school for four days and attend off site training for one day per week (usually Fridays).

### **Pathway 3: Pre-Apprenticeship in School (PAiS) - For students who are preparing for apprenticeships or traineeships in trade areas.**

- Students will study four General Courses.
- All students will be enrolled in a Vocational Education and Training (VET) Certificate II qualification either at an external Registered Training Organisation (RTO) or at school.
- Students will attend school for three (3) days and off site training two (2) days per week (usually Thursdays and Fridays).

# Reporting

All students will receive a school report at the end of each semester. In Year 11 and in Semester 1, Year 12 the report will contain a grade, mark, comment and a rating of student attributes for each course studied.

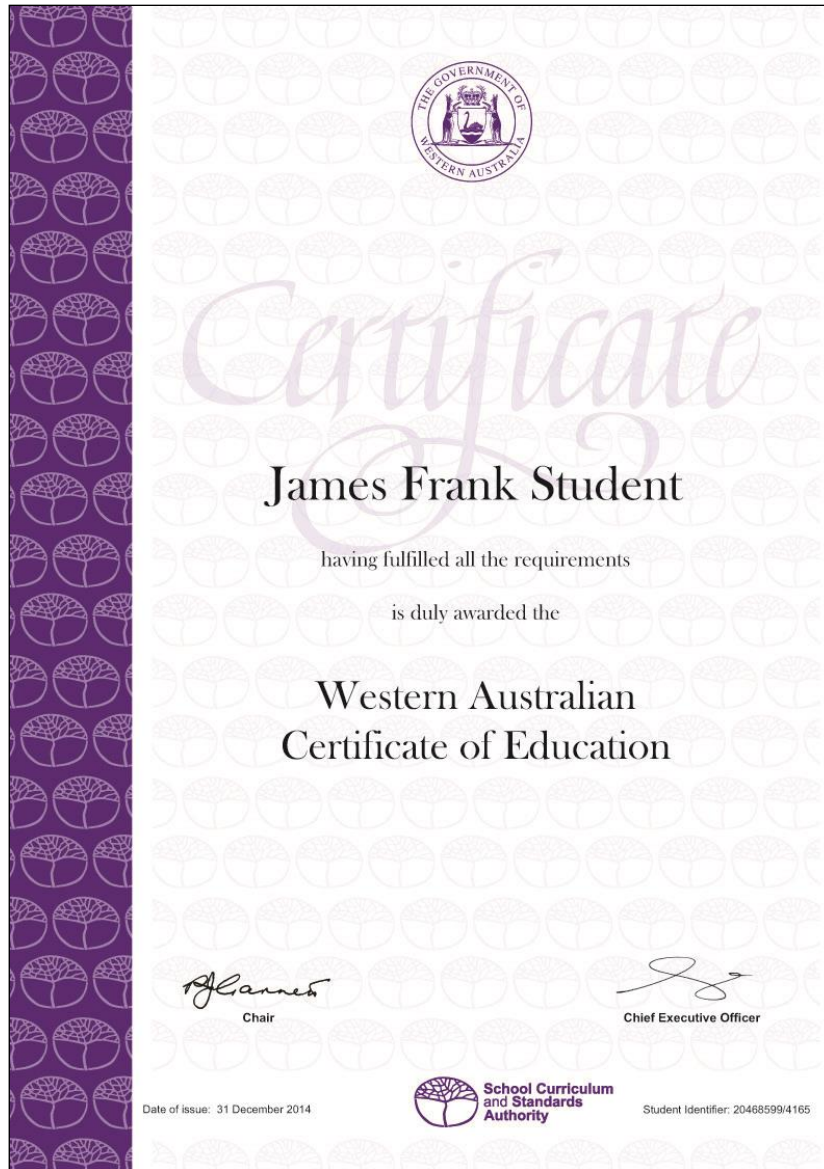
## **Certification**

### **Folio of achievement and certification**

At the end of senior secondary schooling, all students who have satisfactorily completed any WACE course unit, VET certificate or Endorsed Program will receive a folio of achievement. This folio may include one or more of the following:

- Western Australian Certificate of Education
- Western Australian Statement of Student Achievement
- WACE course report (ATAR courses only)

- Award certificates achieved





# Career Futures

All young people in Western Australia must attend school or participate in an approved alternative option up to the **end of the year in which they turn 17 years and 6 months or until the end of Year 12**. Information regarding approved alternative options other than school can be found at the following website.



<http://det.wa.edu.au/participation/detcms/navigation/young-people/>

Making decisions about the future is not easy for young people. The following resources can assist in making good decisions:

- Attending university Open Days
- Completing a computer-based career profiling program at school during Career Education classes e.g. : Career Voyage
- Browsing through the Job Guide - <http://www.jobguide.thegoodguides.com.au/>
- Browsing through university and South Regional TAFE course handbooks (limited hard copies are available from the school) and websites listed below.

[www.dtw.wa.gov.au](http://www.dtw.wa.gov.au)

[www.curtin.edu.au](http://www.curtin.edu.au)

[www.ecu.edu.au](http://www.ecu.edu.au)

[www.uwa.edu.au](http://www.uwa.edu.au)

[www.goingtouni.gov.au](http://www.goingtouni.gov.au)

[www.murdoch.edu.au](http://www.murdoch.edu.au)

[www.nd.edu.au](http://www.nd.edu.au)

- The Career Information Centre at 2nd Floor, City Central Building, 166 Murray Street Mall, Perth (9464 1305) provides valuable career information.
- Employment Directions Network is a free community organisation to assist with career guidance and advice. Phone 9792 3888 - 11 Bourke St, Bunbury.
- Exploring some of the numerous careers websites, such as:

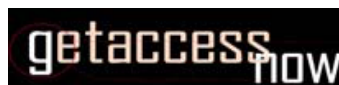
## My Future

[www.myfuture.edu.au](http://www.myfuture.edu.au)



## Get Access

[www.getaccess.wa.gov.au](http://www.getaccess.wa.gov.au)



## Apprentices & Trainees

[www.det.wa.edu.au/apprenticentre](http://www.det.wa.edu.au/apprenticentre)



# The Senior School Course Selection Process

This booklet has been compiled to help students and parents make choices about courses that will be available to Year 11 and 12 students in 2019.

Selecting an appropriate course for Year 11 and 12 requires:

- a) An understanding of what pathway you may want to pursue after Year 11 and 12:
  - University
  - TAFE or private training provider
  - Apprenticeship or Traineeship
  - Defence Force
  - Employment
- b) Choosing courses of appropriate difficulty and interest that will allow transition into one of the above pathways. Your teachers and Heads of Learning Areas may suggest which course is of appropriate difficulty through discussions in classes.

## List A and List B courses offered for Year 11, 2019

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

	List A (arts/languages/social sciences)		List B (mathematics/science/technology)	
ATAR Courses	AEMPA	Media Production and Analysis		
	AECAE	Career and Enterprise	AEAIT	Applied Information Technology
	AEDRA	Drama	AEBLY	Biology
	AEECO	Economics	AECHE	Chemistry
	AEENG	English	AEHBY	Human Biology
	AEFSL	French: Second Language	AEMAA	Mathematics Applications
	AECEO	Geography	AEMAM	Mathematics Methods
	AELIT	Literature	AEMAS	Mathematics Specialist
	AEHIM	Modern History	AEPES	Physical Education Studies
	AEPAL	Politics and Law	AEPHY	Physics
	AEVAR	Visual Arts	AEPSY	Psychology
	AEHEA	Health Studies		
General Courses	GECFCC	Children, Family and Community	GEAET	Auto Engineering and Technology - Wkshp
	GECAE	Career and Enterprise	GEAIT	Applied Information Technology
	GEDAN	Dance	GEFST	Food Science and Technology
	GEDRA	Drama	GEISC	Integrated Science
	GEENG	English General	GEMAE	Mathematics Essential
	GEMUS	Music	GEDESP	Photography
	GEVAR	Visual Arts	GEDEST	Technical Graphics
	GEHIM	Modern History	GEMDT	Textiles
	GEIND	Indonesian: Second Language	GEMDT	Woodwork
	GEECO	Economics		
	GEMPA	Media Production and Analysis		

## SCHOOL BASED VET CERTIFICATE COURSES

<b>CUA20715</b> Certificate II Business
<b>BSB20112</b> Certificate II Visual Arts
<b>SIS20115</b> Certificate II Sport Coaching
<b>SIS20213</b> Certificate II Outdoor Recreation
<b>FSK20113</b> Certificate II in Skills for Work and Vocational Pathways
<b>ICT20115</b> Certificate II in Information, Digital Media and Technology
<i>The VET Certificate courses listed above are delivered at school and are available to ATAR students</i>

ENDORSED PROGRAM
<b>SBEST1</b> Bunbury Elite Sports Training Personal Performance – Semester 1
<b>SBEST2</b> Bunbury Elite Sports Training Skilled Performance – Semester 2
<b>ADWPL</b> Workplace Learning

It is very important when selecting a course that attention is paid to **recommended background and the teachers' recommendations.**

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

If you choose to enrol in a course that has not been recommended by your teacher, you and your parent will sign a form to acknowledge this decision.

# English

## General Introduction

A Literature or English course is compulsory in senior school for WACE graduation. Bunbury Senior High School offers ATAR Literature, ATAR English and General English in senior school. Courses are structured into year long programs: Year 11, Units 1 and 2; Year 12, Units 3 and 4. ATAR Literature and ATAR English provide for university entrance; results from these courses also allow students to attain the required tertiary benchmark. General English provides for further training and employment opportunities. Computer and Internet access at home is recommended for all courses.

Payment of course charges are compulsory.

General English approximately \$50

ATAR English approximately \$60

ATAR Literature approximately \$60

2018 Booklist requirements cost for Year 11 ATAR was \$128.

Course	Year 11- 2019	Year 12 – 2020	Focus
ATAR Literature Or ATAR English	AEENG or AELIT	ATENG or ATLIT	University Further training
General English	GEENG	GTENG	Apprenticeship Further training Employment

## Year 10 Recommended Background

**ATAR Literature** An “A” or “B” grade and a pass in OLNA Reading and Writing tests in Year 10.

**ATAR English** An “A” or “B” grade and a pass in OLNA Reading and Writing tests in Year 10.

### Explanatory notes:

- 1) Year 11 students with a strong reading and writing ability should consider starting senior school in the ATAR Literature course:
  - Excellent preparation for ATAR Literature or ATAR English in Year 12.
  - Literature students can move to ATAR English at the start of Year 12.
  - Exclusively print texts (prose, poetry and drama).
- 2) ATAR Literature and English students are required to purchase some texts.
- 3) The General English course does not require students to sit WACE exams at the end of Year 12, however, they must sit a School Curriculum and Standards Authority Externally Set Task in Term 2 of Year 12.
- 4) All senior secondary English courses aim to develop students’:
  - skills in listening, speaking, reading, viewing and writing
  - capacity to create texts for a range of purposes, audiences and contexts
  - understanding and appreciation of different uses of language.

### School examination

- The ATAR school exams test the respective Year 11 or Year 12 units; the WACE ATAR Literature and English exams test only Year 12 units 3 and 4.
- The General English courses do not require a school examination; there is, in Year 12, an Externally Set Task worth 15% of the year’s mark to be completed by all students in Term 2 of Year 12.

## **ATAR English Literature**

### **AELIT**

The Literature ATAR course focuses on the study of literary texts and developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language; evaluate perspectives and evidence; and challenge ideas and interpretations. The Literature ATAR course explores how literary texts construct representations, shape perceptions of the world and enable us to enter other worlds of the imagination. In this subject, students actively participate in the dialogue of literary analysis and the creation of imaginative and analytical texts in a range of modes, media and forms.

Students enjoy and respond creatively and critically to literary texts drawn from the past and present and from Australian and other cultures. They reflect on what these texts offer them as individuals, as members of Australian society and as world citizens.

Students establish and articulate their views through creative response and logical argument. They reflect on qualities of literary texts, appreciate the power of language and inquire into the relationships between texts, authors, readers, audiences and contexts as they explore ideas, concepts, attitudes and values.

## **ATAR English**

### **AEENG**

The English ATAR course focuses on developing students' analytical, creative, and critical thinking and communication skills in all language modes. It encourages students to critically engage with texts from their contemporary world, with texts from the past and with texts from Australian and other cultures. Such engagement helps students develop a sense of themselves, their world and their place in it.

Through close study and wide reading, viewing and listening, students develop the ability to analyse and evaluate the purpose, stylistic qualities and conventions of texts and enjoy creating their own imaginative, interpretive, persuasive and analytical responses. The English ATAR course is designed to develop students' facility with all types of texts and language modes and to foster an appreciation of the value of English for lifelong learning.

Students refine their skills across all language modes by engaging critically and creatively with texts. They learn to speak and write fluently in a range of contexts and to create a range of text forms. They hone their oral communication skills through discussion, debate and argument, in a range of formal and informal situations.

## **General English**

### **GEENG**

The English General course focuses on consolidating and refining the skills and knowledge needed by students to become competent, confident and engaged users of English in everyday, community, social, further education, training and workplace contexts. The English General course is designed to provide students with the skills that will empower them to succeed in a wide range of post-secondary pathways.

The course develops students' language, literacy and literary skills to enable them to communicate successfully both orally and in writing and to enjoy and value using language for both imaginative and practical purposes.

Students comprehend, analyse, interpret and evaluate the content, structure and style of a wide variety of oral, written, multimodal, digital and media texts. Students learn how the interaction of structure, language, audience and context helps to shape how the audience makes meaning.

Both independently and collaboratively, they apply their knowledge to create analytical, imaginative, interpretive and persuasive texts in different modes and media.

## The Arts

### Dance

#### General Introduction

Dance is dynamic and powerful. It embodies our ideas, thoughts, emotions and values and as an art form. Dance encourages artistic creativity and the active use of the imagination. It allows students to make and present dance relevant to their lives.

#### Approximate Course Charges

- Payment of course charges is compulsory.
- Dance courses – approximately \$90

Course	Year 11- 2019	Year 12 – 2020
Dance General	GEDAN	GTDAN

#### Year 10 Recommended Background

There is no Year 10 recommended background for this course.

#### Dance General - GEDAN

The Dance General course develops and presents ideas through a variety of genres, styles and forms. Students use a wide range of creative processes, such as improvisation and the use of choreographic elements and devices, and draw on their own physicality and the interpretation of existing work of others to make dance works.

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

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

#### How will this course help students in the future?

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

### Drama

#### General Introduction

Drama is a vibrant and varied art form found in play, storytelling, street theatre, festivals, film, television, interactive games, performance art and theatres. Drama entertains, informs, communicates and challenges. Students achieve outcomes through the key activities of creation, performance and reflection.

### **Approximate Course Charges**

- Payment of a course charge is compulsory.
- Drama courses - approximately \$60

<b>Course</b>	<b>Year 11- 2019</b>	<b>Year 12 – 2020</b>
Drama General	GEDRA	GTDR
Drama ATAR	AEDRA	ATDR

### **Year 10 Recommended Background**

There is no Year 10 recommended background for this course.

### **Course Descriptions**

#### **Drama General**

Students engage in drama processes such as improvisation, play building, text interpretation, playwriting and dramaturgy which allow them to create original drama and interpret a range of texts written or devised by others. Their work in this course includes production and design aspects involving sets, costumes, makeup, props, promotional materials, and sound and lighting. Increasingly, students use technologies such as digital sound and multimedia. They present drama to a range of audiences and work in different performance settings.

#### **Drama ATAR**

Drama is a vibrant and varied art form found in play, storytelling, street theatre, festivals, film, television, interactive games, performance art and theatres. Through taking on roles and enacting real and imagined events, performers engage audiences who suspend their disbelief to enter the world of the drama.

Students engage in drama processes such as improvisation, play building, text interpretation, playwriting and dramaturgy which allow them to create original drama and interpret a range of texts written or devised by others. Their work in this course includes production and design aspects involving sets, costumes, makeup, props, promotional materials, and sound and lighting. Increasingly, students use technologies such as digital sound and multimedia. They present drama to a range of audiences and work in different performance settings.

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

### **How will this course help students in the future?**

While some students intend to make a career in drama and related fields, they also participate in drama for enjoyment and satisfaction. They experience the pleasure that comes from developing personal skills, knowledge and understandings that can be transferred to a range of careers and situations. The Drama ATAR course builds confidence, empathy, understanding about human

experience, and a sense of identity and belonging. These are invaluable qualities for contemporary living.

Enrolment in both Unit 1 and Unit 2 is compulsory in Year 11 only.

## Music

### General Introduction

Music has the capacity to engage, inspire and enrich students. Students who select to enrol in this course should already be able to play an instrument competently (includes voice) and have some theoretical knowledge of music.

### Approximate Course Charges

- Payment of a course charge is compulsory.
- Music courses – approximately \$100

Course	Year 11- 2019	Year 12 – 2020
Music	GEMUS	GTMUS

### Course Descriptions

#### Music General - GEMUS

The Music General course encourages students to explore a range of musical experiences through different musical contexts. The course consists of a written component and a practical component, incorporating the following content areas: Aural and theory, Composing and arranging, Investigation and analysis and Performance. Students can choose to perform on voice or instrument, submit a composition portfolio or complete a production/practical project to fulfil the requirements of the practical component. Enrolment in the Year 11 General Music course assumes the student's commitment to continuing with the Year 12 General Music course in 2020.

## Media Production and Analysis

### General Introduction

### Approximate Course Charges

- Payment of a course charge is compulsory
- Media courses = \$50

Course	Year 11- 2019	Year 12 – 2020
Media Production and Analysis - General	GEMPA	GTMPA

### Course Descriptions

#### Media Production and Analysis - General

Students are exposed to, and engage with, different media works such as film, TV, music, graphic novels, radio, print, social media, memes, documentaries, and pop culture, which help to demonstrate their understanding of media languages, representation, audience, production, skills and processes. This also allows them to express their creativity and originality through assorted



mediums. When producing media work, students learn to make decisions about all aspects of production, including creative choices across pre-production, production and post-production phases. Students get the opportunity to use different technologies, such as film or digital sound, along with specific software to create varied works of media.

### **How will this course help students in the future?**

Some students intend to make a career in varied forms of media and related fields, they also take part in Media to understand the broader world around them while also enjoying the media presented. The course helps to build confidence with using different forms of technology as well as increasing their understanding about the human experience. Participation can also lead to improvements in communication skills as well as the ability to organise, analyse and evaluate.

## **Visual Arts**

### **General Introduction**

The Visual Arts courses encompass the practice and theory of the broad areas of art, craft and design. Students have opportunities to express their imagination, develop personal imagery, develop skills and engage in the making and presentation of artwork. They develop aesthetic understandings and a critical awareness that assists them to appreciate and make informed evaluations of art.

### **Approximate Course Charges**

- Payment of a course charge is compulsory.
- Visual Arts courses - approximately \$100
- 2018 Booklist requirements cost for Year 11 ATAR was \$37.

<b>Course</b>	<b>Year 11- 2019</b>	<b>Year 12 – 2020</b>
Visual Arts General	GEVAR	GTVAR
Visual Arts ATAR	AEVAR	ATVAR
Certificate II Visual Arts	CUA 20715	CUA 20715

### **Year 10 Recommended Background**

It is recommended that students have positively engaged in and achieved at higher than a C grade for a Year 10 Visual Arts subject (Fine Art recommended).

It is expected that students will be committed to continuing the course in to Year 12 (Units 3&4).

### **Course Descriptions**

#### **Visual Arts General – GEVAR**

The Visual Arts General course encompasses the practice and theory of the broad areas of art, craft and design. Students have opportunities to express their imagination and develop personal imagery, skills and engage in the making and presentation of artworks. Within contemporary society there is increasing demand for visual literacy; the ability to perceive, understand, interpret and evaluate visual information. The Visual Arts General course enables students to develop their visual literacy and communication skills and become discriminating in their judgements.

#### **Visual Arts ATAR - AEVAR**

The Visual Arts ATAR course encourages students to develop problem-solving skills together with creative and analytical ways of thinking. They engage in art-making processes in traditional and new media areas, which involve exploring, selecting and manipulating materials, techniques, processes, emerging technologies and responses to life. This course allows them to engage in traditional, modern and contemporary art forms, such as sculpture, painting, drawing, graphic design, printmaking, collage, ceramics, earth art, video art, installations, textiles, performance,

photography, montage, multimedia, and time-based works and environments. Students gain knowledge, understanding and appreciation of art and culture. They analyse and evaluate their own works and the works of others from a range of historical and cultural viewpoints.

**Certificate II in Visual Arts (CUA 20715)**

This two year Training Qualification will provide students with a practical introduction to the visual arts and provide skills and knowledge to enter the visual arts and craft industry. Students gain experience across a range of visual arts areas as a basis for further studies or employment. The course may provide you with a start to a career as an artist or assist you in work within an area of the visual arts or in related community arts or crafts areas.

# Health and Physical Education

## General Introduction

In the Health and Physical Education learning area, students are able to choose a university entrance (ATAR) pathway or a certificate (VET) course pathway. Physical Education Studies and Health Studies are offered as ATAR courses. Certificate II in Outdoor Recreation and a Certificate II in Sport Coaching are offered as VET courses. Currently enrolled *BEST* students can choose to continue the *BEST* Pathway.

Course	Year 11 - 2018	Year 12 - 2019
Physical Education Studies ATAR – List A	AEPES	ATPES
Health Studies ATAR – List B	AEHEA	ATHEA
<i>BEST</i> <sup>1, 2</sup> Endorsed Program	Units 1 & 2	Units 3 & 4
Certificate II in Sport Coaching - VET	SIS20513	Continue SIS20513
Certificate II in Outdoor Recreation - VET	SIS20213	Continue SIS20213

- Note: 1. *BEST is available for currently enrolled BEST students only (any interest from students NOT currently enrolled in BEST requires them to complete a formal application in consultation with the HOLA of Health and Physical Education.)*
2. *BEST students may elect to also complete subjects from the ATAR or VET Pathway*

## Approximate Course Charges:

Payment of a course charge is compulsory.

### Year 11 2019

PE Studies: \$65 approximately  
 Health Studies: \$65 approximately  
*BEST* \$120 approximately  
 Certificate II in Sport Coaching: \$120\* approximately  
 Certificate II in Outdoor Recreation: \$160\* approximately  
 2016 Booklist requirements cost for Year 11 ATAR was \$76.

### Year 12 2020

PE Studies: \$ 95 approximately  
 Health Studies: \$65 approximately  
*BEST* \$120 approximately  
 Certificate II in Sport Coaching: \$120\* approximately  
 Certificate II in Outdoor Recreation: \$160\* approximately  
 2018 Booklist requirements cost for Year 12 ATAR was \$76.

\*Please note there will be additional costs for camps/excursions. Students will also be required to gain their Senior First Aid Certificate as an additional cost.

## Year 10 Recommended Background

<b>Physical Education Studies</b>	A or B Grades in Health and Physical Education Outcomes. Students undertaking this course should be academically strong, <b><i>with high levels of literacy</i></b> and an <b><i>interest in sport science</i></b> .
<b>Health Studies</b>	A or B Grades in Health and Physical Education Outcomes. Students undertaking this course should be academically strong, <b><i>with high levels of literacy</i></b> and an <b><i>interest in personal and community health</i></b> .
<b>Certificate II in Sport Coaching</b>	Minimum B Grade in Movement & Physical Activity in any of the Year 10 Physical Education electives. Please note students are required to complete a pre-requisite swim test.
<b>Certificate II in Outdoor Recreation</b>	Minimum B Grade in Movement & Physical Activity in any of the Year 10 Physical Education electives. Whilst completion of Outdoor Education in Year 10 is desirable, it is not a pre-requisite. Please note students are required to complete a pre-requisite swim test.

Please note:

1. **All** Health and Physical Education Senior School courses involve some amount of classroom (theory) work. The ATAR pathway courses ***have significant*** theoretical requirements. In the certificate courses, approximately one quarter of lessons will occur in a classroom.
2. ***BEST*** and certificate courses involve aquatic components. Students should be confident ocean swimmers before selecting these courses.
3. Certificate II in Outdoor Recreation typically involves two overnight expeditions each year. Students should consider their availability for these before choosing these courses.

### **Course Descriptions:**

#### **Physical Education Studies ATAR (Year 11 and Year 12) – AEPES and ATPES**

In the ATAR PATHWAY PHYSICAL EDUCATION STUDIES COURSE, students work towards developing personal sports skills, together with high-level understandings of sports science principles. Students apply their knowledge by developing training programs, performance analysis strategies and sport-specific approaches to their own and others' performance.

Students will spend two to three hours per week in the classroom covering the essential theory content and one to two hours per week exploring two practical contexts (sports). PE Studies ATAR is a rigorous academic pathway and is suited to students wishing to enter university following Year 12. There is an external exam component to this course in Year 12, including a practical component. Units in this pathway are particularly compatible with Human Biology and Physics.

Students will study the following areas:

- Developing skills, strategies and tactics
- Energy systems
- Biomechanics
- Improving physiological capacity
- Skill acquisition and coaching
- Decision-making
- Sport psychology

### **Health Studies ATAR (Year 11 and Year 12) – AEHEA and ATHEA**

In the ATAR PATHWAY HEALTH STUDIES COURSE, students focus on the impact of popular culture, technology and the environment towards the health of individuals and the community. The units explore health promotion and attitudes, resources, changing technology, services and environmental factors which influence health. The concept of community development is also introduced.

The following contexts drive the course and provide a basis for discussion and assessment.

- Health Promotion
- Community Health Resources
- Health Systems
- Access to Health
- Health Priority Area
- Development of Health Literacy

Health Studies will prepare students for career and employment pathways in a range of health and community service industries. These may include careers in nursing, counselling, health officers, health promotions/development, police/armed forces, teaching, alternative health care, child care and health sciences.

### **Bunbury Elite Sports Training (BEST)**

The Bunbury Elite Sports Training (*BEST*) Program is an endorsed Year 7-12 program available to selected students at Bunbury Senior High School. The *BEST* units available in Senior School provide a progression from the curriculum in Year 10 and focus on personal development. Students will work in three strands: *Theory into Practice*, *Conditioning* and *Physical Literacy* in each Unit. Students will also work towards the attainment of a Certificate II in Sports Coaching.

#### **Year 11**

##### **Personal Performance I**

This unit provides students with an opportunity to develop knowledge and skills in the areas of applied interval and resistance training for enhanced sports performance. Students will consider the key principles of each training method, relevant to their sport of expertise, and develop a personal program, which will be implemented, monitored and evaluated.

##### **Skilled Performance**

In this unit students will have an opportunity to develop cognitive skills in the biomechanical analysis of their own sports performance. Using this information, students will develop and apply intervention strategies to improve their execution.

## **Year 12**

### **Personal Performance II**

This unit provides students with the opportunity to develop knowledge and skills in the areas of applied interval and applied plyometric training for enhanced sport performance. Students will consider the key principles of plyometrics, relevant to their sport of expertise, and develop a personal program that can be implemented, monitored and evaluated.

### **Peak Performance**

This unit provides students with the opportunity to apply tapering and recovery strategies to improve personal performance in sport. Students will also consider sports medicine principles; injury management and rehabilitation practice to enhance participation.

In all Units, students will continue to develop their general conditioning and physical literacy skills.

Please note: Whilst these Units have been developed at the school level, each has a *School Curriculum and Standards Authority* five point equivalent, meaning they count fully towards the WACE.

## **Certificate II in Sport Coaching**

This nationally recognised qualification reflects the role of individuals who apply the skills and knowledge required to deliver a basic sports coaching session. Individuals wishing to undertake this qualification should be current or past participants in sport and have a keen interest to develop the skills of others. Students participate in a range of sporting and recreational activities whilst also developing an understanding on how to assist in coaching and the management of sport.

This has competency based, ongoing assessment that is coordinated within the training package. Upon the successful completion of all units of competencies in the course, students will be issued with a Certificate II in Sport Coaching. Should a student not complete the entire course then a Statement of Attainment will be given for the units successfully completed.

Future employment opportunities and career pathways may exist in areas such as community coach, recreation assistant, administration assistant, community activities assistant, and grounds/equipment assistant. The completion of this certificate could also provide a pathway for further studies in the sport and recreation industry.

## **Certificate II in Outdoor Recreation**

This qualification is nationally recognised and provides the skills and knowledge for an individual to be competent in performing skills in outdoor recreation environments and assisting with the conduct of a range of outdoor activities. Students plan and then participate in a wide range of outdoor activities, such as mountain biking, body boarding, bushwalking, paddling, orienteering and snorkelling. Students would be challenged through differing natural environments such as water-based, dry land and mountainous terrains, using a diverse range of equipment.

Students will spend one hour per week in the classroom covering the essential theory content and three hours per week exploring practical contexts. Students are expected to attend camps and excursions to demonstrate their skills in the outdoor environment.

This has competency based, ongoing assessment that is coordinated within the training package. Upon the successful completion of all units of competencies in the course, students will be issued with a Certificate II in Outdoor Recreation. Should a student not complete the entire course then a Statement of Attainment will be given for the units successfully completed.

Future employment opportunities and career pathways may exist in areas such as outdoor leadership, guiding activities and environmental interpretation, planning for future environments, managing facilities, eco-tourism, military service, outdoor education and the many unforeseen areas evolving in the outdoors industry. The completion of this certificate could also provide a pathway for further studies in the sport and recreation industry.

## Languages

### Introduction

How will language courses help students in the future?

Learning a language improves your employment potential by helping you stand out from the crowd. It also increases your chances of entry into university. Students studying a language will receive a 10% bonus of their Language score, added to their TEA.

Language learning also has other advantages at any level: it improves your English language ability, sharpens your cognitive and life skills, helps to make travel more feasible and enjoyable and it increases your options for studying overseas.

More generally, studying a language helps you to better appreciate international literature, music and film and increases your understanding of yourself and your own culture.

Languages courses in Year 11 and 12 are designed for students wishing to gain university entry and/or to acquire a skill for life that will assist in travelling, studying and working abroad.

Students can choose an ATAR or GENERAL (Non-ATAR) course.

### Approximate Course Charges

- Payment of course charges is compulsory.
- Language Courses – approximately \$46

Course	Year 11- 2019	Year 12 – 2020
French General	GEFRE	GTFRE
French ATAR	AEFRE	ATFRE
Indonesian General	GEIND	GTIND
Indonesian ATAR	AEIND	ATIND

### Year 10 Recommended Background

**French ATAR:** Obtain a minimum C grade in Year 10 French or by teacher recommendation.

**French General:** No background necessary.

**Indonesian ATAR:** Obtain a minimum C grade in Year 10 Indonesian or by teacher recommendation.

**Indonesian General:** No background necessary.

## Course Descriptions

### French

- French is used in more than 40 countries, on five continents and, along with English, is the only language taught in every country of the world.
- An ability to speak French and English is an advantage on the international job market.
- France is the world's number-one tourist destination and attracts more than 70 million visitors a year.
- After English and German, French is the third most used language on the Internet.
- French is the international language of cooking, fashion, theatre, the visual arts, dance and architecture.
- French is both a working language and an official language of the United Nations, the European Union, UNESCO, NATO, the International Olympic Committee, the International Red Cross and international courts.
- French is the most widely taught second language in the world, after English.
- French is one of the easiest languages to learn.
- Students have the opportunity to participate in the many sister school and student exchange programs between Western Australia and French-speaking communities.

An ability to communicate in French provides opportunities for students to learn about the rich and diverse French culture, traditions and belief systems. In the French course, students analyse, process and respond to texts to understand aspects of the language and culture of a range of French-speaking communities throughout the world.

#### French: Second Language ATAR course

This course progresses from the Year 7–10 curriculum, and focuses on *further developing* a student's knowledge and understanding of the culture and the language of French-speaking communities.

##### **Unit 1 C'est la Vie! (That's Life!)**

My daily routine; French sports and leisure; Leading a healthy lifestyle

##### **Unit 2 Voyages (Travel)**

My travel tales and plans; Australia as a travel destination; Travel in a modern world.

#### French: Second Language General course

This course is aimed at students who have *no prior knowledge* or experience of the French language, *or may have studied* the French language and culture through classroom teaching in an Australian school.

##### **Unit 1: Le monde des jeunes (The world of youth)**

My world, your world; Youth Culture in a Francophone Country; Communicating in a Modern World.

##### **Unit 2: Voyages (Travel)**

My travel tales and plans; Australia as a travel destination; Travel in a modern world.



# Indonesian

## Indonesian: Second Language ATAR

This course progresses from the Year 7–10 curriculum, and focuses on further developing a student's knowledge and understanding of the culture and the language of Indonesian-speaking communities. Students gain a broader and deeper understanding of the Indonesian language and extend and refine their communication skills.

The Indonesian: Second Language ATAR course can connect to the world of work, further study and travel. It also offers opportunities for students to participate in the many sister school and student exchange programs between Western Australia and Indonesia. The Indonesian: Second Language ATAR course is designed to equip students with the skills needed to function in an increasingly globalised society, a culturally and linguistically diverse local community, and to provide the foundation for life-long language learning.

### Unit 1

The focus for this unit is ***Saat ini aku di sini (Here and now)***. Students build on their skills, knowledge and understandings through the study of the unit content. They further develop their communication skills in Indonesian and gain a broader insight into the language and culture.

### Unit 2

The focus for this unit is ***Bisa saya bantu? (Can I help you?)***. Students further develop their skills, knowledge and understandings through the study of the unit content. They extend their communication skills in Indonesian and gain a broader insight into the language and culture.

## Indonesian: Second Language – GENERAL

This course focuses on students gaining knowledge and an understanding of the culture and language of Indonesian-speaking communities.

The Indonesian: Second Language General course can connect to the world of work, further study and travel. It also offers opportunities for students to participate in the many sister school and student exchange programs between Western Australia and Indonesia. The course is designed to equip students with the skills needed to function in an increasingly globalised society, a culturally and linguistically diverse local community, and to provide the foundation for life-long language learning.

Students may have no prior knowledge or experience of the Indonesian language.

### Year 11 General

#### Unit 1

This unit focuses on ***Dunia remaja (The world of youth)***. Through the three topics: My world, your world, Lifestyles of Indonesian teenagers, and Trends and technology, students develop communication skills in Indonesian and gain an insight into the language and culture.

#### Unit 2

This unit focuses on ***Berjalan-jalan di Indonesia (Out and about in Indonesia)***. Through the three topics: Living in my community, Visiting Indonesia, and Tourism and travel, students develop communication skills in Indonesian and gain an insight into the language and culture.

# Mathematics

## General

If a student wishes to choose mathematics as part of their Year 11 course selection in 2018 we can offer five alternatives, depending on the student's interests and abilities. The mathematics courses on offer are both wide-ranging and purposeful.

## Approximate Course Charges

- Payment of a course charge is compulsory.
- Mathematics courses - \$50 - \$60
- Students in ATAR courses will be required to have a CAS calculator. (About \$240).
- Students in GENERAL and FOUNDATION courses will be required to have a scientific calculator.
- 2018 Booklist requirements cost for Year 11 ATAR was \$130.

GENERAL VET/PAiS	Mathematics Course	Year 11- 2019	Year 12 – 2020
	Essential	GEMAE	GTMAE
ATAR	Applications	AEMAA	ATMAA
	Methods	AEMAM	ATMAM
	Specialist	AEMAM and AEMAS	ATMAM and ATMAS

## Year 10 Recommended Background

**Essential** Obtain B and C grades or better in Year 10.

**Applications** Obtain a B grade in more than half of the Mathematics Outcomes in Year 10. Not available for VET/PAiS.

**Methods** Obtain A or B grades in Number and Algebra as well as Measurement and Geometry in Year 10. Completed the 10A program in Term 4 of Year 10.

**Specialist** Obtain an A in Number and Algebra as well as Measurement and Geometry in Year 10 with Statistics and Probability being at least a B grade. Completed the 10A program in Term 4 of Year 10.

## Course Descriptions

### Mathematics Essential General - GEMAE

The Mathematics Essential General course focuses on using mathematics effectively, efficiently and critically to make informed decisions. It provides students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning and community settings. This course provides the opportunity for students to prepare for post-school options of employment and further training.

### Mathematics Applications ATAR - AEMAA

This course focuses on the use of mathematics to solve problems in contexts that involve financial modeling, geometric and trigonometric analysis, graphical and network analysis, and growth and decay in sequences. It also provides opportunities for students to develop systematic strategies

based on the statistical investigation process for answering statistical questions that involve analysing univariate and bivariate data, including time series data.

The Mathematics Applications ATAR course is designed for students who want to extend their mathematical skills beyond Year 10 level, but whose future studies or employment pathways do not require knowledge of calculus. The course is designed for students who have a wide range of educational and employment aspirations, including continuing their studies at university.

### **Mathematics Methods ATAR - AEMAM**

This course focuses on the use of calculus and statistical analysis. The study of calculus provides a basis for understanding rates of change in the physical world, and includes the use of functions, their derivatives and integrals, in modeling physical processes. The study of statistics develops students' ability to describe and analyse phenomena that involve uncertainty and variation.

Mathematics Methods provides a foundation for further studies in disciplines in which mathematics and statistics have important roles. It is also advantageous for further studies in the health and social sciences. In summary, this course is designed for students whose future pathways may involve mathematics and statistics and their applications in a range of disciplines at the tertiary level.

### **How will this course help students in the future?**

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

### **Mathematics Specialist ATAR – AEMAM and AEMAS**

The Mathematics Specialist ATAR course has been designed to be taken in conjunction with the Mathematical Methods ATAR course. This course provides opportunities, beyond those presented in the Mathematics Methods ATAR course, to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. Mathematics Specialist contains topics in functions and calculus that build on and deepen the ideas presented in the Mathematics Methods course, as well as demonstrate their application in many areas. The Mathematics Specialist course also extends understanding and knowledge of statistics and introduces the topics of vectors, complex numbers and matrices. Mathematics Specialist is the only ATAR mathematics course that should not be taken as a stand-alone course but in conjunction with the Mathematics Methods ATAR course as preparation for entry to specialised university courses such as engineering, physical sciences and mathematics.

### **How will this course help students in the future?**

These courses allow students to appreciate mathematics, as well as helping them to develop the necessary understanding and skills to prepare them for productive working lives.

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

# Science

## General Introduction

The general purpose of Senior School Science is to allow students to become scientifically literate. This allows students to have a greater awareness and understanding of themselves and their environment, and therefore become better equipped to make judgements about the issues in society and economic developments.

## Approximate Course Charges

- Payment of a course charge is compulsory
- Science courses (per annum)

Physics	\$50 approximately
Chemistry	\$60 approximately
Human Biological Sciences	\$50 approximately
Psychology	\$65 approximately
Biology	\$60 approximately
Integrated Science	\$60 approximately
- Books, calculators and other requirements range from approximately \$50 to \$150 in additional costs.

Course	Year 11- 2019	Year 12 – 2020
Biology	AEBLY	ATBLY
Chemistry	AECHE	ATCHE
Human Biology	AEHBY	ATHBY
Physics	AEPHY	ATPHY
Psychology ATAR	AEPSY	ATPSY
Integrated Science	GEISC	GTISC

## Year 10 Recommended Background

All Science ATAR courses have a recommended background of at least a B grade in Science. In addition Physics and Chemistry students should have a B grade in Mathematics. Integrated Science students should have received at least a C grade in Science.

The descriptions below are for the Year 11 (Units 1 and 2) courses.

## Biology

### AEBIO

A unique appreciation of life and a better understanding of the living world are gained through studying the Biology ATAR course. This course encourages students to be analytical, to participate in problem solving and to systematically explore fascinating and intriguing aspects of living systems, from the microscopic level through to ecosystems.

Students develop a range of practical skills and techniques through investigations and fieldwork in authentic contexts, such as marine reefs, endangered species, urban ecology, or biotechnology. Scientific evidence is used to make informed decisions about controversial issues.

## **Chemistry**

### **AECHE**

The Chemistry ATAR course equips students with the knowledge, understanding and opportunity to investigate properties and reactions of materials. Theories and models are used to describe, explain and make predictions about chemical systems, structures and properties. Students recognise hazards and make informed, balanced decisions about chemical use and sustainable resource management. Investigations and laboratory activities develop an appreciation of the need for precision, critical analysis and informed decision making.

This course prepares students to be responsible and efficient users of specialised chemical products and processes at home or in the workplace. It also enables students to relate chemistry to other sciences, including biology, geology, medicine, molecular biology and agriculture, and prepares them for further study in the sciences.

## **Human Biology**

### **AEHBY**

The Human Biology ATAR course gives students a chance to explore what it is to be human how the human body works, the origins of human variation, inheritance in humans, the evolution of the human species and population genetics. Through their investigations, students research new discoveries that increase our understanding of human dysfunction, treatments and preventative measures.

Practical tasks are an integral part of this course and develop a range of laboratory skills; for example, biotechnology techniques. Students learn to evaluate risks and benefits to make informed decisions about lifestyle and health topics, such as diet, alternative medical treatments, use of chemical substances and the manipulation of fertility.

## **Integrated Science General**

### **GEISC**

The Integrated Science General course enables students to investigate science issues in the context of the world around them. It encourages students to develop their scientific skills of curiosity, observation, collection and analysis of evidence, in a range of contexts. The multidisciplinary approach, including aspects of biology, chemistry, geology and physics, further encourages students to be curious about the world around them and assume a balanced view of the benefits and challenges presented by science and technology. Students conduct practical investigations that encourage them to apply what they have learnt in class to real-world situations and systems.

## **Physics**

### **AEPHY**

In the Physics ATAR course students will learn how energy and energy transformations can shape the environment from the small scale, in quantum leaps inside an atom's electron cloud, through the human scale, in vehicles and the human body, to the large scale, in interactions between galaxies. Students have opportunities to develop their investigative skills and use analytical thinking to explain and predict physical phenomena.

Students plan and conduct investigations to answer a range of questions, collect and interpret data and observations, and communicate their findings in an appropriate format. Problem solving and using evidence to make and justify conclusions are transferable skills that are developed in this course.

## **Psychology**

### **AEPSY**

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

### **Psychology – AEPSY Unit 1**

In this unit, student's focus on contexts related to **contemporary issues**. The content focuses on a number of concepts that enable them to fully appreciate the complexities of human behaviour, at an individual, group and societal level. They examine the traditional theories of intelligence and the concept of perception and expand their knowledge and understanding of human behaviour by analysing such factors as heredity. They study the impact of group influences on individual behaviour and carry out their own practical investigations.

### **Psychology - AEPSY Unit 2**

In this unit, student's focus on contexts related to **human performance**. The content focuses on memory and forgetting, motivation and arousal and how they affect human performance. Students extend their understanding of how we learn by looking at classical and operant conditioning and negative and positive reinforcement. They explore what is meant by the term personality and examine the relationship between personality, motivation and human performance.

### **How will this course help students in the future?**

The study of Psychology provides a diverse range of career opportunities in the field of health, such as Psychologist, Social Worker, Psychiatrist, counsellor. As the skills that are developed through the study of Psychology enhances our understanding of behaviour and factors that influence behaviour it is also relevant to job performance in any occupation that deals with people e.g. teachers, lawyers, doctors, nurses, business owners, salespeople, managers, architects and many more.

# Humanities & Social Sciences

## General Introduction

Humanities & Social Sciences offers a broad range of subjects for students to study in Year 11 and 12. All ATAR courses are aligned to the Australian Curriculum and have an external exam as part of the course assessment structure. All GENERAL courses have one Externally Set Task during the year.

## Approximate Course Charges

Payment of a course charge is compulsory.

	Year 11	Year 12
• Geography	\$65	\$70
• History	\$60	\$65
• Economics	\$45	\$50
• Politics and Law	\$65	\$70

Course	Year 11- 2019	Year 12 – 2020
Geography ATAR	AE GEO	AT GEO
Modern History ATAR	AE HIM	AT HIM
Economics ATAR	AE ECO	AT ECO
Politics and Law ATAR	AE PAL	AT PAL
Career & Enterprise ATAR	AE CAE	AT CAE
Modern History GENERAL	GE HIM	GT HIM
Career & Enterprise GENERAL	GE CAE	GT CAE
Economics GENERAL	G1 ECO	G2 ECO

Recommendation Year 10 A or B HASS/English Grade for ATAR courses. Minimum C Grade ATAR courses.

### ATAR Geography

### ATAR Modern History

### ATAR Economics

### ATAR Politics and Law

### ATAR Career & Enterprise

No prerequisite

### Career and Enterprise - General

No prerequisite

### Modern History General and Economics General

## Course Descriptions

### Geography- ATAR

**Prerequisites** A minimum high C grade (60%+) in Humanities and Social Sciences. Strong reading and writing skills will also be required.

#### Course Description

The study of the Geography ATAR course draws on students' curiosity about the diversity of the world's places and their peoples, cultures and environments. It provides students with the knowledge and understandings of the nature, causes and consequences of natural and ecological hazards, international integration in a range of spatial contexts, land cover transformations, and the challenges affecting the sustainability of places. In this course, students learn how to collect information from primary and secondary sources, such as field observation and data collection, mapping, monitoring, remote sensing, case studies and reports.

#### Geography 11 - Unit 1: Natural and ecological hazards.

This unit may include the study the natural hazards of storms, cyclones, tornadoes, bushfires, droughts, flooding, earthquakes, volcanoes and landslides. It will also explore ecological hazards which may include infectious diseases, respiratory ailments, animal transmitted diseases, water borne diseases and plant and animal invasions.

#### Geography 11 - Unit 2: Global networks and interconnections.

This unit examines how advances in telecommunication and transport technologies have transformed global patterns of production and consumption. Impacts and resulting cultural changes through the study of architecture, tourism and fashion and the way people embrace, adapt to, or resist the forces of international change.

#### Geography 12– ATGEO Unit 3 – Global environmental change

This unit focuses on the changing biophysical cover of the Earth's surface, and the resulting impacts on global climate. Aspects of physical, environmental and human geography provide students with an understanding of the processes related to land cover change, their local, regional and global environmental consequences, and possible sustainable solutions.

#### Geography 12 – ATGEO Unit 4 – Planning sustainable places

The unit begins with a global scale overview of the process of urbanisation and its consequences. The interconnected challenges faced in places, and other matters related to liveability, are a focus of this unit. Two depth studies provide greater detail. The first study focuses on challenges in metropolitan Perth or a regional urban centre in Western Australia. The second study focuses on challenges faced in a megacity.

- Fieldwork is a component of the Geography course.
- **Career development;** Geography skills apply to environmental studies, urban and regional planning, hazard management, agriculture, tourism, architecture, conservation, resource management, ecological sustainability and hydrographical (water) management.

### Modern History - ATAR

A study of History covers the nature of society, economics, politics, foreign affairs, conflict and culture and identity. Modern History is often used as a measure of a well-rounded education.

**Prerequisite:** An A or B grade in Year 10 Humanities and Social Sciences is essential. Excellent reading and writing skills are also recommended.

**Course Description** The course focus is on 20th Century History between the wars.



**Year 11 - Unit 1: Capitalism:** The American experience 1907 to 1941. The course examines the turbulent period which saw this sleeping giant emerge from isolation, its domestic struggles with changing values in the 1920's and economic catastrophe in the 1930's. The course concludes with America's entry into World War II following the surprise attack by the Japanese on Pearl Harbour.

**Year 11 - Unit 2: Nazism in Germany:** The period of study is from 1918 to 1945, focusing on German History. The course starts with Germany's role in World War I and the Treaty of Versailles. It continues with the Weimar Republic's attempts to cope with economic difficulties and culminates with the destruction of Germany in 1945 after 13 years of Nazism.

- Modern History provides a sound background for any career that values critical thinking, sound reading and writing skills, the ability to analyse written and visual sources, the capacity to conduct research and a general understanding of how the world works. Many of the critical thinking skills addressed in Modern History are transferable and support learning writing in all subjects.

### **Modern History 12 - ATHIM Unit 3 – Modern nations in the 20<sup>th</sup> century**

This unit examines the characteristics of modern nations in the 20th century; the crises that confronted nations, their responses to these crises and the different paths nations have taken to fulfil their goals. Students will study: Russia and the Soviet Union 1914–1945 (World War I to the end of World War II)

### **Modern History 12 – ATHIM Unit 4 – The modern world since 1945**

This unit examines some significant and distinctive features of the modern world within the period 1945–2001 in order to build students' understanding of the contemporary world – that is, why we are here at this point in time. The key conceptual understandings covered in this unit are: causation; continuity and change; historical significance and changing perspectives and interpretations of the past; and contestability.

Students will study: **The changing European world since 1945 – The Cold War**

- **Career Possibilities**
- History is an extremely valuable subject to study as it increases your literacy, analytical and communication skills and is a great preparation for University study. If you are interested in careers in journalism, teaching, law, public service, foreign affairs or the media then History is a must do subject for you.

## **Modern History - GENERAL**

Prerequisite: A preferred grade of C in Humanities and Social Sciences.

Most importantly, students must have a sense of curiosity and be able to be captivated by people and mysteries from the past.

**Course Description;** The Modern History General course provides students with an understanding of the driving forces behind present local and global issues. Investigating the past helps students to understand why and how groups and/or societies changed or resisted change. Both courses are framed around forces for change that include:

- Political, economic, leadership, international relations/conflicts, social/cultural.

### **Unit 1 – People, Place and Time G1HIM**

This unit allows students to become aware of the broad sweep of history and our place within the historical narrative. We examine the values, beliefs and traditions within a society, the aspects that change and those that stay the same. We explore the importance and impact of individuals within a time period. Students study one or two of the following electives:

- Napoleon, the Revolution and the Empire
- George Washington and the American Revolution

## **Unit 2 – Power and Authority G2HIM**

Students learn that societies consist of individuals and institutions that have various types of power and authority and that these interact with each other. Students examine the nature of power, how it's distributed, who seeks to use power and how it affects equality and justice.

- Russia 1917-1953.

This course of study, supports the literacy (OLNA) skills that are vital for graduation and provide opportunities for students to develop their writing and interpretation of information techniques.

- **Career Possibilities;** These units are designed to give students understandings that will support them in any chosen field including journalism, human resources, psychology or any pathway that requires critical thinking, research, organisation of content and an understanding of human behaviour.

Students wishing to study General Modern History in Year 12 for the first time are advised to discuss their suitability with the Head of Humanities and Social Sciences.

## **Economics - ATAR**

Economics explores the choices which all people, groups and societies face as they confront the ongoing problem of satisfying their unlimited wants with limited resources. The Economics ATAR course aims to develop students' ability to analyse the allocation, utilisation and distribution of scarce resources that determine our wealth and wellbeing. The study of Economics provides a framework for examining society's issues and identifying possible solutions which assist decision making. The emphasis of the course is on the Australian economy.

### **Economics 11 – AEECO Unit 1**

This course focuses on the operation of real world markets their limitations and the application of government policy in these circumstances.

- Market and prices
- Business firms and markets
- Market efficiency and equity
- Market failure and government policies
- Economic reasoning and interpretation-analysis, communication.

### **Economics 11 – AEECO Unit 2**

This course focuses on the study of the Australian economy as a whole, and the government's role in the economy.

- Macroeconomic activity
- Macroeconomic concepts and issues
- The government's role
- Macroeconomic performance
- Economic reasoning and interpretation-analysis, communication.

### **Economics 12 – ATECO Unit 3**

This course focuses on Australia's relationships with other economies, and contemporary global economic events and issues of significance to Australia.

- Global Markets
- Free trade and protection
- Australia and the global economy

- Economic reasoning and interpretation-analysis, communication.

## **Economics 12 – ATECO Unit 4**

This course focuses on the economic policies and their management and the changes that have been made in the operation of these policies in recent times.

- Macroeconomic theory
- Economic policy objectives
- Fiscal policy
- Monetary policy
- Microeconomic reform
- Economic reasoning and interpretation-analysis, communication

## **Career Possibilities**

The study of Economics offers career opportunities in many fields. These include: banking, any business, commerce, retail area; investment and finance analyst; marketing or market research; public relations; accountant, management of any type, tax/insurance/stock brokers; town planning, valuer/real estate; foreign affairs; journalism, farming/stock agents; hotel management.

## **Economics – General**

The Economics General course develops reasoning, logical thinking and interpretation skills demanded by the world of work, business and government. The learning experiences available through studying this course explores the complex range of economic events and issues facing our community, such as unemployment, income distribution, business strategy and international relations.

Economic literacy developed through this course enables students to actively participate in economic and financial decision-making that promotes individual and societal wealth and wellbeing.

Prerequisite: A minimum grade of C in Humanities and Social Sciences.

### **Unit 1 – Personal economic and financial decisions G1ECO**

This unit explores personal economic and financial decisions in relation to earning and spending income and building wealth. It explores how individuals derive an income and make consumption and savings decisions for both the present and the future, and how the Commonwealth Government can influence these decisions.

- Personal earning, spending and saving decisions
- The influence of government on personal economic and financial decisions

### **Unit 2 – Small business economics G2ECO**

This unit explores the importance of business in the economy; the way in which businesses combine resources to produce goods and services; and the strategies that businesses use to promote their products and manage internal and external constraints, including government regulation and policy.

- Small and medium businesses in the economy
- Business operations, planning and strategy
- Macroeconomic concepts and issues
- The government's role
- Macroeconomic performance
- Economic reasoning and interpretation-analysis, communication.

**The General Economics course includes an Externally Set Task.**

**Career Possibilities**

The study of Economics offers career opportunities in many fields. These include: banking, real estate, and any business, commerce or retail area of employment.

## Politics and Law - ATAR

**Prerequisites** The achievement of an A or B Grade in Humanities and Social Sciences. Students need to have strong reading and writing skills for this course and an interest in political and legal issues.

### Course Description

Units 1 and 2: The course is organized around four major outcomes:

- ☐ Political and legal inquiry
- ☐ Political and legal systems
- ☐ Stability and change in political and legal systems
- ☐ Citizenship in political and legal systems.

The course covers:

- ☐ Understanding and analysis of the principles, structures and processes of the Australian political and legal systems.
- ☐ Understanding and analysis of the processes of civil and criminal law, including trial procedures and adjudication.
- ☐ Exploration of legal and political ideas and analysis of their development through Australian and other systems.
- ☐ Analysis of voting and representation, focusing on electoral systems and election results in Australia.
- ☐ History and Economics are both courses which are complimentary to the study of Politics and Law.

**Career Possibilities** This course provides an excellent background for students who plan to pursue careers in fields such as law, business and law, commerce and law, environmental law, and for work in both the public service and with private firms. It also offers pathways into political careers and working in parliament or for political parties. Students can go on to have successful careers in law, journalism, policing, public relations and foreign aid.

Students wishing to study Politics and Law in Year 12 for the first time are advised to discuss their suitability with the Head of Humanities and Social Sciences.

**Course Description;** The Year 12 syllabus is divided into two units, which are delivered as a pair.

**Politics and Law 12 Unit 3: Political and legal power;** Examines the political and legal system established by the Commonwealth Constitution (Australia) and the power wielded within the system, making reference to particular political and legal developments and issues.

**Unit 4: Accountability and rights;** This unit examines avenues for, and the effectiveness of, accountability in relation to the three branches of government in Australia. The ways, and the extent to which, rights are protected, and democratic principles are upheld and/or undermined in Australia, and one other country, are also examined.

## **CAREER AND ENTERPRISE - ATAR**

### **Prerequisites**

An ability to write confidently in length is recommended. Minimum C Grade

### **Course Description**

#### **Units 1 & 2 CAREER AND ENTERPRISE**

Career education involves learning to manage and take responsibility for personal career development. This is achieved through:

- ☐ Identifying an individual's strengths and areas for growth and their link to particular career possibilities
- ☐ Developing an understanding that career pathways evolve and respond to changing personal situations and changes in the workplace
- ☐ Identifying the role of education, training and the need for up-skilling in future career management
- ☐ Appreciating the impact on career management of changes in the world of work including globalisation, recession, technology and shifts in business practices
- ☐ Appreciating the impact of social, cultural and environmental issues that affect workplaces
- ☐ Utilisation of a variety of work search tools including websites, Job Guides, STP and University handbooks as part of personal career management
- ☐ Developing an understanding of Career Theory and its part in effective personal career management
- ☐ Developing an understanding of rights and responsibilities of employees and employers including OSH and EO
- ☐ Production and preparation of self-marketing documents and e-documents for job search, job interview and sustaining work
- ☐ Opportunity for completion of work experience

### **Career Possibilities**

Study of Career and Enterprise provides an understanding of the importance of personal career management for this generation of workers of the 21st century who are likely to change their careers up to 15 times in their working life. This course provides the necessary tools for application to a working life.

#### **CAREER AND ENTERPRISE ATAR**

##### **Year 12 - Units 3 & 4**

**(compulsory external examination)**

## **Career and Enterprise - GENERAL**

### **General Introduction**

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

The Career and Enterprise Courses are available to all Year 11 and 12 students and are compulsory for all students in Vocational Education & Training (VET) Pathways.

**Approximate Course Charges** - approximately \$50

Course	Year 11- 2019	Year 12 – 2020
Career & Enterprise – General	GECAE	GTCAE

**Career and Enterprise – General** No Prerequisites

### **Course Descriptions**

#### **Career and Enterprise – G1CAE Unit 1**

This unit enables students to increase their knowledge of work and career choices and identify a network of people and organisations that can help with school to work transitions. The focus of this unit is exploring my world and its connections. Students recognise themselves as part of a network of people and organisations and identify who can help with school to work transitions. They realise that employment is connected with responsibility for self and others. Aspects of work such as part-time, full-time, flexi hours, volunteer work and unemployment are explored. Students understand that resources through the family, school, workplace and community can aid transitions.

#### **Career and Enterprise – G2CAE Unit 2**

This unit explores the attributes and skills necessary for employment and provides students with the opportunity to identify their personal strengths and interests and the impact of these on career development opportunities and decisions. The focus of this unit is entry-level work readiness. Basic skills and entry-level jobs are studied and links drawn between the two as students broaden their understanding of work roles within specific industry areas. Career development options are examined through case studies. Students understand the organisation of workplaces within a chosen industry area and learn about the rights and responsibilities of employees and employers in entry-level positions.

#### **Career and Enterprise 12 – GTCAE Unit 3**

This unit is about adopting a proactive approach to securing and maintaining work and it involves self-management, using work search tools and techniques, developing career competencies and accessing learning opportunities. The focus of this unit is personal career management. The unit explores career competencies, knowledge, values and attitudes, combining these with work search tools and techniques to start planning career development options. Lifelong learning and career building are introduced. The organisation of workplaces and systems are discussed. The roles, rights and responsibilities of individuals, with reference to legal, ethical and financial considerations are all investigated. The unit examines environmental influences and trends and how they constantly impact on personal career development opportunities. Work, training and learning experiences are documented for career portfolios.

#### **Career and Enterprise 12 – GTCAE Unit 4**

This unit explores issues associated with career management, workplaces and influences and trends in times of change. Change can be analysed and the information used to inform strategies associated with self-management, career building and personal and professional learning experiences. Work, training and learning experiences provide opportunities to extend students' knowledge and skills in anticipation of responding to change and maintaining an edge. These experiences are documented in career portfolios, using an increasing range of information technology skills. 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 scenarios. An investigation is made into corporate and individual rights and responsibilities featured in contractual employment agreements, exploring the links between teamwork, productivity and satisfying workplaces.

Matching individual and work preference profiles is central to developing personal portfolios used for gaining employment.

**The General Career and Enterprise course includes an Externally Set Task.**

**How will Career and Enterprise courses help students in the future?**

Students will use the latest career development computer software and have access to a wide range of career counselling resources. Career and Enterprise provides students with the skills and knowledge to support any career pathway (University, TAFE, Apprenticeships, Traineeships or full time employment).

Career development learning for the modern world recognises that careers are about life, work and learning. It is a lifelong process, whereby wide exposure to experiences of work, career and enterprise learning is of increasing relevance to students in a constantly changing workplace.

Career and Enterprise courses are particularly useful for students who are unsure of what career to choose in the future.



# Technologies

## General Introduction

Design and Technology offers largely practical, “hands on” courses. The connecting influence between all courses is the use of a design process to create or modify products, processes, systems, plans or images to meet society or individual needs.

The Design and Technology courses aim to prepare all students for a future in a technological and material world by providing the foundations for lifelong learning. The courses also connect to the world of work, further vocational education and training and university pathways.

## Approximate Course Charges

- Payment of a course charge is compulsory.
  - Design Photography courses \$65 approximately
  - Design Technical Graphics courses \$50 approximately
  - Materials Design & Technology Woodwork courses \$65 approximately
  - Automotive Engineering & Technology Workshop courses \$65 approximately

Course	Year 11- 2019	Year 12 – 2020
Photography	GEDESP	GTDESP
Technical Graphics	GEDEST	GTDEST
Woodwork	GEMDTW	GTMDTW
Automotive	GEAET	GTAET

## Year 10 Recommended Background

<b>Photography</b>	No previous experience is required for success in these units.
<b>Technical Graphics</b>	No previous experience is required for success in these units.
<b>Woodwork</b>	Obtained at least a C Grade in one of the Design and Technology subjects in Year 10.
<b>Automotive</b>	Obtained at least a C Grade in one of the Design and Technology subjects in Year 10.

## Course Descriptions

### Photography

#### Photography Course - GEDESP

Students will study photography with an emphasis on design and manipulation of images. The courses are designed to engage students in a range of practical activities, leading to proficiency in the use of digital cameras and the manipulation of images using computer software programmes.

No previous experience is required for success in these units.

#### Design Fundamentals & Personal Design

Theme based course applying elements of design to produce a portfolio of images. There is a strong emphasis on production involving practical application and development of skills in camera controls and image manipulation in this course.

Some areas of study will include:

- Producing a series of photographs showing how manipulating camera controls produces different effects.
- Production of photographs with emphasis on line, shape, space, texture and 3D form.
- Studio portraiture.
- Landscape, still life, sporting and nature photography.
- Ethical and legal issues related to copyright and intellectual property.

#### **How will this course help students in the future?**

In this course, students develop a competitive edge for current and future industry and employment markets. It provides access to further vocational and university pathways.

There is potential for students to develop transferable skills and vocational competencies while devising innovative design artefacts.

### **Technical Graphics**

#### **GEDEST**

These subjects are designed to give students a solid understanding of drafting and its importance in our world. Students using design principles explore both architectural and mechanical drafting as well as graphic arts and freehand design.

#### **Technical Graphics Course Design Fundamentals & Personal Design**

This practical course is extremely valuable for students wanting to pursue a trade qualification or TEE students wanting an engineering future.

Some areas of study will include:

- focus on a broad range of computer aided design and drafting applications
- hand drawing techniques
- basic stages of design application are explored
- production and interpreting of plans used by industry

#### **How will this course help students in the future?**

In this course, students develop a competitive edge for current and future industry and employment markets. It provides access to further vocational and university pathways.

There is potential for students to develop transferable skills and vocational competencies while devising innovative design artefacts.

### **Woodwork**

#### **GEMDTW**

Materials Design and Technology Wood is a practical subject designed to give students the opportunity to experience aspects of designing, constructing, appraising and marketing furniture. This subject will focus on the application of current technology in the furniture industry and aims to provide relevant skills for students with an interest within this area.

Some areas of study will include:

- Use of hand and power tools
- Workplace safety
- Use of machines
- Wood fabrication
- Wood turning
- Furniture design
- Wood finishing
- Marketing
- Sustainability

**How will this course help students in the future?**

This course connects to the world of work and further vocational education and training. Students develop cognitive skills fundamental to designing in a practical context. This activity enhances employability and may lead to further training and employment opportunities in areas that include manufacturing; design, built environment, science and engineering.

**Workshop****GEAET**

The Year 11 syllabus is divided into two units, each of one semester duration, which is typically delivered as a pair. The notional time for each unit is 55 class contact hours.

**Unit 1**

In this unit, students develop an understanding of automotive vehicles and the basic principles and systems around which automotive vehicles function. Under guidance, they study the different systems of an automotive vehicle, and follow basic rules associated with automotive workshops. They develop skills to check and maintain the safe operation of an automotive vehicle, using the correct selection of tools and safe workshop practices. They examine how the different uses of automotive vehicles have affected our society and the environment.

**Unit 2**

In this unit, students develop knowledge and skills involved with servicing automotive vehicles for purposes of maintenance and repair, in combination with an understanding of automotive engineering principles. Students develop knowledge and skills involved with the different systems and sub-systems in automotive vehicles for purposes of maintenance and repair. They use occupational safety and health (OSH) rules and regulations to plan and manage safe working practices. Students develop an understanding of the different influences automotive technologies have on the society and environment.

The course content is the focus of the learning program.

The course content is divided into two content areas:

Automotive mechanics includes:

- principles
- maintenance and repair
- systems.

Automotive industry includes:

- rules and regulations
- social, economic and environmental implications and consequences
- materials
- design
- managing production.

**How will this course help students in the future?**

The course caters for the learning needs of all students seeking a career in the automotive vehicle or technological discipline. They can choose a course that allows them to achieve post-school destinations into a range of disciplines including engineering; science; mechanical, fabrication and electrical trades; and other technical and technology-related professions.

**Applied Information Technology**

**Approximate Course Charges** - approximately \$60

Course	Year 11- 2019	Year 12 – 2020
Applied Information Technology – General	GEAIT	GTAIT
Applied Information Technology – ATAR	AEAIT	ATAIT

### **General - GEAIT**

Information Technology is forever changing. Our students require the skills and confidence to go into a workplace and/or a tertiary training organisation and be able to adapt to whatever software they are introduced to.

This course applies practical software skills to provide the students with a wide variety of exposure to the many different types of software they may come across after they graduate. This course is about providing students with the confidence and experience to use technology to solve everyday workplace requirements.

The course will cover software related to business, graphic design and media, using programs like spread sheets, database, and graphics and video editing software. As well as this the students will learn the basics of maintaining a computer and the equipment required to set up a basic network in an office.

As part of the course in Year 12, the students' film, edit and package The Year 12 Leavers DVD. This is a great hands-on project and provides a wealth of skills as well as providing a great gift for the leaving class.

### **ATAR - AEAIT**

Why should you consider this course?

This subject is relevant and practical. The students learn software skills to solve real workplace information problems. They learn how to use different software to design and produce websites, create logos and other multimedia projects. They also are taught essential business IT skills in spread sheet and database creation. These skills are transferable to most work places and/or further tertiary courses.

Another advantage of students doing this subject is they live with the technology already and are confident users. So when it comes to the social issues and theoretical aspects of the course, generally students have a background of knowledge. They know what social networking is and therefore they can apply its use in business settings. They use mobile technology, so they are aware of the advantages and limitations of this technology.

Our school has rated in the Top 5 Schools for Applied Information Technology ATAR, in recent years. Hard work and application are rewarded with successful marks!

## **Home Economics**

### **General Introduction**

Home Economics is a unique subject area. It is a multi-discipline course of study, which offers a theory base involving most other subject areas. All Home Economics subjects contain a practical (hands-on) element. The senior school fields of Home Economics are connected using technology process to develop task work, design products and/or services via investigation, design development and review, production of design and evaluation.

Home Economics courses aim to prepare students for future employment and/or develop lifelong skills that assist students in their living environments. The courses offered by the Home Economics Team significantly increase employability for graduate students entering the work force, vocation education and training or university pathways.

### Approximate Course Charges

Payment of a course charge is compulsory.

- Children, Family and Community Care \$ 70 approximately
- Food Science and Technology \$190 approximately
- Materials Design and Technology Textiles \$ 70 approximately

Course	Year 11- 2018	Year 12 – 2019
Children, Family and Community	GECFCC	GTCFCC
Food Science and Technology	GEFST	GTNFST
Textiles	GEMDTT	GTMDTT

### Year 10 Recommended Background – to enter senior courses

**Children, Family and Community:** Obtained at least a C Grade in English and Science in Year 10.

**Food Science and Technology:** Obtained at least a C Grade in one Home Economics option in Year 10.

**Textiles:** Obtained at least a C Grade in one Home Economics option in Year 10. Obtained at least a C Grade in English, Science and Maths in Year 10.

### Course Descriptions

#### Children, Family and Community GECFCC

The Year 11 syllabus is divided into two units, each of one semester duration, which is typically delivered as a pair. The notional time for each unit is 55 class contact hours.

#### Unit 1 – Families and relationships

This unit focuses on family uniqueness. Students examine the role of families and the relationships between individuals, families and their communities.

Through an understanding of growth and development, students recognise the characteristics of individuals and families and that development is affected by biological and environmental influences. They identify roles and responsibilities of families, and examine their similarities and differences, the issues that arise from family interactions and the influence of attitudes, beliefs and values on the allocation of resources to meet needs and wants.

Students make decisions, examine consequences and develop skills to accommodate actions that impact themselves or others. Skills, processes, understandings and knowledge are developed through individual and group experiences. Students design and produce products and services that meet the needs of individuals, families and communities.

## **Unit 2 – Our community**

This unit focuses on families, relationships and living in communities. The influence of biological and environmental factors, lifestyle behaviours and health status on growth and development is studied. Students explore the health of individuals and communities and the protective and preventative strategies that impact on growth and development.

Students examine the roles and responsibilities of particular groups, networks, and services, and the impact of attitudes, beliefs and values on the management of resources. Students engage in shared research practice, communicate information, use decision-making, goal setting, self-management and cooperation skills when creating products, services or systems that will assist individuals, families and communities to achieve their needs and wants.

Two suggested contexts have been identified for the Children, Family and the Community General course.

### **Living Independently**

The focus for this suggested context is youth, adults and/or seniors or aged, with or without additional needs, living independently. At various stages throughout life, individuals live independently either by choice or through unplanned circumstances.

### **Caring for Others**

The focus for this suggested context is on caring for infants, children, adults, seniors or the aged. Individuals may require care that may be provided by family members, volunteers, paid individuals and/or community support services.

### **How will this course help students in the future?**

Students will develop skills to effectively make decisions at personal, family and community levels. Health, education and community service industries offer strong vocational opportunities for young people, ranging from volunteer and entry level to tertiary qualified positions. This course caters for all students, from those seeking career pathways in related industries to those aiming for personal development, parenting and life skills. It is unique and acts as a stepping stone for students interested in vocations of care (e.g., nursing, teaching, and childcare).

## **Food Science and Technology**

### **GEFSTN**

The Year 11 syllabus is divided into two units, each of one semester duration, which is typically delivered as a pair. The notional time for each unit is 55 class contact hours.

## **Unit 1 – Food choices and health**

This unit focuses on the sensory and physical properties of food that affect the consumption of raw and processed foods. Students investigate balanced diets, the function of nutrients in the body and apply nutrition concepts that promote healthy eating. They study health and environmental issues that arise from lifestyle choices and investigate factors, which influence the purchase of locally, produced commodities.

Students devise food products, interpret and adapt recipes to prepare healthy meals and snacks that meet individual needs. They demonstrate a variety of mise-en-place and precision cutting skills, and processing techniques to ensure that safe food handling practices prevent food

contamination. Students recognise the importance of using appropriate equipment, accurate measurement and work individually, and in teams, to generate food products and systems.

## **Unit 2 – Food for communities**

This unit focuses on the supply of staple foods and the factors that influence adolescent food choices and ethical considerations. Students recognise factors, including processing systems that affect the sensory and physical properties of staple foods. They explore food sources and the role of macronutrients and water for health, and nutrition-related health conditions, such as coeliac and lactose intolerance, which often require specialised diets. Students consider how food and beverage labelling and packaging requirements protect consumers and ensure the supply of safe, quality foods.

Students work with a range of staple foods, adapt basic recipes and apply the technology process to investigate, devise, and produce food products to achieve specific dietary requirements. They evaluate food products and demonstrate a variety of safe workplace procedures, processing techniques and food handling practices.

### **How will this course help students in the future?**

This course connects with further vocational education and training, university and employment pathways. Students design and produce a variety of products, services or systems, while applying skills fundamental to the design of food and related technologies and working in practical environments. This course enhances employability, leading to further training and employment opportunities in areas that include food processing, hospitality, retail, community services, health and education. Students interested in careers in hospitality and catering will find this course a useful tool for future aspirations.

## **Materials Design and Technology Textiles**

### **GEMDTT**

The clothing, textiles industry is one of the most versatile areas of the economy, catering for those with artistic and creative talents as well as skilled machinists and technicians. This is a practical course. The course content is divided into three content areas:

- materials
- design
- use of technology.

Working with materials, students develop a range of manipulation, processing, manufacturing and organisational skills.

In design fundamentals and skills, students learn about the elements and principles of design, while developing a common understanding of the design process and variations that can apply to design tasks during the design cycle.

As student safety is a high priority in all activities, a common understanding of safe working practices, risk management and an awareness of Occupational Safety and Health standards is achieved in each unit through coverage of common content under the safety heading.

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

Working with materials, students develop a range of manipulative, processing, manufacturing and organisational skills. When designing with materials, they develop cognitive skills such as critiquing, analysing, solving problems, generating innovative ideas and communicating what they do. This makes them more technologically literate and, as consumers, enables them to make decisions about the use and misuse of technology now and in the future.

### **Materials, Design and Technology – Textiles Course**

This is an introductory unit for those students who have limited experiences in the manufacturing of products. Students are introduced to principles and practices of design, fundamentals of design to manufacture products for themselves. They learn to communicate various aspects of the design process within the structure of making their product. Throughout the process, students learn about materials, including their origins, classifications, properties and suitability for purpose. Students are introduced to relevant technology process skills. Students work in a defined environment and learn to use a variety of relevant technologies safely and effectively. This unit introduces students to the world of textiles and develops their production skills and knowledge through practical tasks.

### **How will this course help students in the future?**

This course connects to the world of work, further vocational education and training and university pathways. Students design projects, while at the same time developing cognitive skills fundamental to designing in a practical context. This activity enhances employability and may lead to further training and employment opportunities in areas that include textiles and clothing, manufacturing, design.



# Vocational Educational & Training Pathways (VET)

VET pathways offer students the opportunity to achieve an Industry Training Qualification and participate in Workplace Learning (Work Experience) while completing Year 11 & 12.

**VET students must successfully complete a Certificate II qualification or higher to achieve WACE at the end of year 12.**



Enrolments in VET qualifications cannot be guaranteed as many have competitive entry and are subject to the availability of places.

**FEES** – There is no cost for VET course delivery at South Regional TAFE however other external Registered Training Organisation (RTO) fees will apply. 2019 fees have been estimated and are indicated with the course description.

In 2018 student RTO fees were heavily subsidised by the school. The cost for Year 11 students was capped at \$500. The school hopes to do this again in 2019 providing resources allow. More details will be provided in Semester 2.

The following pages outline the three VET Pathways offered at Bunbury SHS for 2019 / 2020.

## 1. School VET Delivery (Delivered at School)

*Students attend school 5 days per week; the training qualification is completed at school on the normal timetable.*

*ATAR pathway students can do a school RTO qualification and will participate in Workplace Learning in Year 11 at a time that will not adversely impact on ATAR study.*

## 2. VET in Schools (VETiS)

*Students attend school 4 days per week and an external Registered Training Organisation 1 day per week (usually Friday) to complete a training qualification. Workplace Learning is done in two week blocks.*

## 3. Pre-Apprentice in School (PAiS)

*Students attend School 3 days per week and external Registered Training Organisation 2 days per week (Thursday and Friday) to complete a training qualification. Some PAiS programs include 1 day training and 1 day Workplace Learning.*

VET Pathway	Days attending School	Days attending off site Training	A number of Qualifications to select from	Includes Workplace Learning	Available to ATAR Pathway students
<b>School VET Delivery</b>	5	0	6	No	Yes
<b>VETiS</b>	4	1	6	Some Programs	No
<b>PAiS</b>	3	2	19	Yes	No

# VET Pathway Summary 2019 (Proposed)

## SCHOOL VET Delivery (Delivered at School on Timetable)

Pathway	Years	Program	Industry Qualification	Training RTO	Notes
School Delivery	2	<b>Business</b>	Certificate II Business BSB 20115	Bunbury SHS RTO	Select on senior school grid.  There are no set pre-requisites.
	2	<b>Digital Technology</b>	Certificate II in Information, Digital Media and Technology ICT 20115	YMCA	
	2	<b>Outdoor Recreation</b>	Certificate II Outdoor Recreation SIS 20213	YMCA	
	2	<b>Sport Coaching</b>	Certificate II Sport Coaching SIS20515	YMCA	
	2	<b>Visual Arts</b>	Certificate II Visual Arts CUA 20715	Bunbury SHS RTO	
	2	<b>Work Skills</b>	Certificate II Skills for Work and Vocational Pathways FSK 20113	YMCA	

## VET in SCHOOLS (Delivered at the Bunbury Regional Trade Training Centre – usually on Friday)

*Programs outlined below are subject to change as they involve partnership with external RTO's. Entry will be competitive.*

Pathway	Years	Program	Industry Qualification	BRTTC Delivery Site	Notes
VET in Schools (VETiS)	1	<b>Automotive Steering and Suspension &amp; Automotive Tyre Servicing Technology</b>	Certificate II Automotive Steering and Suspension System Technology & Certificate II Automotive Tyre Servicing Technology	Eaton Campus	Competitive entry.  Students should have an interest and aptitude for the industry.  Course and resource cost may apply.
	1	<b>Community Services</b>	Certificate III Community Services	Manea Campus	
	1	<b>Education Support</b>	Certificate III Education Support	BCC Campus	
	1	<b>Business Services</b>	Cert III Business (Team Management)	Manea Campus	
	1	<b>Health Services</b>	Certificate III Health Services Assistance	Manea Campus	
	1	<b>Metals and Engineering</b>	Certificate II Engineering Pathways (Metal Trades)	BCC Campus	

### Bunbury Trade Training Centre Delivery Sites

Bunbury Catholic College Campus (BCC)

Eaton Campus

Manea Campus

- Rodsted St, Bunbury



- 20 Recreation Dr, Eaton

- 60 Robertson Drive, Bunbury



## PRE APPRENTICESHIP IN SCHOOLS

(Students attend SR TAFE or BRTTC on Thursday and Friday. Some qualifications are available at both venues)

Pathway	Years	Program	Industry Qualification	RTO Delivery Site		Notes
Pre- Apprenticeship in School  (PAiS)	1	<b>Accounting</b>	Certificate III Accounts Administration	<div><div></div><div><b>South Regional TAFE</b></div></div>		<p>Students can apply for programs at both SR TAFE and BRTTC.</p> <p>Competitive entry.</p> <p><b>Two</b> days per week (Thursday &amp; Friday) at external RTO for training delivery.</p> <p>Students must have a strong interest in the industry area.</p>
	1	<b>Automotive (Heavy Vehicle)</b>	Certificate II Automotive Servicing Technology (HVPA)			
	1	<b>Automotive (Light Vehicle)</b>	Certificate II Automotive Servicing Technology (LVPA)			
	1	<b>Building &amp; Construction</b>	Certificate II Building & Construction (Trade Pathway)			
	1	<b>Conservation&amp; Land Management</b>	Certificate II in Conservation and Land Management			
	1	<b>Electrical</b>	Certificate II Electrotechnology (Career Start)			
	1	<b>Hospitality</b>	Certificate II Hospitality			
	1	<b>Information Technology</b>	Certificate II Information Digital Media &Technology			
	1	<b>Kitchen Operations</b>	Certificate II Kitchen Operations			
	1	<b>Metals and Engineering</b>	Certificate II Engineering Pathways (Metal Trades)			
	1	<b>Retail Services</b>	Certificate II in Retail Services			
	1	<b>Retail Cosmetics</b>	Certificate II in Retail Cosmetics			
	1	<b>Salon Assistant (Hairdressing)</b>	Certificate II Salon Assistant			
	2	<b>Building &amp; Construction</b>	Certificate II Building & Construction (Trade Pathway)	Eaton Campus	<div><div></div><div><b>Bunbury Regional Trade Training Centre BRTTC</b></div></div>	Resource cost may apply.
	1	<b>Child Care</b>	Certificate III Early Childhood Education & Care	BCC Campus		
	2	<b>Dental Assistant</b>	Cert III Dental Assisting	Manea Campus		
	1	<b>Electrical</b>	Certificate II Electrotechnology (Career Start)	Eaton Campus		
	2	<b>Plumbing</b>	Certificate II Plumbing & Gas Fitting	BCC Campus		
1	<b>Retail (Marketing <u>or</u> Management)</b>	Certificate III in Retail (2 Options)	BCC Campus			

# School VET Delivery

## Business

### **Qualification - Certificate II in Business (BSB 20115)**

This 2 year Training Qualification will prepare students for further study and eventual employment in the Administration / Business industry as Office Administrators, Receptionists and Personal Secretaries.

Students will develop transferable skills that will form an essential platform to succeed in almost any work environment.

Delivered over 2 years at Bunbury Senior High School.

Approximate cost \$100

## Digital Technology

### **Qualification - Certificate II Information, Digital Media & Technology (ICT 20115)**

This qualification will provide students with the practical skills and knowledge to operate the essential functions of software applications on the computer. This could include packages for word processing, spread sheets, database presentations, Internet, email and basic webpage construction. A pathway to further study in Information, Digital Media and Technology is possible. Delivered over 2 years at Bunbury Senior High School.

Approximate cost \$100

## Outdoor Recreation

### **Qualification - Certificate II in Outdoor Recreation (SIS 20213)**

This 2 year Training Qualification provides the skills and knowledge for an individual to be competent in performing skills in outdoor recreation environments and assisting with the conduct of a range of outdoor activities. Students plan and then participate in outdoor activities, such as mountain biking, body boarding, bushwalking, paddling, orienteering and snorkeling. Students will be challenged through differing natural environments using a diverse range of equipment.

Delivered over 2 years at Bunbury Senior High School.

Approximate cost \$160

## Sport Coaching

### **Qualification - Certificate II in Sport Coaching (SIS20515)**

This nationally recognised qualification reflects the role of individuals who apply the skills and knowledge required to deliver a basic sports coaching session. Individuals wishing to undertake this qualification should be current or past participants in sport and have a keen interest to develop the skills of others. Students participate in a range of sporting and recreational activities whilst also developing an understanding on how to assist coaching and management of sport.

Approximate cost \$160

## Visual Arts

### **Qualification - Certificate II in Visual Arts (CUA 20715)**

This 2 year Training Qualification will provide students with a practical introduction to visual arts and provide skills and knowledge to enter the visual arts and craft industry. Students gain experience across a range of visual arts areas as a basis for further studies or employment. The course may provide you with a start to a career as an artist or assist you to work within an area of the visual arts or related community arts or craft areas.

Delivered over 2 years at Bunbury Senior High School.

Approximate cost \$100

## Work Skills

### Qualification – Certificate II in Skills for Work and Vocational Pathways (FSK 20113)

This qualification is designed for students who need well developed skills to prepare for success in training or employment. Employability skills are a focus in the areas of work readiness, numeracy, literacy and communication. This qualification is most suitable ATAR students who are advised to complete a Certificate II for senior school graduation.

Delivered over 2 years at Bunbury Senior High School.

Approximate cost \$60

## School VET Delivery Pathway Details

Students who successfully complete their program will be issued with a qualification from the School under the Australian Qualification Framework. The qualification will be recognized and accepted anywhere in Australia.

### School RTO Course Structure

All **School VET Delivery** students must select one VET qualification along with three compulsory courses and then select two other courses.

- (1) **English (compulsory)**
- (2) **Maths (compulsory)**
- (3) **Career and Enterprise (compulsory)**
- (4) **VET Qualification**
- (5) **Student Choice**
- (6) **Student Choice**

ATAR students can select a School RTO VET qualification as their sixth selection.

Students attend school for 5 days a week.

There is a Workplace Learning component.



### Notes:

#### Cessation of Training Delivery

In the event Bunbury Senior High School RTO ceases delivery of the Certificate II Business BSB 20115 or Certificate II Visual Arts CUA 20715 the school will outsource delivery options for all affected students.

#### How Do Students Apply?

Students apply by selecting the qualification on the Senior School application form.

# VET in Schools (VETiS)

## **Automotive (Tyre, Steering and Suspension)**

### **Certificate II – Automotive Tyre Servicing Technology (AUR21913)\* & Certificate II – Automotive Steering and Suspension System Technology (AUR21812)**

This dual qualification covers the skills and knowledge related to steering, suspension, exhausts, tyres and rims. This qualification is typically used to develop workers who are performing vehicle service functions in an automotive environment and would perform a range of mechanical operations involving known routines, methods and procedures.

Delivered over 1 year at the Bunbury Regional Trade Training Centre (Eaton Campus).

2018 BRTTC course cost was \$2750

## **Business Services (Team Management)**

### **Qualification - Certificate III in Business (Team Management BSB30115)**

This qualification covers the fundamentals of team management within a business environment. In this course you will look at operational planning, continuous improvement, diversity, personal development and innovation.

Delivered over 1 year at the Bunbury Regional Trade Training Centre (Manea Campus)

2018 BRTTC course cost was \$1800

## **Community Services**

### **Qualification -Certificate III Community Services (CHC32015)**

This qualification applies to community work delivered through a broad range of services which provide support to individuals and groups. This level is appropriate for support workers, case workers and client contact officers.

Delivered over 1 year at the Bunbury Regional Trade Training Centre (Manea Campus).

2018 BRTTC course cost was \$1400

## **Educational Support**

### **Certificate III in Education Support (CHC30213)**

This qualification reflects the role of workers in a range of education settings, including public and independent schools and community education settings, who provide assistance and support to teachers and students under broad-based supervision. This level is appropriate for support workers, case workers and client contact officers.

Delivered over 1 year at the Bunbury Regional Trade Training Centre (BCC Campus).

2018 BRTTC course cost was \$1000

## **Health Services**

### **Cert III Health Services Assistance (HLT33115)**

This qualification reflects the role of a variety of workers who use a range of factual, technical and procedural knowledge to provide assistance to health professional staff for the care of clients. Health services assistance involves the worker in direct client contact under supervision. Delivered over 1 year at the Bunbury Regional Trade Training Centre (Manea Campus)

2018 BRTTC course cost was \$2100

## **Metals and Engineering Pathways**

### **Certificate II in Engineering Pathways (MEM 20413)**

This qualification is intended for students interested in exposure to an engineering or related working environment. This qualification will provide students with practical skills and knowledge in a range of metals and engineering industry areas. By completing this course you will gain advanced skills and knowledge that will help you secure an apprenticeship in engineering trades such as welding, fitting and machining and metal fabrication.

2018 BRTTC course cost was \$2700

## VET in Schools Pathway Details

Students who successfully complete their program will be issued with a qualification from the RTO under the Australian Qualification Framework. The qualification will be recognised and accepted anywhere in Australia.

### VET in Schools Course Structure

All **VET in Schools** students are directed into three compulsory courses and have the opportunity to select three other course which can include a second School RTO qualification.

- (1) **English (compulsory)**
- (2) **Maths (compulsory)**
- (3) **Career and Enterprise (compulsory)**
- (4) **Student Choice**
- (5) **Student Choice**
- (6) **Student Choice**



Students attend school for 4 days and the RTO for 1 day a week. Students must be suited to a flexible, adult learning environment. There is a work placement component of up to 240 hours.

### Career and Enterprise - GENERAL

The Career and Enterprise Courses are available to all Year 11 and 12 students and are compulsory for all students in Vocational Education & Training (VET) Pathways.

**Career and Enterprise – General** (see detailed information in the Humanities and Social Sciences section on page 37).

### How Do Students Apply?

Students can access application forms from their staff career mentor or the school administration.

### The Selection Process

- All applications for the PAIS program will be forwarded to the relevant RTO Coordinator for consideration. Successful students will be offered places by the RTO.
- Interviews will be conducted in Semester 2 for short listed students.
- Students will be advised early Term 4 of the outcome of their application.



*Please note that qualifications delivered in partnership with outside RTO's can be subject to change and can be outside the schools control. Every effort will be made to deliver the courses as described, however where alterations are made students and parents will be informed as soon as possible.*

## Pre-apprenticeship in School (PAiS)

### Accounting

#### **Certificate III Accounts Administration (FNS 30315)**

This qualification is an entry-level qualification and provides students with the opportunity to become a payroll, cost and accounts clerks or progress to further study in accounting. Students will learn skills that enable them to process journal entries, payroll and bank receipts, prepare process and maintain financial records, prepare financial reports and providing customer service in financial transactions. There is a pathway to further study in Accounting or Bookkeeping. Delivered over 1 year at South Regional TAFE. **No Course Cost.**

### Automotive (Heavy or Light)

#### **Qualification Option 1**

#### **Certificate II in Automotive Vehicle Servicing Light (AUR 20516)**

#### **Qualification Option 2**

#### **Certificate II in Automotive Vehicle Servicing Heavy (AUR 20516)**

This 1 year entry level training will prepare students for an apprenticeship or further training in either the Heavy or Light automotive industry. It has a focus on vehicle servicing however students wishing to pursue careers in heavy duty mechanics or allied automotive fields such as panel beating will learn useful transferable skills. A minimum of 183 hours' workplace learning is required and students are required to complete a detailed log book. It is anticipated that skills in this industry will be in high demand in the future.

Delivered over 1 year at South Regional TAFE. **No Course Cost.**

### Building and Construction Pathways

#### **Qualification Option 1**

#### **Certificate II in Building and Construction (Trade Pathway 52443WA)**

Provides practical skills & insight into the construction industry, particularly in the brick & block laying and carpentry and joinery fields. This course is delivered over 1 year and aims to provide students with an insight into a career in the construction industry. Students can expect to: learn about safe working practices, learn about working effectively in the building industry, gain basic practical hand skills, and handle tools and equipment in a safe working environment and effective workplace communication.

Option 1 - Delivered over 1 year at South Regional TAFE. **No Course Cost.**

Option 2 - Delivered over 2 years at the Bunbury Regional Trade Training Centre (Eaton Campus). **2018 BRTTC course cost was \$3000 but fully funded by the Construction Training Fund.**

### Child Care

#### **Qualification - Cert III Early Childhood Education and Care (CHC30113)**



This qualification reflects the role of workers in a range of early childhood education settings who work within the requirements of the Education Care Services National Regulations and the National Quality Standard. They support the implementation of an approved learning framework, and support children's wellbeing, learning and development. Depending on the setting, educators may work under direct supervision or autonomously.  
Delivered over 1 year at the Bunbury Regional Trade Training Centre (BCC Campus).

2018 BRTTC course cost was \$1600

## **Conservation and Land Management**

### **Qualification -Certificate II in Conservation and Land Management (AHC21016)**

This qualification is an entry-level qualification aimed at individuals entering the conservation and land management industry. It allows individuals to develop skills and knowledge to prepare for work or higher level vocational programs in the industry. The course offers lots of hands-on learning and experience in working outdoors in natural bushland and nature reserves, and in the Institute's nursery

Delivered over 1 year at South Regional TAFE. **No Course Cost.**

## **Dental Assistant**

### **Qualification - Certificate IV Dental Assisting (HLT45015)**

This 2 day a week, 2 year program develops knowledge & skills to assist Dentists, Dental Hygienists or Therapists during healthcare procedures; assist with dental practice administration, monitor & control infection.

Delivered over 2 years at the Bunbury Regional Trade Training Centre (Manea Campus).

2017 BRTTC course cost was \$5900 over 2 years

## **Electrical - Pre-Apprenticeship**

### **Qualification - Certificate II Electro technology (Pre-Apprenticeship UEE 22011)**

This 1 year entry level training will prepare students for an apprenticeship or further training in the Electrical industry. Students will learn skills in using electrical tools and equipment, carry out routine work activities in an energy sector environment, identify and select components, accessories and materials for energy sector work activities, solve problems in D/C circuits and follow Occupational Health and Safety policies and procedures.

Option 1 - Delivered over 1 year at South Regional TAFE. **No Course Cost.**

Option 2 - Delivered over 1 year at the Bunbury Regional Trade Training Centre (Eaton Campus)

2018 BRTTC course cost was \$3600.

## **Hospitality**

### **Qualification - Certificate II in Hospitality (SIT 20316)**

This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafes and coffee shops. Job roles involve mainly routine and repetitive tasks using practical skills and basic industry knowledge, working under direct supervision.

Successful completion of this qualification provides students with the opportunity to work in the Hospitality industry as a Bar attendant, bottle shop attendant, café attendant, catering assistant, food and beverage attendant, front office assistant, gaming attendant, porter, room attendant

Delivered over 1 year at South Regional TAFE. **No Course Cost.**

## **Information Technology**

### **Qualification - Certificate II Information, Digital Media & Technology (ICT 20115)**

This qualification will provide students with the practical skills and knowledge to operate the essential functions of software applications on the computer. This could include packages for word processing, spread sheets, database presentations, Internet, email and basic webpage construction. A pathway to further study in Information, Digital Media and Technology is possible. Delivered over 1 year at South Regional TAFE. **No Course Cost.**

## **Kitchen Operations**

### **Qualification - Certificate II in Kitchen Operations (SIT 20416)**

This qualification reflects the role of individuals working in kitchens who use a defined range of food preparation and cookery skills. They are involved in mainly routine and repetitive tasks and work under direct supervision. Successful completion of this qualification provides students with the opportunity to work in kitchen operations such as restaurants, hotels, catering operations, clubs, pubs, cafes, cafeterias, coffee shops and institutions such as aged care facilities, hospitals, prisons and schools.

A minimum of 163 hours' work practice is required. Work practice is assessed as part of this course and students are required to complete a detailed log book.

Delivered over 1 year at South Regional TAFE. **No Course Cost.**

## **Metals and Engineering Pathways**

### **Certificate II in Engineering Pathways (MEM 20413)**

This qualification is intended for students interested in exposure to an engineering or related working environment. This qualification will provide students with practical skills and knowledge in a range of metals and engineering industry areas. By completing this course you will gain advanced skills and knowledge that will help you secure an apprenticeship in engineering trades such as welding, fitting and machining and metal fabrication.

Delivered over 1 year at South Regional TAFE. **No Course Cost.**

## **Plumbing**

### **Certificate II in Plumbing (52700WA)**

Provides practical skills & insight into the plumbing & gasfitting trades. This program offers students the chance to learn part of a first year apprenticeship in plumbing without having to be employed as an Apprentice. Students are offered both classroom learning, hands on skills in our simulated work environment and on the job experience as part of their workplacement. Training will be conducted by the Master Plumbers Association.

Delivered over 1 year at the Bunbury Regional Trade Training Centre (BCC Campus).

**BRTTC course cost was \$3000**

## **Retail**

### **Option 1 at South Regional TAFE**

#### **Qualification - Certificate II in Retail Services (SIR20216)**

This qualification will provide students with the practical skills and knowledge to sell goods to customers in retail and wholesale establishments. Students learn about controlling and maintaining stock, product knowledge and theft prevention. Students also learn skills in selling products, customer service, point of sale systems and balancing the register. Successful completion provides the opportunity to become a retail sales assistant.

Delivered over 1 year at South Regional TAFE. **No Course Cost.**

**Option 2 and 3 at BRTTC 2018 BRTTC Course Cost was \$1500**

### **Certificate III Retail (Marketing & Merchandising) SIR30216**

### **Cert III Retail (Supervision & Management) SIR30216**

These qualifications provides the skills and knowledge for an individual to be competent in retail operations with an emphasis on market profiling, marketing and promotional activities and visual merchandising **or** leadership, diversity and people management.

Includes 1 day training and 1 day Workplace Learning.

Delivered over 1 year at the Bunbury Regional Trade Training Centre (BCC Campus).

## **Retail Cosmetics**

### **Qualification - Certificate II in Retail Cosmetic Services (SHB 20116)**

The Retail Cosmetics pathway has been designed as the standard entry-level training for the Retail Cosmetics Industry, with an emphasis on practical skills. It applies to those wishing to develop the skills and/or knowledge to begin a career in retail sales consultancy, and further studies in advanced beauty services. Students may be required to purchase make up kits.

Delivered over 1 year at South Regional TAFE. **No Course Cost.**

## **Salon Assistant - Hairdressing**

### **Qualification - Certificate II in Salon Assistant (SHB 20216)**

This 1 year entry level training will prepare students for further training in the Hairdressing industry. It has a focus on developing skills to provide routine services to clients in a salon, however also develops general retail and service industry skills.

Delivered over 1 year at South Regional TAFE. **No Course Cost.**

## **PAiS Pathway Details**

Students who successfully complete their program will be issued with a qualification from the RTO under the Australian Qualification Framework. The qualification will be recognized and accepted anywhere in Australia.

### **PAiS Course Structure**

All **PAiS** students are directed into three compulsory courses and have the opportunity to select one other course.

- (1) English (compulsory)**
- (2) Maths (compulsory)**
- (3) Career and Enterprise (compulsory)**
- (4) Student Choice**

Students attend school for 3 days and the RTO for 2 days or the RTO 1 day a week and the workplace 1 day a week.

Students must be suited to a flexible, adult learning environment. There is a work placement component of up to 240 hours.

The PAiS timetable at school is created so students do not miss any school work while at training.



## How Do Students Apply?

Students can access application forms from their staff career mentor or the school administration.

## The Selection Process

- All applications for the PAIS program will be forwarded to the relevant RTO Coordinator for consideration. Successful students will be offered places by the RTO.
- Interviews will be conducted in Semester 2 for short listed students.
- Students will be advised early Term 4 of the outcome of their application.

*Please note that qualifications delivered in partnership with outside RTO's can be subject to change and can be outside the schools control. Every effort will be made to deliver the courses as described, however where alterations are made students and parents will be informed as soon as possible.*

# Compulsory School Courses for VET Students

## English

Course	Year 11- 2019	Year 12 – 2020	Focus
General English	GEENG	GTENG	Apprenticeship, Further training Employment

### General English - GEENG

The General English course does not require students to sit WACE exams at the end of Year 12, however, they must sit a School Curriculum and Standards Authority Externally Set Task in Term 2 of Year 12.

## Mathematics

Course	Year 11- 2019	Year 12 – 2020
Mathematics Essential	GEMAE	GTMAE

### Mathematics Essential General - GEMAE

The Mathematics Essential General course focuses on using mathematics effectively, efficiently and critically to make informed decisions. It provides students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning and community settings. This course provides the opportunity for students to prepare for post-school options of employment and further training.

## Career and Enterprise

Course	Year 11- 2019	Year 12 – 2020
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Career & Enterprise – General	GECAE	GTCAE
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**Career and Enterprise – GECAE** (detailed information in the HASS section on page 37)

This course enables students to increase their knowledge of work and career choices and identify a network of people and organisations that can help with school to work transitions. The focus 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.

Basic skills and entry-level jobs are studied and links drawn between the two as students broaden their understanding of work roles within specific industry areas.