



NARROGIN SENIOR HIGH SCHOOL

WACE (Year 11 & 12) Course Selection and
Information Handbook

2015 — 2016

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Introduction

Welcome to the Narrogin Senior High School Year 11 Subject Selection Handbook 2015.

In discussion with parents / care givers, teachers and experts in the relevant fields, the aim is to help students to plan a study pathway for their two years of senior schooling.

It is important when making decisions that they are made with the aim of “getting it right”. So it is important to do so with all the latest information on:

- requirements for successful completion of secondary schooling leading to the achievement of the Western Australian Certificate of Education (WACE),
- study / training options beyond secondary schooling,
- requirements for university entrance if desired, and
- requirements for successful work options beyond secondary schooling.

Narrogin Senior High School offers a wide range of educational pathways to cater for the diverse needs of students within our school community.

The pathways offered in senior school cater for students wishing to enter University courses, students with a clear vocational pathway including areas such as sport, fashion, information technology, hospitality, metals trades, engineering and business, as well as students seeking a general education.

Narrogin Senior High School has strong links with State Training Providers (previously known as TAFE) and private Registered Training Organisations to deliver Certificates I - IV courses and School Based Traineeships.

Career Information

Decision-making regarding courses and jobs requires careful consideration. Planning ahead and deciding which jobs will best suit your interests and abilities will increase your chances of success. Be positive and proactive - seek information from these and other sources.

Narrogin Senior High School Course Counselling

A team of staff have been allocated the task to assist students in selecting subjects for 2015, according to the students desired pathway beyond secondary schooling. The staff have attended workshops to be informed of the changes occurring for students in the coming years, particularly in regards to courses and WACE for 2015/16.

The staff include:

Deputy Principal—Senior School
Career and Vocational Education Officer
Year 12 Student Manager
Year 11 Student Manager
Year 10 Student Manager

Ms Sandii Stankovic
Mr Mark Davis
Ms Brodie Melchiorre
Mr Kris McDonald
Mr Steele Morrell

Interviews will be scheduled with a member of the Course Selection Counselling Team for current Year 10 students with parents/ caregivers, providing an opportunity to talk over proposed study plans and suitability in coping with particular courses.

It is important to read this handbook and the information pertaining to university and training provider courses and entry. If the student is interested in university entry it is recommended that they examine the TISC website to see whether specific prerequisites are necessary for specific university courses (Eg: Chemistry is identified as a prerequisite for courses such as Biochemistry and Nutrition).

It is also important to consult teachers and Head of Learning Areas regarding subjects and their study requirements, assessments and work ethic required to complete the course successfully.

WACE Requirements

Achievement of your Western Australian Certificate of Education (WACE) acknowledges that at the end of your compulsory schooling you have achieved or exceeded the required minimum standards in an educational program that has suitable breadth and depth.

To achieve a WACE from 2016, a student must satisfy the following:

General requirements

- Complete 4 ATAR courses

and/or

- Complete a VET Certificate II or higher.

Literacy and Numeracy Standard

Students must meet the minimum literacy and numeracy standard by the end of Year 12. This means the student must achieve NAPLAN results at Band 8 or successfully completed the Online Literacy and Numeracy Assessment (OLNA). If students meet the numeracy and literacy standard they cannot enrol in Foundation Courses.

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,
- Completed four units of English: two completed Year 11 English units and two 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),
- A maximum of 4 units of any course (including the defined contexts).

Achievement standard

VET and Endorsed Program unit equivalents reduce the C grade requirement.

Students must have:

- Minimum 14 C grades or equivalents,
- Minimum 6 C grades in Year 12 units or equivalents.

Students will be issued with a Western Australian Statement of Student Achievement (WASSA). It will list all courses and programs students have completed in Year 11 and 12 that have contributed to their WACE.

Range of Courses

There are five types of courses developed by the School Curriculum and Standards Authority (SCSA).

These are:

ATAR courses for students who are aiming to enrol in a university course direct from school.

These courses will involve external examinations by the Authority and contribute to the achievement of an Australian Tertiary Admission Rank (ATAR).

General courses for students who are aiming to enter further training or the workforce directly from school. These courses include internal examinations.

Foundation courses for those who need additional help in demonstrating the minimum standard of literacy and numeracy.

Preliminary courses for those who may need modification to the curriculum to meet their special needs. Preliminary courses do not contribute to the achievement of a WACE.

Vocational Education and Training industry specific (VETis) courses for students who are aiming to enter further training or the workforce directly from school. VETis courses have been developed in close consultation with WA Industry Training Councils and include a full, nationally recognised qualification and mandatory industry-related workplace learning.

Vocational Education and Training and Endorsed Programs

There are two types of programs which can contribute to the WACE by reducing the C-grade requirement: VET and Endorsed Programs

VET refers to Vocational Education and Training (VET) Certificate courses undertaken as part of school studies alongside the required selection of more “traditional” courses. Approximately one third of Australia’s senior secondary students are enrolled in a VET-in-Schools program. Many students complete multiple courses.

VET-in-Schools courses enable students to earn credit towards a recognized VET qualification while students complete the general education curriculum or work toward a WACE.

An endorsed program is a significant learning program that has been developed for students in Years 10, 11 and 12. The program may have been developed by SCSA, or it may have been developed by a private provider, such as a university, community organization, training organization, or a school, and subsequently endorsed by the SCSA.

You can mix and match these options to provide yourself with the best platform to meet the requirements to achieve your WACE – and for life beyond school. In Year 10, you have the opportunity to choose what you will study in Years 11 and 12. It is envisaged that there will be no changes within your course between Years 11 and 12.

Information regarding which VET Certificates and Endorsed Programs that are available in 2015 can be found on Page 24 in this handbook.

Year 11 Courses 2015

The following are the courses that are on offer for 2015 at Narrogin Senior High School:

WACE

List A (Arts/Languages/Social Sciences)

Children, Family and Community
English
Geography
Modern History
Media Production and Analysis
Music
Visual Arts

List B (Mathematics/Science/Technology)

Applied Information Technology
Building and Construction
Career and Enterprise
Chemistry
Earth and Environmental Science
Food Science and Technology
Human Biology
Mathematics
Physical Education Studies
Physics
Materials, Design and
Technology (Metals)

Vocational Educational Pathways - VET Certificates

Physical and Health Education:

- ◆ Sport & Recreation

Science:

- ◆ Conservation & Land Management

Society and Environment:

- ◆ Business

Technology & Enterprise:

- ◆ Applied Fashion Design & Technology
- ◆ Engineering
- ◆ Furnishing
- ◆ Visual Arts (Wood focus)
- ◆ Hospitality
- ◆ Kitchen Operations
- ◆ Visual Arts (Desktop Publishing)

Endorsed Program

- ◆ Workplace Learning

NB: Any student wanting to complete a VET program run "outside" the school timetable MUST make these arrangements through the Mr Davis in the CAVE Office.



Exemptions from External Exams

Students may be exempt from sitting external WACE examinations for two reasons.

Vocational Education and Training (VET)

Year 12 students, only, who are working towards the completion of 220 Nominal Hours of VET (which must be from a single industry area) **and** are enrolled in three or fewer Stage 2 and/or Stage 3 pairs of units can apply for an exemption.

Year 12 students studying more than five courses

Year 12 students who are enrolled in more than 5 pairs of Stage 2 and/or Stage 3 course units and who do not wish to sit an external examination in their sixth, and where applicable, their seventh course can apply for an exemption. It is expected that these students will sit a minimum of five examinations.

This exemption does not enable students to randomly select, at the time of sitting the examination, which one/s they will not attend. Students must nominate the exam/s they will not sit at the time of application.

Process for applying for an exemption

Students can apply for an exemption from sitting an external examination or examinations by completing an 'Exemption From Sitting An Examination' form. This can be downloaded from the School Curriculum and Standards Authority's website at

http://www.curriculum.wa.edu.au/internet/Senior_Secondary/Exam_Information and must be completed by mid - late June. The exact date will vary from year to year.

Alternatively, the student can approach one of the Senior School Leaders to assist. The school, the parent/guardian and the student must all sign the application.

Further information

IN SCHOOL

- The Careers Section in your library
- School Staff Members: All students and their parents are encouraged to seek assistance from the appropriate staff members, particularly when discussing the content of courses and their prerequisites
- Careers Officer (M Davis), School Psychologist, Year 11 Student Manager or Year 10 Student Manager will be able to help direct you to, or provide you with sources of information. More importantly they can assist you through the process of making your decision

OUT OF SCHOOL

CAREER INFORMATION CENTRE:

(Free Service)
City Central Building Level 2,
166 Murray Street Mall, PERTH
Telephone: 1800 026 134
Hours: 9.00a.m. - 4.30p.m. Mon to Fri

This is a reference centre with a variety of information on almost every career. There are printed materials, handbooks, cassettes, videos and film.

CAREERS ON TRACK

Located at NSHS
Heidi Astbury : 9881 9316
Gail Ward : 9881 9388

TECHNICAL AND FURTHER EDUCATION (TAFE)

- Initial information can be had from your School Psychologist or Careers Officer.
- For more detailed assistance contact the Counsellor at the appropriate College

Applications:

For full-time study at TAFE you need to complete a TAFE application form and lodge it by end Term Three.

www.trainingwa.wa.gov.au/trainingwa/detcms/portal/
www.vetinfonet.det.wa.edu.au

TERTIARY INSTITUTIONS

Admission to undergraduate courses at all tertiary education institutions in Western Australia is coordinated through the Tertiary Institutions Service Centre, (TISC)
100 Royal Street,
EAST PERTH WA 6004
Phone : 08 9318 8000 FAX :08 9225 7050
Application forms are provided to Year 12 students at school. Private students can get application forms direct from T.I.S.C.

www.tisc.edu.au

MURDOCH UNIVERSITY

Ask for the Prospective Students Service, or specific schools of study.

Telephone: 1300 687 3624
Fax: 08 9360 6491

www.murdoch.edu.au

CURTIN UNIVERSITY OF TECHNOLOGY

Ask for the Prospective Students Centre or specific subject departments.

Telephone: 08 9266 3399
Fax: 08 9266 4108

www.curtin.edu.au

UNIVERSITY OF WESTERN AUSTRALIA

Ask for the Prospective Students Officer or specific faculties.

Telephone: 08 6488 2477 or 1800 653050
Fax: 08 6488 1226

www.uwa.edu.au

EDITH COWAN UNIVERSITY

Ask for the Student Recruitment Officer (Prospective Students Officers) for all metro campuses

Telephone: 134328

www.ecu.edu.au

WEST AUSTRALIAN COLLEGES OF AGRICULTURE

W. A. College of Agriculture Narrogin Campus
P.O. Box 38

NARROGIN 6312

Telephone: 08 9881 9700

www.narroginag.wa.edu.au

Check the closing date for applications for your course

Disclaimer

The information in this handbook was correct at the time of printing. As the WACE evolves, changes to this information may occur. Up to date information can be accessed through the following internet sites.

<http://www.curriculum.wa.edu.au/>
<http://www.ecu.edu.au/>

<http://www.curtin.edu.au/>
<http://www.murdoch.edu.au/>

<http://www.tafe.wa.edu.au/>
<http://www.tisc.edu.au/>

<http://www.uwa.edu.au/>

The Arts

Music: ATAR, General

Media Production and Analysis: General

Visual Arts: General,

Music ATAR

The Music ATAR course encourages students to explore a range of musical experiences, developing their musical skills and understanding, and creative and expressive potential, through a choice of one of three defined contexts: Western Art Music, Jazz, or Contemporary Music. The course consists of a written component incorporating Aural and Theory, Composition and arrangement, Cultural and historical analysis, and a practical component. Students can choose to perform on an instrument or voice in one of four contexts, and/or submit a composition portfolio. Students listen, compose, perform and analyse music, developing skills to confidently engage with a diverse array of musical experiences, both independently and collaboratively. Studying music may also provide a pathway for further training and employment in a range of professions within the music industry.

Music General

The Music General course encourages students to explore a range of musical experiences, developing their musical skills and understanding, and creative and expressive potential, through a selected musical context. The course consists of a written component incorporating Aural and Theory, Composing and Arranging, Investigation and Analysis, in addition to a practical component. The Aural and Theory content in the written component is generic, and can be adapted and extended to suit any selected context. The practical component consists of three different options and can be delivered in a different context, independent of the written component. Students select only one option, and can choose to perform on an instrument or voice, submit a composition portfolio, or complete a production/practical project. Students listen, compose, perform and analyse music, developing skills to confidently engage with a diverse array of musical experiences both independently and collaboratively. Studying music may also provide a pathway for further training and employment in a range of professions within the music industry.

Media Production and Analysis General

The Media Production and Analysis General course aims to prepare students for a future in a digital and interconnected world by providing the skills, knowledge and understandings to tell their own stories and interpret the stories of others. Students are encouraged to explore, experiment and interpret their world, reflecting and analysing contemporary life, while understanding that this is done under social, cultural and institutional constraints. Students, as users and creators of media products, consider the important role of audiences and their context. This course focuses on the development of technical skills in the practical process.

Visual Arts General

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

	Year 11 2015	Year 12 2016
Visual Arts General	Units 1 & 2	Units 3 & 4
Music General	Units 1 & 2	Units 3 & 4
Music ATAR	Units 1 & 2	Units 3 & 4
Media Production & Analysis General	Units 1 & 2	Units 3 & 4

English

English: ATAR
English: General
English: Foundation

English ATAR

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.

This pathway is suitable for students intending to study at University level.

Students who have achieved an A or B grade in their Year 10 Semester 2 reports, and who have enrolled in the Year 10 pre-ATAR English classes, are eligible for this pathway. **In order for a student to progress into the Year 12 ATAR English course, they MUST pass Year 11 Unit 2 at a C grade or above.**

English General

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 content comprehension strategies, language and textual analysis, using information, creating texts, communicating and interacting with others.

English Foundation

Students who have not demonstrated the minimum standard in the literacy component of the Online Literacy and Numeracy Assessment (OLNA) are eligible to enrol in the English Foundation course.

The English Foundation course aims to develop students' skills in reading, writing, viewing, speaking and listening in work, learning, community and everyday personal contexts. Such development involves an improvement in English literacy.

This course will develop skills in the use of functional language conventions, including spelling, punctuation and grammar. Sound literacy skills are required for comprehending and producing texts; for communicating effectively in a learning or working environment, within a community or for self-reflection; and for establishing one's sense of individual worth.

	Year 11 2015	Year 12 2016
English ATAR	Units 1 & 2	Units 3 & 4
English General	Units 1 & 2	Units 3 & 4
English Foundation	Units 1 & 2	Units 3 & 4

Health & Physical Education

Physical Education Studies: ATAR, General

Certificate I in Sport and Recreation: VET

Certificate II in Sport and Recreation: VET

Physical Education Studies ATAR

Physical Education Studies contributes to the development of students' physical, social and emotional growth. In the Physical Education Studies ATAR course students learn about physiological, psychological and biomechanical principles, and apply these to analyse and improve personal and group performances in physical activities. Throughout the course, students learn through integrated written, oral and active learning experiences. The course also provides students with opportunities to develop skills that will enable them to pursue personal interests and potential in physical activity as athletes, coaches, officials, administrators and/or volunteers.

Physical Education Studies General

Physical Education Studies contributes to the development of students' physical, social and emotional growth. The Physical Education Studies General course provides students with opportunities to understand and improve performance through the integration of theoretical concepts and practical activities. Through engagement as performers, leaders, coaches, analysts and planners of physical activity, students may develop skills that can be utilised in leisure, recreation, education, sport development, youth work, health and medical fields.

Certificates I and II in Sport and Recreation VET

Certificates I & II in Sport and Recreation are for students seeking to enter a career in sport, fitness, community recreation, aquatics or sports teaching. The two-year certificate program will train students to establish and conduct sports sessions with children ranging from primary school age to Year 8 and develop the latest skills in coaching, injury prevention and first aid. Students will learn how to organise and complete daily work activities, apply first aid, respond to emergency situations, develop and update sport, fitness and recreation industry knowledge, follow work health and safety policies, operate presentation packages, assist in conducting outdoor recreation sessions, develop and update knowledge of coaching practices, coach beginner or novice participants to develop fundamental motor skills, and assist in preparing and conducting sport and recreation sessions.

All the above courses can be studied separately. However combinations of the above can be highly advantageous for some students.

	Year 11 2015	Year 12 2016
Physical Education Studies ATAR	Units 1 & 2	Units 3 & 4
Physical Education Studies General	Units 1 & 2	Units 3 & 4
Sport and Recreation VET	Certificate I	Certificate II

Mathematics

Mathematics Specialist: ATAR

Mathematics Methods: ATAR

Mathematics Applications: ATAR

Mathematics Essential: General

Mathematics: Foundation

Mathematics Specialist ATAR

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 and it is recommended to be studied in conjunction with the Mathematics Methods ATAR course as preparation for entry to specialised university courses such as engineering, physical sciences and mathematics.

Mathematics Methods ATAR

This ATAR 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 modelling 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 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.

Mathematics Applications ATAR

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 Application 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 or other training providers.

Mathematics Essential General

This course focuses on using mathematics effectively, efficiently and critically to make informed decisions. It provides students with 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 opportunity for students to prepare for post school options of employment and further training.

Mathematics Foundation

This course focuses on building capacity, confidence and disposition to use mathematics to meet the numeracy standard for WACE. This course is for students who have not demonstrated the numeracy standard in the OLNA. It provides students with the 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. Topics include whole number and money, length mass and capacity, data graphs and tables, fractions and decimals, perimeter, area and volume and probability.

	Year 11 2015	Year 12 2016
Mathematics Methods ATAR	Units 1 & 2	Units 3 & 4
Mathematics Specialist ATAR	Units 1 & 2	Units 3 & 4
Mathematics Applications ATAR	Units 1 & 2	Units 3 & 4
Mathematics General	Units 1 & 2	Units 3 & 4
Mathematics Foundation	Units 1 & 2	Units 3 & 4

Science

Chemistry: ATAR

Earth and Environmental Science: General

Human Biology: ATAR

Physics: ATAR

Conservation and Land Management: VET

Science and the technology that derives partly from Science play a significant role in our daily lives. Consequently, Science warrants a place in everyone's education whether or not they intend to become scientists or technologists.

For 2015, the Science Department will be offering the above listed subjects. The ATAR courses may provide a pathway towards tertiary study, further training or apprenticeship positions. For example, Physics may lead towards engineering or an electrician apprenticeship. Human Biology may lead towards nursing or occupational therapy.

Chemistry ATAR

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.

Earth and Environmental Science General

This General course encourages students to develop their scientific skills of curiosity, observation, collection and analysis of evidence in the context of the dynamic planet Earth. A multidisciplinary approach, including geological and environmental sciences, encourages students to be curious about the world around them and to apply scientific principles to develop a balanced view of the benefits and challenges presented by the utilisation of resources. Sustainable management of resource use and its effects on the environment are a focus.

Students conduct practical investigations and have the opportunity to participate in field-based excursions that encourage them to apply what they have learnt in class to real world situations and ecosystems. This course provides an understanding of the minerals and energy industry and its contribution to Western Australia's economy.

Human Biology ATAR

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.

Physics ATAR

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.

Certificate II in Conservation and Land Management VET

This course is designed to run over two years. The Certificate II in Conservation and Land Management (CLM) covers a ranges of topics such as investigating the living world and carry out bushland regeneration, propagate plants, trees and shrubs, reduce wildfire hazards, occupational health and safety—including first aid, weeds, pest plants and animals. The course will also provide an opportunity for students to attain their Recreational Skipper's Ticket (RST). This course is ideal for students wishing to pursue a career in agricultural, environmental or land management sectors.

	Year 11 2015	Year 12 2016
Chemistry ATAR	Units 1 & 2	Units 3 & 4
Earth and Environmental Science ATAR	Units 1 & 2	Units 3 & 4
Human Biology ATAR	Units 1 & 2	Units 3 & 4
Physics ATAR	Units 1 & 2	Units 3 & 4
Certificate II in Conservation and Land Management VET	Certificate II part	Certificate II completion

Society, Environment and Language Studies

Career and Enterprise: Foundation
Geography: ATAR
Modern History: ATAR
Certificates I, II & III in Business: VET

Career and Enterprise Foundation

Career education involves learning to manage and take responsibility for personal career development. This course is for students who have not demonstrated the literacy standard in the OLN. The Career and Enterprise Foundation course involves recognising one's individual skills and talents, and using this understanding to assist in gaining and keeping work. The development of a range of work skills and an understanding of the nature of work are significant aspects of this course. Literacy and numeracy enriching strategies are heavily embedded in the Career and Enterprise Foundation course.

Geography ATAR

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 understanding 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 the ATAR 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 as a discipline values creativity, speculation and imagination as modes of thought. As a subject Geography provides a integrative and systematic way of exploring, analysing and applying the concepts of scale, change, environment, interconnection, space, place and sustainability. The study of Geography draws on students' curiosity about the diversity of the world's places and their people's, cultures and environments. In Geography, students investigate geographical issues and phenomena at a variety of contexts and scales.



Modern History ATAR

Studying the Modern History ATAR course enables students to become critical thinkers and helps inform their judgments and actions in a rapidly changing world. Students are exposed to a variety of historical sources, including government papers, extracts from newspapers, letters, diaries, photographs, cartoons, paintings, graphs and secondary sources, in order to determine the cause and effect, and the motives and forces influencing people and events. Through the process of historical inquiry, students are encouraged to question and evaluate historical sources; identify various representations and versions of history; use evidence to formulate and support their own interpretations; and communicate their findings in a variety of ways.

The Modern History curriculum enables students to study the forces that have shaped today's world and provides them with a broader and deeper comprehension of the world in which they live. The curriculum continues to develop the historical skills and understandings taught in the Foundation to Year 10 History curriculum. Modern History aims to develop students' knowledge and understanding of particular events, ideas, movements and developments that have shaped the modern world. It also helps students to be informed citizens with the skills, including critical and analytical thinking to participate in contemporary debates.

Certificates I, II & III in Business VET

Students will apply knowledge of work health and safety legislation, work effectively with others, create electronic presentations, produce spread sheets, design, produce business documents as well as other administration services.

The Certificate course will also help students produce desktop published documents, implement and monitor environmental sustainable work practices, deliver and monitor a service to customers, organise personal work priorities and development, use business technology and work effectively with others.

The Certificates I, II and III in Business program provides students with the opportunity to work in a simulated office environment and encounter the world of work. This course will help students enter career pathways, such as office administration, secretarial work, receptionist, tourism management, clerk, office assistant, business administrator, data entry operator and an executive assistant.



	YEAR 11 2015	YEAR 12 2016
Career and Enterprise Foundation	Units 1 & 2	Units 3 & 4
Modern History ATAR	Units 1 & 2	Units 3 & 4
Geography ATAR	Units 1 & 2	Units 3 & 4
Certificates I, II & III in Business VET	Cert I-III	Cert I-III

Technologies

Applied Fashion: VET

Building and Construction: General

Children, Family and the Community: General

Engineering and Construction: VET

Food Science and Technology: General

Furnishing: VET

Certificate II in Hospitality & Certificate II in Kitchen Operations: VET

Materials, Design and Technology (Metals): General

Certificate II in Visual Arts (Desktop Publishing): VET

Applied Fashion VET

Certificate II in Applied Fashion Design & Technology

Applied Fashion is a 2 year program which addresses topics such as designing and modifying patterns, design & produce a simple garment using sewing machine. Students learn to apply an understanding of the elements of design and consider human factors involved in their projects. They develop simple creative thinking strategies and work on design projects with specified constraints. Students learn about the structure and properties of a variety of appropriate materials and analyse issues related to the sustainability and recycling of materials. Students learn about manufacturing, production skills and techniques. They develop the required skills and techniques according to the materials being used. They learn about industrial risks and managing the processes within the design project.

Students will also have the opportunity to enter their garments in the Apex Teen Fashion Awards. The Apex Teen Fashion Awards will be used to complete some of the Units of Competency.

Applied Information Technology General

Students develop a range of skills that enable them to communicate using a variety of technologies to gain knowledge that assists in communicating within a personal context. The content is knowledge and practical skills. Students will also investigate how to manage data, common software applications and wireless network components which are required to effectively operate within a small business environment. They examine the legal, ethical and social impacts of technology within society.

Students in Year 12 will use a range of applications to create, modify, manipulate, use and/or manage technologies. Students consider the nature and impact of technological change and the effect this has when creating products for a particular purpose and audience. Students will develop their practical skills through various tasks. This will continue to the production of a digital solution for a particular client. Students undertake the management of data and develop an appreciation of the social, ethical and legal impacts of digital technologies within a global community.

Building and Construction General

Students are introduced to the considerations required in building design and explore properties of common, natural or pre-made construction materials, their properties and use in construction. Basic plan drawing and reading is practised with application in building. Students will also be working with construction materials, spatial perception, computation and levelling. A variety of materials will be used to develop a range of practical skills exploring various processes in context drawn from building projects.

Children, Family and the Community General

In Year 11 the focus is on family uniqueness, understanding growth and development of children, decision making, the consequences of choices and the design of products that meet the needs of individuals, families and communities. This includes investigating the development of strong family relationships, living in communities, the influence of biological and environmental factors, lifestyle behaviours and the roles and responsibilities of group, networks and services in our community. The students have the opportunity to participate in the RealCare Parenting Program where students care for a simulated baby for a weekend.

This course continues into Year 12 whereby the focus is on the investigation of the principles regarding adolescent development, products and services for teenagers and their families as well as the diverse and dynamic nature of families. Students will look at inequity and injustice, personal relationships and how to develop their role in society as independent young people who need to learn to manage their own lives. Students will also explore contemporary Australian issues and trends relating to young people. They will study aspects of rights and responsibilities, advocacy and empowerment, ethical and legal awareness, how to make informed decisions and how to work collaboratively with others while learning self-management skills such as cooking, budgeting and leaving home.

Engineering VET

Certificates I & II in Engineering and Certificate I in Construction

The Certificates I & II in Engineering is a 2 year program. Students complete the required core OHS, planning, teamwork and quality procedures units plus a variety of units covering oxy acetylene welding, manual and gas metal welding, brazing, soldering and fabrication units.

Certificate I in Construction is an introduction to the construction industry, its culture, occupations, job roles and workplace expectations. The units of competency cover essential occupational health and safety requirements, the industrial and work organisation structure, communication skills, work planning, and basic use of tools and materials.

These qualifications are built around a basic construction project that integrates the skills such as the attainment of basic construction work applications for new construction sites, existing structures being renovated or extended, and existing structures subject to service, restoration or maintenance which includes working with others and as a member of a team.

The qualification is suited to VET in Schools programs or learners with no previous connection to the construction industry or relevant employment history.

Completing the Certificate will enable students to negotiate a time reduction for a trade and other applicable Apprenticeships.

Food Science and Technology General

This course focuses on the sensory and physical properties of food that affect the consumption of raw and process 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.

Student will also examine the supply of staple foods and the factors that influence adolescent food choices and ethical considerations. 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.

In Year 12 students explore the societal, lifestyle and economic issues that influence food choices. Students research the effect of under-consumption and overconsumption of nutrients on health and investigate a range of diet related health conditions that affect individuals and families. Content in this course will also investigate food spoilage and contamination and explores reasons for preserving food. Students investigate food processing techniques and the principles of food preservation. They examine the way food is package and labelled and stored.

Furnishing: VET

Certificate I in Manufacturing (Pathways) & Certificate II in Visual Arts (Wood focus)

Students make a number of furniture projects with the emphasis on projects of their own choice.

It is essential that students complete a designing furniture package that encompasses drawing skills, maths and communications.

An example of projects that students have made in the past are coffee tables, stool, bedside table/ cabinets, TV video cabinets, desks and turned items like bowls and lamps.

Student investigate and practice workshop safety compliance.

Completing the Certificate will enable students to negotiate a time reduction for a trade and other applicable Apprenticeships.

Hospitality VET

Certificate II in Hospitality

This qualification will be presented by an industry level, qualified lecturer in the new 'state of the art' Trade Training Centre recently constructed at the school.

This course is over two years and is designed for students to complete the Certificate II in Hospitality in Year 12.

This qualification will provide students with the practical skills and knowledge to assist in catering and commercial kitchens. Skills will be practiced in the Hilltop Café restaurant and commercial kitchen.

Successful completion of this qualification provides students with the opportunity to become a kitchen hand/food preparation assistant, or gain an apprenticeship/traineeship to become a qualified chef.

Students will look at the development of:

- Food preparation, storage, production and presentation skills
- Self-management and interpersonal skills
- Skills to prepare meals, food items and catering for functions
- Skills to maintain supplies, materials and work areas within a workplace environment.

Commitment

- Up to one hour of homework per week.
- Some catering for events may be required outside of school hours.

Kitchen Operations VET

Certificate II in Kitchen Operations

This qualification will be presented by an industry level, qualified lecturer in the new 'state of the art' Trade Training Centre recently constructed at the school.

The two year course is designed for students to complete Certificate II and prepare for studies at Certificate III or higher levels beyond secondary school. This qualification will provide students with skills and knowledge to be competent in a range of kitchen functions and activities that require the application of a limited range of practical skills in a defined context.

Students undertake Workplace Learning in the Hilltop Café one day per week. This will help the students attain additional points towards their WACE.

Successful completion of this qualification provides students with the opportunity to become a kitchen/cooks assistant, short order, fast food or canteen cook, or gain an apprenticeship/traineeship to become a qualified chef.

Students will look at the development of:

- Food preparation, storage, production and presentation skills
- Food service
- Self-management and interpersonal skills
- Skills to prepare meals, food items and catering for functions

Student will require to commit to up to one hour of homework per week. Some catering for events may also be required outside of school hours.

Senior School Pathways for Technologies

Year 11 2015

Year 12 2016

General Courses:

Applied Information Technology	Units 1 & 2	Applied Information Technology	Units 3 & 4
Building & Construction	Units 1 & 2	Materials Design & Technology (Metals)	Units 1 & 2
Children, Family & Community	Units 1 & 2	Children, Family & Community	Units 3 & 4
Food Science and Technology	Units 1 & 2	Food Science and Technology	Units 3 & 4
Materials Design & Technology (Metals)	Units 1 & 2	Materials Design & Technology (Metals)	Units 3 & 4

VET

CII in Applied Fashion Design & Technology

CII in Applied Fashion Design & Technology

CI in Engineering

CII in Engineering & CI in Construction

CI in Manufacturing (Pathways)
- Furniture

CII in Visual Arts (Wood focus)

CII in Hospitality

CII in Hospitality

CII in Kitchen Operations

CII in Kitchen Operations

CII in Visual Arts
(Desktop Publishing)

CII in Visual Arts
(Desktop Publishing)



Vocational Education & Training Certificates

Students' option to complete Vocational Education & Training (VET) certificate as part of their WACE program requires partnerships between various Registered Training Organisations and the School to present the courses that are established by industry and recognised Australia-wide. The School presents a wide and varied range of Certificate I - IV level courses within different school programs. Many are completed at School, some at the CY O'Connor Institute Narrogin Campus and some are employment-based within School Based and Aboriginal School Based Traineeships. Several VET programs have or require the student to also complete substantial work placement to allow them to accumulate and demonstrate the required skills and knowledge for the achievement of the qualification. Both the qualification and the work placement time can contribute towards a student's WACE achievement.

Any recognised VET qualification by any external recognised Registered Training Organisation (RTO) could be used to form part of a student's overall Senior School program. External VET courses currently or previously completed include Childcare, Beauty Therapy, game Programming, Fitness, Teacher Assistant, Horse Riding Coaching, Tourism, Community Recreation, Aquaculture, Enrolled Nursing, Financial Services, Local Government, Agriculture and Business.

NB: Any student wanting to complete a VET program run "outside" the school timetable MUST make these arrangements through the Mr Davis in the CAVE Office.

Workplace Learning

Workplace Learning is an Authority (SCSA) developed Endorsed Program that is managed by individual schools and open to students in Years 10 to 12. To complete this endorsed program, a student works in one or more real workplace/s to develop a set of transferable workplace as outlined in the *Workplace Learning Logbook*. The student must also provide evidence of his/her knowledge and understanding of the workplace skills by completing a prescribed journal after each 55 hours completed in the workplace.

Unit equivalence to the WACE is allocated on the basis of 1 unit equivalent for each 55 hours completed in the workplace, **to a maximum of 4 units**.

That is:

Less than 55 hours = 0 unit equivalents

55 - 109 hours = 1 unit equivalent

165 - 219 hours = 3 unit equivalents

110 - 164 hours = 2 unit equivalents

220 + hours = 4 unit equivalents.

The total number of hours completed in the workplace is reported on the student's WASSA.



TRAINING2work+ Community Services & Automotive Programs

The **TRAINING2work+ Community Services & Automotive Programs** are partnership programs between Narrogin SHS and the Narrogin Campus of the CY O'Connor (CYOC) Institute. The programs commence in Semester 1 Year 11 and will continue until the end of Year 12 Term 3.

COMMUNITY SERVICES:

Students will participate in the program using one of the following models:

Year 11:

4 school based courses (this may cover an ATAR load) **plus**

Part 1 Certificate III in Early Childhood Education and Care (**plus** required Workplace Learning); **or**

Part 1 Certificate III in Education Support (**plus** required Workplace Learning); **or**

HLT32512 Certificate III in Health Services Assistance (**plus** required Workplace Learning) (full qual)

Followed by

Year 12:

4 school based courses (this may cover an ATAR load) **plus**

Part 2 Certificate III in Early Childhood Education and Care (**plus** required Workplace Learning); **or**

Part 2 Certificate III in Education Support (**plus** required Workplace Learning); **or**

Certificate IV in Preparation for Entry into Enrolled Nursing (Full qual)

Another option maybe to complete 5 school based courses (this may cover an ATAR load) **plus** the Certificate IV in Preparation for Entry into Enrolled Nursing qualification spread over 2 years.

Students completing this program will have an entry level qualification to employment and/or a clear path to higher level training through Certificate IV, Diploma and onto a university Degree.

AUTOMOTIVE:

Over Years 11 & 12 students complete a minimum 5 school based courses **plus**:

- In Year 11 the **Certificate I in Industrial Skills**; and then
- In Year 12 the **Certificate II in Automotive Vocational Preparation** qualifications.

These two qualifications provide the students with a sound base of literacy, numeracy, communication, OHS and mechanical skills needed to make each student more employable as they hopefully all move from this course to related apprenticeships in the trade.



TRAINING2work+ Community Services & Automotive Programs continued.

The attained Certificates are industry qualifications and recognised Australia wide, and will give students a very competitive group of skills and experience to then develop further within an apprenticeship or other training. Over previous years numerous Automotive program students have been successful in winning apprenticeships locally, in other country towns and within Perth at companies such as WesTrac.

GENERAL INFORMATION:

These programs are intended for students who:

- may have assessed their pathway and see a non-ATAR pathway as being most appropriate;
- can display a genuine interest in pursuing training and a possible career in some area of the Community Services or Automotive industries;
- have shown that they can behave and interact with both students and staff in a responsible and mature manner; and
- have shown that they can self-manage and be responsible for completion of class work as required.

Each student's overall program must meet WACE eligibility requirements. Completion of the school components to a minimum 'C-grade' standard plus the completion of the VET/WL components allows students to easily meet the requirements of the WACE / Secondary Graduation. Students may still participate in all other school activities such as the School Ball, Country Week, Socials etc.

This type of program would normally attract some significant tuition and resource fees but students may be required to make some contribution to the tuition fees of the qualification. Various resource/book fees may apply dependent on the course selected. School fees still apply to the school-based components of the program.

School-Based Traineeships (SBT) & Aboriginal School-Based Traineeships (ASBT)

Recommended Background

- ASBTs require the successful completion of a preparatory employment program.

Commitment

- Usually 1, sometimes 2, days a week in the workforce, 3 or 4 days a week at school.
- Completion of a Certificate II level course relevant to the workplace/job.

Topics/Content

This depends on the specific qualification and workplace requirements. Previously students have completed traineeships in the following industry areas: Business, Sales & Personal Service, Retail, Engineering/Metals Fabrication, Childcare, Information Technology, Automotive, Community Recreation, Hospitality, Nail Technician and Hairdressing. Typically a student enrolled in a SBT/ASBT will have a reduced school load (usually 4 subjects instead of 6 plus WL).

- SBT/ASBT's have a nominal timeframe of 12-24 months (which can vary) and a minimum of 8 hours paid work per week.

Please NOTE: Students and parents considering a SBT/ASBT must discuss their plans with Mr Davis in the CAVE Officer before any commitments are made.

