Senior School Course Handbook
Year 11 and 12
2013
## CONTENTS

### SECTION 1: FACTS

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>3</td>
</tr>
<tr>
<td>Information and Decision Making</td>
<td>3</td>
</tr>
<tr>
<td>Senior School at Melville Senior High School</td>
<td>4</td>
</tr>
<tr>
<td>Education Support Unit</td>
<td>4</td>
</tr>
<tr>
<td>Western Australian Certificate of Education (WACE) 2013</td>
<td>5</td>
</tr>
<tr>
<td>Breadth of Study</td>
<td>5</td>
</tr>
<tr>
<td>List A and List B Courses offered for Year 11, 2012</td>
<td>6</td>
</tr>
<tr>
<td>Examinations</td>
<td>7</td>
</tr>
<tr>
<td>Course Changes</td>
<td>7</td>
</tr>
<tr>
<td>Courses</td>
<td>7</td>
</tr>
<tr>
<td>Senior School Programs</td>
<td>8</td>
</tr>
<tr>
<td>Post School Destinations</td>
<td>9</td>
</tr>
<tr>
<td>TAFE</td>
<td>9</td>
</tr>
<tr>
<td>Minimum Entrance Requirements for TAFE</td>
<td>9</td>
</tr>
<tr>
<td>Tertiary Entrance Requirements</td>
<td>10</td>
</tr>
<tr>
<td>Australian Tertiary Admission Rank (ATAR)</td>
<td>11</td>
</tr>
<tr>
<td>Calculations of the TEA</td>
<td>11</td>
</tr>
<tr>
<td>Unacceptable Course Combinations</td>
<td>13</td>
</tr>
</tbody>
</table>

### SECTION 2: SOURCES OF CAREER INFORMATION

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifying Destinations</td>
<td>16</td>
</tr>
<tr>
<td>University Entry</td>
<td>16</td>
</tr>
<tr>
<td>BUILD, TAFE and Workplace Pathways</td>
<td>16</td>
</tr>
<tr>
<td>Course Selection Form</td>
<td>17</td>
</tr>
</tbody>
</table>

### SECTION 3: SELECTION PROCESS

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses on offer at Melville Senior High School 2012 (Year 11)</td>
<td>20</td>
</tr>
<tr>
<td>Courses on offer at Melville Senior High School 2012 (Year 12)</td>
<td>21</td>
</tr>
<tr>
<td>The Arts</td>
<td>22</td>
</tr>
<tr>
<td>English</td>
<td>32</td>
</tr>
<tr>
<td>English as an Additional Language/Dialect (EAL/D)</td>
<td>36</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>37</td>
</tr>
<tr>
<td>Languages</td>
<td>42</td>
</tr>
<tr>
<td>Mathematics</td>
<td>43</td>
</tr>
<tr>
<td>Science</td>
<td>46</td>
</tr>
<tr>
<td>Emergency Service Cadets</td>
<td>50</td>
</tr>
<tr>
<td>Society and Environment</td>
<td>51</td>
</tr>
<tr>
<td>Technology &amp; Enterprise</td>
<td>54</td>
</tr>
<tr>
<td>PATHWAYS</td>
<td>62</td>
</tr>
<tr>
<td>Sports Science</td>
<td>62</td>
</tr>
<tr>
<td>Environmental Studies</td>
<td>63</td>
</tr>
<tr>
<td>Health and Community Services</td>
<td>64</td>
</tr>
<tr>
<td>Expressive Arts</td>
<td>65</td>
</tr>
<tr>
<td>Hospitality</td>
<td>66</td>
</tr>
<tr>
<td>Industrial Studies</td>
<td>67</td>
</tr>
<tr>
<td>General Studies</td>
<td>68</td>
</tr>
<tr>
<td>BUILD School Apprenticeship Link Program (SAL)</td>
<td>69</td>
</tr>
<tr>
<td>BUILD 2011</td>
<td>70</td>
</tr>
</tbody>
</table>
SECTION 1 - FACTS

Introduction

Making informed choices underpins your future success. In deciding whether to return to Melville SHS, with the aim of going to University, TAFE or getting a job, you require quality information.

The purpose of this booklet is to provide students and their families with clear, concise information about courses on offer and their prerequisites, graduation requirements, university entrance requirements, TAFE entrance, access to career information and links to jobs.

Melville SHS offers a wide range of educational programs to cater for the diverse needs of students within the school community.

The courses offered in Years 11 and 12 cater for students wishing to enter university courses, students with a non-English speaking background, students with a clear vocational pathway in the areas such as Hospitality, Business, Aeronautics, Media and Physical Education as well as students wanting a general education.

Strong links have been forged by Melville SHS with TAFE to deliver National Training Competences. Students are able to undertake a variety of certificate level courses as well as School Based Traineeships.

Melville SHS aims to prepare students for lifelong learning and the world of work. There are many paths to achieve each goal, with Year 11 and 12 being ‘stepping stones’ along the way. For example, students with strong academic performance in the humanities will take a different path from students who are aiming for an apprenticeship in the building trade. Knowing where you are going and how you can get there are important.

Information and Decision Making

Moving into Senior School involves a number of significant changes for both parents and students. To provide families with relevant information, the following activities are integral in the course selection procedure.

Wednesday 23 June (Term 2 Week 10)
6.00 – 7.00pm Parent Information Night for all Year 10 students and their parents
At this information night all parents will be presented with a package of materials about courses on offer, school policies and procedures relevant to Upper School, a selection sheet, counselling details and information from relevant organisations relating to training and education. A formal presentation will be made to identify and explain key concepts such as, WACE, Australian Tertiary Admission Rank (ATAR), university and TAFE entrance.

Individual Course information
All Year 10 students will be provided with specific details during class time about courses on offer. To supplement this course information, Society & Environment class time will be utilised to highlight decision making processes and familiarise students with all options available to them.

Counselling - Term 3 Week 1
All students and their families will be provided with the opportunity to have an individual counselling session with a trained counsellor during this week. In preparation for this meeting students will need to have researched the courses or pathways in which they are interested. The course selection sheet should be completed as much as possible prior to the meeting. At this meeting information specific to each student’s career goals will be highlighted as part of the decision making process.
Senior School at Melville SHS
Melville Senior High School expects each student entering Year 11 and 12 to show the willingness to learn and the determination to succeed.

Successful completion of Senior School studies generally:
- Provides a broader education
- Leads to a wider range of courses and career options
- Is strongly preferred by most employers
- Enables people to gain more maturity and knowledge of themselves
- Is required for entry to tertiary courses

The raising of the school leaving age has meant that young people must remain in education, training or approved employment until the end of the year in which they turn 17.

EDUCATION SUPPORT UNIT
The Education Support Unit (ESU) offers students with disabilities a comprehensive program from Year 8 to Year 13. It is staffed by specialists who work with parents, school staff and outside agencies to help the students achieve their full potential.

The ESU students may be enrolled in mainstream classes depending on their abilities and interests. All students are enrolled in Workplace Learning and attend a variety of work placements organised by the ESU staff. They also attend TAFE one day a week to encourage future links with TAFE.

During Years 11 and 12 we work towards developing closer ties between the outside agencies and students and their families. This will make the transition to post school activities smoother. Interviews with the Post School Options program help develop these links. We want the students to leave school knowing what options are available and how to access them.

Our Community Access and Life Skills programs continue to help develop the students’ independence. Some students have gained their Learners Permit through the Keys for Life program we run. We want our students to look forward to life after school with confidence and anticipation.

If you have any queries about the ESU, or any of its programs, please ring Jenny Niesche (Teacher-in-charge) on 9330 0331.
The Western Australian Certificate of Education (WACE) is awarded to secondary school students who satisfy its general requirements. Generally students complete two years of senior secondary study, after which they are eligible for the WACE. This includes students who:

- Are university-bound
- Are TAFE-bound
- Are planning to enter the workforce on leaving school
- Have special requirements or disabilities

In order for students to be eligible for a WACE at the end of 2012, students must satisfy the following requirements:

**Breadth and depth of study:**
- Students must complete a minimum of 20 course units or the equivalent. Up to 10 unit equivalents may comprise endorsed programs, including VET credit transfer (stand alone units).
- The 20 course units must include at least:
  - four course units from an English course that are studied during Year 11 and Year 12. At least 2 of these units must be completed in Year 12.
  - one pair of course units from each of List A and List B completed in Year 12.

**Achievement standard requirement:**
- Students must achieve a C grade or better across the best 16 courses of units of which at least 8 must be completed in Year 12.
- Endorsed programs and/or VET credit transfer (stand alone) can reduce the required number of course units by up to 6 units.

**English language competence:**
- Students must achieve a C grade or better in any Stage 1 or higher course from English, Literature and/or English as an Additional Language Dialect (except 1A and 1B for English as an Additional Language /Dialect).

**Examinations:**
All students studying a course at stage 2 or stage 3 in the final year of senior secondary schooling (Year 12) are required to sit an examination in the appropriate stage of that course, unless exempt.

Full time students who are enrolled to complete, in the current year, at least 220 nominal hours of VET and are enrolled in 3 or fewer Stage 2 and/or Stage 3 pairs of units are eligible to apply for an exemption from sitting the examinations.

Practical and performance examinations are conducted in addition to written examinations for some courses.
LIST A and LIST B Courses offered for Year 11, 2012

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

<table>
<thead>
<tr>
<th>LIST A</th>
<th>LIST B</th>
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<tbody>
<tr>
<td>AIS Aboriginal and Intercultural Studies</td>
<td>ACF Accounting and Finance</td>
</tr>
<tr>
<td>ABL Aboriginal Languages of W.A.</td>
<td>APS Animal Production Systems</td>
</tr>
<tr>
<td>HIA Ancient History</td>
<td>AIT Applied Information Technology</td>
</tr>
<tr>
<td>CAE Career and Enterprise</td>
<td>VAU Automotive (VET)</td>
</tr>
<tr>
<td>CFC Children, Family and Community</td>
<td>AET Automotive Engineering &amp; Technology</td>
</tr>
<tr>
<td>CSL Chinese: Second Language</td>
<td>AVN Aviation</td>
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<tr>
<td>VCS Community Services (VET)</td>
<td>BIO Biological Sciences</td>
</tr>
<tr>
<td>VCA Creative Industries: Art (VET)</td>
<td>BNC Building and Construction</td>
</tr>
<tr>
<td>VME Creative Industries: Media (VET)</td>
<td>BME Business Management &amp; Enterprise</td>
</tr>
<tr>
<td>VMU Creative Industries: Music (VET)</td>
<td>VBS Business Services (VET)</td>
</tr>
<tr>
<td>DAN Dance</td>
<td>CHE Chemistry</td>
</tr>
<tr>
<td>DRA Drama</td>
<td>CSC Computer Science</td>
</tr>
<tr>
<td>ECO Economics</td>
<td>VCO Construction (VET)</td>
</tr>
<tr>
<td>ENG English</td>
<td>DES Design</td>
</tr>
<tr>
<td>ELD English as an Additional Language</td>
<td>EES Earth and Environmental Science</td>
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<td></td>
<td>EST Engineering Studies</td>
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<td></td>
<td>FST Food Science and Technology</td>
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<td>VHO Hospitality (VET)</td>
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<td></td>
<td>HBS Human Biological Science</td>
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<td>VIT Information Technology (VET)</td>
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<td>ISC Integrated Science</td>
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<td></td>
<td>MMT Marine and Marine Technology</td>
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<td></td>
<td>MDT Materials, Design &amp; Technology</td>
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<td></td>
<td>MAT Mathematics</td>
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<td></td>
<td>MAS Mathematics Specialist</td>
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<td></td>
<td>OED Outdoor Education</td>
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<td></td>
<td>PES Physical Education Studies</td>
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<td></td>
<td>PHY Physics</td>
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<td></td>
<td>PPS Plant Production Systems</td>
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<td></td>
<td>VPI Primary Industries (VET)</td>
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<td></td>
<td>PSY Psychology</td>
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<tr>
<td></td>
<td>VTO Tourism (VET)</td>
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</tbody>
</table>
Examinations
Compulsory for graduation at Stage 2 and 3
Separate examinations for Stage 2 and Stage 3 units will be held in all courses, unless exempt. Students will be required to sit the examinations to achieve the WACE. There are no exams for Stage 1 units.

Evidence of achievement Record of achievement
A record of achievement will be given to all students who complete at least one Curriculum Council-developed course.
The record of achievement will record:

- completion of requirements for secondary graduation for the awarding of the WACE
- other qualifications achieved, such as VET certificates
- levels of achievement for courses in the school and examination assessments
- course units completed
- achievement of Council-endorsed programs
- achievement of the English language competence standard
- achievement of awards.

Exemptions from WACE Examinations
WACE Examinations will be compulsory for students enrolled in pairs of Stage 2 or 3 units (unless exempt). Please be aware that, to be eligible for exemption, students must satisfy both criteria listed.

To be eligible for exemption:

- are a full time student who are enrolled to complete, in the current year, at least 220 nominal hours of VET, and;
- enrolled in three or fewer Stage 2 and/or Stage 3 pairs of units.

Course Changes
Students are able to change courses after the school's timetable has been constructed. However, it is important to remember that classes do fill up and the sooner a change is made the better chance of getting a desired course. For a student to change a course they will need to see a Deputy Principal or the VET Manager. No changes will be made to student's course selection without a parent and student signature endorsing a change.

If at any time parents or students have questions about Senior School courses, they are requested to contact the Deputy Principal (Senior School) or VET Manager.

Courses
There are 52 courses now available. Typically, schools will offer between 15 and 40 courses. They will select these courses to meet the interests and needs of their students.

The courses have been modernised and:

- Build on content of previous courses
- Ensure that Western Australian students are able to study similar courses to those offered in other parts of Australia
- Provide multiple pathways to university, training organisations and employment
- All Stage 2 and Stage 3 units count towards university entrance.

All courses have units structured in three or four stages of increasing difficulty. Units are notionally 55 hours long and usually take one semester to complete.
Senior School Programs
Students can undertake a combination of the following in their Senior School Program depending upon their future aspirations.

Curriculum Council Courses
Allow students entry to all post-school pathways. Students should choose Course units at appropriate grades.

Endorsed programs
These provide areas of learning not covered by courses and can contribute up to 50% of a student's WACE requirements. These programs can be delivered in a variety of settings by community organisations, universities, training organisations and workplaces. Programs include Workplace Learning, university studies, VET stand-alone, Community Organisation (including Emergency Service Cadets) and Personal Development.

Vocational Education and Training (VET)
Students participate in units of competency from National Training Packages in school or off-site (through TAFE or a private provider/RTO). Students undertaking VET have the opportunity to prepare themselves for the future world of work. VET certificates and competencies undertaken under these certificates are becoming increasingly valued by business. Students are recognised if they undertake any certificates in addition to study.

Workplace Learning (WPL)
Workplace Learning is offered as either a Curriculum Council developed Course or as an endorsed program.
1. Course:
   Designed for Year 11 and 12 students, consisting of four Stage 1 units (1A/1B and 1C/1D), with the expectation that most students will complete two course units in a calendar year. A grade will be awarded and contribute towards WACE. Minimum requirement of 55 hours in the workplace per course unit.

2. Endorsed programs:
   • Mode 1 – [On-the-job training] Designed for SBT, SAL and students undertaking substantial VET in the workplace. Students undertake a structured work placement to gather evidence towards unit/s of competency. (Minimum 55 hours in the workplace per unit)
   • Mode 2 – [Employability Skills] Designed for all students and suits all industry and occupational areas. Incorporates the employability skills list developed by the Curriculum Council. (Minimum 110 hours in the workplace per 2 unit block)
   • Work Skills – designed for students who wish to receive credit for part time work and/or voluntary work. (Minimum 180 hours in the workplace per 2 unit block)

Traineeships
During their traineeships students work, attain Certificate I or II qualifications whilst attaining a training wage. Students would study 5 courses in school whilst completing a work placement and VET certificates. Nominal hours must be considered for graduation.

School of Isolated and Distance Education (SIDE)
For students who are motivated and independent learners, the School of Isolated and Distance Education provides a correspondence program. It provides course booklets, a personal tutor with phone and email access and regular feedback and monitoring.

~~~ooOoo~~~
Post School Destinations

TAFE
Education and training are strongly linked at Melville SHS. Students who wish to pursue a vocational pathway can complete some TAFE certificates, while studying at Melville SHS. Embedded in some Curriculum Council courses are competencies that fulfil the requirements for a TAFE certificate at level I, II or III. Other courses have some National Training Competencies embedded in them, which provide students with an advantage when applying for TAFE admission.

TAFE Entry Requirements 2011 Onwards

- Based on National Reporting System
- Mapped to an "evidence guide"
  e.g. School report
- All applications must meet entry requirements
- Courses will be split into competitive and non competitive for entry purposes
- About 30% of courses are competitive and will need to meet selection criteria

How can I improve my chances of getting a place in a TAFEWA course?
Firstly, choose the course you want to study carefully. You will need to meet the entrance requirements for the course. For some courses, for example arts and multimedia, you may need to submit a portfolio. There are also courses not recommended for people just leaving school either because of few job opportunities for young people or because you need specific skills gained through lower level courses.

Secondly, if the course you choose to apply for is deemed to have competitive entry, you will need to provide evidence that you meet the selection criteria. Competitive entry courses are those where there are more people applying than there are places available. In these instances, people with the highest score against the selection criteria are offered the available places.

What’s the difference between TAFEWA and university courses?
TAFEWA offers certificate, diploma and advanced diploma courses which can vary in length of study from six months to three years. Courses are very practical and tailored to job requirements. Universities usually offer degree courses which take three or more years and usually contain much more theory than TAFEWA courses. Some TAFEWA graduates later go on to university and many university graduates go to TAFEWA to gain more practical skills to help them get a job.

TAFE can lead to employment or further study. TAFE qualifications are recognised by employers Australia wide. Students may use TAFE as a pathway to university.

Minimum Entrance Requirements

<table>
<thead>
<tr>
<th>Competency benchmarks are represented by the following:</th>
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<tbody>
<tr>
<td>basic skills</td>
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<tr>
<td>developed skills</td>
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<tr>
<td>well developed skills</td>
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<tr>
<td>highly developed skills</td>
</tr>
</tbody>
</table>

| Communication skills (reading, writing, speaking and listening skills in English) | ✔ |
| Maths skills                                                                   | ✔ |

Entrance requirements are the lowest level of school results you need to be allowed into a full-time course at TAFEWA.
Entrance requirements will be either:
A lower level qualification, for example, to enrol in a Certificate IV in Disability Work you need a Certificate III in Disability Work

OR

Communication and maths skills

The level of communication and maths skills required for entry to a course will be measured according to the table above. For more details look at the following web site www.tafe.edu.au

Tertiary Entrance Requirements

This information is current as of February 2010.

Up-to-date information will be published on the TISC website in June, 2010.

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

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

Portfolio Pathway to Edith Cowan University (ECU)

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

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

Portfolio Entry to Murdoch University

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

University Application Procedures

Information about applying to the universities and admission to undergraduate courses will be sent to Year 12 students at their schools in August 2012. Application will be via TISC’s website.

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

Any further information about application procedures may be obtained from TISC. Enquiries about mid-year entry, external studies and particular course requirements should be directed to the university concerned. Applications need to be made through TISC when the applicant is:

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

International students do not fit these categories and will need to apply directly to the International Office at the relevant university. Full details regarding individual university entrance requirements and processes are available from the TISC website: www.tisc.edu.au. The University Admission 2012 booklet is available on the web site, please note that is it subject to change.
Australian Tertiary Admission Rank (ATAR)

The Australian Tertiary Admission Rank (ATAR) is the basis of admission to most university courses. You are ranked in order of merit based on your ATAR.

The ATAR ranges between zero and 99.95. It reports your rank relative to all other WA students of Year 12 school leaving age. An ATAR of 75.00 indicates that you have an overall rating equal to or better than 75% of the Year 12 school leaving age population in Western Australia.

The ATAR is calculated using scaled marks in courses.

Scaling and Increments

All course results will be scaled to ensure fairness to all students.

Unless otherwise specified, references to scaled marks in this brochure mean the final scaled mark obtained in either Stage 2 or Stage 3 of a WACE course. The average marks scaling process will be used to scale marks obtained in Stage 2 or Stage 3 of a course in 2011, in the same way as TEE courses were scaled in the past.

WACE courses except Mathematics and Mathematics: Specialist

As an incentive for students to study courses at the more demanding Stage 3 if they are capable of doing so, an increment will be applied to Stage 3 marks. After standardisation and statistical moderation has occurred, the combined unscaled marks at Stage 3 will be increased by 15 marks per course relative to the combined unscaled marks at Stage 2. After this, the marks in both stages are merged and scaled using Average Marks Scaling.

Mathematics and Mathematics: Specialist

Mathematics (with four unit pairs: 2A/2B; 2C/2D; 3A/3B and 3C/3D) and Mathematics: Specialist (with two unit pairs 3A/3B and 3C/3D) have six possible examinations. To encourage students to attempt the highest level of mathematics they are capable of, the following increments will be applied before scaling:

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Combined unscaled marks for 2A/2B - no increment</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Combined unscaled marks for 2C/2D + 10</td>
</tr>
<tr>
<td></td>
<td>Combined unscaled marks for 3A/3B + 20</td>
</tr>
<tr>
<td></td>
<td>Combined unscaled marks for 3C/3D + 30</td>
</tr>
<tr>
<td>Mathematics: Specialist</td>
<td>Combined unscaled marks for 3A/3B - no increment</td>
</tr>
<tr>
<td></td>
<td>Combined unscaled marks for 3C/3D + 10</td>
</tr>
</tbody>
</table>

Calculation of the TEA

The ATAR is derived from the Tertiary Entrance Aggregate (TEA).

The TEA will be calculated by adding the best four scaled scores. These may be in any combination of courses and/or past TEE subjects, as listed below. No course or past TEE subjects can be counted more than once. NOTE: Stage 2 and Stage 3 of the same WACE course cannot both count. There are unacceptable course combinations whereby scores in both courses/courses cannot both be used.

In calculating the scaled score, equal weight is given to the final school score and the final examination score, except where courses/courses are taken on a private basis.

For all universities you may accumulate scaled scores which contribute to your ATAR over five consecutive years. Scaled marks from previous study of TEE courses or WACE courses are on the same scale as scaled scores obtained from study in 2011 and will be used directly in the calculation of an ATAR, if applicable. You may use previous scaled marks back to 2006.
TEA to ATAR
TISC will construct a table to convert your TEA to an ATAR score. Courses which are used to form the ATAR. Note - Students studying WACE courses are strongly recommended to attempt Stage 3 units in Year 12.

<table>
<thead>
<tr>
<th>COURSES</th>
<th>COURSES</th>
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<tbody>
<tr>
<td>Aboriginal and Intercultural Studies</td>
<td>German</td>
</tr>
<tr>
<td>Aboriginal Languages of WA</td>
<td>Health Studies</td>
</tr>
<tr>
<td>Accounting and Finance</td>
<td>Hebrew</td>
</tr>
<tr>
<td>Ancient History</td>
<td>Human Biological Science</td>
</tr>
<tr>
<td>Animal Production Systems</td>
<td>Indonesian: Background Speakers</td>
</tr>
<tr>
<td>Applied Information Technology</td>
<td>Indonesian: Second Language</td>
</tr>
<tr>
<td>Arabic</td>
<td>Integrated Science</td>
</tr>
<tr>
<td>Automotive Engineering and Technology</td>
<td>Italian</td>
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<td>Aviation</td>
<td>Japanese: Background Speakers</td>
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<tr>
<td>Biological Sciences</td>
<td>Japanese: Second Language</td>
</tr>
<tr>
<td>Building and Construction</td>
<td>Literature</td>
</tr>
<tr>
<td>Business Management and Enterprise</td>
<td>Malay: Background Speakers</td>
</tr>
<tr>
<td>Career and Enterprise</td>
<td>Marine and Maritime Technology</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Materials Design and Technology</td>
</tr>
<tr>
<td>Children, Family and the Community</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Chinese: Background Speakers</td>
<td>Mathematics: Specialist</td>
</tr>
<tr>
<td>Chinese: Second Language</td>
<td>Media Production and Analysis</td>
</tr>
<tr>
<td>Computer Science</td>
<td>Modern Greek</td>
</tr>
<tr>
<td>Dance</td>
<td>Modern History</td>
</tr>
<tr>
<td>Design</td>
<td>Music</td>
</tr>
<tr>
<td>Drama</td>
<td>Outdoor Education</td>
</tr>
<tr>
<td>Earth and Environmental Science</td>
<td>Philosophy and Ethics</td>
</tr>
<tr>
<td>Economics</td>
<td>Physical Education Studies</td>
</tr>
<tr>
<td>Engineering Studies</td>
<td>Physics</td>
</tr>
<tr>
<td>English</td>
<td>Plant Production Systems</td>
</tr>
<tr>
<td>English as an Additional Language/Dialect (EALD)</td>
<td>Politics and Law</td>
</tr>
<tr>
<td>Food Science and Technology</td>
<td>Psychology</td>
</tr>
<tr>
<td>French</td>
<td>Religion and Life</td>
</tr>
<tr>
<td>Geography</td>
<td>Visual Arts</td>
</tr>
</tbody>
</table>

NOTE: There may be some additional interstate language courses and examinations available in WA schools in 2011, which may be counted in the ATAR. Contact the Curriculum Council for details of availability.
Unacceptable Course Combinations
You cannot use the following course combinations in calculating your ATAR. It may be possible to take both courses, but only the results of one course may be used to calculate your ATAR.

Biological Sciences with Human Biological Science
Chemistry with Integrated Science
Chinese: Background Speakers with Chinese: Second Language
English with English as an Additional Language/Dialect
English with Literature
English as an Additional Language/Dialect with Literature
Indonesian: Background Speakers with Indonesian: Second Language
Indonesian: Background Speakers with Malay: Background Speakers
Japanese: Background Speakers with Japanese: Second Language
Malay: Background Speakers with Indonesian: Second Language
Physics with Integrated Science

For full details of unacceptable course combinations, refer to University Admissions menu at www.tisc.edu.au.

NOTE: In addition to unacceptable course combinations listed above, no more than two of Mathematics, Mathematics Specialist, and the former TEE subjects, Applicable Mathematics, Calculus and Discrete Mathematics can be used.

Courses Studied on a Private Basis
You may use results in courses sat privately in the calculation of your ATAR. If you wish to sit WACE courses on a private basis you must enrol with the Curriculum Council. It is possible that not all courses will be available to private candidates. Your scaled score in courses you sit privately will be based on your course examination score only.

You will not be able to use results from courses sat privately to meet the WACE requirement.

Pre-requisites
Make sure that you satisfy the prerequisites for admission to the university course of your choice. Prerequisites are courses or special requirements that must be successfully completed for entry to particular university courses.

Generally a scaled mark of 50 or more in Stage 3 of a WACE course or in a past TEE course is required for prerequisite purposes, however mathematics prerequisites differ across university courses. See individual university course entries for details. Note that where a prerequisite is listed as ‘At least Mathematics 2C/2D’, Mathematics 3A/3B or Mathematics 3C/3D will also be accepted.

Murdoch University does not require applicants to have undertaken specific prerequisite courses and instead provides introductory units to enable its students to become skilled in specific areas in which they may be lacking.

For some university courses the special requirements may include bridging/special course units, interviews, auditions, folio presentations, manual dexterity tests, aptitude tests, fitness requirements, etc. Detailed information is available from the individual universities.

More about University Entrance
- Go to TISC website www.tisc.edu.au
- Link to a university e.g.: http://www.murdoch.edu.au/
- Check prerequisites
- See University Admissions guide for more information

Improving the chance of being accepted into university
Students who wish to undertake a course at a university may improve their chances of being accepted if they ensure that they:
- meet the prerequisites of the courses for which they are applying
- are realistic and undertake Year 11 and 12 courses in which they have a good chance of success
- complete a minimum of 15 hours study and homework per week outside school hours in Year 11, and a minimum of 17 hours in Year 12.
SECTION 2: SOURCES OF CAREER INFORMATION

Decision-making regarding courses and jobs require 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.

MSHS STUDENT SERVICES
Manager, Student Services Ms S Vlasich
Manager, Enterprise & Vocational Education Mr Tills
School Psychologist Mrs Manook

Interviews can be arranged for students and parents, providing an opportunity to talk over your plans and suitability in coping with particular courses. Please make sure you have researched possible future directions before seeing the School Psychologist.

Learning Area teachers will discuss courses appropriate for your abilities and interests and the Vocational Education teachers are available to assist you in researching the world of work.

RELATIVES AND ACQUAINTANCES
People currently doing a particular job are in the best position to tell you what it is really like.

SCHOOL RESOURCE CENTRE (LIBRARY)
The Library Resource Centre will display a wide range of up-to-date information, relating to:

- various careers/training
- UWA, Curtin Uni, Murdoch, Edith Cowan, Notre Dame
- TAFE
- Armed forces

Please ask the Library Resource Centre staff for any assistance

CAREER INFORMATION CENTRE - 9464 1305

YOUTH ACCESS CENTRES - 9239 6099
These centres offer a personal service to young people requiring assistance with employment, education, training, and other services. The local office is located in the Centrelink Office at 7 Pakenham Street, Fremantle.

SOUTH METRO YOUTH LINK (SMYL) - 9335 4730
SMYL provides employment and training services to young people. The Jobs Pathway Program assists young people to make the transition from school to work, further education or training. 7 Quarry Street, Fremantle

TRAINING INFORMATION CENTRE - 1800 999 167

TAFE (TECHNICAL & FURTHER EDUCATION) INFORMATION CENTRE
Admissions Centre: 9235 8888
You may contact the counsellor at any of the TAFE colleges to give you information on all courses available, including pre-apprenticeship courses. Queries may be directed to the counsellor at a campus where a particular course is conducted e.g. Fremantle Campus, 15 Grosvenor Street, Beaconsfield.

TERTIARY COURSES
The relevant school liaison officers attached to Curtin, UWA, Murdoch and Edith Cowan universities are available for discussion with students on various course requirements. They are:

- Edith Cowan University, Telephone: 6304 0000
- Murdoch University Liaison Office, Telephone: 9360 6538
- University of Western Australia Prospective Students Adviser, Telephone: 9380 3050
- Curtin University Prospective Student Adviser, Telephone: 9266 2626
- Notre Dame, Telephone: 9433 0156

OTHER ORGANISATIONS FOR CAREER INFORMATION - 9322 6199
Metropolitan Employment Coordinators, Albert Facey House, 469-489 Wellington Street, PERTH

INTERNET

DEFENCE FORCES CAREERS REFERENCE CENTRE - Phone: 131 901
124 William Street, PERTH
SECTION 3

Selection Process

The following steps help you with your selection for next year:

1. Attend the Parent Information Evening on Wednesday, 23 June at Melville Senior High from 6.00 to 7.00pm.

2. This information booklet has all the information you need to prepare you for your appointment with your course counsellor. We strongly urge you to read it carefully. You should bring along any questions about the courses and pathways offered by the school and the opportunities that are provided for you.

3. **The most important part of the process** is the meeting between students, parents and Course Counsellor. A letter will be sent from the school in Week 10 of Term 2 identifying your Course Counsellor. You should contact the school’s front reception desk to make an appointment in Week 1 of Term 3. Please make sure that you make an appointment early.

4. Prior to your meeting with your course counsellor you need to have made tentative decisions on the following:
   - An idea of the pathway or courses that you are interested in.
   - Any questions that relate to your course selection or post school destinations. Students are eligible for TAFE or work with any combination of courses but to be eligible for university entry, students must select a minimum of four Stage 2 or Stage 3 courses, one of which must be an English. Students intending to select Stage 2 or 3 courses must get their individual subject teacher or Head of Learning Area to sign alongside the course they wish to select, and meet the prerequisite grade in Year 10 to undertake that course in 2011. This signature indicates that the teacher recommends the student to undertake that course as part of their 2011 studies. Refer to Course Selection Form, Step 2, on page 18.

5. Attend an interview with one of the Course Counsellors. Section 3 of the Course Information Handbook contains the 'Course Selection Form' which is expected to be completed and brought with you to the counselling session. Students will be expected to have read the Course Information Handbook and have a very strong idea of the pathways or courses they wish to select.

6. Once all students have selected their courses the timetable will be constructed. If some courses are not selected by enough students these, courses may not run and some reselection and counselling will occur.

Please note that courses studied at 2A, 2B level in Year 12 can be used for tertiary entrance. Tertiary Institutions give a higher weighting to courses studied at the 3A, 3B levels. An external examination must be sat for students to utilise either 2A, 2B or 3A, 3B courses for tertiary entrance.
Identifying Destinations

1. University Entry

These courses are aimed at students looking towards direct entry to a university. Students must select a minimum of four Stage 2 or 3 courses to qualify for university entrance and receive an ATAR. All Stage 2 and 3 courses require a compulsory external examination at the end of Year 12. These courses require considerable commitment, a strong work ethic and an organised study programme.

Students aiming to qualify for direct entrance to university must:
Select Stage 2 units from:
- English
- EALD or
- Literature

Select 5 other pairs of units.
- A minimum of 3 of these must be at stage 2 or higher
- At least one course must be selected from List A and one from List B.

It is strongly recommended that university pathway students select a minimum of 5 stage 2 and/or 3 courses.

Have your subject teacher sign the ‘Teachers Endorsement’ (Step 4), section on your ‘Course Selection Sheet’. If you do not have a subject teacher, e.g. Information Technology, the selection sheet can be signed by the Head of Learning area in that learning area.

2. BUILD, TAFE and Workplace Pathways

Those students not selecting a university pathway i.e. selecting 4 or more Stage 2 and/or 3 courses will select 1 of the following pathways. These pathways have been identified for students intending TAFE and/or workforce entry as their post schooling destination. Students need to consider the following programs and identify their preferred pathway based on their interests and abilities. These programs do not require students to sit external examinations at the end of Year 12 and do not have any prerequisites. The programs are aimed at students looking to gain specialist skills in a particular area, either through interest or aiming at a specific career pathway.

<table>
<thead>
<tr>
<th>Sports Services</th>
<th>Environmental Studies</th>
<th>Health and Community Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expressive Arts</td>
<td>Hospitality</td>
<td>Industrial Studies</td>
</tr>
<tr>
<td>General Studies</td>
<td>BUILD</td>
<td>School Apprenticeship Link (SAL)</td>
</tr>
</tbody>
</table>

For more detailed description refer to pages 67 -75
Course Selection Form - Year 11, 2012

Student Name: _______________________

COUNSELLOR NAME: _______________________

This form will be used during the counselling interview, and must be completed and be brought with you to the counselling session. Parents are strongly encouraged to attend the counselling interview.

Step 1
School Pathway 2011

- TAFE Entry
- University Entry
- BUILD or SAL Programme
- Workplace

Step 2
Subject Recommendations for Year 11 2012 (University Entry)

This table must be completed if you are selecting a Stage 2 or Stage 3 course.

Student must get their subject teacher or the Head of the Learning Area to sign alongside the course indicating that they recommend the student to undertake that course as part of their 2011 studies.

Teacher Endorsements

<table>
<thead>
<tr>
<th>COURSE</th>
<th>YES/NO &amp; Signature</th>
<th>COURSE</th>
<th>YES/NO &amp; Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graphic Design 2A/B</td>
<td></td>
<td>Mathematics Specialist 3A/B</td>
<td></td>
</tr>
<tr>
<td>Media Production and Analysis 2A/B</td>
<td>*</td>
<td>Biology 2A/B</td>
<td></td>
</tr>
<tr>
<td>Music 2A/B</td>
<td></td>
<td>Chemistry 2A/B</td>
<td></td>
</tr>
<tr>
<td>Visual Arts 2A/B</td>
<td></td>
<td>Human Biological 2A/B</td>
<td></td>
</tr>
<tr>
<td>English 2A/B</td>
<td></td>
<td>Physics 2A/B</td>
<td></td>
</tr>
<tr>
<td>Literature 2A/B</td>
<td></td>
<td>Economics 2A/B</td>
<td></td>
</tr>
<tr>
<td>English as an Additional Dialect 2A/B</td>
<td></td>
<td>Geography 2A/B</td>
<td></td>
</tr>
<tr>
<td>Outdoor Education 2A/B</td>
<td></td>
<td>History 2A/B</td>
<td></td>
</tr>
<tr>
<td>Indonesian 1A/B</td>
<td></td>
<td>Applied Information Technology 2A/B</td>
<td></td>
</tr>
<tr>
<td>Italian 1A/B</td>
<td></td>
<td>Accounting &amp; Finance 2A/B</td>
<td></td>
</tr>
<tr>
<td>Mathematics 2C/D</td>
<td></td>
<td>Aviation 2A/B</td>
<td></td>
</tr>
<tr>
<td>Mathematics 3A/B</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Courses may not have Year 10 Subject teacher.

Go to Step 3

Step 3
Achievement Targets / Background

Students to complete this section prior to subject counselling meeting.

<table>
<thead>
<tr>
<th>Courses selected</th>
<th>Pre-requisite grade for the course you wish to select as per Year 11 and 12 Course Information Handbook</th>
<th>My Semester 1 Grades 2011</th>
<th>Achievement of Targets Y or N</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reserve 1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reserve 2.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Go to Step 4
Step 4
This table should be completed prior to the ‘counselling session’.

<table>
<thead>
<tr>
<th>Career Pathway</th>
<th>Courses must be listed in <strong>order of preference</strong>. An English course is always 1 in the order</th>
</tr>
</thead>
<tbody>
<tr>
<td>Order of preference</td>
<td>Completed by Parent/Student</td>
</tr>
<tr>
<td>1 An English course</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Reserve choice</td>
<td>7</td>
</tr>
<tr>
<td>Reserve</td>
<td>8</td>
</tr>
</tbody>
</table>

**Go to Step 7**

Step 5
Students are not required to select courses if selecting the BUILD or School Apprenticeship Link (SAL) Program

What is your interest area?

- [ ] BUILD
- [ ] School Apprenticeship Link (SAL)

Please indicate workplace interest e.g. (Hairdressing/Childcare/Automotive/Building)

Step 6
Students identify TAFE / Workplace Program (Rank Pathway choice 1, 2, 3)

<table>
<thead>
<tr>
<th>Sports Science</th>
<th>Environmental Studies</th>
<th>Health and Community Services</th>
<th>General Studies</th>
<th>Expressive Arts</th>
<th>Hospitality</th>
<th>Industrial Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISC or DAN</td>
<td>Certificate II Media or Geography 1A/B</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>AIT or PES</td>
<td>VAR or DRA</td>
<td>DRA or HIS</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Step 7
Student's signature:  
Parent's signature:  
Counsellor's Signature

| Counsellor’s comments: ______________________________________________________________________________________________________ |
|__________________________________________________________________________________________________________________________________|

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Monitor / Re-counsel end Semester 2</th>
<th>Year 12 possible Stage 3 Exams</th>
</tr>
</thead>
<tbody>
<tr>
<td>Targets not achieved</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Accredited Courses

Courses on offer at Melville Senior High School in 2011 (Year 11)

### The Arts

<table>
<thead>
<tr>
<th>Course</th>
<th>Year(s)</th>
<th>List</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dance (DAN)</td>
<td>1A/1B</td>
<td>A</td>
</tr>
<tr>
<td>Drama (DRA)</td>
<td>1A/1B</td>
<td>A</td>
</tr>
<tr>
<td>Graphic Design (DES)</td>
<td>2A / 2B</td>
<td>B</td>
</tr>
<tr>
<td>Media Production &amp; Analysis (MPA)</td>
<td>2A / 2B</td>
<td>A</td>
</tr>
<tr>
<td>Multi Media VET (VME)</td>
<td>2A / 2B</td>
<td>A</td>
</tr>
<tr>
<td>Music (MUS)</td>
<td>1A/1B</td>
<td>A</td>
</tr>
<tr>
<td>Music (MUS)</td>
<td>2A/2B</td>
<td>A</td>
</tr>
<tr>
<td>Visual Arts (VAR)</td>
<td>1A/1B</td>
<td>A</td>
</tr>
<tr>
<td>Visual Arts (VAR)</td>
<td>2A/2B</td>
<td>A</td>
</tr>
</tbody>
</table>

### Science

<table>
<thead>
<tr>
<th>Course</th>
<th>Year(s)</th>
<th>List</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology (BIO)</td>
<td>2A / 2B</td>
<td>B</td>
</tr>
<tr>
<td>Chemistry (CHE)</td>
<td>2A / 2B</td>
<td>B</td>
</tr>
<tr>
<td>Human Biology (HBS)</td>
<td>2A / 2B</td>
<td>B</td>
</tr>
<tr>
<td>Integrated Science (ISC)</td>
<td>1A / 1B</td>
<td>B</td>
</tr>
<tr>
<td>Physics (PHY)</td>
<td>2A / 2B</td>
<td>B</td>
</tr>
<tr>
<td>Emergency Service Cadets (CES)</td>
<td>Endorsed</td>
<td></td>
</tr>
</tbody>
</table>

### Society & Environment

<table>
<thead>
<tr>
<th>Course</th>
<th>Year(s)</th>
<th>List</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics (ECO)</td>
<td>2A / 2B</td>
<td>A</td>
</tr>
<tr>
<td>Geography (GEO)</td>
<td>1A / 1B</td>
<td>A</td>
</tr>
<tr>
<td>Geography (GEO)</td>
<td>2A / 2B</td>
<td>A</td>
</tr>
<tr>
<td>History (HIS)</td>
<td>2A / 2B</td>
<td>A</td>
</tr>
<tr>
<td>Career &amp; Enterprise (CAE)</td>
<td>1A / 1B</td>
<td>A</td>
</tr>
<tr>
<td>Workplace Learning (WPL)</td>
<td>Mode 2</td>
<td></td>
</tr>
<tr>
<td>Certificate II Tourism Operations (VTO)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Apprenticeship Link (SAL) (LINKZ)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Health & Physical Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Year(s)</th>
<th>List</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Studies (HEA)</td>
<td>1A / 1B</td>
<td>A</td>
</tr>
<tr>
<td>Physical Education Studies (PES)</td>
<td>1A / 1B</td>
<td>B</td>
</tr>
<tr>
<td>Outdoor Education (OED)</td>
<td>1A / 1B</td>
<td>B</td>
</tr>
<tr>
<td>Outdoor Education (OED)</td>
<td>2A / 2B</td>
<td>B</td>
</tr>
</tbody>
</table>

### Technology & Enterprise

<table>
<thead>
<tr>
<th>Course</th>
<th>Year(s)</th>
<th>List</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Information Technology (AIT)</td>
<td>1A / 1B</td>
<td>B</td>
</tr>
<tr>
<td>Applied Information Technology (AIT)</td>
<td>2A / 2B</td>
<td>B</td>
</tr>
<tr>
<td>Accounting &amp; Finance (ACF)</td>
<td>2A / 2B</td>
<td>B</td>
</tr>
<tr>
<td>Food Science &amp; Technology (FST)</td>
<td>1A / 1B</td>
<td>B</td>
</tr>
<tr>
<td>Certificate I in Hospitality (VHO)</td>
<td>Endorsed</td>
<td></td>
</tr>
<tr>
<td>Children, Family &amp; Community (CFC)</td>
<td>1A / 1B</td>
<td>A</td>
</tr>
<tr>
<td>Business Management &amp; Enterprise (BME)</td>
<td>1A / 1B</td>
<td>B</td>
</tr>
<tr>
<td>Technical Graphics (DES)</td>
<td>1A / 1B</td>
<td>B</td>
</tr>
<tr>
<td>Aviation (AVN)</td>
<td>2A / 2B</td>
<td>B</td>
</tr>
<tr>
<td>Building Construction (BCN)</td>
<td>1A / 1B</td>
<td>B</td>
</tr>
<tr>
<td>Wood Technology (MDTW)</td>
<td>1A / 1B</td>
<td>B</td>
</tr>
<tr>
<td>Metal Technology (MDTM)</td>
<td>1A / 1B</td>
<td>B</td>
</tr>
</tbody>
</table>

### Languages Other Than English

<table>
<thead>
<tr>
<th>Course</th>
<th>Year(s)</th>
<th>List</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indonesian (IND)</td>
<td>1A / 1B</td>
<td>A</td>
</tr>
<tr>
<td>Italian (ITA)</td>
<td>1A / 1B</td>
<td>A</td>
</tr>
</tbody>
</table>

### Mathematics

<table>
<thead>
<tr>
<th>Course</th>
<th>Year(s)</th>
<th>List</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics (MAT)</td>
<td>1B / 1C</td>
<td>B</td>
</tr>
<tr>
<td>Mathematics (MAT)</td>
<td>2C / 2D</td>
<td>B</td>
</tr>
<tr>
<td>Mathematics (MAT)</td>
<td>3A / 3B</td>
<td>B</td>
</tr>
<tr>
<td>Mathematics Specialist (MAT)</td>
<td>3A / 3B</td>
<td>B</td>
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</tbody>
</table>

### Key

- **TAFE, Workplace Course**

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21
# Courses on offer at Melville Senior High School in 2011 (Year 12)

## THE ARTS

<table>
<thead>
<tr>
<th>Code</th>
<th>Subject</th>
<th>List(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAN</td>
<td>Dance</td>
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</tr>
<tr>
<td>DRA</td>
<td>Drama</td>
<td>1A / 1B</td>
</tr>
<tr>
<td>DES</td>
<td>Graphic Design</td>
<td>3A / 3B</td>
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<tr>
<td>MPA</td>
<td>Media Production</td>
<td>3A / 3B</td>
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<tr>
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<td>Multi Media VET</td>
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<tr>
<td>MUS</td>
<td>Music</td>
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<tr>
<td>MUS</td>
<td>Music</td>
<td>3A / 3B</td>
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<tr>
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<td>1C / 1D</td>
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## SCIENCE

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<tr>
<td>CHE</td>
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<tr>
<td>HBS</td>
<td>Human Biology</td>
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<tr>
<td>ISC</td>
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<td>PHY</td>
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## SOCIETY & ENVIRONMENT

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<tr>
<td>GEO</td>
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<tr>
<td>GEO</td>
<td>Geography</td>
<td>3A / 3B</td>
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<td>HIS</td>
<td>History</td>
<td>3A / 3B</td>
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<tr>
<td>CAE</td>
<td>Career &amp; Enterprise</td>
<td>1C / 1D</td>
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<tr>
<td>WPL</td>
<td>Workplace Learning</td>
<td>Mode 2</td>
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<td>VTO</td>
<td>Tourism Certificate II</td>
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<td>LINKZ</td>
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## TECHNOLOGY & ENTERPRISE

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<tr>
<td>AIT</td>
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<td>2A / 2B</td>
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<tr>
<td>ACF</td>
<td>Accounting &amp; Finance</td>
<td>3A / 3B</td>
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<tr>
<td>FST</td>
<td>Food Science &amp; Technology</td>
<td>1C / 1D</td>
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<tr>
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<tr>
<td>CFC</td>
<td>Children, Family &amp; Community</td>
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<tr>
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<td>Aviation</td>
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<td>MDT</td>
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<td>Metal Technology</td>
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## LANGUAGES OTHER THAN ENGLISH

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<tr>
<td>ITA</td>
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## KEY

- **TAFE, WORKPLACE COURSE**
- **UNIVERSITY COURSE**
# THE ARTS

<table>
<thead>
<tr>
<th>COURSE NAME</th>
<th>ENTRY REQUIREMENTS</th>
<th>CODE</th>
<th>YEAR 11</th>
<th>YEAR 12</th>
<th>LIST</th>
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<tbody>
<tr>
<td>Dance</td>
<td>Lower school Dance preferable</td>
<td>DAN</td>
<td>1A/1B and Cert II in Dance</td>
<td>1A/1B and Cert II in Dance</td>
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<tr>
<td>Drama</td>
<td>Lower school Drama preferable</td>
<td>DRA</td>
<td>1A/1B and Cert II in Drama</td>
<td>1A/1B and Cert II in Drama</td>
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<tr>
<td>Graphic Design</td>
<td>Lower school Graphics or Photography preferable</td>
<td>DES</td>
<td>2A/2B and Cert III in Graphic Design</td>
<td>3A/3B and Cert III in Graphic Design</td>
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<tr>
<td>Media Production</td>
<td>Lower school Media preferable and C grade in English Semester One.</td>
<td>MPA</td>
<td>2A/2B and Cert I in Media</td>
<td>3A/3B and Cert II in Media</td>
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<tr>
<td>Multi Media VET</td>
<td>No prerequisites</td>
<td>VME</td>
<td>CUF20107 and Cert II in Media</td>
<td>CUF30107 and Cert III in Media</td>
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<td>Music</td>
<td>Instrumental lessons and Lower School Music or audition</td>
<td>MUS</td>
<td>1A/1B and Cert II in Music</td>
<td>1C/1D and Cert II in Music</td>
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<td>Music</td>
<td>Instrumental lessons and Lower School Music or audition</td>
<td>MUS</td>
<td>2A/2B</td>
<td>3A/3B</td>
<td>A</td>
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<tr>
<td>Visual Arts</td>
<td>Lower School Art preferable</td>
<td>VAR</td>
<td>1A/1B and Cert II in Visual Arts</td>
<td>1C/1D and Cert II in Visual Arts</td>
<td>A</td>
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<tr>
<td>Visual Arts</td>
<td>Lower School Art preferable and C grade in English Semester One.</td>
<td>VAR</td>
<td>2A/2B and Cert II in Visual Arts</td>
<td>3A/3B and Cert II in Visual Arts</td>
<td>A</td>
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</tbody>
</table>

For all Arts courses it is preferable to have a ‘C’ grade or higher in Year 10 English Semester 1.
DANCE

Incorporating Certificate I and/or II in Dance

Year 11 and Year 12 Dance 1A/1B

Entry requirements and Expectations
Successful involvement in Dance is desired and/or consultation with the Dance Coordinator. Reliability and a willingness to work hard is essential. The 2011 course will have a different context to the 2010 course. Students will have opportunities to perform in school based and community based Dance exhibitions and performances.

Unit 1A
The focus for this unit is exploring the components of dance. Through practical lessons, students gain dance skills in different styles, improve their physical fitness and learn safe dance practices.

Unit 1B
The focus for this unit is dance as entertainment. Students explore the entertainment potential of dance concentrating on performance and choreography. Exploring dance styles, costumes and music which enhance the entertainment value of dance in Musical Theatre and in marketing.

Studio Focus
- Modern Dance, Composition and Improvisation
- A choice of two or the following: Jazz, Hip Hop, Tap, Swing, Irish and Spanish
- Original Choreography
- Safe Dance Practices
- Design and Production
- Performance
- Performance Review

Dance studies provides you with an outlet from the stress of academic subjects through the joy and freedom of movement and self expression. Our dance program is designed to enrich vital human characteristics such as self-discipline, confidence and perseverance through expert teaching and positive reinforcement. This course develops and promotes self-awareness, respect and skills in problem solving.

Career Pathways
Dance, Performing Arts, Teaching, Childcare, Theatre Management, Make-up Artist, Recreation, Education, Entertainer and Publicity Officer.
Incorporating Certificate I and/or II in Drama

Year 11 and Year 12 Drama 1A/1B

Entry Requirements and Expectations
Successful involvement in lower school Drama is desired and/or consultation with the Drama teacher. Reliability and a willingness to work hard are essential. The 2011 course will have a different context to the 2010 course. Students will be expected to be involved in school productions, with some out-of-school-hours closer to production week.

Unit 1A/1B Year 11
Roll up! Roll up! Who want’s to get physical and laugh at the same time? Through skill building in voice and movement, you will explore Commedia dell’Arte and physical theatre. Refine your improvisation and comedy skills; be involved in small scale productions and taken on the role of an actor, director, stage manager, set/costume/lighting/prop designer, scriptwriter and dramaturge. Get involved in public performances, school productions, excursions and incursions. Get creative and express exactly who you want to be in this course.

VET COURSES:
National Training Package  Qualifications
CUE03 Entertainment Training Package  CUE10103
CUE20103

Unit 1A/1B Year 12
Are you ready to create your own production? Interested in acting, directing, designing, managing, creating scripts? Want to explore some famous scripts and plays around the world as well as Indigenous theatre and meet some industry people? As senior students, you will be involved in presenting your major role in theatre beyond the classroom, attend and critique plays in the style of “Bill Collins”, participate in excursions and recreate theatre to leave your mark at Melville SHS!

VET COURSES:
National Training Package  Qualifications
CUE03 Entertainment Training Package  CUE10103
CUE20103

Studio Focus
Team work is essential and these units form the necessary criteria for involvement in extra curricular events, such as the school musical and Melville SHS Jubilee Celebrations. Students will have opportunities to meet relevant ‘people in the industry’, attend and view plays and be part of the Smarts Arts at MSHS and have guest directors. This course develops and promotes self-awareness, respect and skills in problem solving.

Links with other subjects
History, English, Art Design, Literature, Media, Music, Marketing and Dance. It is preferable for a student undertaking an Arts subject to consider undertaking a second Arts subject due to the nature of VET competencies and their assessment across a range of artistic contexts.

Career Pathways
Performing Arts, Teaching, Childcare, Theatre Management, Make-up Artist, Recreation, Education, Entertainer and Publicity Officer.
GRAPHIC DESIGN

Incorporating Certificate III in Design Fundamentals

Year 11 Graphic Design – 2A/2B
Year 12 Graphic Design – 3A/3B

Entry Requirements and Expectations
It is preferred to have participated in Graphics and Photography options in Lower School, especially in Year 10. A ‘C’ grade or higher in English Semester One due to the written requirements of the course is essential. 3A/3B students must have completed 2A/2B.

Unit 2A/2B
Graphic Design is a practical arts subject where students are taught industry standard skills to allow them entry to workforce or further study in this broad field. The types of projects tackled vary from product design to photography image manipulation, web design, animation, magazine and advertising work.

Unit 3A/3B
Using traditional and digital media students spend time exploring the foundation blocks of design (colour, space and typography) before developing their skills in the design process. All the while students are expected to build their presentation skills by regularly adding to the hard copy portfolio. Students who have begun Certificate work in Year 11 will be able to complete their units during Year 12.

Studio Focus
Students work with industry standard computer software to create animation, web design, computer games, image manipulation magazine and advertising work.

Links with other Subjects
It is preferable for a student undertaking an Arts subject to consider undertaking a second Arts subject due to the nature of VET competencies and their assessment across a range of artistic contexts.

Career Pathways
Melville SHS is the only school to offer students a Certificate III in Design Fundamentals embedded in their Course of Study over a two year period and last year several of our students gained direct entry to Certificate IV or university design courses.
Incorporating Certificate I and II in Creative Industries (Media)

Year 11 Media Production & Analysis – 2A/2B
Year 12 Media Production & Analysis - 3A/3B

Entry Requirements and Expectations
It is strongly recommended that students have completed some media or digital photography courses in Year 9 & 10 and be achieving successful results in the Arts. Students should be interested in media production. **3A/3B STUDENTS MUST HAVE COMPLETED 2A/2B.**

Course
Students view, listen, read, research, analyse and discuss media. The course caters for students who wish to pursue studies in media at the tertiary level, students who intend to continue study in the vocation area, students wishing to proceed directly to the work place and students wishing to develop skills for their own enjoyment.

2A/2B Vet
Media Production and Analysis course outcomes encompass competencies from the Film, Television, Radio and Multimedia Industry Training Package through which students may work toward qualifications under the Australian Qualifications Framework. Units of Competency from the Film, Television, Radio and Multimedia Industry Training Package - CUF10107 may be undertaken during the course.

3A/3B Vet
Media Production and Analysis course outcomes encompass competencies from the Film, Television, Radio and Multimedia Industry Training Package through which students may work toward qualifications under the Australian Qualifications Framework. Units of Competency from the Creative Industries Training Package CUF 20107 may be undertaken during the course.

Studio Focus
In the Media Production and Analysis course students explore media that range from traditional forms such as film, photography, newspapers, magazines, comics, radio and television to new and emerging multimedia technologies.

Links with other Subjects
It is preferable for a student undertaking an Arts subject to consider undertaking a second Arts subject due to the nature of VET competencies and their assessment across a range of artistic contexts. The course may also be of special interest to students focusing on a related area, such as the Performing Arts.

Career Pathways
Film & Television, Multi-media production, advertising, publicity, public relations, arts administration, theatre and entertainment industry, journalism, graphics industry.

Beyond Melville
This subject area has tertiary units offered at Murdoch, Curtin and Edith Cowan Universities and post compulsory units are offered by TAFE as well as some private institutions like FTI – WA Film and Television Institution.
MULTIMEDIA

Year 11 & 12 Multimedia

Certificate II in Creative Industries (Media) CUF 20107
Certificate III in Creative Industries (Media) CUF 30107

Entry Requirements and Expectations
It is strongly recommended that students have completed some Digital Media, Media, Computing or Digital Photography courses in Year 9 & 10 and be achieving successful results in the Arts. Students should be interested in Multimedia Production.

Course
The course of VET Multimedia study aims to prepare all students for a future in a digital and global world by providing the foundation for life-long learning about multimedia. This subject allows students to develop skills in the creation, manipulation, storage and use of digital media as applied to problems associated with personal community and industry needs. The subject focuses on the use and manipulation to text, static and animated graphic images and photo media, as well as audio and video images. All these are stored and manipulated using computers and computer based technology.

Studio Focus
Students will be working with industry standard software and equipment, including the full Adobe and Macromedia creative suites. They will also develop life skills involving problem solving, time management and will need to work collaboratively as well as on an individual basis. The certificate is recognised Australia wide and will give students a head start in gaining entry to TAFE.

Links with other Subjects
It is preferable for a student undertaking an Arts subject to consider undertaking a second Arts subject due to the nature of VET competencies and their assessment across a range of artistic contexts. The course may also be of special interest to students focusing on a related area, such as the Performing Arts.

Career Pathways
Film & television, multimedia production, advertising, publicity, public relations, arts administration, theatre and entertainment industry, journalism, graphic industry.

Beyond Melville
This subject area has tertiary units offered at Murdoch, Curtin and Edith Cowan Universities and post compulsory units are offered by TAFE as well as some private institutions like FTI – WA Film and Television Institution.
Incorporating Certificate I and/or II in Music Industry Skills

Year 11 Music 1A/1B
Year 12 Music 1C/1D

Entry Requirements and Expectations
Students must be able to play a musical instrument or have a strong vocal expertise. Students must also receive instrumental lessons through the year. This is essential as instrumental marks make up to 40% of the new course. It is not necessary to have studied music in Years 8, 9 or 10. In addition, students should be aware of the amount of “out of hours” commitment that the Music 1A/1B course requires – contact your classroom music teacher for more information. It is not necessary but highly desirable for students to be able or read music rather than “guitar tab”. Students who select Music Units 1A and 1B will undertake their studies in conjunction with students undertaking the Year 12 1C/1D.

Content
Contemporary Music - encompasses popular music from the 1950s to the present day. It is predominantly commercial in nature and is constantly evolving through the influence of youth culture and the emergence of new artists and styles. The Contemporary Music areas of study include:

- Folk
- African-American
- Pop
- Country
- Rock
- Electronic

Units 1A/1B/1C/1D
Across the four units, it is expected that students develop an understanding of the elements of music and apply these through performing, creating and responding to music.

Studio Focus
A large amount of the course is performance based. Students will undertake 2 hours per week of recording studio time at school. They will study the logistics of performance and manage at least one major performance throughout the year. Major projects undertaken include: recording and production of a “cover” version for the Variety Show and compilation CD, lunchtime performances at school, writing and recording of an original CD and sound effects production using a range of technology from drum machines/samplers to USB sound-cards.

Career Pathways

Beyond Melville
Entrance to TAFE courses –specifically Certificate III and IV in “Music Industry Skills”. Performing musician
Year 11 Music 2A/2B  
Year 12 Music 3A/3B

Entry Requirements and Expectations  
Students should have studied Music throughout Year 8 – 10 in order to consider undertaking these courses. 
The course includes the use of traditional Western Musical Notation as its foundation. Students who have 
not previously studied Music at Melville should consult with the Music teacher before selecting this course. 
All students must have instrumental lessons. 3A/3B students must have completed 2A/2B.

Content  
Jazz – is a musical style with its origin in them mid to late 1800s in America. It is a fusion of African and 
European musical traditions. It has a heavy reliance on syncopation, swing rhythms, extended chord 
vocabularies and improvisation. The Jazz areas of study include:

<table>
<thead>
<tr>
<th>Historical</th>
<th>Genres and Styles</th>
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<tbody>
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<td>Pre-Jazz/New Orleans</td>
<td>Blues</td>
</tr>
<tr>
<td>Chicago/Harlem/Kansas City</td>
<td>Vocal</td>
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<tr>
<td>Swing</td>
<td>Big Band</td>
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<td>Be Bop/Cool School</td>
<td>Combo</td>
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<tr>
<td>Swing</td>
<td>Latin and Fusion</td>
</tr>
<tr>
<td>Contemporary Trends</td>
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</tbody>
</table>

Jazz content can be taught using either an historical or a genre/style approach, or a combination of both. 
Two areas of study must be undertaken for each pair of Stage 2 and 3 Units. One area of study may be 
repeated in a subsequent stage.

Units 2A/2B  
In these units, students extend their understanding and appreciation of a range of music and further 
develop the skills and knowledge needed to be able to respond to how social, cultural and historical factors 
shape the role of music. They use their developing skills, knowledge and understanding of Theory and 
Aural and apply this with increasing complexity in their music making activities.

Students studying these units are expected to develop an understanding of the application of western staff 
notation, this being an essential component of the Stage 2 WACE examination.

Units 3A/3B  
Across the two units, it is expected that students develop a more thorough and sophisticated understanding 
of the elements of music and apply these through performing, creating and responding to music.

Studio Focus  
Students will also need to undertake the music performance component (Classical, Jazz, Contemporary or 
World) which makes up 50% of the course. Students must continue instrumental/vocal lessons preferably 
with a school based SIM teacher or by negotiation with the Music Department, a private music teacher.

Career Pathways  
Entertainer, Musician, Actor, Composer, Orchestra Player, Jazz Musician, Musicologist, School Teacher, 
Artist, Historian, Home Studio Teacher, Arts Management, Community Development, Music Therapist, 
Music theatre Production, Performance Artist.
VISUAL ARTS

Incorporating Certificate II of Visual Art and Contemporary Craft

Year 11 Visual Arts - 1A/1B
Year 12 Visual Arts - 1C/1D

Entry Requirements and expectations
It is preferable for a student undertaking an Arts subject to consider undertaking a second Arts subject due to the nature of VET competencies and their assessment across a range of artistic contexts. Students in Year 10 should have achieved a good result in an Arts area with a visual context such as Media, Graphics, Digital Photography and/or a Visual Art course. Students should enjoy drawing and designing.

Content
This course provides an option for students who wish to continue their studies in Visual Arts into senior schooling without the pressure of the WACE examination. The focus is on practical work with exploration into relevant theory and contemporary practise to compliment this practical work.

The course content is divided into two content areas:
- Art making – practical element
- Art interpretation – written element

Unit 1A
The focus for this unit is experiences. Students will create artworks primarily concerned with experiences of the self and observations of the immediate environment. Students will work through an idea by developing their skills and techniques as well as their art vocabulary to create a body of art works.

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

Unit 1C
The focus for this unit is inspirations. Students will work on projects that develop awareness that artists gain inspiration and generate ideas form diverse sources. Through discussion, exploration, investigation and experimentation, they develop skills in recording observations, developing ideas through visual inquiry and creating artworks using a range of techniques and processes.

Unit 1D
The focus for this unit is investigations. Students will look at many art styles and artists work focusing on the different media and skills used to create artworks. They will record, demonstrate and investigate many art styles both contemporary and historical.

Studio Focus
The studio focus may be any of the following depending on the projects set; painting, ceramics, drawing, jewellery, fashion design, interior design, printmaking, sculpture and environmental design.

Career Pathways

Beyond Melville
- Has links with vocational opportunities and post secondary studies.
- Entrance to TAFE arts course.
- University Art courses may be achieved through a process of interview and a folio demonstration.
Incorporating Certificate II of Visual Art and Contemporary Craft

Entry Requirements and expectations
It is preferable for a student undertaking an Arts subject to consider undertaking a second Arts subject due to the nature of VET competencies and their assessment across a range of artistic contexts. Students should be achieving well in lower school Visual Arts units to consider undertaking this course. Students must also demonstrate a high level of literacy and visual aptitude, a C grade or higher in Semester One English is essential. Students should enjoy art, drawing and reading. If you are unsure of the suitability of this course for your senior school studies please consult your Visual Arts teacher. 3A/3B students must have completed 2A/2B.

Content
Art combines knowledge, imagination, appreciation and evaluation. These aspects are necessary for perception, creative thinking and self-expression, for critical awareness and the development of practical skills in the Visual Arts.

The course content is divided into two content areas:
- Art making – practical element
- Art interpretation – written element

Unit 2A
Students will explore different materials and techniques across a range of art mediums. Inspiration for developing ideas and producing original artworks will be taken from student’s introduction to art history and on the focus topic of differences.

Unit 2B
Students will investigate themes of personal interest and demonstrate skills in a variety of arts mediums through the focus topic of identities. In this unit students explore concepts or issues related to personal, social, cultural or gender identity, through their artworks.

Unit 3A
The focus for this unit is commentaries. Students are offered opportunities to engage with the social, political and cultural purposes of art making and art interpretation. They have flexibility to select projects that reflect their own cultural backgrounds and promote the production of a unique and cohesive body of work. They research issues, events and examine their own beliefs, considering how the visual arts have reflected and shaped society and values.

Unit 3B
The focus for this unit is points of view. It provides students with the opportunity to identify and explore concepts or issues of personal significance in the presentation of a sustained, articulate and authentic body of work. They research and analyse factors affecting points of view such of time, place, culture, religion and politics, using this knowledge to express and communicate their personal viewpoint or position.

Career Pathways

Beyond Melville
This subject, while demanding creative expression and appreciation, has links with vocational opportunities and post-secondary studies. Students wanting to complete in Visual Arts or similar tertiary studies at university level are recommended to undertake this course of study.
# ENGLISH

<table>
<thead>
<tr>
<th>COURSE NAME</th>
<th>ENTRY REQUIREMENTS</th>
<th>CODE</th>
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<tr>
<td>English</td>
<td>‘B’ grade in Year 10 English and strong result in Year 10 exams.</td>
<td>ENG</td>
<td>1C/1D</td>
<td>2C/2D</td>
<td>A</td>
</tr>
<tr>
<td>English</td>
<td>‘B’ grade or better in Year 10 English and extremely strong result in Year 10 exams.</td>
<td>ENG</td>
<td>2A/2B</td>
<td>3A/3B</td>
<td>A</td>
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<tr>
<td>Literature</td>
<td>Achieve ‘A’ grade in Year 10 English and an excellent result in Year 10 exams.</td>
<td>LIT</td>
<td>2A/2B</td>
<td>3A/3B</td>
<td>A</td>
</tr>
<tr>
<td>EAL/D</td>
<td>Best suited for students who have a limited exposure to and experience of Standard Australian English (SAE)</td>
<td>ELD</td>
<td>1C/1D</td>
<td>1C/D</td>
<td>A</td>
</tr>
<tr>
<td>EAL/D</td>
<td>Contains more complex content and a teacher’s recommendation would be required.</td>
<td>ELD</td>
<td>2A/2B</td>
<td>3A/3B</td>
<td>A</td>
</tr>
</tbody>
</table>

**Important Note**
Students will be placed in Year 11 English classes on the basis of grades achieved in Year 10 and teacher recommendation. It is for this reason assignment work and exam performance in Year 10 English is of the highest priority.

* Please note Year 9 NAPLAN results may also be used in determining class placements.
ENGLISH

English is a compulsory course in Year 11 and Year 12. In order to achieve graduation students must:

- Complete at least four units from an English course or completion of two full-year English courses. Full-time students are required to complete, in each year of their senior secondary schooling, two units of an English course.
- Meet the language competence standard, as defined by work samples or achieve a ‘C’ grade or better in any full-year English course.

The following table attempts to present pathways for the units.

<table>
<thead>
<tr>
<th>Year 11 2012</th>
<th>Year 11 2012</th>
<th>Year 11 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td>Semester 1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>1A ENG</td>
<td>1C ENG</td>
<td>2A ENG</td>
</tr>
<tr>
<td>Semester 2</td>
<td>Semester 2</td>
<td>Semester 2</td>
</tr>
<tr>
<td>1B ENG</td>
<td>1D ENG</td>
<td>2B ENG</td>
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<table>
<thead>
<tr>
<th>Year 12 2012</th>
<th>Year 12 2012</th>
<th>Year 12 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td>Semester 1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>1C ENG</td>
<td>2C ENG</td>
<td>3A ENG</td>
</tr>
<tr>
<td>Semester 2</td>
<td>Semester 2</td>
<td>Semester 2</td>
</tr>
<tr>
<td>1D ENG</td>
<td>2D ENG</td>
<td>3B ENG</td>
</tr>
</tbody>
</table>

↓

TAFE or workplace. Students may satisfy English competence for University entrance but should not expect to use this subject for ATAR.

If students achieve strong result they will achieve university entrance.

ENGLISH

YEAR 11 English
1A/1B – 1C/1D – 2A/2B

Semester 1

Unit 1A
This unit is designed for students who have had some difficulty with their literacy skills in Lower School. The unit emphasises the changes in the language requirements students will face as they meet the challenges of the adult world. They will work with a variety of everyday and work-based texts that they will be expected to use once they leave school.

Typically, students enrolled in this unit will be looking to achieve at a level that will prepare them for the workplace and/or TAFE after the completion of Year 12.

There are no pre-requisites for this course

Unit 1C Language and Self
This unit has been constructed with the aim of meeting the reading, writing, speaking and viewing needs of students who have achieved some level of competence in English in Year 10. The unit explores the ways in which language varies according to purpose, context and audience. Typically, students enrolled in this unit will be looking to consolidate the solid literacy foundations established in lower school and progress to a level that will prepare them for the competitive world of the workplace and/or TAFE.

Pre-requisites for this course: ‘C’ grade in Year 10 English and a teacher’s recommendation.
Unit 2A  Language and Action
This unit replaces the TEE English course and is designed for students who have achieved strong results in English in Year 10. Students develop their language skills by exploring issues of concern or controversy, past or present, and by examining how language is used in relation to these topics; how language can be used to influence attitudes and bring about action or change, and how such uses of language can be challenged and/or resisted. Students study literary text, mass media texts and popular culture texts.
Pre-requisites for this course: ‘B’ grade or better in Year 10 English and a teacher’s recommendation.

Semester 2

Unit 1B
Most students in this unit will have completed Unit 1A in Semester 1. The recommended focus is a continuation of the skills and concepts developed in 1A. The unit emphasises the language needs of students facing transitions in life as they enter the world of work and post-compulsory education. They will continue to work with a variety of everyday and work-based texts and accessible literary texts.

Unit 1D  Language and Society
This unit is constructed to follow on from Unit 1C and further develop students’ competence in the language skills needed to function in the modern world. The unit emphasises the reading, writing, speaking, listening and viewing skills required to operate successfully in contemporary Australian society. Typically, students enrolled in this unit will be looking to consolidate the solid literacy foundations established in lower school and progress to units Year 12 where they can demonstrate a level that will prepare them for the competitive world of the workplace and/or TAFE.

Unit 2B  Language and the World
Most students attempting this unit will have successfully completed Unit 2A in Semester 1. Students develop their language skills by exploring issues of concern or controversy, past or present and by examining how language is used in relation to these topics. Students study literary texts, mass media texts and popular culture texts. Students who complete this unit successfully will enrol in Units 3A and 3B in Year 12 where they will look towards achieving university entrance.

ENGLISH

YEAR 12  English
1C/1D – 2C/2D – 3A/3B

Semester 1

Unit 1C  Language and Self
Students who enrol in this unit will have successfully completed Unit 1B in Year 11 or achieved a ‘C’ grade or less in 1D in Year 11. This unit presents 1C in a different context so it will be considered as a different unit to the one studied in Year 11. Typically students enrolled in this unit will be looking to consolidate the solid literacy foundations of Year 11. They have the opportunity to develop their ability to control Standard Australian English, genre and language conventions to prepare themselves for the challenges of work or TAFE.

Unit 2C  Language and Communities
Students may enter this course after successfully completing Unit 1D in Year 11 or have been recommended to after having achieved a ‘C’ grade or less in Unit 2B. Students studying this course will develop an understanding of the way language operates in a community. Students will study the following text types; novels, short story, essays, autobiography, workplace texts, song lyrics/poetry, advertisements, film, TV programs, advertisements and still images.

Unit 3A  Language and Identity
Students who attempt this unit will have successfully completed Units 2A/2B in Year 11 and achieved well in Year 11 exams. They study how identities are expressed, constructed, represented and critiqued through language. Students study the short story, the novel, mass media and popular culture texts.
Semester 2

Unit 1D  Language and Society
This unit is constructed to follow on from Unit 1C. Students will develop competence in the language skills needed to operate effectively in modern society, as well as to achieve purposes related to their social, vocational/academic or cultural interests and needs. They have the opportunity to develop their ability to control Standard Australian English, genre and language conventions to prepare themselves for the challenges of work or TAFE.

Unit 2D  Language as Representation
Typically, students who enrol in this course will have successfully completed Unit 2C or been recommended after achieving a ‘C’ grade or less in Unit 3A. Students develop an understanding of the way language is used to offer particular representation of topics, events, places or people. Students may study novel, short story, essay, film, TV programs, oral texts, websites and still images. A major focus of this unit will be preparing students for the compulsory Stage 2 WACE exam. Students completing this course may use it for entrance to University but it is not recommended they use it for their ATAR.

Unit 3B  Language and ideas
Students who enrol in this unit will have successfully completed Unit 3A. They will be expected to examine the way language is used to explore ideas and how this varies among particular fields, genres and discourses. Students study fiction, drama, expository and documentary texts. A major focus of this unit will be preparing students for the WACE exam.

LITERATURE

Year 11

Units 2A/2B
In these units students explore how our response to literary texts results from relationships among writer, reader, text and context. They engage in close textual analysis of literary texts and develop their understandings of the historical and cultural contexts of the writer, the text and the reader. Teachers will choose texts that they think are most appropriate to their students. Apart from extended and in-class essays and oral presentations, a feature of the new course requires students to complete their own creative writing. Over the course of the year, students must study literary texts from poetry, prose and drama. Across a pair of units, students must study at least one novel.

Pre-requisites: Students need to achieve very strong ‘A’ grade in Year 10 English and be recommended by an English teacher to attempt Literature in Year 11. They will be required to have excellent reading skills in a range of text types and already developed essay writing skills. Students achieving strong results in Literature in Year 11 are well placed to attempt either Units 3A/3B English or Literature in Year 12.

Year 12

Units 3A/3B
In these units students explore the different ways in which literary texts relate to the historical conditions, value systems and cultural life of particular societies. Apart from extended and in-class essays and oral presentation a feature of the new course requires students to complete their own creative writing. Over the course of the year, students must study literary texts from poetry, prose and drama from the set text list as listed by the Curriculum Council. A major focus of these units will be preparing students for the WACE Literature exam.
ENGLISH AS AN ADDITIONAL LANGUAGE/DIALECT (EAL/D)

<table>
<thead>
<tr>
<th>COURSE NAME</th>
<th>ENTRY REQUIREMENTS</th>
<th>CODE</th>
<th>YEAR 11</th>
<th>YEAR 12</th>
<th>LIST</th>
</tr>
</thead>
<tbody>
<tr>
<td>EAL/D</td>
<td>‘C’ grade or better in Year 10 English</td>
<td>ELD</td>
<td>1C/D</td>
<td>1C/D</td>
<td>A</td>
</tr>
<tr>
<td>EAL/D</td>
<td>‘B’ grade or better in Year 10 English</td>
<td>ELD</td>
<td>2A/B</td>
<td>3A/B</td>
<td>A</td>
</tr>
</tbody>
</table>

Year 11 EAL/D

**Semester 1**

**Unit 1C**
The recommended focus for this unit is **life experiences**. Using knowledge and skills from their existing languages and cultures, students continue to acquire English in order to present themselves, build relationships with peers and others in the community, explore experiences with others, reflect on their role as cross-cultural learners and investigate differences between their first cultures, language dialects and other Australian cultures. Topics covered will provide students the opportunity compare and contrast cultures and examine Australian values.

**Unit 2A**
The recommended focus for this unit is **ways of life**. Students will have the opportunity to use English to explore wider social contexts beyond the personal and immediate community, by investigating topics such as work, leisure, entertainment, music, fashion and self-image/identity. Students will deepen their cultural understandings and improve their English language skills. This unit is intended for students who have demonstrated strong English language skills and are attempting to gain entry into a university pathway after completion of secondary studies.

**Semester 2**

**Unit 1D**
The recommended focus for this unit is cultural differences and communities. Using knowledge and skills from their existing languages and cultures, students consolidate their English language development. Topics covered include social practices such as: childrearing, showing emotions & rituals, significant Australian places tradition and identity and Australia as a community. The topics covered will provide students the opportunity to compare and contrast cultures and examine Australian values.

**Unit 2B**
This unit is most likely undertaken after completion of Unit 2A. The recommended focus for this unit is **making choices**. Students will use English to identify and examine choices facing themselves, their families, communities and societies in relation to issues of concern. Students will investigate issues presented in reports, newspapers, investigative TV programs, leaflets and forums and use persuasive and emotive language to produce a variety of texts designed present an opinion and to sway the reader or viewer. This unit is intended for students who have demonstrated strong English language skills.

Year 12 EAL/D

**Semester 1**

**Unit 1C**
As for Year 11 Semester 1

**Unit 3A**
The recommended focus of this unit is **Australia as a cultural community**. Students learn to use English to further explore the concept of ‘cultural schemas’ and how culture influences the way in which they and other people view the world. Students will apply analytical and problem solving skills and explore how structures, patterns and audience expectations influence language and meaning.

**Semester 2**

**Unit 1D**
As for Year 11 Semester 2

**Unit 3B**
The recommended focus for this unit is **language and empowerment**. In this unit students learn to use English to explore the relationship between the use of language and the power of language. The development of these understandings enables students to choose to use language appropriately for audience and purpose, moving between language varieties and situations.
# HEALTH AND PHYSICAL EDUCATION

<table>
<thead>
<tr>
<th>COURSE NAME</th>
<th>ENTRY REQUIREMENTS</th>
<th>CODE</th>
<th>YEAR 11</th>
<th>YEAR 12</th>
<th>LIST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Studies</td>
<td>Achieve 'C' grade or better in Health and Physical Education - knowledge and understanding outcome</td>
<td>HEA</td>
<td>1A/1B</td>
<td>1C/1D</td>
<td>A</td>
</tr>
<tr>
<td>Physical Education Studies</td>
<td>Achieve 'C' grade or better in Health and Physical Education outcomes</td>
<td>PES</td>
<td>1A/1B</td>
<td>1C/1D</td>
<td>B</td>
</tr>
<tr>
<td>Outdoor Education</td>
<td>Achieve 'C' grade or better in Health and Physical Education outcomes</td>
<td>OED</td>
<td>1A/1B</td>
<td>1C/1D</td>
<td>B</td>
</tr>
<tr>
<td>Outdoor Education</td>
<td>Achieve 'B' grade or better in Health and Physical Education outcomes</td>
<td>OED</td>
<td>2A/2B</td>
<td>3A/3B</td>
<td>B</td>
</tr>
</tbody>
</table>

**Important Note**

Students will be placed in Year 11 Health and Physical Education classes on the basis of grades achieved in Year 10 and teacher recommendation.
HEALTH STUDIES

Year 11 Health Studies - 1A/1B
Pre-requisites: ‘C’ grade or better in Health and Physical Education – Knowledge and Understandings outcomes.

Unit 1A – Cost $35.00
The focus for this unit is an Introduction to Health. This unit introduces students to the basic concepts, models and frameworks used in describing the definitions and dimensions of health, characteristics necessary for good health and explaining the relationships between beliefs, attitudes, values and health behaviour.

Unit 1B – Cost $35.00
The focus for this unit is Personal Health. This unit explores personal health influences, factors that enable and reinforce health behaviours and approaches to improving health. Students are provided with opportunities to assess risks to personal health and plan the actions necessary for improving health. Opportunities are also provided for examining the current healthcare system and the provision of health care as a consumer.

Year 12 Health Studies 1C/1D
Pre-requisites: Satisfactory progress in Health Studies 1A/1B.

Unit 1C – Cost $35.00
The focus for this unit is personal, peer and family health. This unit examines the influence on peer and family health and their interaction on the individual. An exploration is made of how peers and family can positively influence health behaviour. Students develop skills and strategies to positively influence personal health and understand and manage influences from others, especially peers and family.

Unit 1D – Cost $35.00
The focus for this unit is the health of groups and communities. This unit assesses the significance to health of being a member of a specific community or group such as school, religious or sporting bodies. Students examine local efforts at health promotion and determine how these contribute to improvements in health. Current Australian health priorities are explored and strategies for improving the health of communities and groups are considered.

PHYSICAL EDUCATION STUDIES

(WACE)
Providing a pathway for sport and specialised netball

Year 11 Physical Education Studies 1A/1B
Pre-requisites: ‘C’ grade or better in Health and Physical Education outcomes. This unit is for students who enjoy sports and wish to undertake a mainly practical course that focuses on personal fitness and playing, umpiring and coaching a selected sport. It is intended to form an additional specialised netball course based on the 1A to 2B outcomes.

Unit 1A - Cost $85.00
The recommended focus for this unit is the process of building personal profiles and developing students’ interests about participation in physical activity. Students are introduced to simple movement and conditioning, psychological and social concepts that provide a basis for assessing and enhancing their current participation. In selected physical activities, students are introduced to a ‘game sense’ approach to solve tactical problems. In building a profile for improvement, students use observation and gather data to assess personal movement competency; undertake fitness, interpersonal and mental skills profiling and review their decisions and goals.

Unit 1B - Cost $85.00
The recommended focus for this unit is extending personal profiles and to enable students to extend the depth and breadth of their knowledge of participation patterns in physical activity. Selected learning contexts will enable students to assess their own and others’ movement competency and identify areas for improvement. This will include the implementation of skills, strategies and tactics.
Year 12 Physical Education Studies - 1C/1D

UNIT 1C - Cost $85.00
The focus for this unit is the process of building **personal profiles**. Students are introduced to simple movement and conditioning, psychological and social concepts that provide a basis for assessing and enhancing participation. For example, coaching and officiating will involve an exploration of the movement skills, fitness profiles, self-management and interpersonal skills of coaches and officials in selected activities.

Learning activities may include:

- Leaning movement skills
- Fitness for physical activity
- Roles and positions in a team
- Coaching and officiating
- Cooperation and competition
- Fair play

UNIT 1D - Cost $85.00
The focus for this unit is **extending personal profiles**. Movement, conditioning, psychological and social concepts are used as a basis for developing an understanding of the demands of roles and positions. Extending students’ profiles and undertaking comparative analysis with a peer, professional athlete, coach or official’s profile will guide a plan for improvement.

Learning activities may include:

- Peer profiling
- Coaching and officiating
- Pursuing excellence in sport
- Indigenous sport
- Transfer of skills and strategies
- Gender and sport
- Disability and sport

SRO20113 CERTIFICATE II SPORT AND RECREATION

Physical Education Studies Vet
Vocation Education Training (VET) is nationally recognised training that provides practical work skills and credit towards, or attainment of, a vocational education and training qualification. The Physical Education Studies course will be directed at achieving units of competency in national training modules working toward a Certificate II in Sport and Recreation. The course will contain a high practical component (about 70%) based on sports skills development, coaching and performance.

OUTDOOR EDUCATION

Year 11 Outdoor Education - 1A/1B
Pre-requisites: ‘C’ Grade or better in Health and Physical Education outcomes.

Outdoor Education 1A and 1B requires students to accept responsibility for themselves in and for the natural environment. Usually, a national park location is selected to assess the course outcomes in an outdoor experience over a two day duration.

1. Outdoor experiences: basic technical skills, safety and practices.
2. Self and others: personal and group skills
3. Environmental awareness: understandings of nature and natural environments

Unit 1A – Cost $110.00
The focus for this unit is **experiencing the outdoors**. It encourages students to engage in outdoor activities. An experiential approach is encouraged to discover what being active in the environment is all about. Outdoor activities are introduced where basic technical skills are developed and improved and appropriate practices are applied to ensure safe participation. Students are introduced to basic roping and navigation skills.
Unit 1B – Cost $110.00
The focus for this unit is facing challenges in the outdoors. This unit offers the opportunity to engage in a range of outdoor activities that pose challenges and encourage students to step outside their comfort zone. Risk management strategies and basic first aid are taught. They continue to develop roping and navigation skills and are introduced to generic camping skills. They work to develop time management and goal setting skills and become familiar with leadership styles and strategies to work effectively with others. The unit introduces conservation and biodiversity and explores the development of our relationship with nature.

YEAR 11 Outdoor Education - 2A/2B - (WACE)
Pre-requisites: ‘B’ grade or better in Health and Physical Education outcomes.

Outdoor Education 2A and 2B requires students to accept responsibility for the planning, participation and leadership of a major expedition in the natural environment. Usually a remote location is selected to assess the course outcomes in an outdoor experience over three day’s duration.

1. Outdoor experiences: technical skills, safety and practices
2. Self and other: group skills and leadership

Unit 2A – Cost $110.00
The focus for this unit is being responsible in the outdoors. This unit explores the broad range of responsibilities involved in participating in outdoor activities. Planning, resourcing, risk management responsibilities, emergency response and technology’s effect on mediating a student’s relationship with nature are explored and skills are developed for safe participation.

Unit 2B – Cost $110.00
The focus for this unit is attaining independence in the outdoors. The unit develops self-sufficiency in planning and participation in extended expeditions and continues to develop and refine skills including navigation and emergency response. Opportunities to improve personal and interpersonal skills are provided and experience in briefings, debriefings and shared leadership are provided. The unit explores areas of significant historical/cultural/indigenous heritage and current controversial issues related to outdoor experiences.

Footnote
These courses function best under flexitime arrangements and students would need to attend these classes if the timetable is structured in that way.

Year 12 Outdoor Education - 1C/1D - (WACE)
Pre-requisites: successful completion of Outdoor Education 1A/1B.

Unit 1C – Cost $110.00
The focus for this unit is building confidence in the outdoors. It encourages students to understand basic planning and organisational requirements. They develop camping, survival and navigational skills. Risk management principles, safe practice development and emergency response procedures are examined. Personal and interpersonal skills are developed to assist with others and as a leader. Leadership experiences are provided. Understanding of the environment with relationship to nature is developed and the concept of sustainability introduced.

Unit 1D – Cost $110.00
The focus for this unit is outdoor leadership. It encourages students to continue to build self-confidence as they are encouraged to develop outdoor leadership skills. Planning and navigation skills, risk management and emergency response process are continued to be developed and extended. Personal and interpersonal skills used to assist in effective outdoor leadership are focused on the developed through experiences.

Year 12 Outdoor Education - 3A/3B - (WACE)
Pre-requisites: successful completion of Outdoor Education 2A and 2B.

Outdoor Education 3A and 3B requires students to accept responsibility for the planning, participation and leadership of a major expedition in the natural environment. Usually a remote location is selected to assess the course outcomes in an outdoor experience over three day’s duration.

1. Outdoor experiences: technical skills, safety and practices.
2. Self and others: group skills and leadership
Unit 3A
The focus for this unit is outdoor program development. This provides students with the opportunity to develop all aspects of a safe, purposeful outdoor program that works towards achieving predetermined goals. Environmental interpretation skills are developed, including weather forecasting. Past and present relationships with the environment and the current state of the environment are explored.

Unit 3B
The focus for this unit is managing outdoor experiences. Previous experience and knowledge are built on, synthesising a range of ideas, skills, technologies and processes to manage experiences in the outdoors. The unit addresses the requirements of specific groups and develops and applies theoretical understanding.

Footnote
These courses function best under flexitime arrangements and students would need to attend these classes if the timetable is structured in that way.
Students at Melville Senior High School can choose to study either **Italian** or **Indonesian**. In 2011, the Senior School Language programs will implement the 1A and 1B Courses, suited to both beginner students and students who have studied the language in Lower School. Students will study the language of their choice in a combined Year 10, 11 and 12 class. Participation in these courses provides opportunities for TAFE Certificate accreditation depending on achievement. Students wishing to enrol in Indonesian or Italian for the first time must arrange an interview with the appropriate language teacher.

### INDONESIAN

**Year 11 Indonesian - 1A/1B**

**Unit 1A**
Learning Indonesian can provide real and exciting opportunities in the workplace and life beyond school. With Indonesia as our closest neighbour, many Australians may visit the country for work or for leisure at some time in their adult life.

In Semester 1, Unit 1A *Dunia Remaja* (The World of Youth) students will develop the language skills related to the world of teenagers, in both Australia and Indonesia. They will learn about their own world and their personal identity, including relationships and surroundings, daily activities, and aspects of youth life and popular culture from the perspective of Australian and Indonesian teenagers. This should enable students to begin to communicate appropriately in the range of Indonesian-speaking situations experienced within this learning context. Information communication technologies (ICT) will play an integral part in providing opportunities to obtain information, access basic services and establish and maintain relationships.

**Unit 1B**
In Semester 2 Unit 1B, *Mengadakan perjalanan* (Travelling) students will develop the language skills related to travel, in both Australia and Indonesia. They will learn about welcoming Indonesian visitors to Australia, in the context of the local tourist industry, and about visiting Indonesia themselves. Students will develop the knowledge, skills and Intercultural competence to locate and use public transport, shops, restaurants, tourist attractions and places of accommodation in Indonesia.

### ITALIAN

**Year 11 Italian – 1A/1B**

**Unit 1A**
The Semester 1 Italian Unit 1A ‘*Questo mio mondo (Here and now)*’ introduces students to the Italian language and culture from a teenager's perspective. In the context of the ‘here and now’, students will engage in activities associated with their own world, their personal identity, aspects of living in Italy and Youth Culture. Through the study of a wide range of texts, students will gain insights into what it is to be a teenager in Italy as well as life in Italy. This will broaden their understanding of what it is to be Italian and Italian speaking. The focus is on appropriately communicating within these contexts.

**Unit 1B**
In Semester 2, the unit ‘*Cose da fare, Luoghi da visitare (Things to do, places to visit)*’ gives students the opportunity to examine the activities that are popular with youth today. Students build on their developing language skills in order to share information about their space, i.e. where they spend their time and their ‘free time.’ They may begin with the more personal perspectives, for example, home, the local neighbourhood, shopping and leisure and could continue by looking at part-time work commitments and work communications. There is also occasion for students to learn more about Italy and in particular an Italian city, as well as exploring the language skills that will enable them to welcome Italians into their own country.
## Course Name

<table>
<thead>
<tr>
<th>MATHEMATICS</th>
<th>ENTRY REQUIREMENTS</th>
<th>CODE</th>
<th>YEAR 11</th>
<th>YEAR 12</th>
<th>LIST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>‘C’ grade or higher in Number outcome in Semester 1 Year 10</td>
<td>MAT</td>
<td>1B/1C</td>
<td>1D/1E</td>
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<tr>
<td>Mathematics</td>
<td>‘B’ grade or higher in Semester 1 Year 10 Mathematics</td>
<td>MAT</td>
<td>2C/2D</td>
<td>3A/3B</td>
<td>B</td>
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<tr>
<td>Mathematics</td>
<td>‘A’ grade in Semester 1 Year 10 Mathematics</td>
<td>MAT</td>
<td>3A/3B</td>
<td>3C/3D</td>
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<tr>
<td>Mathematics Specialist</td>
<td>‘A’ grade (and teacher approval) in Semester 1 Year 10 Mathematics.</td>
<td>MAS</td>
<td>3A/3B</td>
<td>3C/3D</td>
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</tbody>
</table>

**NOTE:** Students studying Mathematics Specialist must also study 3A/3BMAT (Year 11) and 3C/3D Mathematics (Year 12)

**Important Note**

Students will be placed in Year 11 Mathematics classes on the basis of grades achieved in Year 10 and teacher recommendation. It is for this reason assignment work and exam performance in Year 10 Mathematics is of the highest priority.
YEAR 11 & 12 MATHEMATICS

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

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

Entry Requirements: ‘C’ grade or higher in the Number Outcome in Semester 1, Year 10

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

Unit 1E
In this unit, students use positive and negative numbers and numbers with powers for practical purposes. They calculate interest and repayments for loans. They draw graphs to represent real situations, and use them to describe how quantities are related. They use trigonometry to calculate measurements in right triangles, and calculate volume and surface area of shapes. They analyse networks. Students simulate everyday chance events, calculate probabilities and predict using probabilities. They collect bivariate data relevant to them, display the data in tables and graphs, and describe trends.

Entry requirements: ‘C’ grade or higher in 1B/1C Mathematics in Year 11

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

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

Entry requirements: ‘B’ grade or better in Year 10 Mathematics.
Unit 3A
In this unit, students explore and analyse the properties of functions and their graphs. They develop and use algebraic skills for solving equations. They apply recursion in practical situations, including for finance. They use trigonometry for the solution of triangles. Students use counting principles to calculate probabilities and analyse normally-distributed data. They plan sampling methods, analyse data from samples and infer results for populations.

Unit 3B
In this unit, students study differential and integral calculus of polynomial functions and use calculus in optimisation problems. They develop algebraic skills for solving equations and apply them in linear programming. They analyse and construct project networks. They reason deductively in algebra and geometry. Students analyse bivariate data, and argue to support or contest conclusions about data.

Entry requirements: ‘A’ grade or better in Year 10 Mathematics for students intending to study this course in Year 11. OR ‘C’ grade or better in 2C/2D Mathematics in Year 11 for students intending to study this course in Year 12.

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

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

Entry requirements: ‘C’ grade or better in 3A/3B Mathematics in Year 11.

MATHEMATICS SPECIALIST UNITS

MATHEMATICS SPECIALIST YEAR 11 – 3A/3B

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

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

Entry requirements: ‘A’ grade in Year 10 Mathematics and a recommendation from the Year 10 teacher.

MATHEMATICS SPECIALIST YEAR 12 – 3C/3D

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

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

Entry requirements: ‘C’ grade or better in 3A/3B Mathematics Specialist in Year 11
SCIENCE

<table>
<thead>
<tr>
<th>COURSE NAME</th>
<th>ENTRY REQUIREMENTS</th>
<th>CODE</th>
<th>YEAR 11</th>
<th>YEAR 12</th>
<th>LIST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>‘B’ in Life and Living and Earth and Beyond.</td>
<td>BIO</td>
<td>2A/2B</td>
<td>3A/3B</td>
<td>B</td>
</tr>
<tr>
<td>Chemistry</td>
<td>‘A’ in Natural and Processed Materials; ‘B’ in Mathematics recommended.</td>
<td>CHE</td>
<td>2A/2B</td>
<td>3A/3B</td>
<td>B</td>
</tr>
<tr>
<td>Human Biology</td>
<td>‘B’ in Life and Living, Earth and Beyond.</td>
<td>HBS</td>
<td>2A/2B</td>
<td>3A/3B</td>
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<tr>
<td>Integrated Science</td>
<td>‘C’ in Science.</td>
<td>ISC</td>
<td>1A/1B</td>
<td>1C/1D</td>
<td>B</td>
</tr>
<tr>
<td>Physics</td>
<td>‘A’ in Energy and Change, ‘A’ in Mathematics recommended.</td>
<td>PHY</td>
<td>2A/2B</td>
<td>3A/3B</td>
<td>B</td>
</tr>
</tbody>
</table>

Important Note
Students will be placed in Year 11 Science classes on the basis of grades achieved in Year 10 and teacher recommendation. It is for this reason assignment work and exam performance in Year 10 Science is of the highest priority.
**BIOLOGY**

**Year 11 Biology - 2A/2B**
Entry requirements: minimum ‘B’ grade in Life & Living and Earth & Beyond outcomes. Recommendation by Year 10 Science teacher.

These units examine the adaptations required by the cells of the body which help the organism to survive and interact with in the environment in which they live. It also moves on to examine the changes which happen within the environment that influences the organisms development and place with in the community. We also examine the genetic make up of the organism and how this influences the look and structures of the individual.

**Year 12 Biology - 3A/3B**
Entry requirements: ‘C’ grade in 2A/2B Biology; teacher recommendations.

These units examine how organisms control and regulate themselves within their natural environment in order to live and survive. An example, being the ability to minimise water loss to the body. This is known as homeostasis and this is the central focus of the first part of the course (3A). In 3B we further investigate how variation through evolution has provided us with a planet full of interesting and diverse life.

**CHEMISTRY**

Chemistry is the study of matter and its interactions. The course equips students with a knowledge and understanding of chemistry to enable them to appreciate the natural and built environment, its materials, and interactions between them. The course helps students to predict chemical effects, recognise hazards and make informed, balanced decisions about chemical use and sustainable resource management. This enables students to confidently and responsibly use the range of materials and substances available to them.

Chemistry requires observation, investigation, experimentations, collection and evaluation of data and the application of new understandings.

**Year 11 Chemistry – 2A/2B**
Entry requirements: Chemistry is a rigorous course and students should have achieved and ‘A’ grade in Natural and Processed Materials and ‘B’ in Mathematics. 2A/2B Chemistry needs the recommendation of a Year 10 Science teacher. It is strongly recommended that students achieve a ‘C’ grade or better in Year 10 English.

The focus for **2A Chemistry** is “Chemistry in and around the home”. The topics studied include macroscopic properties of matter, atomic structure, bonding and chemical reactions including endothermic and exothermic reactions and rates of reactions.

The focus for **2B Chemistry** is “Chemistry and the environment”. The topics in this unit are: acids and bases, oxidation and reduction, organic chemistry and applied chemistry.

**Year 12 Chemistry - 3A/3B**
Entry requirements: students entering 3A/3B Chemistry need to have achieved an ‘A’, ‘B’ or high ‘C’ in 2A/2B Chemistry.

Chemistry requires observation, investigation, experimentations, collection and evaluation of data and the application of new understandings.

The focus for **3A Chemistry** is “Chemical Processes”. The topics in this unit include macroscopic properties of matter, atomic structure and bonding and chemical reactions including chemical equilibrium.

The focus for **3B Chemistry** is “Chemistry and Modern Lifestyles”. The topics in this unit are acids and bases, oxidation and reduction, organic chemistry and applied chemistry.
HUMAN BIOLOGY

Year 11 Human Biology – 2A/2B
Entry requirements: minimum ‘B’ grade in Life and Living and Earth and Beyond, Science teacher recommendation.
The focus of the 2A/2B Human Biological Science course is to encourage students to develop a deep understanding of how the human body works and to prepare them for 3A/3B and entry to university through completing the Human Biological Science TEE. Students are required to make learning links between the structure and function of parts of the human body and how they operate. The second part of the course deals with how characteristics are passed on and how new characteristics emerge. We also look at how our genes can be affected by the environment in which we live. A variety of different learning approaches are used to assist student learning including lab work, power points and pod casts.

Year 12 Human Biology – 3A/3B
Entry requirements: minimum ‘C’ grade in 2A/2B Human Biology, ‘C’
The central focus of Units 3A/3B is homeostasis, the ability of the human body to maintain its internal environment within narrow limits. Here the students learn how our bodies control such things as temperature and blood sugar levels. Ever wondered how our body copes with so much sugar after a meal of freshly baked oven bread? Students also look at how the body responds when control mechanisms are disrupted, when they become sick or fall into a frozen lake.
In the topics of inheritance, variation and evolution we look closely at our DNA. We examine the structure of our genetic material and learn how it helps us understand who we are, to piece together the picture of our past and how we can treat ourselves more effectively when we get sick. A variety of different learning approaches are used to assist student learning including lab work, power points, pod casts and the odd song.

INTEGRATED SCIENCE

Year 11 Integrated Science – 1A/1B
Entry requirements: ‘C’ grade or better in Science.
This course is a theme base which looks at running a nursery and an Aquaculture centre that allows the student to engage in more practical science where they have a more hands on learning. The students will also establish a vegetable garden and grow fresh produce with a slant on what can be done with fresh fruit and vegetables.

Year 12 Integrated Science – 1C/1D
Entry requirements: ‘C’ grade or better in Integrated Science 1A/B and requires the recommendation of their Year 11 Science teacher.
This course is a theme based course that allows the student to engage in more practical science where they have a more hands on learning. Areas covered include Forensic Science and Biotechnology.
Year 11 Physics – 2A/2B
Entry Requirements: ‘A’ in Energy and Change and Mathematics and English proficiency sufficient to write laboratory reports. The course also requires recommendation by Year 10 Science teacher.

The first topic in the 2A course is motion and forces. The dynamic ideas in this course are discussed in the context of road safety, sport and theme parks. We begin by describing motion before experimenting with forces. Power and efficiency are calculated for systems such as motor cars, essential considerations in our quest for a sustainable future.

The second topic in the course is Nuclear Physics. We fear radiation because we cannot see it and are biased against nuclear energy because of a string of disastrous accidents. Yet nuclear medicine is vital to the health of many Australians and the nuclear cycle is essential to the economy of nations such as France and Japan. We safely explore radiation and measure how dangerous it is. Nuclear reactors and other nuclear devices are described.

Unit 2B
Entry Requirements: ‘C’ pass in Physics 2A
Feeling too hot in summer, too cold in winter?
In heating and cooling we measure temperature, expansion, heat capacity, conduction, convection, radiation and how these thermal properties interact with materials on an atomic scale.

The topic of Electric Fundamentals considers charge and direct current. Series and parallel circuits are explored and concepts of current, voltage and resistance are used. Electrical safety is studied and electromagnetic devices are described.

Students are given problems of a practical nature to solve and their solutions are assessed using the investigations formation of planning, conducting, processing and evaluating. Regular sets of calculations are also required.

Year 12 Physics – 3A/3B
This course caters for students of varying interests and backgrounds. Students pursuing post-secondary education at TAFE will find that their studies in Physics provide them with foundation knowledge that will support their studies in many areas such as those requiring laboratory and technical skills, as well as those leading to electrical and other physics-related vocations.

This course also provides prerequisite, preferred or highly desirable knowledge and skills for many science, engineering and science-related courses at tertiary institutions.

Unit 3A
Entry Requirements: ‘C’ pass in Physics 2B.
The two topics in this unit are motion and forces in a gravitational field and electricity and magnetism.
Students explore the motion of objects in gravitational fields, including the motion of projectiles, orbiting satellites, planets, moons and ways in which forces may affect the stability of extended objects.

Students then learn about magnetic fields and how they interact with moving charges in situations involving current electricity, the motor effect and electromagnetic induction. They identify real world problems, develop research questions to plan, conduct and evaluate investigations. Their problem-solving techniques include combinations of concepts and principles.

Unit 3B
Entry Requirements: ‘C’ pass in Physics 3A. Students who select this unit must have an appropriate background such as Units 2A, 2B and 3A of this course and those intending to sit an external examination should have completed 3A/3B as their final pair of units.

The unit content organisers are particles, waves and quanta and motion and forces in electric and magnetic fields.

Study of mechanical and electromagnetic waves allows students to extend their understanding of the nature and behaviour of waves. They will; analyse spectra, explain a range of physical phenomena such as fluorescence and X-ray emission, learn about some topics of modern physics such as relativity and cosmology.

A study of motion and forces in electric and magnetic fields prepares students to understand; particle accelerators, cathode ray oscilloscopes, mass spectrometry, cosmic rays and discovery of the properties of the electron.
Emergency Service Cadets

OVERVIEW
As an ESC cadet you learn about the diverse nature of Western Australia's emergency services and help promote public awareness in the management of emergencies at the State, regional and local level. Emergency Service Cadets undertake core training modules and support these with an extensive range of electives.

The Fire and Emergency Services Authority of WA (FESA) is the host organisation of the ESC program and units work closely with the Fire and Rescue Service, State Emergency Service, Bush Fire Service and Volunteer Marine Rescue Services.

The cadets are a youth arm of FESA and as such engage in fire fighting training, water safety, first aid and other activities.

They also participate in camps during the Year that will utilise new skills and social activities.

Endorsed programs are recognised by the Curriculum Council and count towards the Western Australian Certificate of Education. The course will be held after school on Tuesday from 3.30pm to 5.30pm at Melville. Both Year 11 and 12 students are able to participate in this program.

For more information please contact Ms Joanne Daley on 9330 0300
## SOCIETY AND ENVIRONMENT

<table>
<thead>
<tr>
<th>COURSE NAME</th>
<th>ENTRY REQUIREMENTS</th>
<th>CODE</th>
<th>YEAR 11</th>
<th>YEAR 12</th>
<th>LIST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics</td>
<td>'B' grade or higher semester 1 year 10 society &amp; Environment</td>
<td>ECO</td>
<td>2A/2B</td>
<td>3A/3B</td>
<td>A</td>
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<tr>
<td>Geography</td>
<td>Nil pre-requisite</td>
<td>GEO</td>
<td>1A/1B</td>
<td>2A/2B</td>
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<tr>
<td>Geography</td>
<td>'B' grade or higher semester 1 year 10 society &amp; Environment</td>
<td>GEO</td>
<td>2A/2B</td>
<td>3A/3B</td>
<td>A</td>
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<tr>
<td>History</td>
<td>'B' grade or higher semester 1 year 10 society &amp; Environment</td>
<td>HIM</td>
<td>2A/2B</td>
<td>3A/3B</td>
<td>A</td>
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<tr>
<td>Career &amp; Enterprise</td>
<td>Nil pre-requisite</td>
<td>CAE</td>
<td>1A/1B</td>
<td>1C/1D</td>
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<tr>
<td>Workplace Learning</td>
<td>Nil pre-requisite</td>
<td>WPL</td>
<td>Mode 2</td>
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<tr>
<td>Tourism Certificate II</td>
<td>Nil pre-requisite</td>
<td>VTO</td>
<td>Certificate II Tourism Operations</td>
<td>B</td>
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</tbody>
</table>

**Important Note**

Students will be placed in Year 11 Society and Environment classes on the basis of grades achieved in Year 10 and teacher recommendation. It is for this reason assignment work and exam performance in Year 10 Society and Environment is of the highest priority.
ECONOMICS

Year 11 Economics - 2A/2B
Entry Requirements: ‘B’ grade or better in Year 10 Society and Environment
2A Economics is about ‘Markets’. It explores the key role markets play in determining the well being of individuals and society. There is an emphasis on understanding the operations of real world markets.
2B is about ‘Macro-economics’ and the role of government in the economy. Issues such as inflation, economic growth and unemployment are discussed with a focus on the Australian economy.
Year 11 students studying Economics in 2011 will have the opportunity to visit Canberra during Term 2.

Year 12 Economics - 3A/3B
Entry Requirements: ‘C’ grade pass or better in 2A/2B, or an ‘A’ grade in Year 10 Society and Environment.
3A focuses on Australia and the global economy. The course explores Australia’s economic relationships with other countries and contemporary global economic events. Students will examine the causes and effects of globalisation.
3B examines Economic Policies and Management. Students will study fiscal policy, monetary policy and micro economic reform and explore the impact of such policies in current economic times.

GEOGRAPHY

Year 11 Geography - 1A/1B
Entry Requirements: Nil
1A Geography is all about Environments at Risk such as the Western Australian coastline, the Swan River or the rainforest biome.
1B Geography focuses on People and Places and includes a study of a particular region such as a mining town, an agricultural area or a tourist destination.
The emphasis in 1A/1B Geography is on the development of practical skills such as map reading, gathering research data, interpreting photographs or using GPS technology to locate places.

Year 11 Geography - 2A/2B
Year 12 Geography - 2A/2B
Entry Requirements: ‘B’ grade or better in Year 10 Society & Environment.
2A Geography is about Natural Hazards and harm minimisation. Students will study the development of hazards such as earthquakes and storms, where these occur, their impact on man and what strategies are used to reduce the risks of these hazards.
2B Geography focuses on Sustainable Resource Use. Students study the distribution and management of both a renewable and non-renewable resource in Australia and a less developed nation. Approaches to sustainable resource management in both countries will be compared.
Year 11 students studying Geography in 2011 will have the opportunity to visit Canberra during Term 2.

Year 12 Geography - 3A/3B
Entry Requirements: ‘C’ grade minimum in 2A/2B Geography or ‘A’ grade in Year 10 Society and Environment.
3A Geography is The Geography of Planning Cities. Students will study Perth and one megacity from another country. The focus of city studies will be on the urban processes in each city and how planners are addressing the problems that face ever growing urban areas.
3B Geography focuses on Climate Change over geological time. Students will learn about climate change in the context of either agriculture, energy and new technologies OR urban settlement and industry, energy consumption and water supply.

HISTORY

Year 11 History – 2A/2B
Entry Requirements: ‘B’ grade or better in Year 10 Society and Environment
2A History is about Societies and Change with a focus on the USA between the World Wars. The course examines social, economic and political changes in the USA between 1917 and 1945, which saw the growth of the Ku Klux Klan, prohibition, immigration and women’s rights.
2B History is about Historical Trends and Movements. Students will investigate the rise of Nazism in Germany 1918 -1945.
Year 11 students studying History in 2011 will have the opportunity to visit Canberra during Term 2.
Year 12 History – 3A/3B
Entry Requirements: ‘C’ pass or better in 2A/2B History or an ‘A’ grade in Year 10 Society and Environment.
3A Modern History studies **Cohesion and Diversity** in the context of Australia in the 1950’s – 1990’s. It is an in depth look at the economic, political and cultural forces that shaped Australia last century.
3B Modern History studies the **Ideas that Shaped History** in the context of Communism V Democracy, Cold War in Europe 1940’s – 1990’s. The focus is on the role of ideas as forces for continuity and change in society.

CAREER AND ENTERPRISE

Year 11 Career and Enterprise – 1A/1B
Entry Requirements: Nil
The focus of **1C Career & Enterprise** is **personal career management**. The course explores career competencies, knowledge, values and attitudes, combining these with work search tools to start planning career development options.
The **1D course** is about **Personal Independent Career Development**. Students will have the opportunity to develop career competencies in preparation for becoming an employee. Career portfolios will be developed to include evidence of work, training and learning experiences.
It is HIGHLY RECOMMENDED that Career and Enterprise students also do Workplace Learning. The advantage to students in combining and completing both courses is that students earn a grade for two (2) WACE courses for little more time than completing one course.

Year 12 Career and Enterprise – 1C/D
Entry Requirements: Nil
**2A Career & Enterprise** course focuses on **Making Learning Work and Learning to Work**. The course explores career management, corporate citizenship and environmental influences and trends. Students will learn how to secure and maintain work using work search techniques.
**2B course** is about planning opportunities for career development. Students will explore issues associated with career management in time of change.
A Certificate I in Business may be embedded into 2A/2B Career and Enterprise.

WORKPLACE LEARNING

Year 11 Workplace Learning – Mode 2
Entry Requirements: Nil
Regardless of whether you are university, TAFE or workplace bound, Workplace Learning offers you opportunities to develop skills in the workplace and obtain credit towards secondary graduation.
Students are required to complete 50 hours in a workplace in both courses and complete a workplace diary to show skills development.
Students selecting Workplace Learning are required to enrol in Career and Enterprise 1C and 1D.

YEAR 12 Workplace Learning – Mode 2

CERTIFICATE II IN TOURISM OPERATIONS

Year 11
Entry Requirements: Nil
This is a new course that is for students who are not aiming for university entrance, but are interested in pursuing a career in the Tourism Industry.
The course will involve a mix of in class learning and on site research into tourism destinations.
It will take students two years to complete the full certificate. Students will complete four (4) core units and seven (7) elective units over two years.
<table>
<thead>
<tr>
<th>COURSE NAME</th>
<th>ENTRY REQUIREMENTS</th>
<th>CODE</th>
<th>YEAR 11</th>
<th>YEAR 12</th>
<th>LIST</th>
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</thead>
<tbody>
<tr>
<td>Applied Information Technology</td>
<td>No Pre Requisite</td>
<td>AIT</td>
<td>1A/1B</td>
<td>1C/1D</td>
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<td>Applied Information Technology</td>
<td>No Pre Requisite</td>
<td>AIT</td>
<td>2A/2B</td>
<td>2A/2B Alt Course</td>
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<tr>
<td>Accounting &amp; Finance</td>
<td>'B' grade or better in Mathematics (preferred)</td>
<td>ACF</td>
<td>2A/2B</td>
<td>3A/3B</td>
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<td>Food Science and Technology</td>
<td>No Pre Requisite</td>
<td>FST</td>
<td>1A/1B</td>
<td>1C/1D</td>
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<td>Certificate 1 in Hospitality</td>
<td>No Pre Requisite</td>
<td>Cert 1 Hospitality</td>
<td>Cert 1 Hospitality</td>
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<tr>
<td>Children Family and the Community</td>
<td>No Pre Requisite</td>
<td>CFC</td>
<td>1A/1B</td>
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<tr>
<td>Business Management &amp; Enterprise</td>
<td>No Pre Requisite</td>
<td>BME</td>
<td>1A/1B</td>
<td>1C/1D</td>
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<tr>
<td>Technical Graphics (Design)</td>
<td>No Pre Requisite</td>
<td>DEST</td>
<td>1A/1B</td>
<td>1C/1D</td>
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<tr>
<td>Aviation</td>
<td>Completion of Year 10 Aviation OR Interview for students who are new to Aviation.</td>
<td>AVN</td>
<td>2A/2B</td>
<td>3A/3B</td>
<td>B</td>
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<tr>
<td>Building Construction</td>
<td>No Pre Requisite Required</td>
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<td>1A/1B</td>
<td>1C/1D</td>
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<tr>
<td>Wood Technology</td>
<td>No Pre Requisite Required</td>
<td>MDTW</td>
<td>1A/1B</td>
<td>1C/1D</td>
<td>B</td>
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<tr>
<td>Metal Technology</td>
<td>No Pre Requisite Required</td>
<td>MDTM</td>
<td>1A/1B and Cert I Eng</td>
<td>1C/1D and Cert I Eng</td>
<td>B</td>
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</tbody>
</table>
APPLIED INFORMATION TECHNOLOGY

Year 11 Applied Information Technology – 1A/1B
This course caters for students who wish to develop their knowledge and skills in using ICT to meet everyday challenges. The focus of this unit is personal communication and using technology to meet personal computing needs. This includes the study of how individuals use information technology in their daily lives. Students investigate and develop an understanding of what is required to be able to successfully communicate to meet their personal needs.

Students will have the opportunity to develop a range of skills such as Word Processing, Database, Spreadsheets, PowerPoint and Web Page development.

This is an excellent introduction for students considering undertaking Applied Information Technology 1C and 1D in Year 12.

Year 11 Applied Information Technology – 2A/2B
Preferably you will have studied information technology during your lower school studies. You will need to demonstrate an aptitude to work with and produce assessed work via the medium of computing.

The course content is divided into four content areas:

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

Do you enjoy designing and communicating using ICT (Information Communication Technology)? Would you like to know more about the internal workings of your computer? Then this course offers these attractive options. You will look at trends in digital technology and examine both the social and legal implications in the use of modern technology. This course progresses to alternative context of (2A/2B) in Year 12 providing you with the flexibility of choice for your career.

Year 12 Applied Information Technology – 2A/2B (Alternative Context) Small Business Perspective

This course is an extension of the 2A/2B Applied Information Technology course undertaken in Year 11. This may also be selected by students who wish to change into this course in Year 12 2011.

Students are assured that this Course of Study counts as another pass for Year 12 graduation. It will be mandatory for all students to sit for an examination at the end of the Year.

This course has a focus on practical applications in Information Communication Technology and covers applications and systems, designing your own webpage, as well as covering the importance of Occupational Health and Safety together with the impact of ICT within a business organisation.
ACCOUNTING & FINANCE

Year 11 Accounting & Finance – 2A/2B
Entry requirements: students should have a good general understanding of mathematics. Preferably students should be achieving ‘B’ grades or higher for entrance to this course. The focus for this unit is double entry accounting for small businesses. Students develop and apply their understanding of financial information to real life scenarios. On completion of this unit students should be able to:

- Record and report financial data and information for small businesses using manual double entry accounting.
- Select and use financial data and non financial information to evaluate a small business and suggest strategies that will improve business performance.
- Identify how the law relates to a variety of small businesses and identifying the financial costs associated with maintaining good business practice.

Year 12 Accounting & Finance – 3A/3B
Entry requirements: students should have studied Unit 2A/2B Accounting and Finance in Year 11. Alternatively students of mathematics who have achieved ‘B’ grades or above will be considered for entry in this course.

Unit 3A presents the student with an awareness of internal management for business. Students will interpret budgets and performance reports in relation to forecasting a business’s future. Unit 3B is focused on how Australian reporting entities are regulated by the law. Basically, the course provides students aiming to go to university or TAFE with an excellent understanding of all things financially related. On completion of both units students will be able to:

- Select and apply accounting concepts
- Construct financial reports
- Record and report using manual and computerised double entry Accounting
- Select, analyse and use accounting conventions, standards and principles for company reports
- Evaluate a business entity and formulate strategies that will improve business performance.

FOOD SCIENCE AND TECHNOLOGY

Food Science and Technology – 1A/1B
The learning context is HOSPITALITY – a highly practical course where students will be engaged in numerous food activities including entertaining and cooking for others.

The focus for the paired course of study is spotlight on my food and food, health and choices.

Students will learn about the variety and availability of local foods and their place in the healthy diet. Areas of study will include, trends in the food industry, the influence of media, eating disorders and their impact on adolescent health.

A variety of recipes and food products will be analysed to determine healthy choices and their nutritional value.

During this course of study students will learn about:

- Food customs and lifestyle
- Producing food products that provide a healthy and balanced diet
- Sensory characteristics of food
- Impact of food preferences and choices
- Personal food requirements and the impact on the health of the individual
- Current trends in the food industry
- Develop food preparation skills
- Develop sound nutritional knowledge
- Function of food in the body and the nutrient needs of adolescents
- Impact on health of dietary decisions

This course will lead into Food, Science and Technology (HOSPITALITY) 1C/D in Year 12.
Certificate I Hospitality Kitchen Operations (Year 11 2011)
This highly practically based hospitality certificate is offered to students who wish to further develop their skills in the area of food and beverage service and to meet industry standards.

Students will be engaged in catering for a number of social occasions to show case their high food preparation, presentation and service skills.

Ideal for students to gain skills in the area of hospitality or who plan to travel in the future.

This will lead into Cert II Hospitality in Year 12 (2012)

Food Science and Technology – 1C/1D (Year 12 2011)
The learning context is HOSPITALITY – this is a highly practical course where students will be engaged in numerous food activities.

The focus for the paired course of study is food and my life and food for communities.

Choosing and using food is fundamental to life. In this course of study, students learn about food through practical preparation skills in relation to themselves and their future.

Students will learn to apply nutrition concepts that promote healthy eating by gaining knowledge of the function of food in the body and the needs of adolescents. They will prepare numerous delicious recipes to address individual requirements, eating habits and lifestyles.

There is a focus on working with others in teams and following safe and hygienic food handling standards and practices.

Certificate I Hospitality - Kitchen Operations (Year 12 2011)
This highly practically based hospitality certificate is offered to students who wish to further develop their skills in the area of food and beverage service and to meet industry standards.

Students will be engaged in catering for a number of social occasions to show case their high food preparation, presentation and service skills.

Ideal for students to gain skills in the area of hospitality or who plan to travel in the future.

CHILDREN, FAMILY AND THE COMMUNITY

Year 11 Children, Family and the Community – 1A/1B

Unit 1A
The focus of the first semester unit is who am I? It will be taught in the learning context of caring for others. This learning context will cover the following topics:

- Milestones and pebbles
- Nature and nurture
- Maternal health and neonatal care
- Uniqueness and diversity
- Healthy lifestyle
- Needs and wants

The unit explores the current and prospective opportunities for the individual and the roles and responsibilities in the wider world of children from different cultures, indigenous backgrounds with disabilities or special needs.
Unit 1B
The focus of this second semester unit is living and working together, within the family and community groups. It will be taught in the learning context of caring for others. This learning context will cover the following topics:

- Growth and Development
- Play and Crafts
- Caring and sharing
- Networks and services

Effective communication techniques are developed to manage in different situations, observing and interacting with children. Students will be encouraged to participate in practical activities to build understanding of human diversity and uniqueness.

Year 12 Children, Family and the Community – 1C/1D

Unit 1C
The focus of this unit in Semester 1 is living and working together. It will be taught in the context of caring for others. The learning context will cover the following topics:

- Play and leisure
- Caring and sharing
- Health and safety
- Networks and services

The unit explores the influence of lifestyle behaviours and biological and environmental factors on growth and development of the individual. It examines the relationship between physical, social, emotional, cognitive and spiritual health to develop an understanding of each and its contribution to the development of a healthy individual.

Unit 1D
The focus of the Semester 2 unit is getting more out of life. It will be taught in the context of caring for others. The learning context will cover the following topics:

- Roles and responsibilities
- Health of the individual
- Community health

The unit provides opportunities for students to develop understandings and skills for the achievement of a sense of well being. They will examine the roles and responsibilities of particular groups and the impact of attitudes, values and beliefs on the management of resources within the family and the wider community.

BUSINESS MANAGEMENT AND ENTERPRISE

Year 11 Business Management and Enterprise – 1A/1B

The Business Management and Enterprise course gives students the opportunity to understand how vital business is and how it impacts on every aspect of our lives. Business has a complex and dynamic organizational structure which requires a combination of skills, aptitude, creativity, initiative and enterprise to operate effectively. In a constantly changing world, individuals, businesses and nations must adapt their position in an increasingly global economy and generate the wealth to sustain economic growth.

To do this, business requires people with strategic vision who are enterprising innovative and creative. This course focuses on the development of these skills within the business cycle of establishment, day-to-day running and continuing viability. Exposure to a wide range of business activities, management strategies and an insight into the potential of entrepreneurship empowers students and helps them to appreciate the significance of their role as both participants and consumers in the business world.

The Business Management and Enterprise course aims to prepare all students for a future where they will need to identify possibilities and create opportunities within a business environment. In an age when many business practices and ethical standards are being examined, this course will give individuals the ability to make sound and ethical decisions based on knowledge and understanding. The course aims to empower students to make business decisions based on critical thinking which are in line with their own values and the values of the society in which they live. They will be well equipped to be proactive participants in the dynamic work of business, behaving responsibly and demonstrating integrity in business activities.
TECHNICAL GRAPHICS (DESIGN)

Year 11 Technical Graphics - 1A/1B (DEST 1A/1B)
Technical Graphics teaches students how to develop their drawing skills and to present drawings to accurately show the size and shapes of mechanical objects. Sketching and shading methods will be covered producing in 'Picture Form' using techniques such as:

- Isometric
- Oblique
- Perspective.

Formal drawings of a mechanical nature will also be covered in completing accurate measured drawings in orthogonal format. Drawing accurately using computers is a skills being used throughout industry today. Students will learn to use autocad drafting software to prepare mechanical and pictorial drawings to add to their folio. A well presented folio of drawings is submitted at the end of each course and this is the basis for the final assessment.

Year 12 Technical Graphics – 1C/1D (DEST 1C/1D)
Technical Graphics in Year 12 will build on the skills learned in Year 11. The course is practical in nature with freehand, mechanical and Cad (Computer Assisted Drafting) forming the basis of this design course. Students will compile a folio of drawings for presentation showing examples of:

- Isometric
- Oblique
- Perspective drawings of various mechanical and engineering components

The final assessment will be taken largely from the completed folio of drawings. Small projects will give students the opportunity to demonstrate their drawing skills by presenting the development of their designs from the research stage through to presentation drawings of their final solution. Completion of these courses will give students a good start towards further study in areas such as Mechanical, Interior and Environmental Design at TAFE.

AVIATION

Year 11 Aviation – 2A/2B

Unit 2A
Entry requirements: successful completion of Year 10 Aviation. Students who are entering the Aviation course without completing Years 8 - 10 Aviation will be subject to an interview process.
The focus of this unit is on Aviation concepts in context related to flying training: general aviation. Students investigate the aerodynamic principles of Bernoulli, Coanda Effect and Newton, explore the disposition of forces in specific flight manoeuvres and investigate various types of aircraft and how aircraft are flown to achieve specific flight outcomes.
They consider various aircraft systems specific flight instruments, examining their purpose, operation and limitation.
Students trace the development of the reaction and reciprocating-engines in aviation and explore its impact on society.

Unit 2B
The focus for this unit is on aviation concepts in the contexts of flying training: general aviation. Students investigate the principles associated with aircraft engines, examining the internal combustion engines and various reaction engines. They investigate different types of propeller design and their operating limitations and supplementary propulsive devices fitted to reciprocating engines.
Students explore the purpose and necessity of civil aviation publications; identify specific rules and regulations governing flight in and around controlled and uncontrolled aerodromes.
They consider the principles, purpose and need for radio communications in aviation, recall the physical principles associated with radio wave propagation and practise the terminology and procedures used in radio telephony.
Students study an array of loading and performance charts used in the general aviation industry and determine the legal requirements for loading and centre of gravity calculations. Specific aerodynamic principles to achieve specific flight characteristics are examined. Students understand the evolution of specific airline and military aircraft.

**Year 12 Aviation – 3A/3B**

**Unit 3A**
Entry Requirements: Successful completion of Units 2A/2B in Year 11

The focus for this unit is on aviation concepts in the contexts related to **flying training: advanced aviation**. Students recall navigation principles and the terminology associated with navigation. They practise the preparation of maps and charts for visual navigation and consider different map projections. They also practise completion of flight plans. Students explore the components which constitute weather and consider effects on aviation. Students explore some current issues that affect aviation in Australia and/or globally.

**Unit 3B**
The focus for this unit is on aviation concepts in the contexts related to **flying training: advanced aviation**. In this unit students study the principles of flight associated with supersonic and rotary wing aircraft. Students examine human physiology pertinent to flight and the effect of consumption of particular drugs and alcohol on air crew. Visual and physiological deficiencies and their implications for flight are also explored. Students investigate various aircraft navigation aids and gain an understanding of how these are used in flight operations. Students explore the development of specific navigation and flight management and alerting systems.

**BUILDING AND CONSTRUCTION**

**Year 11/12 – 1A/B AND 1C/D**
Students who complete 1A and 1B in Year 11 will progress to 1C and 1D in Year 12.

The construction industry is one of the biggest employers of tradesmen and women in Western Australia.

This is a practical course which will provide experiences in the safe use of various hand and power tools and machines.

The courses will focus on:
- Welding – electric and gas
- Working with metal and timber materials
- Safe working practices (OH&S compliance)
- Bricklaying and paving
- Garden design and reticulation
- Gyprocking and painting
- A personal project
WOOD TECHNOLOGY

Wood Technology (Materials Design / Technology Wood) 1A/1B
The focus for this unit is production fundamentals. It is an introductory unit for those students who have limited experiences in the making of products. Students are guided into designing and building products for their own use. They learn how to read and draw up plans for the completion of their project work. Throughout the process students learn about materials, including their origins, classifications, properties and suitability for the purpose. Students learn to practise various skills using tools and equipment. Students work in a defined environment and learn to use a variety of relevant technologies.

METAL TECHNOLOGY

Metal Technology (MDT 1A/1B) / Certificate I Engineering
This course will introduce students to the skills required to design and make projects in metal. The course allows students to construct one project in each semester using various metals and by using a range of power tools and machinery. The course is a practical one which teaches students the skills required to safely operate in a workshop environment when working by themselves and when cooperating with others. Students will be taught to weld using gas and MIG equipment as well as the safe use of a range of tools including electric drills, angle grinders and cut off saws. The safe and efficient use of machines such as lathes, milling machines and cutting devices may also be used in the making of their practical projects. Students completing this course will be able to progress to the 1C/1D Course of Study in Year 12.

This course will also deliver units of competency towards a Certificate I Engineering over years eleven and twelve.

This will allow students to gain passes in Material Design and Technology (Metal 1A/B, 1C/D) but also graduate with a Certificate I in Engineering which will benefit students if they choose to enter a trade or TAFE training beyond school.
Pathways
Sports Science

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<th>Sports Science</th>
<th>Year 11</th>
<th>Year 12</th>
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<td>Physical Education Studies 1A/B</td>
<td>Physical Education Studies 1C/D</td>
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<td>Health Studies 1A/B</td>
<td>Health Studies 1C/D</td>
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<td>Integrated Science 1A/B or Dance 1A/B</td>
<td>Integrated Science 1C/D or Dance 1A/B</td>
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<td>Mathematics 1B/C</td>
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<td>Certificate II Sport &amp; Recreation</td>
<td>Certificate II Sport &amp; Recreation</td>
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This pathway gives students opportunities to develop knowledge, skills, attitudes and values necessary to enter a variety of occupations within sport and recreation, and social and community services.

Physical Education Studies gives students the opportunity to develop an increased understanding of human movement. A variety of practical and theoretical experiences will enable students to meet course outcomes. A major focus of this course is on the student developing as an athlete, umpire, trainer and coach in the sporting and recreation community. Enhancing and refining personal skills is encouraged throughout all practical sessions.

Related Fields of Employment

- Defence Forces
- Recreation
- Police Force
- Education
- Sports Coaching
- Youth Work
- Health
- Administration

Employment Opportunities

- Park Ranger
- Facility Manager
- Police Officer
- Fitness Instructor
- Youth Worker
- Health Promotion
- Sports Psychologist
- Recreation Consultant
- Physiotherapist
- Lifeguard
- Primary Products Inspector
- Public Servant
- Sports Journalist
- Sports Coach
- Sports Administrator
- Sports Scientist
- Sports Person
- Teacher (Sport)
Environmental Studies
(Outdoor Adventure Studies)

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<tr>
<th>Environmental Studies</th>
<th>Year 11</th>
<th>Year 12</th>
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<tbody>
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<td>Outdoor Education 1C/D</td>
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<tr>
<td>Integrated Science 1A/B</td>
<td>Integrated Science 1C/D</td>
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<td>Mathematics 1B/C</td>
<td>Mathematics 1D/E</td>
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<td>Certificate II Media or</td>
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<tr>
<td>Geography 1A/B</td>
<td>Geography 2A/B</td>
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<tr>
<td>Certificate II Outdoor Recreation</td>
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Outdoor Education aims to prepare students to meet both physical and mental challenges as members of an expedition in the natural environment. A variety of practical and theoretical experiences will enable students to meet course outcomes. A major focus of this course is on the student developing self reliance and self management. Enhancing and refining personal skills is encouraged throughout all practical sessions. Activities may include abseiling, canoeing bushwalking, overnight camps and first aid skills.

Related Fields of Employment

- Defence Forces
- Government
- Recreation
- Police Force
- Education
- Sports Coaching
- Youth Work
- Health

Employment Opportunities

- Dietician
- Park Ranger
- Facility Manager
- Police Officer
- Fitness Instructor
- Sports Coach
- Outdoor Education Teacher
- Youth Worker
- Health Promotion
- Sports Journalist
- Market Researcher
- Sports Psychologist
Health and Community Services

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<tr>
<th>Health and Community Services</th>
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<th>Year 12</th>
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<tr>
<td>Health Studies A/B</td>
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<tr>
<td>Food Science and Technology (Hospitality) 1A/B</td>
<td>Food Science and Technology (Hospitality) 1C/D</td>
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<tr>
<td>Career and Enterprise 1A/B</td>
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<td>Workplace Learning Mode 2</td>
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<td>Certificate I Business</td>
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<tr>
<td>Mathematics 1B/C</td>
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<tr>
<td>Children, Family and Community (Childcare) 1A/B</td>
<td>Children, Family and Community (Childcare) 1C/D</td>
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</table>

This pathway gives students opportunities to develop knowledge, skills, attitudes and values necessary to enter a variety of occupations within sport and recreation, and social and community services.

Health Studies focuses on the health issues of concern to youth. It has a broad health focus and includes courses in Food Science and Technology (Hospitality), Career and Enterprise, Workplace Learning and Children, Family and Community (Child Care).

Related Fields of Employment

- Defence Forces
- Child Care
- Hospitality
- Recreation
- Police Force
- Education
- Sports Coaching
- Youth Work
- Health

Employment Opportunities

- Dietician
- Park Ranger
- Facility Manager
- Police Officer
- Fitness Instructor
- Sports Coach
- Forestry Officer
- Youth Worker
- Health Promotion
- Sports Journalist
- Market Researcher
- Sports Psychologist
- Medical Practitioner
- Physiotherapist
- Nurse
- Ambulance Officer
- Pharmacist
- Podiatrist
- Police Officer
- Public Servant
- Recruitment Officer
- Social Worker
- Speech Pathologist
- Teacher
- Veterinarian
- Welfare Officer

64
This pathway is designed for students who have interest in the Arts. It covers the Arts context of music, drama and visual arts. Students would be able to attend TAFE or University or apply for entry to the Western Australian Academy of Performing Arts.

**Related Fields of Employment**
If work in these areas interests you this course could be an advantage:

- Advertising
- Art
- Design
- Film
- Photography
- Music
- Radio
- Staging
- Television
- Theatre
- Retail
- Education

**Employment Opportunities**
These are some of the occupations you could aim for:

- Actor
- Animator
- Announcer
- Arts Administrator
- Artist
- Audio-Visual Technician
- Boom Operator
- Copy Writer
- Crafts Person
- Disc Jockey
- Entertainer
- Focus Puller
- Make Up Artist
- Model
- Musician PA Operator
- Photographer
- Art Teacher
- Piano Tuner
- Projectionist
- Properties Person
- Record Librarian
- Retailer
- Sculptor
- Set Designer
- Stage Designer
- Stage Manager
- Studio Stage Hand
- Theatre Machinist
- Usher
- Wardrobe Supervisor
- Window Dresser
- Visual Merchandiser
- Film and Television Camera Operator
- Film and Television Lighting Operator
Hospitality

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<tr>
<td>Business Management &amp; Enterprise 1A/B and Certificate I Business</td>
<td>Business Management &amp; Enterprise 1C/D and Certificate I Business</td>
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HOSPITALITY
The Hospitality Pathway is designed for students who will be seeking a career or employment in the Hospitality Industry. Students are involved in a range of activities in kitchen operations and the course is ideal for those wanting to work with food and people. The Certificate of Kitchen Operations has a large catering requirement and again has a very large practical component.

Related Fields of Employment
If work in these areas interests you this course could be an advantage:

- Local Government
- State Government
- Community Services
- Childcare
- Community Development
- Small Business Operations
- Food Services
- Catering
- Hospitality

Employment Opportunities

- Chef
- Restaurateur
- Hotel Manager
- Catering Manager
- Hotel Reception
- Hotel Personnel
- Waiters
- Waitresses
- Bar Attendant
- Home Economist
- Sales Representative
- Kitchen Hand
- Meat Inspector
- Pastry Cook
- Sales Assistant
This pathway is designed to give students a hands-on, practical approach to industrial based skills and competencies. It will allow students to gain a background suitable for gaining access to employment, pre-apprenticeships, apprenticeships or TAFE courses. It has a large practical component associated with this pathway. Students will have the opportunity to participate in work placements associated with manual, industrial skills.

**Related Fields of Employment**

- Drafting
- Mining
- Metal Trades
- Automotive Trades
- Construction Industry

**Employment Opportunities**

- Excavator Operator
- Graphic Designer
- Electrician
- Bricklayer
- Boilermaker
- Carpenter
- Drafter
- Electrical Fitter
- Electrical Installer
- Jeweller
- Mechanic
- Machinist
- Painter
- Panel Beater
- Gas Fitter
- Refrigeration Fitter
- Worker
- Spraypainter
- Sheetmetal
- Plumber
This pathway caters for students who are yet undecided about which pathway they prefer and thus provides a diverse suit of courses. Students are able to select from Visual Arts or Drama, Design (Technical Graphics) or Multimedia VET, Applied Information Technology or Physical Education. The pathway has a large VET component which will be advantageous for students wishing to apply for future TAFE courses.

Related Fields of Employment

- Defence Forces
- Education & Training
- Government
- Engineering
- Hospitality

Employment Opportunities

- Automotive Electrician
- Building Surveyor
- Navy Officer/Sailor
- Architectural Drafter
- Builder
- Cabinet Maker
- Carpenter
- Chef
- Electrician
- Hairdresser
- Painter & Decorator
- Panel Beater
- Plumber
- Police Officer
- Customs Officer
- Miner
- Nurse (enrolled)
- Park Ranger

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<tr>
<th>General Studies</th>
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<td>Mathematics 1D/E</td>
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<td>Career And Enterprise 1A/B</td>
<td>Career And Enterprise 1C/D</td>
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<td>Visual Art 1A/B Certificate I Visual Art or Drama 1A/B Certificate I Drama</td>
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<tr>
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<td>Design (Technical Graphics) 1A/B or Multimedia Vet</td>
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68
BUILD 2011

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<th>BUILD LINKZ</th>
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<td>Workplace Learning Mode 2</td>
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BUILD is designed for students who are considering making the transition into the workplace and/or TAFE. The Program caters for each student’s individual needs.

BUILD students are provided with opportunities to participate in Workplace Learning and commence a TAFE certificate. Students are released from school to attend a TAFE campus on either a Thursday or Friday.

The aims of the program are to develop students’ skills, confidence and career planning. Other life skills courses are also integrated, such as Problem Solving and Decision Making, Independent Living and Physical Education.

The BUILD course is a Year 11 course that allows students the opportunities to

a) “catch up” and further prepare for Year 11 main stream classes

b) gain a TAFE Certificate and secure employment in the workforce

BUILD students have the opportunities to select from one of the following TAFE certificate courses:

Automotive  Construction  Horticulture
Carpentry and Joinery  Boating Services  Floristry
Seafood Industry  Transport & Logistics  Engineering
Hospitality  Beauty, Hairdressing and Retail  Transport and Distribution
                     Maritime
Process Plant Operations  Child Care  Pharmacy (Retail)
Process Plant Skills  Sport & Recreation  Teacher Assistant

For more information contact George Tills on 0428 303 199 or at school on 9330 0300.
BUILD SCHOOL APPRENTICESHIP LINK PROGRAM (SAL)

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<tr>
<th>BUILD SAL</th>
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The School Apprenticeship Link is a fantastic opportunity for students to get a real taste of what employment in the workplace is all about, whilst attending TAFE and gaining their Western Australian Certificate of Education.

The SAL program is made up of three days at school, one day at TAFE and one day in a workplace.

SAL is a one or two year program with the family of trades in Year 11 and trade specific training in Year 12. Students will carry forward credits from the training and the term of their apprenticeship.

The industries available in SAL include:

- Automotive (heavy and light vehicle, auto body refinishering and repair and auto electrical)
- Building and Construction (wall and floor tiling, bricklaying, carpentry and joinery and others)
- Food Trades (cooking, pastry making and bread baking)
- Horticulture-Gardening and Landscaping and Turf management
- Cabinet Making, Furniture making and finishing and upholstery and glass and glazing
- Metals and Engineering (plant fabrication and mechanical fitting)
- Personal Services (hairdressing)
- Engineering (aluminium shipbuilding).

What do SAL Students do at school?
SAL students study the following Year 11 courses whilst they attend school 3 days a week:

- English 1A and 1B
- Mathematics 1B/1C
- Career & Enterprise
- Workplace Learning
- Physical Education Studies – Certificate I in Outdoor Education

These courses provide students with the opportunity to successfully complete Year 11 whilst also completing the School Apprenticeship Link program.

Why Choose a School Apprenticeship Link?
- Students carry forward credits from their training to the term of their apprenticeship.
- Students complete the requirements for the Western Australian Certificate of Education.
- Apprentices can use their traineeship to go onto further study at TAFE WA or University.

What Type of Student Should Apply
- Students need to have achieved a pass at Year 10 with a ‘C’ grade average or better.
- Students should be interested and have a desire to train in one of the nominated courses.

Applications
Applications for 2011 BUILD School Apprenticeship Link program must be submitted by Friday, 6 August 2010.

For more information contact George Tills on 0428 303 199 or at school on 9330 0300.