



2023

SENIOR SCHOOL CURRICULUM HANDBOOK



JOHN FORREST SECONDARY COLLEGE
INDEPENDENT PUBLIC SCHOOL

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Senior School at John Forrest Secondary College

Welcome to Senior School at John Forrest Secondary College. The final two years of school is designed to put students on a pathway to a post-secondary destination. These pathways are individualised according to each student's abilities, interests, goals and academic and emotional development. For some students, their pathway may lead them away from secondary education. It is not compulsory for students to remain at school post Year 10. They can choose to **seek employment, go to TAFE or find an alternative training pathway**. We strongly encourage that students who are considering not returning to John Forrest speak to a member of the Course Counselling team to discuss their options.

WASSA – Western Australian Statement of Student Achievement

This is a statement of achievement that all students receive upon the completion of Year 12. It lists all courses (ATAR and General), Certificates and Endorsed Programs, along with their respective grades. It shows a picture of the whole student and their achievements in Senior School.

WACE – Western Australian Certificate of Education

This is a statement of attainment, indicating that students have met certain requirements. They are as follows:

General Requirements

You must:

- demonstrate a minimum standard of literacy and a minimum standard of numeracy.
- complete a minimum of 20 units or equivalents.
- be able to create an ATAR score in Year 12 (four or more ATAR courses) or complete a Certificate II qualification or complete at least five Year 12 ATAR/General courses.

Literacy and Numeracy Standard

To demonstrate the minimum literacy and numeracy standard students will need to either pass the three Online Literacy and Numeracy Assessments (Reading, Writing and Numeracy) or have pre-qualified through gaining Band 8 or above in the Year 9 NAPLAN tests.

Breadth and Depth Requirement

Students need to study a minimum of 20 course units or equivalents over Years 11 and 12, with 10 of them being in Year 12. Students must study four units of an English course (General English, General EALD ATAR English, ATAR EALD or ATAR Literature), two in Year 11 and two in Year 12. Students must also study one course from List A (arts/languages/social sciences) and one from List B (mathematics/science/technology).

Achievement Standard

Students must achieve 14 units C grades (or unit equivalents*) over Years 11 and 12 with at least six of these coming from Year 12. Certificate Courses and Endorsed Programs can be used for a maximum of eight of these grades over the two years, four in each.

*Unit Equivalents

Unit equivalence can be obtained through VET qualifications undertaken as VET credit transfer and/or through Endorsed programs. The maximum unit equivalence available is eight units – four Year 11 units and four Year 12 units. Students may obtain unit equivalence as follows:

- *up to eight unit equivalents through completion of VET qualifications, or*
- *up to four unit equivalents through completion of Endorsed programs, or*
- *up to eight unit equivalents through a combination of VET qualifications and Endorsed programs, but with Endorsed programs contributing no more than four unit equivalents.*

For VET qualifications:

- *a Certificate I is equivalent to two Year 11 units*
- *a Certificate II is equivalent to two Year 11 and two Year 12 units*
- *a Certificate III or higher is equivalent to two Year 11 and four Year 12 units*
- *a partially completed Certificate III or higher is equivalent to two Year 11 and two Year 12 units (credit only allocated if the criteria for partial completion are met).*

For Endorsed programs, unit equivalence is identified on the School's Curriculum and Standards Authority's approved list of Endorsed programs.

Types of courses

There are a number of different types of courses students can choose from. They are:

- ATAR – Traditionally the “direct entry” pathway to university. There are external exams at the end of Year 12 in addition to school exams in both Semesters 1 and 2 of Years 11 and 12. There are prerequisites for these courses that students have to meet before being accepted (included throughout the Handbook).
- General – Broad courses that lead to a number of pathways including alternative entry to university, TAFE, employment and apprenticeships. There is an Externally Set Task (EST) in Year 12 that all students in the state taking that course must complete.
- Certificate – These are nationally recognised qualifications that can lead to TAFE, alternative entry to university, employment and apprenticeships.
- Endorsed programs – These often relate directly to the out-of-school interests of students (Bush Rangers, music, volunteer work) but can also be in-school courses such as UniReady and ADWPL (work experience).
- TAFE profile courses – These are 1 or 2 days at TAFE per week that students can apply for. Acceptance into the courses are based on competitive entry requirements.
- MPA courses – These are pre-apprenticeships in Plumbing and Painting and are done through the John Forrest Trade Training Centre. Entrance to these is also competitive.
- School-based traineeships – These are 1 or 2 days per week at a workplace and again competitive.

Pathways

The courses students choose are dependent on their pathway. All students are required to choose six (6) courses.

Training and Employment Pathway	University Pathway	
	Direct Entry	Alternative Entry
Combination of General/ATAR/Certificate courses	Minimum of 4 ATAR courses	UniReady
External programs such as MPA, TAFE Profile, School-Based Traineeships.	Combination of General/Certificate courses or UniReady	Combination of General/ATAR/Certificate courses
Workplace Learning		

Prerequisites and Recommendations – ATAR courses

ATAR courses in Years 11 and 12 require you to have achieved a certain grade and/or exam score in Year 10 in order for students to be eligible to select them.

- Grades and exam scores for ATAR courses: These are an indication of the skill level a student needs to demonstrate to select these courses. Given the complexity of the ATAR courses, it is essential that students have mastered a foundation of understanding in Year 10 work to ensure success.
- Recommended prior achievement for General and Certificate courses: These recommendations give an indication of the base level knowledge / skills that will set a student up for success in Year 11 and 12.
- Attendance at school and attitude towards study are also strongly linked to success in Years 11 and 12. Having demonstrated success in both of these areas in Year 10 is an indicator of future success in Senior School. The College expects an attendance rate of $\geq 95\%$.

The Subject Selection Online system will only allow you to select courses **you have been recommended for**. There is provision for you to request an override of these recommendations via email and set up an appointment to review your case. The College is committed to doing everything possible to support students in achieving their goals and we will do all we can to assist you in being prepared for Senior School.

Courses and Certificate qualifications offered at John Forrest in 2023

- Students will choose a total of 6 courses that they will study for two years (Yr 11 and 12)
- These will be a combination of ATAR, General and Certificate courses, depending on the pathway a student is following.
- Students can select no more than two Certificate courses and endorsed programs combined.
- When choosing courses, students must have at least one from List A and one from List B in order to fulfil part of the Breadth and Depth requirements. This is covered by students selecting at least one English course and one Mathematics Course.

List A		List B	
ATAR	General	ATAR	General
<ul style="list-style-type: none"> • Economics • English • Literature • Modern History 	<ul style="list-style-type: none"> • Career and Enterprise • Drama • English • English as an Additional Language or Dialect • Media Production and Analysis • Visual Arts 	<ul style="list-style-type: none"> • Biology • Chemistry • Human Biology • Mathematics Applications • Mathematics Methods • Mathematics Specialist • Physics • Psychology 	<ul style="list-style-type: none"> • Applied Information Technology • Building and Construction • Chemistry • Food, Science and Technology • Health Studies • Human Biology • Materials Design and Technology (Wood) • Mathematics Essential • Physical Education Studies • Psychology
Certificate Courses delivered at John Forrest SC			
<ul style="list-style-type: none"> • Certificate III in Business (Year 12 only) • Certificate II in Dance (2-year qualification) • Certificate II in Engineering Pathways (2-year qualification) • Certificate II in Hospitality (2-year qualification) • Certificate II in Music Industry (2-year qualification) • Certificate II in Sport Coaching (Year 12 only) • Certificate II in Sport and Recreation (Cricket & AFL) or (Tennis & Basketball) • Certificate II Workplace Skills (formerly Business) 			
Endorsed Programs on the Timetable			
<ul style="list-style-type: none"> • UniReady 			

Students may apply for the following through separate application:

- Certificate II in Plumbing (Pre Apprenticeship) (John Forrest Trade Training Centre)
- Certificate II Building and Construction: Painting (Pre-Apprenticeship) (John Forrest Trade Training Centre)
- A variety of TAFE courses through the VET in Schools program
- A variety of school based traineeships
- Authority Developed Work Place Learning

These are competitive courses. Applications are in addition to the subject selection process. Information about the applications processes will be sent via SEQTA. Students must monitor this information to ensure they do not miss the various deadlines. If successful in one of these applications, the program will replace one subject the student has selected on their timetable.

THE ARTS

Drama - General

Media Production and Analysis - General

Visual Arts – General

Certificate II in Dance – [see page 36](#)

Certificate II in Music – [see page 36](#)

THE ARTS PATHWAYS					
Year	Dance	Drama	Media Production and Analysis	Music	Visual Arts
11	Certificate II Dance (commence)	General	General	Certificate II Music (commence)	General
12	Certificate II Dance (continue)	General	General	Certificate II Music (continue)	General

Drama - General

Recommended prior achievement: Satisfactory completion of a Year 9/10 Drama course and a C grade in Year 10 English

Drama provides opportunities for students to learn how to create, design, represent, communicate and share their imagined and conceptual ideas, emotions, observations and experiences, as they discover and interpret the world.

Drama is the expression and exploration of personal, emotional, social and cultural worlds, through role and situation, that engages, entertains and challenges. Students create meaning as drama makers, performers and audiences as they engage with and analyse their own and others' stories and points of view.

In making and staging drama, they learn how to be focused, innovating and resourceful, collaborative and take on responsibilities for drama presentations. Students develop a sense of curiosity and empathy by exploring the diversity of drama in the contemporary world and in other times, traditions, places and cultures.

Drama has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging them to reach their creative and expressive potential. The term 'creativity' plays a critical role in Drama.

The Drama General course focuses on drama in practice and aesthetic understanding as students integrate their knowledge and skills. They engage in drama processes such as improvisation, play building, text interpretation, playwriting and dramaturgy. This allows them to create original drama and interpret a range of texts written or devised by others by adapting the theoretical approaches of drama practitioners like Stanislavski and Brecht. Students' work in this course includes production and design aspects involving directing, scenography, costumes, props, promotional materials, and sound and lighting. Increasingly, students use new technologies, such as digital sound and multimedia. They present drama to make meaning for a range of audiences and adapt their drama to suit different performance settings. The focus in this course is primarily on ensemble performance and team work.

Unit 1 – Dramatic Storytelling

The focus of this unit is dramatic storytelling. Students engage with the skills, techniques, processes and conventions of dramatic storytelling. Students view, read and explore relevant drama works and texts using scripts and/or script excerpts from Australian and/or world sources.

Unit 2 – Drama Performance Events

The focus for this unit is drama performance events for an audience other than their class members. In participating in a drama performance event, students work independently and in teams. They apply the creative process of devising and of interpreting Australian and/or world sources to produce drama that is collaborative and makes meaning.

The Year 12 Drama General course includes an Externally Set Task. The syllabus is divided into two units which are delivered as a pair.

Unit 3 - Representational, Realist Drama

This unit focuses on representational, realistic drama. Students explore techniques of characterisation through different approaches to text interpretation, particularly those based on the work of Stanislavski and others.

Unit 4 - Presentational, Non-realist Drama

This unit focuses on presentational, non-realist drama. Students explore techniques of role and/or character through different approaches to text interpretation, particularly those based on the work of Brecht and others.

Media Production and Analysis - General

Recommended prior achievement: Satisfactory completion of a Year 9/10 Media course and a C grade in Year 10 English

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

The production of media work enables students to demonstrate their understanding of the key concepts of media languages representation, audience, production, skills and processes as well as express their creativity and originality. When producing media work, students learn to make decisions about all aspects of production, including creative choices across pre-production, production and post production phases. This provides an opportunity for students to reflect on and discuss their own creative work, intentions and outcomes. Within this process, skills are developed enabling students to manipulate technologies which simulate industry experiences.

Unit 1 – Mass Media

Within this broad focus, students reflect on their own use of the media, common representations, including the examination of characters, stars and stereotypes and the way media is constructed and produced.

Unit 2 – Point of View

In this unit, students will be introduced to the concept and learn how a point of view can be constructed. They will analyse media work and construct a point of view in their own productions.

The Year 12 syllabus is divided into two units which are delivered as a pair.

Unit 3 – Entertainment

Within this broad focus, students will expand their understanding of media languages, learning how codes and conventions are used to construct entertainment media.

Unit 4 – Representation and Reality

Students will consider different types of representations and how they relate to the construction of reality within media work.

Visual Arts - General

Recommended prior achievement: Satisfactory completion of a Year 9/10 Visual Arts course

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

Unit 1 – Experiences

The focus for Unit 1 is experiences. Students base art making and interpretation on their lives and personal experiences, observations of the immediate environment, events and/or special occasions.

Unit 2 – Explorations

The focus for Unit 2 is explorations. Students explore ways to generate and develop ideas using a variety of stimulus materials and explorations from their local environment in their art making and interpretation.

The Year 12 syllabus is divided into two units which are delivered as a pair.

Unit 3 – Inspirations

The focus for Unit 3 is inspirations. Students become aware that artists gain inspiration and generate ideas from diverse sources, including what is experienced, learned about, believed in, valued, imagined or invented.

Unit 4 – Investigations

The focus for Unit 4 is investigations. Students explore and develop ideas for art making and interpretation through the investigation of different artists, art forms, processes and technologies.



ENGLISH

English - ATAR

English – General

Literature – ATAR

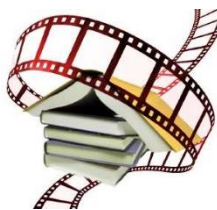
English as an Additional Language or Dialect - General

ENGLISH PATHWAY			
Year	English	Literature	EALD
11	General		General
12	General		General
11	ATAR	ATAR	
12	ATAR	ATAR	

No matter what pathway students are on, they need to choose **at least one** English subject from **Literature, English and EALD**. Students can study any of them as ATAR or General courses. **Students can select more than one English course**. If they are on an ATAR pathway to university, they can choose to study **both ATAR Literature and English and they can now both count** in the calculation of their final ATAR. This double option is good for students who enjoy English generally and are keen to build their communication and analytical skills.

English - ATAR

Prerequisites: Minimum C grade in Year 10 English, Semester 1 exam 60%+



This course is designed to develop creative, analytical and critical thinking and communication skills. We study a range of visual and written texts from Australia and from other cultures. The aim is to learn to critically engage with a range of texts. That means exploring how they are constructed, for whom and for what purpose. We study the conventions of different genres and modes and look at the ways these conventions can be played with for effect, both creating and analysing imaginative, persuasive and interpretive texts. The SCSA syllabus descriptions of the four English ATAR units are outlined below:

Unit 1

Students explore how meaning is communicated through the relationships between language, text, purpose, context and audience. This includes how language and texts are shaped by their purpose, the audiences for whom they are intended, and the contexts in which they are created and received. Through responding to and creating texts, students consider how language, structure and conventions operate in a variety of imaginative, interpretive and persuasive texts.

Unit 2

Students analyse the representation of ideas, attitudes and voices in texts to consider how texts represent the world and human experience. Analysis of how language and structural choices shape perspectives in and for a range of contexts is central to this unit. By responding to and creating texts in different modes and media, students consider the interplay of imaginative, interpretive, persuasive and analytical elements in a range of texts and present their own analyses.

Unit 3

Students explore representations of themes, issues, ideas and concepts through a comparison of texts. They analyse and compare the relationships between language, genre and contexts. Students recognise and analyse the conventions of genre in texts. Students compare and evaluate the effect of different media, forms and modes on the structure of texts and how audiences respond to them. Understanding of these concepts is demonstrated through the creation of imaginative, interpretive, persuasive and analytical responses.

Unit 4

Students examine different interpretations and perspectives to develop further their knowledge and analysis of purpose and style. They challenge perspectives, values and attitudes in texts, developing and testing their own interpretations through debate and argument. Through close study of texts, students explore relationships between content and structure, voice and perspectives and the text and context. Students demonstrate understanding of the texts studied through creation of imaginative, interpretive, persuasive and analytical responses.

English - General

Recommended prior achievement: C grade in Year 10 English



This course helps build the skills needed to become confident, competent and engaged users of English in a range of contexts such as the workplace, the community, training or further education. By developing comprehension, analytical and creative skills the course provides the essential tools for future success. The SCSA syllabus descriptions of the four English General units are listed below:

Unit 1

Unit 1 focuses on students comprehending and responding to the ideas and information presented in texts. Students:

- Employ a variety of strategies to assist comprehension and read, view and listen to texts to connect, interpret and visualise ideas.
- Learn how to respond personally and logically to texts by questioning, using inferential reasoning and determining the importance of content and structure.
- Consider how organisational features of texts help the audience to understand the text.
- Learn to interact with others in a range of contexts, including every day, community, social, further education, training and workplace contexts.
- Communicate ideas and information clearly and correctly in a range of contexts.
- Apply their understanding of language through the creation of texts for different purposes.

Unit 2

Unit 2 focuses on interpreting ideas and arguments in a range of texts and contexts. Students:

- Analyse text structures and language features and identify the ideas, arguments and values expressed.
- Consider the purposes and possible audiences of texts.
- Examine the connections between purpose and structure and how a text's meaning is influenced by the context in which it is created and received.
- Integrate relevant information and ideas from texts to develop their own interpretations.
- Learn to interact effectively in a range of contexts.
- Create texts using persuasive, visual and literary techniques to engage audiences in a range of modes and media.

Unit 3

Unit 3 focuses on exploring different perspectives presented in a range of texts and contexts. Students:

- explore attitudes, text structures and language features to understand a text's meaning and purpose;
- examine relationships between context, purpose and audience in different language modes and types of texts, and their impact on meaning;
- consider how perspectives and values are presented in texts to influence specific audiences;
- develop and justify their own interpretations when responding to texts;
- learn how to communicate logically, persuasively and imaginatively in different contexts, for different purposes, using a variety of types of texts.

Unit 4

Unit 4 focuses on community, local or global issues and ideas presented in texts and on developing students' reasoned responses to them. Students:

- explore how ideas, attitudes and values are presented by synthesising information from a range of sources to develop independent perspectives; analyse the ways in which authors influence and position audiences;
- investigate differing perspectives and develop reasoned responses to these in a range of text forms for a variety of audiences;
- construct and clearly express coherent, logical and sustained arguments and demonstrate an understanding of purpose, audience and context; consider intended purpose and audience response when creating their own persuasive, analytical, imaginative, and interpretive texts.

Literature - ATAR

Prerequisites: Minimum B grade in Year 10 English, Semester 1 exam 65%+ is recommended and an interest in reading and studying different types of texts is preferable.



The Literature course is about engaging with texts in their literary contexts; exploring ideas, attitudes, values and representations across time and genres. It involves not just exploring the style, form and techniques of existing texts but also manipulating these to create original texts. At the heart of this course is the close reading of a range of prose, poetry and drama texts and the aesthetic and intellectual pleasure that such readings can bring. The SCSA syllabus descriptions of the four ATAR Literature units are summarised below:

Unit 1

Unit 1 develops students' knowledge and understanding of different ways of reading and creating literary texts drawn from a widening range of historical, social, cultural and personal contexts. Students analyse the relationships between language, text, contexts, individual points of view and the reader's response. This unit develops knowledge and understanding of different literary conventions and storytelling traditions and their relationships with audiences. A range of literary forms is considered: prose fiction, poetry and drama. The significance of ideas and the distinctive qualities of texts are analysed through detailed textual study. Through the creation of analytical responses, students frame consistent arguments that are substantiated by relevant evidence. In the creation of imaginative texts, students explore and experiment with aspects of style and form.

Unit 2

Unit 2 develops students' knowledge and understanding of intertextuality, the ways literary texts connect with each other. Drawing on a range of language and literary experiences, students consider the relationships between texts, genres, authors, readers, audiences and contexts. The ideas, language and structure of different texts are compared and contrasted. Exploring connections between texts involves analysing their similarities and differences through an analysis of the ideas, language used and forms of texts. Students create analytical responses that are evidence-based and convincing. By experimenting with text structures and language features, students understand how their imaginative texts are informed by analytical responses.

Units 3 and 4

Students discuss the possible nature, function and value of specific literary texts by studying texts in relation to their social, cultural and historical context. They explore how context may affect our understanding of texts; for example, the historical contexts in which the text was produced and is received, including the writer's experience, and the attitudes and intertextual experiences of the reader. Students will learn about the ways in which values and attitudes differ from one writer to the next and from one reader to the next; and how those values and attitudes might affect readings of texts.

English as an Additional Language/Dialect - General

Must meet the School Curriculum and Standards Authority criteria.

The EALD courses are designed for students who speak another language or dialect as their first or "home" language. EALD focuses on development of the competent use of Standard Australian English (SAE) in a range of contexts. The EALD General course prepares students for a range of post-secondary destinations in further education, training and the workplace.

Unit 1

Unit 1 focuses on investigating how language and culture are interrelated and expressed in a range of contexts. A variety of oral, written and multimodal texts are used to develop understanding of text structures and language features. The relationship between these structures and features and the context, purpose and audience of texts is explored. The unit will enhance students' confidence in creating texts for different purposes and across all language modes in both real and imagined contexts. It will broaden their understanding of the sociocultural and sociolinguistic elements of SAE and develop skills for research and further academic study.

Unit 2

Unit 2 focuses on analysing and evaluating perspectives and attitudes presented in texts and creating extended texts for a range of contexts. SAE language skills for effective communication in an expanding range of contexts are consolidated. The use of cohesive text structures and language features is developed. The unit focuses on developing planning and editing skills to create extended oral, written and multimodal texts. Attitudes, values and culturally based assumptions within texts are identified, analysed and compared. Strategies for collecting, analysing, organising and presenting ideas and information are refined.

Eligibility for enrolment in English as an Additional Language/Dialect

The EAL/D ATAR course is available to students who speak English as a second language or as an additional language or dialect, and whose use of SAE is restricted. The course may provide English language or dialect support for students to the end of Year 11. English as an Additional Language or Dialect eligibility criteria do not apply to the Year 11 period of enrolment. The specific eligibility criteria for enrolment into Year 12 in the course are set out below. Students who fulfil any of these conditions are eligible to enrol. Such students need to complete an Eligibility Application Form and forward it, with supporting documentation, through their school/College, to the School Curriculum and Standards Authority prior to enrolment. Copies of this form are available on the School Curriculum and Standards Authority website (www.scsa.wa.edu.au) on the EAL/D course page.

The EAL/D course will be available to a student in Year 12:

- Whose first language is not English and who has not been a resident in Australia or another predominantly English speaking country for a total period of more than seven years immediately prior to 1 January of the year of enrolment into Year 12, AND for whom English has not been the main medium of communication and/or instruction for more than seven years immediately prior to 1 January of the year of enrolment into Year 12.
- Who is Aboriginal or Torres Strait Islander, or from Cocos Island or Christmas Island, for whom SAE has been the medium of instruction, but for whom SAE is an additional language/dialect, and whose exposure to SAE is primarily within the school context.
- Who is deaf or hard-of-hearing and communicates using signing, such as Auslan, as their first language.
- Whose first language is not English and who was born outside Australia and has had little or no formal education prior to arriving in Australia?
- Whose first language is not English and who was born outside Australia or in a remote part of Australia and has had a disrupted formal education whose first language is not English and who has been a resident in Australia for more than seven years prior to 1 January of the year of enrolment into Year 12, but who has had little or disrupted formal education in SAE, resulting in significant disadvantage.

Please Note: If a student other than a Year 12 student applies to enrol to sit for the WACE examination, they must meet the eligibility requirements.

HEALTH AND PHYSICAL EDUCATION

Health Studies - General

Physical Education Studies - ATAR

Physical Education Studies – General

Certificate II Sport and Recreation – [see page 36](#)

Certificate II Sport Coaching – [see page 36](#)

HEALTH AND PHYSICAL EDUCATION PATHWAYS				
Year	Health Studies	Physical Education Studies	Sport and Recreation	Sport Coaching
11	General	General	Certificate II Sport and Recreation Cricket/AFL) and (Tennis/Basketball)	
12	General	General		Certificate II Sporting Coaching

Health Studies - General

Recommended prior achievement: C grade Year 10 Health Education; C grade in Year 10 English

In this General course students explore health as a dynamic quality of life. They consider the way in which beliefs and attitudes influence health decisions and learn how to plan and take action that will promote their own health and that of others. They examine the impact of social and environmental factors on health and use inquiry skills to investigate and respond to relevant issues. The course also provides students with opportunities to develop skills that will enable them to pursue careers in health promotion, research or community health care.

Unit 1

This unit focuses on personal health and wellbeing and what it means to be healthy. Students explore factors which influence their health, and design action plans to improve health and achieve set goals. Key consumer health skills and concepts, and the relationship between beliefs, attitudes, values and healthy behaviour, and the impact of social and cultural norms, are introduced. Key self-management and interpersonal skills required to build effective relationships are explored. Health inquiry skills are developed and applied to investigate and report on health issues.

Unit 2

This unit focuses on personal health and introduces the many factors which influence health. The notion of prevention is central to this unit, and students explore actions, skills and strategies to cope with health influences and improve health. In addition to health determinants, the influence of cognitive dissonance on decision making and the role of communities in shaping norms and expectations are explored. Self-management and cooperative skills are examined and students continue to develop and apply health inquiry skills.

The Year 12 syllabus is divided into two units which are delivered as a pair.

Unit 3

This unit focuses on building students' knowledge and understandings of health determinants and their interaction and contribution to personal and community health. Students define and consolidate understandings of health promotion and are introduced to key health literacy skills. Students expand on their understanding of the impact of beliefs on health behaviour and continue to develop personal and interpersonal skills which support health. Inquiry skills are consolidated and applied, including the ability to identify trends and patterns in data.

Unit 4

This unit focuses on the impact of health determinants on personal and community health. The concept of community development and the importance of participation and empowerment is introduced. Students learn about Australia's National Health Priority Areas (NHPAs) and preventive strategies to reduce risk and contribute to better health. The use of social marketing in health is explored and students are introduced to emotional intelligence as a mechanism for perceiving, controlling and evaluating emotions. Students continue to refine inquiry skills as they address relevant issues and produce insightful and well-researched reports.

Physical Education Studies - General

Recommended prior achievement: C grade Year 10 Physical Education

Physical Education Studies involves two periods a week of active participation in three sports throughout the year. The remaining two periods are dedicated to theory. A variety of individual, dual and team sports will be studied in detail.

The course focuses on the following content areas:

- Movement, skills, strategies and tactics within the sports covered.
- Physiological dimensions of physical activity (sport science).
- Psychological and socio-cultural dimensions of physical activity.

Unit 1 enables exploration of movement skills, fitness for physical activity, roles and position in a team, coaching and officiating, cooperation and competition, and fair play.

Unit 2 enables the extension of learning including peer profiling, coaching and officiating skills and strategies, professional profiles, pursuing excellence in sport and socio-cultural dimensions in sport.

Students who complete Units 1 and 2 in Year 11 will typically complete Units 3 and 4 in Year 12.

The Year 12 syllabus is divided into two units which are delivered as a pair.

Unit 3

The focus of this unit is simple movement, biomechanical, physiological, psychological, functional anatomy and motor learning concepts. The understanding of the relationship between skill, movement production and fitness will be further enhanced as students develop and improve.

Unit 4

The focus of this unit is for students to assess their own and others' movement competency and identify areas for improvement. They will build on their knowledge of training principles, nutrition and goal setting concepts to enhance their own and others' performance in physical activity.



HUMANITIES AND SOCIAL SCIENCES

Career and Enterprise - General
Economics – ATAR
Modern History – ATAR

Year 11 – Certificate II in Workplace Skills (formerly Business) – [see page 36](#)

Year 12 – Certificate III in Business – [see page 36](#)

HUMANITIES AND SOCIAL SCIENCES PATHWAYS			
Year	Career and Enterprise	Economics	Modern History
11	General	ATAR	ATAR
12	General	ATAR	ATAR

Career and Enterprise - General

Recommended prior achievement: C grade Year 10 Humanities and Social Sciences

Career education involves learning to manage and take responsibility for personal career development. The Career and Enterprise General course involves recognising one's individual skills and talents, and using this understanding to assist in gaining and keeping work. The course develops a range of work skills and an understanding of the nature of work. Key components of the course include: the development of an understanding of different personality types and their link to career choices; entrepreneurial behaviours; learning to learn; and the exploration of social, cultural and environmental issues that affect work, workplaces and careers.



Unit 1

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

Unit 2

This unit explores the attributes and skills necessary for employment and provides students with the opportunity to identify their personal strengths and interests and the impact of these on career development opportunities and decisions.

The Year 12 syllabus is divided into two units which are delivered as a pair.

Unit 3

This unit is about adopting a proactive approach to securing and maintaining work and it involves self-management, using work search tools and techniques, developing career competencies and accessing learning opportunities.

Unit 4

This unit explores issues associated with career management, workplaces and influences and trends in times of change. Change can be analysed and the information used to inform strategies associated with self-management, career building and personal and professional learning experiences.

Work, training and learning experiences provide opportunities to extend students' knowledge and skills in anticipation of responding to change and maintaining an edge. These experiences are documented in career portfolios, using an increasing range of information technology skills.

Economics - ATAR

Prerequisites: Min. B grade Year 10 Humanities and Social Sciences, Exam 65% minimum



Economics looks at lot of real life questions such as:

Should the government introduce a sugar tax to combat obesity?

How can countries stimulate economic growth?

Should the government provide subsidies to support the car industry?

What impact is Uber having on the taxi industry?

Why would the Reserve Bank lower interest rates?

Unit 1 – Microeconomics

This unit is an introduction to microeconomics and explores the role of the market in determining the wellbeing of individuals and society. Students explore the workings of real world markets with an emphasis on the Australian economy.

Unit 2 – Macroeconomics

This unit is an introduction to macroeconomics and explores economic growth, inflation and unemployment with an emphasis on the Australian economy. Students learn it is important to measure and monitor changes in these macroeconomic indicators as changes in the level of economic activity affect the wellbeing of individuals and society. The Year 12 syllabus is divided into two units which are delivered as a pair.

Unit 3 – Australia and the Global Economy

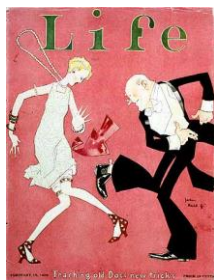
This unit explores the interdependence of Australia and the rest of the world. Australia is a relatively open economy and, as such, is influenced by changes in the world economy.

Unit 4 – Economic Policies and Management

This unit explores the economic objectives of the Australian Government and the actions and policies taken in the pursuit of these objectives. Changes in the level of economic activity influence the policy mix and the government's capacity to achieve its objectives.

Modern History - ATAR

Prerequisites: Min. B grade Year 10 Humanities and Social Sciences, Exam 65% minimum



In the Modern History ATAR course, students study the forces that have shaped today's world and gain a broader and deeper comprehension of the world in which they live. While the focus is on the 20th century, the course refers back to formative changes from the late 18th century onwards and encourages students to make connections with the changing world of the 21st century. Students develop critical thinking and analysis skills which enables them to be informed citizens capable of engaging in informed debate in regard to contemporary issues.

Unit 1- Understanding the Modern World

This unit provides an introduction to significant developments in the modern period with a focus on the United States of America, and the ideas that influenced its rise as a global power. Students will develop critical thinking skills and extended writing skills.

Unit 2- Movements for Change in the 20th Century

This unit examines the circumstances that existed in Germany to allow the rise of Adolf Hitler as dictator. The unit focuses on the ways in which individuals, groups and institutions challenge authority and transform society.

Unit 3- Modern Nations in the 20th Century

This unit focuses on the Australian nation, and the crises that confronted the nation in the 20th century including two world wars and the Great Depression. Students will gain an understanding of how Australia can learn from its past and make decision for the future.

Unit 4- The Modern World Since 1945

This unit concentrates on the distinctive features of the modern world that emerged in the period 1945-2001, starting with the Cold War between the USA and the USSR, and then focusing on the rise of the European Union. Students will gain excellent skills in written communication and the ability to analyse historical sources.

MATHEMATICS

Mathematics Methods - ATAR

Mathematics Specialist - ATAR

Mathematics Applications - ATAR

Mathematics Essential - General

Mathematics Pathways				
Year	Methods	Specialist	Applications	Essential
11	ATAR	ATAR	ATAR	General
12	ATAR	ATAR	ATAR	General

The four mathematics courses are differentiated, each focusing on a pathway that will meet the learning needs of a particular group of senior secondary students.

Mathematics Methods - ATAR

Prerequisites: A grade Year 10 Mathematics, Course 1 Exam 70%+ or Course 2 Exam 90%+

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

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

Unit 1

Contains the three topics:

- Functions and graphs.
- Trigonometric functions.
- Counting and probability.

Unit 2

Contains the three topics:

- Exponential functions.
- Arithmetic and geometric sequences and series.
- Introduction to differential calculus.

The Year 12 syllabus is divided into two units which are delivered as a pair.

Unit 3

Contains the three topics:

- Further differentiation and applications.
- Integrals.
- Discrete random variables.

The study of calculus continues by introducing the derivatives of exponential and trigonometric functions and their applications, as well as some basic differentiation techniques and the concept of a second derivative, its meaning and applications. The aim is to demonstrate to students the beauty and power of calculus and the breadth of its applications. The unit includes integration, both as a process that reverses differentiation and as a way of calculating areas. The fundamental theorem of calculus as a link between differentiation and integration is emphasised. Discrete random variables are introduced, together with their uses in modelling random processes involving chance and variation. The purpose here is to develop a framework for statistical inference.

Unit 4

Contains the three topics:

- The logarithmic function.
- Continuous random variables and the normal distribution.
- Interval estimates for proportions.

The logarithmic function and its derivative are studied. Continuous random variables are introduced and their applications examined. Probabilities associated with continuous distributions are calculated using definite integrals. In this unit, students are introduced to one of the most important parts of statistics, namely, statistical inference, where the goal is to estimate an unknown parameter associated with a population using a sample of that population. In this unit, inference is restricted to estimating proportions in two-outcome populations. Students will already be familiar with many examples of these types of populations.

Mathematics Specialist - ATAR

Prerequisites: A grade Year 10 Mathematics, Course 1 Exam 75%+

This course provides opportunities, beyond those presented in the Mathematics Methods ATAR course, to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. Mathematics Specialist contains topics in functions and calculus that build on and deepen the ideas presented in the Mathematics Methods course, as well as demonstrate their application in many areas. The Mathematics Specialist course also extends understanding and knowledge of statistics and introduces the topics of vectors, complex numbers and matrices. Mathematics Specialist is the only ATAR mathematics course that should not be taken as a stand-alone course and it is recommended to be studied in conjunction with the Mathematics Methods ATAR.

Unit 1

Contains the three topics:

- Combinatorics.
- Vectors in the plane.
- Geometry.

Unit 2

Contains the three topics:

- Trigonometry.
- Matrices.
- Real and complex numbers.

The Year 12 syllabus is divided into two units which are delivered as a pair. In this course there is a progression of content, applications, level of sophistication and abstraction. For example, vectors in the plane are introduced in Year 11 Unit 1 and then in Year 12 Unit 3, they are studied for three-dimensional space. In Unit 3, the topic 'Vectors in three dimensions' leads to the establishment of the equations of lines and planes, and this in turn, prepares students for solving simultaneous equations in three variables.

Unit 3

This unit contains the three topics:

- 3.1 Complex numbers.
- 3.2 Functions and sketching graphs.
- 3.3 Vectors in three dimensions.

The Cartesian form of complex numbers was introduced in Unit 2, and in Unit 3, the study of complex numbers is extended to the polar form. The study of functions and techniques of calculus begun in the Mathematics Methods ATAR course is extended and utilised in the sketching of graphs and the solution of problems involving integration. The study of vectors begun in Unit 1, which focused on vectors in one- and two-dimensional space, is extended in Unit 3 to three-dimensional vectors, vector equations and vector calculus, with the latter building on students' knowledge of calculus from the Mathematics Methods ATAR course. Cartesian and vector equations, together with equations of planes, enables students to solve geometric problems and to solve problems involving motion in three-dimensional space.

Unit 4

This unit contains the three topics:

- 4.1 Integration and applications of integration.
- 4.2 Rates of change and differential equations.
- 4.3 Statistical inference.

In this unit, the study of differentiation and integration of functions is continued, and the techniques developed from this and previous topics in calculus are applied to the area of simple differential equations, in particular in biology and kinematics. These topics serve to demonstrate the applicability of the mathematics learnt throughout this course. Also in this unit, all of the students' previous experience in statistics is drawn together in the study of the distribution of sample means. This is a topic that demonstrates the utility and power of statistics.

Mathematics Applications - ATAR

Prerequisites: Min. B grade Year 10 Mathematics, Course 1 Exam 50%+ or Course 2 Exam 65%+

This course focuses on the use of mathematics to solve problems in contexts that involve financial modelling, geometric and trigonometric analysis, graphical and network analysis, and growth and decay in sequences. It also provides opportunities for students to develop systematic strategies based on the statistical investigation process for answering statistical questions that involve analysing univariate and bivariate data, including time series data.

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

Unit 1

Contains the three topics:

- Consumer arithmetic.
- Algebra and matrices.
- Shape and measurement.

Unit 2

Contains the three topics:

- Univariate data analysis and the statistical investigation process.
- Applications of trigonometry.
- Linear equations and their graphs.

The Year 12 syllabus is divided into two units which are delivered as a pair.

Unit 3

Contains the three topics:

- Bivariate data analysis.
- Growth and decay in sequences.
- Graphs and networks.

'Bivariate data analysis' introduces students to some methods for identifying, analysing and describing associations between pairs of variables, including using the least-squares method as a tool for modelling and analysing linear associations. The content is to be taught within the framework of the statistical investigation process.

'Growth and decay in sequences' employs recursion to generate sequences that can be used to model and investigate patterns of growth and decay in discrete situations. These sequences find application in a wide range of practical situations, including modelling the growth of a compound interest investment, the growth of a bacterial population, or the decrease in the value of a car over time. Sequences are also essential to understanding the patterns of growth and decay in loans and investments that are studied in detail in Unit 4.

'Graphs and networks' introduces students to the language of graphs and the way in which graphs, represented as a collection of points and interconnecting lines, can be used to analyse everyday situations, such as a rail or social network.

Unit 4

Contains the three topics:

- Time series analysis.
- Loans, investments and annuities.
- Networks and decision mathematics.

‘Time series analysis’ continues students’ study of statistics by introducing them to the concepts and techniques of time series analysis. The content is to be taught within the framework of the statistical investigation process. ‘Loans, investments and annuities’ aims to provide students with sufficient knowledge of financial mathematics to solve practical problems associated with taking out or refinancing a mortgage and making investments. ‘Networks and decision mathematics’ uses networks to model and aid decision making in practical situations.

Mathematics Essential - General

Recommended prior achievement: C grade Year 10 Mathematics

The Mathematics Essential General course focuses on using mathematics effectively, efficiently and critically to make informed decisions. It provides students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning and community settings. This course provides the opportunity for students to prepare for post-school options of employment and further training. **NOTE: Students who have not satisfied the Numeracy requirement of OLNA must select this course.**

Unit 1

This unit includes the following four topics:

- Basic calculations, percentages and rates.
- Using formulas for practical purposes.
- Measurement.
- Graphs.

Unit 2

This unit includes the following four topics:

- Representing and comparing data.
- Percentages.
- Rates and ratios.
- Time and motion.

The Year 12 syllabus is divided into two units which are delivered as a pair.

Unit 3

This unit includes the following four topics:

- Measurement.
- Scales, plans and models.
- Graphs in practical situations.
- Data collection.

Unit 4

This unit includes the following three topics:

- Probability and relative frequencies.
- Earth geometry and time zones.
- Loans and compound interest.

SCIENCE

Biology - ATAR

Chemistry – ATAR

Chemistry - General

Human Biology - ATAR

Human Biology – General

Physics – ATAR

Psychology – ATAR

Psychology - General

SCIENCE PATHWAYS					
Year	Biology	Chemistry	Human Biology	Physics	Psychology
11		General	General		General
12		General	General		General
11	ATAR	ATAR	ATAR	ATAR	ATAR
12	ATAR	ATAR	ATAR	ATAR	ATAR

Mathematical Skills expected of students studying Science Courses.

NOTE: General Science courses require students to use the mathematical skills they have developed through the Year 7–10 Mathematics curriculum, in addition to the numeracy skills they have developed through the Science Inquiry Skills strand of the Science curriculum. Within the Science Inquiry Skills strand, students are required to gather, represent and analyse numerical data to identify the evidence that forms the basis of their scientific arguments, claims or conclusions. In gathering and recording numerical data, students are required to make measurements with an appropriate degree of accuracy and to represent measurements using appropriate units. Students may need to be taught when it is appropriate to join points on a graph and when it is appropriate to use a line of best fit. They may also need to be taught how to construct a straight line that will serve as the line of best fit for a set of data presented graphically.

It is assumed that students will be able to competently:

- perform calculations involving addition, subtraction, multiplication and division of quantities
- express fractions as percentages, and percentages as fractions
- calculate percentages
- recognise and use ratios
- convert between simple SI units, for example, milligrams to grams, grams to kilogram and millilitres to litres
- change the subject of a simple equation
- substitute physical quantities into an equation using consistent units
- comprehend and use symbols/notations,
- translate information between graphical and numerical forms
- use appropriate forms, variables and scales for constructing graphs
- interpret frequency tables and diagrams, pie charts and histograms
- describe and compare data sets using mean
- interpret the shape of a linear graph.

Students who study ATAR Chemistry, Physics and Psychology will need more specific, specialised Mathematic skills. Please refer to the [SCSA website](#) for more information.

Biology – ATAR

Pre-requisites – Min. B grade in Year 10 Science, Exam 60%+; min. B grade Year 10 Mathematics

Biology is the study of the fascinating diversity of life as it has evolved and as it interacts and functions. Investigation of biological systems and their interactions, from cellular processes to ecosystem dynamics, has led to biological knowledge and understanding that enable us to explore and explain everyday observations, find solutions to biological issues, and understand the processes of biological continuity and change over time.

This course explores ways in which scientists work collaboratively and individually in a range of integrated fields to increase understanding of an ever-expanding body of biological knowledge. Students develop their investigative, analytical and communication skills through field, laboratory and research investigations of living systems and through critical evaluation of the development, ethics, applications and influences of contemporary biological knowledge in a range of contexts.

Studying the Biology ATAR course provides students with a suite of skills and understandings that are valuable to a wide range of further study pathways and careers. Understanding of biological concepts, as well as general science knowledge and skills, is relevant to a range of careers, including those in medical, veterinary, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation and eco-tourism. This course will also provide a foundation for students to critically consider and to make informed decisions about contemporary biological issues in their everyday lives.

Unit 1 – Ecosystems and biodiversity

In this unit, students analyse abiotic and biotic ecosystem components and their interactions, using classification systems for data collection, comparison and evaluation. Fieldwork is an important part of this unit, and provides valuable opportunities for students to work collaboratively to collect authentic data and experience local ecosystem interactions.

Unit 2 – From single cells to multicellular organisms

In this unit, students investigate the interdependent components of the cell system and the multiple interacting systems in multicellular organisms.

The Year 12 syllabus is divided into two units, which are delivered as a pair. The notional time for the pair of units is 110 class contact hours.

Unit 3 – Continuity of species

In this unit, students investigate mechanisms of heredity and the ways in which inheritance patterns can be explained, modelled and predicted; they connect these patterns to population dynamics and apply the theory of evolution by natural selection in order to examine changes in populations.

Unit 4 – Surviving in a changing environment

In this unit, students investigate system change and continuity in response to changing external conditions and pathogens; they investigate homeostasis and the transmission and impact of infectious disease; and they consider the factors that encourage or reduce the spread of infectious disease at the population level.



Chemistry - ATAR

Prerequisites: A grade in Course 1 Year 10 Science, Exam 65%+; min. B grade Year 10 Mathematics, Course 1 Exam 50% or Course 2 Exam 65%+.

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

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

The Year 11 syllabus is divided into two units which are delivered as a pair.

Unit 1 – Chemical Fundamentals: Structure, Properties and Reactions

In this unit, students use models of atomic structure and bonding to explain the macroscopic properties of materials. Students develop their understanding of the energy changes associated with chemical reactions and the use of chemical equations to calculate the masses of substances involved in chemical reactions.

Unit 2 – Molecular Interactions and Reactions

In this unit, students continue to develop their understanding of bonding models and the relationship between structure, properties and reactions, including consideration of the factors that affect the rate of chemical reactions.

Students investigate the unique properties of water and the properties of acids and bases, and use chemical equations to calculate the concentrations and volumes of solutions involved in chemical reactions.

The Year 12 syllabus is divided into two units which are delivered as a pair.

Unit 3 – Equilibrium, Acids and Bases, and Redox Reactions

In this unit, students investigate the concept of reversibility of reactions and the dynamic nature of equilibrium in chemical systems; contemporary models of acid-base behaviour that explain their properties and uses; and the principles of oxidation and reduction reactions, including the generation of electricity from electrochemical cells.

Unit 4 – Organic Chemistry and Chemical Synthesis

In this unit, students develop their understanding of the relationship between the structure, properties and chemical reactions of different organic functional groups. Students also investigate the process of chemical synthesis to form useful substances and products and the need to consider a range of factors in the design of these processes.

Each unit includes:

- A unit description – a short description of the focus of the unit.
- Learning outcomes – a set of statements describing the learning expected as a result of studying the unit.
- Unit content – the content to be taught and learned.



Chemistry - General

Recommended prior achievement: C grade in Year 10 Science, Exam 50%; C grade Year 10 Mathematics

Studying the Chemistry General course will provide students with a suite of skills and understandings that are valuable to a wide range of further study pathways and careers. An understanding of chemistry is relevant to a range of careers, including those in forensic science, environmental science, engineering, medicine, pharmacy and sports science. Additionally, chemistry knowledge is valuable in occupations that rely on an understanding of materials and their interactions, such as art, winemaking, agriculture and food technology. Some students will use this course as a foundation to pursue further studies in chemistry, and all students will become more informed citizens, able to use chemical knowledge to inform evidence-based decision making, and engage critically with contemporary scientific issues.

Unit 1

In this unit, students build on informal understandings of chemistry that they have already acquired through using different materials, tools and products in their lives, and through everyday chemical reactions, such as cooking, decomposition and rusting.

Unit 2

In this unit, students investigate how chemistry plays an important part in their daily lives. Students appreciate the role of chemistry in contributing to a sustainable future by investigating recycling and disposal of community chemical wastes. They investigate ways that chemists assist in protecting the natural environment, such as conservation and management of our resources. They recognise and acknowledge that the use of scientific knowledge may have beneficial and/or harmful and/or unintended consequences.

Unit 3

In this unit, students further investigate the role that chemistry plays in their daily lives. They begin by investigating the naturally occurring, smelly, yellow-to-black liquid consisting of a complex mixture of hydrocarbons of various molecular weights, and other liquid organic compounds, that is crude oil. They examine its composition and the chemistry of some of the compounds that comprise it. This leads to an investigation of other oils, their sources, properties and uses, and finally, they consider the constituents, properties and uses of polymers.

Students appreciate the role of chemistry in contributing to a sustainable future by investigating recycling and disposal of community chemical wastes. They investigate ways that chemists assist in protecting the natural environment, such as by producing biodegradable alternatives, and by conservation and management of our resources. They recognise and acknowledge that the use of scientific knowledge may have beneficial and/or harmful and/or unintended consequences.

Unit 4

In this unit, students investigate the chemistry of one of two different fields. The first is the field of the chemistry of metals. This will introduce them to the physical and chemical properties of a crucially important group of materials. They will test the properties of metals and relate these to their means of extraction, purification and uses. Finally, students will consider the properties of alloys and the deleterious effects of corrosion.

The second field is the chemistry associated with living processes. In this biochemical field, students will investigate the structure and function of two groups of chemicals, proteins and carbohydrates, and one particular molecule, adenosine triphosphate (ATP). The roles of carbohydrates and ATP in the human body will be examined, including their roles in exercise. The factors that affect the catalytic function of the particular group of proteins, enzymes, will be studied and related to changing conditions of their environment, the body.

Human Biology - ATAR

Prerequisites: B grade Year 10 Science, Exam 60%; min. B grade Year 10 Mathematics

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

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

Unit 1 – The functioning Human Body

In this unit, students analyse how the structure and function of body systems, and the interrelationships between systems, support metabolism and body functioning.

Unit 2 – Reproduction and Inheritance

In this unit, students study the reproductive systems of males and females, the mechanisms of transmission of genetic material from generation to generation, and the effects of the environment on gene expression.

The Year 12 syllabus is divided into two units which are delivered as a pair.

Unit 3 – Homeostasis and Disease

This unit explores the nervous and endocrine systems and the mechanisms that help maintain the systems of the body to function within normal range, and the body's immune responses to invading pathogens.

Unit 4 – Human variation and evolution

This unit explores the variations in humans, their changing environment and evolutionary trends in homonids.

Human Biology - General

Recommended prior achievement: C grade in Year 10 Science, Exam 50%; C grade Year 10 Mathematics

The Human Biology General course gives students a chance to explore how the human body works. Students focus on cells, organelles, respiratory system, the roles of males and females in reproduction and how they work together in the body. The circulatory system is also studied; how it functions in conjunction with the respiratory system is explored.

Students investigate the body systems through real or virtual dissections and practical examination of cells, organs and systems. They research contemporary treatments for dysfunctions of the body systems and are encouraged to use ICT to interpret and communicate their findings in a variety of ways.

Unit 1 – Healthy Body

This unit explores how the human body systems are interrelated to sustain life.

Unit 2 – Reproduction

This unit explores the role of males and females in the process of reproduction.

The Year 12 syllabus is divided into two units which are delivered as a pair.

Unit 3 – Coordination

This unit explores bones, muscles, nerves and hormones and how they maintain the body to act in a coordinated manner.

Unit 4 – Infectious Disease

This unit explores the causes and spread of disease and how humans respond to invading pathogens.

Physics - ATAR

Prerequisite: A grade in Year 10 Science, Exam 75%; A grade Year 10 Mathematics, Course 1 Exam 70%+ or Course 2 Exam 90%+

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

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

Unit 1 – Thermal, nuclear and electrical physics

Students investigate energy production by considering heating processes, radioactivity and nuclear reactions, and investigate energy transfer and transformation in electrical circuits.

Unit 2 – Linear motion and waves

Students describe, explain and predict linear motion, and investigate the application of wave models to sound phenomena.

The Year 12 syllabus is divided into two units which are delivered as a pair.

Unit 3 – Gravity and Electromagnetism

Students investigate models of motion in gravitational, electric and magnetic fields to explain how forces act at a distance.

Unit 4 – Revolutions in modern physics

Students use the theory of electromagnetism to explain the production and propagation of electromagnetic waves and investigate how shortcomings in existing theories led to the development of the quantum theory of light and matter, the Special Theory of Relativity, and the Standard Model of particle physics.

Psychology - ATAR

Prerequisites: B grade in Year 10 Science, Exam 65%; B grade Year 10 Mathematics

The study of Psychology at an ATAR level incorporates scientific research principles. It will prepare students for further studies at university in psychology, health professions, human resources, social sciences, sales, media, law, marketing and management. It has become a course of choice in all studies, which lead professionals to work directly with individuals and the community.

Unit 1 – Introduction to Psychology

This unit introduces Psychology as an inquiry-based discipline. Students begin to learn concepts associated with psychological theories, studies and models, which develop and change over time, to explain human emotion, cognition and behaviour. Students learn the basic structure of the central nervous system and some effects of this structure on the way humans think, feel and behave. They are introduced to several methods used to study the brain. The unit introduces life span psychology with a key focus on adolescent development. Students have the opportunity to understand the impact of developmental change on human thoughts, feelings and behaviour. They extend their understanding of developmental processes through learning the role of attachment and identifying stages of development according to specified theorists. Science inquiry skills developed during Year 7–10 Science are further developed in this unit as students apply these skills to understanding and analysing psychological studies.

Unit 2 – The influence of others

This unit focuses on the influence of others on human behaviour, cognition and emotion. Students explore the function and effect of attitudes and apply the tripartite model of attitude structure to develop a more complex understanding. Theories of cognitive dissonance, social identity and attribution are explored, with reference to

relevant psychological studies, and students apply these theories to real world experiences. The unit introduces social influences. Students learn the role of stereotypes and the relationship between attitudes, prejudice and discrimination in a range of areas. They learn the relationship between social influence and the development of prosocial and antisocial behaviours. Students extend their understanding of Science inquiry and the way psychological knowledge develops over time and in response to ongoing research.

Unit 3 – Memory and learning

Cognitive psychology is concerned with the process of how human beings develop understanding and apply this to the world in which they live. Memory and learning form core components of cognitive psychology. Various theories of memory and learning have been developed based on psychological research. In this unit, students learn the roles of sensation, perception and attention in memory. They further develop understanding of memory by applying models, understanding how specific structures of the brain affect memory, and learning about some of the processes associated with memory and forgetting. The unit explores theories of learning, including classical conditioning, operant conditioning and social learning theory, in the context of key studies. Students apply learning theories in behaviour modification to real world contexts. Science inquiry skills are further developed in this unit, as is the understanding that psychological knowledge develops over time and in response to ongoing research.

Unit 4 – Psychology of health

A key concern in Psychology is developing the understanding of human cognition, emotion and behaviour to inform improvements in the wellbeing of individuals and groups in society. In this unit, students develop a psychological understanding of the relationship between motivation and wellbeing, and apply this to the development of effective strategies related to stress and sleep. This unit uses analysis of theories and models associated with motivation and wellbeing to establish psychological understandings of these concepts. It introduces some elements of the relationships between stress, sleep and wellbeing. Students learn psychological models and techniques to improve wellbeing in these contexts. The unit emphasises the role and relevance of Science inquiry, where the psychological research is applied to contemporary concerns.

Psychology - General

Recommended prior achievement: C grade Year 10 Science, Exam 50%; C grade Year 10 Mathematics

Psychology is very useful, both to individuals assisting us to improve ourselves and our relationships, and to society as a whole. It can be applied to any context in which humans are involved. Through this course, students gain valuable insights and understandings into both themselves and their worlds. Methods of communication studied enhance personal communication skills, both within the field of psychology and in the context of daily life. Students also develop important research skills as they engage in the exploration and evaluation of data to illustrate how empirical procedures are used to examine phenomena such as intelligence and personality.

This course is designed to integrate the understanding of scientific principles, the acquisition of psychological knowledge and the application of both in an enjoyable and contemporary way. The study of psychology is highly relevant to further studies in the health professions; education, human resources, social sciences, sales, media and marketing and management.

Unit 1

This unit provides a general introduction to personality and intelligence. Students explore a number of influential theories including Freud's psychodynamic approach, Eysenck's trait theory and Spearman's theory of general intelligence. Beyond the individual, the impact of culture and others on behaviour is a key focus. Students examine agents of socialisation and the role of verbal and non-verbal communication in initiating, maintaining and regulating relationships. Students are introduced to qualitative and quantitative methods of data collection and explore fundamental ethical considerations pertinent to psychological research.

Unit 2

This unit introduces students to the human brain and the impact of factors influencing behaviour, emotion and thought. The scientific study of development is an important component of psychology and students review aspects of development and the role of nature and nurture. Students learn about stages of development and the impact of external factors on personality development. The impact of group size on behaviour and the influence of culture in shaping attitudes is explored. Students interpret descriptive data and apply it to create tables, graphs and diagrams, distinguish patterns and draw conclusions.

Unit 3

This unit expands on personality theories studies in Unit 1. Students apply knowledge and understandings to explore how personality can shape motivation and performance and how personality testing is used in vocational contexts. Students are introduced to different states of consciousness and the role of sensation, perception and attention in organising and interpreting information. Relational influences, including factors which determine friendships and conflict resolution, are explored. Students expand on their vocabulary of psychological terminology as they apply research methods and ethical principles.

Unit 4

This unit explores brain function and scanning techniques to illustrate the link between the brain and behaviour. Students learn about Piaget's theory of cognitive development, Kohlberg's theory of moral development and the role of nature and nurture. The impact of the environment on individuals is examined through the study of behaviours observed in groups, causes of prejudice and ways of reducing prejudice. Students continue to develop and apply their understanding of psychological research and data collection methods.



TECHNOLOGIES

Applied Information Technology - General

Building and Construction – General

Food Science and Technology – General

Materials, Design and Technology (Wood) – General

Certificate II Engineering Pathways – [see page 36](#)

Certificate II in Hospitality – [see page 36](#)

TECHNOLOGIES PATHWAYS						
Year	Applied Information Technology	Building and Construction	Engineering Pathways	Food Science and Technology	Hospitality	Materials, Design and Technology (Wood)
11	General	General	Certificate II Engineering Pathways (commence)	General	Certificate II Hospitality (commence)	General
12	General	General	Certificate II Engineering Pathways (continue)	General	Certificate II Hospitality (continue)	General

Applied Information Technology

Recommended prior achievement: C grade in Year 10 Maths; satisfactory completion of a Year 9/10 Digital Literacy course

The development and application of digital technologies impact most aspects of living and working in our society. Digital technologies have changed how people interact and exchange information. These developments have created new challenges and opportunities in lifestyle, entertainment, education and commerce.

Throughout the Applied Information Technology General course, students investigate client-driven issues and challenges, devise solutions, produce models or prototypes and then evaluate and refine the design solution in collaboration with the client. Students are provided with the opportunity to experience, albeit in a school environment, developing digital solutions for real situations.

The practical application of skills, techniques and strategies to solve information problems is a key focus of the course. Students also gain an understanding of computer systems and networks. In undertaking projects and designing solutions, the legal, ethical and social issues associated with each solution are also considered and evaluated.

This course provides students with the opportunity to develop the knowledge and skills of digital technologies. It also encourages students to use digital technologies in a responsible and informed manner.

The Applied Information Technology General course provides a sound theoretical and practical foundation, offering pathways to further studies and a wide range of technology based careers.

This course is organised into a Year 11 syllabus and a Year 12 syllabus. The cognitive complexity of the syllabus content increases from Year 11 to Year 12.

Year 11

Unit 1

This unit focuses on the use of digital technologies to create and manipulate digital media. Students use a range of applications to create visual and audio communications. They examine trends in digital media transmissions and implications arising from the use of these technologies.

Unit 2

This unit focuses on the skills, principles and practices associated with various types of documents and communications. Students identify the components and configuration of networks to meet the needs of a business. They design digital solutions for clients, being mindful of the various impacts of technologies within legal, ethical and social boundaries.

Year 12

Unit 3

The emphasis of this unit is on the use of digital technologies to create and manipulate digital media. Students use a range of applications to create visual and audio communications. They examine trends in digital media transmissions and implications arising from the use of these technologies.

Unit 4

The emphasis of this unit is on the skills, principles and practices associated with various types of documents and communications. Students identify the components and configuration of networks to meet the needs of a business. Students design digital solutions for clients, being mindful of the various impacts of technologies within legal, ethical and social boundaries.

Building and Construction - General

Recommended prior achievement: C grade in Year 10 Maths; satisfactory completion of a Year 9/10 Design and Technologies course

The Building and Construction General course encompasses the skills and applications of many of the trades and professions in the construction industry. Students have the opportunity to develop and practise skills that contribute to creating a physical environment, while acquiring an understanding of the need for sustainability, and an awareness of community and environmental responsibilities. Students will learn and practise building processes and technologies, including principles of design, planning and management. Students will work with a variety of materials and develop a range of practical skills including brick laying, paving, concreting, tiling, welding techniques and non-licensed plumbing. The course is a good introduction to further studies in trades, engineering and architecture.

Unit 1

This unit introduces students to the considerations required in building design and explores properties of common, natural or pre-made construction materials, their mechanical properties and use in construction. Students realise differences in structure and materials used. Basic plan drawing and reading is practised with application in building, in addition to the skills in areas of content, such as working with construction materials, spatial perception and computation and levelling. The unit explores processes drawn from building projects. Students work with a variety of materials and develop a range of practical skills.

Unit 2

This unit explores properties of common, natural and pre-made construction materials, their production, mechanical properties under direct loads (tension or compression) and use in construction. Concepts in space and computation are developed. Basic plan reading is practised with application in building, as well as skills in areas of content, such as working with materials, spatial perception and computation and levelling. The unit explores processes in contexts drawn from building projects. Students work with a variety of materials and develop a range of practical skills.

Unit 3

This unit explores properties of common construction materials (timber, metals, concrete, grout, brickwork, block work, insulation, mortar and paint); their mechanical properties under load and flexural actions; and their use in construction. Concepts in space and computation are developed. Students practice reading drawn/drafted information as applied to building. Documentation for small projects is developed. The unit explores processes in contexts drawn from building, landscaping, earthwork, projects involving different energy use, and the recycling of building materials.

Unit 4

This unit builds upon the understandings of building materials, structures and structural components and the evaluation of combinations of various materials to sustain the strength of structural components. The methods and materials used in connecting building elements are explored. Further design considerations are studied. Drawing/drafting skills are refined and practised with application to more complex building issues. New criteria are incorporated in the specifications of design projects and skills are practised in these areas of content. Service networks, economics and recycling are studied. The unit explores processes in contexts drawn from building, landscaping, and earthwork projects, involving environmental issues of building waste disposal, water and sewerage treatment.

Food Science and Technology - General

Recommended prior achievement: C grade in Year 10 Science; C grade Year 10 Home Economics

The Year 11 syllabus is divided into two units.

Unit 1 – Food Choices and Health

This unit focuses on the sensory and physical properties of food. Students investigate balanced diets, the function of nutrients and environmental issues. Students devise food products, interpret and adapt recipes to prepare healthy meals. They demonstrate a variety of mise-en-place and precision cutting skills, and processing techniques to ensure that safe food handling practices prevent food contamination.

Unit 2 – Food for Communities

This unit focuses on the supply of staple foods and the factors that influence adolescent food choices and ethical considerations. Students recognise processing systems that affect the sensory and physical properties of staple foods. They explore food sources, the role of macronutrients and consider how food and beverage labelling and packaging requirements protect consumers. Students work with a range of staple foods, adapt basic recipes and produce food products to achieve specific dietary requirements.

The Year 12 syllabus is divided into two units.

Unit 3 – Food Science

This unit explores the societal, lifestyle and economic issues that influence food choices. Students research the effect of under-consumption and over-consumption of nutrients on health. Using scientific methods, students examine the functional properties that determine the performance of food and design food products and processing systems. Students follow occupational safety and health requirements, implement safe food handling practices and use a variety of foods and processing techniques.

Unit 4 – The Undercover Story

This unit focuses on food spoilage and contamination and explores reasons for preserving food. Students investigate food processing techniques, principles of food preservation, the regulations which determine the way food is packaged, labelled and stored and the principles of the Hazard Analysis Critical Control Point (HACCP) system. Students investigate the food supply chain and value-adding techniques applied to food. They examine influences on the nutritional wellbeing of individuals that arise from lifestyle and cultural traditions.

For each unit, the content is organised into:

- Nature of food
- Processing food
- Food in society.

Materials, Design and Technology (Wood) - General

Recommended prior achievement: C grade in Year 10 Maths; satisfactory completion of a Year 9/10 Design and Technologies course

The Materials Design and Technology General course is a practical course. Students work with wood, with the design and manufacture of products as the major focus. Students have the opportunity to develop and practise skills that contribute to creating a physical product, while acquiring an appreciation of the application of a design process, and an understanding of the need for materials sustainability. Students will learn and practise manufacturing processes and technologies, including principles of design, planning and management.

Unit 1

Students are introduced to the fundamentals of design and learn to communicate various aspects of the technology process by constructing what they design. Throughout the process, students learn about the origins, classifications, properties and suitability of the materials they are using, and are introduced to a range of production equipment and techniques. They develop materials manipulation skills and production management strategies, and are given the opportunity to realise their design ideas through the production of their design project. Possible projects include skill tasks and a pedestal table.

Unit 2

Students use a range of techniques to gather information about existing products and apply the fundamentals of design. Students learn to develop their ideas within the context of constructing what they design. Throughout the process, students learn about the origins, classifications, properties and suitability for end use of materials they are working with. Students are introduced to a range of technology skills and are encouraged to generate ideas and realise them through the production of their design projects. They learn to use a variety of relevant technologies safely and effectively. The major projects for this unit are a small furniture item and a jewellery box.

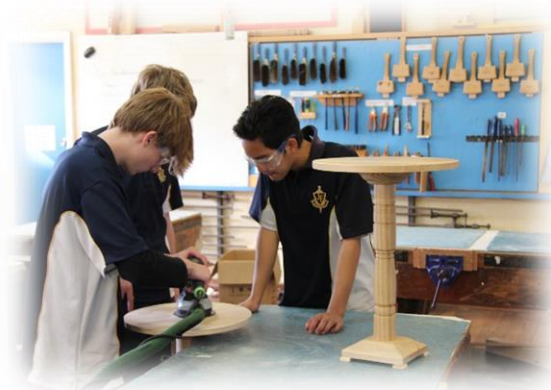
The Year 12 syllabus is divided into two units which are delivered as a pair.

Unit 3

Students develop an understanding of the elements and fundamentals of design and consider human factors involved in the design, production and use of their projects. They develop creative thinking strategies and work on design projects within specified constraints. Students learn about the classification and properties of a variety of materials and make appropriate materials selection for design needs. They learn about manufacturing and production skills and techniques. They develop the skills and techniques appropriate to the materials being used and gain practise in planning and managing processes through the production of a design project. They learn about risk management and ongoing evaluation processes. The major project of this unit incorporates elements of both aesthetic and functional design. Possible tasks include ornate decorative table tops and mantle clocks.

Unit 4

Students learn about the nature of designing for a client, target audience or market. Students apply an understanding of design and consider human factors involved in their design projects. They learn about the nature, properties and environmental impacts related to a variety of materials and production techniques. They develop creative thinking strategies, work on design projects within specified constraints and consider the environmental impacts of recycling of materials. Students extend their understanding of safe working practices and contemporary manufacturing.



CAREER DEVELOPMENT AND VOCATIONAL EDUCATION AND TRAINING

"After graduating I used my Cert II to apply for TAFE and study Cert III and IV Sport Coaching I am now using my qualification as my pathway into University to study a Bachelor in Sports Management ... thanks to all the study I have completed I have been coaching tennis for the last two years ..."
Radu Vaidean (former Cert II Student- John Forrest Secondary College).

VOCATIONAL EDUCATION AND TRAINING

Vocational Education and Training refers to Certificate I, II or III qualifications undertaken as part of the students' school studies to meet the requirements for the WACE. These qualifications may be delivered at the College, Trade Training Centre, TAFE or other providers or as a School Based Traineeship or Apprenticeship. These qualifications also contribute to TAFE Portfolio or University Bridging Course applications.

Qualifications delivered at the College by auspice arrangement with registered training organisations are:

- Certificate III in Business (Year 12 only)
- Certificate II in Dance (2-year qualification)
- Certificate II in Engineering Pathways (2-year qualification)
- Certificate II in Hospitality (2-year qualification)
- Certificate II in Music (2-year qualification)
- Certificate II in Sport Coaching (Year 12 only)
- Certificate II in Sport and Recreation (Cricket & AFL) or (Tennis & Basketball)
- Certificate II in Workplace Skills (supersedes Certificate II in Business)

Year	QUALIFICATION PATHWAYS					
11	Certificate II in Workplace Skills (formerly Business)	Certificate II in Dance	Certificate II in Engineering Pathways	Certificate II in Music Industry	Certificate II in Hospitality	Certificate II in Sport & Recreation
12	Certificate III in Business					Certificate II in Sport Coaching

Certificate II in Workplace Skills (BSB20120)

(RTO auspice arrangement to be finalised)

Recommended prior achievement: C grade in English and Mathematics

This qualification reflects the role of individuals who perform a range of mainly routine tasks using limited practical skills and fundamental operational knowledge in a defined context, working under direct supervision. Employability skills are modelled and taught so that students are able to achieve general skills for effective participation in the workplace, e.g. communication, teamwork, problem solving, initiative, planning and organisation, and self-management.

Upon successful completion, students receive Certificate II in Business. This provides students with a pathway to Certificate III in Business (BSB30115) in Year 12 and further Business programs at TAFE.

Certificate III in Business (BSB 30120)

(RTO auspice arrangement to be finalised)

Recommended prior achievement: C grade in Year 10 English and Mathematics

This qualification reflects the role of individuals in a variety of business services job roles that require technology and business skills. They apply a broad range of competencies using some discretion, judgement, theoretical and technical knowledge to support a team.

This qualification is only available to Year 12 students who have completed a Certificate II in Workplace Skills in Year 11.

Certificate II in Dance (CUA20113)

(RTO auspice arrangement to be finalised)

(This is a two year course; students will continue into Year 12.)

Recommended prior achievement: Lower School Dance and/or outside training

This course provides foundation skills in a range of dance styles and knowledge in order to develop a comprehensive understanding of dance and performance.

The course objectives clearly emphasise the development of practical abilities and the opportunity to study various styles of dance genres.

This qualification can be used as a pathway into specialist Certificate III and higher qualifications within the live performance industry.

Certificate II in Engineering Pathways (MEM20413)

(RTO auspice arrangement to be finalised)

(This is a two year course; students will continue into Year 12.)

Recommended prior achievement: Lower School Design and Technology

This qualification is intended for people interested in exposure to an engineering (metals) related environment with a view to entering into employment in that area. It will help equip graduates with knowledge and skills which will enhance their prospects of employment in an engineering or related working environment.

The learning program will develop trade-like skills (not trade-level skills). For example, the qualification is not about developing trade-level welding, it's about being introduced to welding, how it can be used and having the opportunity to create a welded project.

Metalworking tools and machines are used to create objects in a safe manner for each learner and those around them.

Certificate II in Music (CUA20620)

(RTO auspice arrangement to be finalised)

(This is a two year course; students will continue into Year 12.)

Recommended prior achievement: Lower School Music

This qualification is for those students who have an interest in music and are keen to develop skills as a musician or producer with the aim to perform, use music technology and be involved with live music events.

Core units of competency in the program include developing and updating industry knowledge, participating in work, health and safety processes and working effectively with others. The elective units in the program allow students to develop skills in an area of their interest from preparing for performances, developing audio skills and knowledge or repairing and maintaining audio equipment. It is offered as a preparatory program and pathway into the Certificate III in Music Industry course.

Certificate II in Hospitality

(RTO auspice arrangement to be finalised)

(This is a two year course; students will continue into Year 12.)

Recommended prior achievement: C grade in English and Mathematics

With this course, you'll gain practical skills in food and beverage preparation, including preparing and serving coffee and non-alcoholic beverages, to get you job ready and start your career in the exciting hospitality industry.

You'll learn how to interact with customers while gaining skills in social and cultural sensitivity, and gain a range of skills related to food and beverages in a hospitality setting.

This qualification provides a pathway to work in various hospitality settings such as restaurants, hotels, motels, catering operations, clubs, pubs, cafes and coffee shops.

Certificate II in Sport Coaching (SIS20319)

(RTO auspice arrangement to be finalised)

(This qualification is only available to students in Year 12 who have completed a Certificate II in Sport and Recreation.)

Recommended prior achievement: C grade Year 10 Physical Education or Specialist Program

Students will complete this certificate in Year 12 after having first completed a Certificate II in Sport and Recreation in Year 11. The student undertaking this course will be required to successfully complete up to seven elective units and seven core units in Year 11.

The course combines both practical and theoretical components. On completion of the course students will have pathways to work in assistant coaching roles working or volunteering at community based sports clubs and organisations in the Australian sport industry. Individuals with this qualification use coaching skill to engage participants in sport and work under the supervision of a coach. Possible job role titles depend on the specific sport may include assistant coach as well as allowing them to further their studies in sport and recreation at a tertiary level.

Certificate II in Sport and Recreation (SIS20115)

(RTO auspice arrangement to be finalised)

Recommended prior achievement: C grade Year 10 Physical Education

This qualification provides the skills and knowledge for an individual wishing to enter the sport and recreation industry. Students will learn how to teach sport skills, tactics and game strategies. They will develop their ability to communicate and problem solve. Student will use their initiative and enterprise to self-manage their planning and teamwork.

There are three focus areas for students to choose from:

- Cricket and AFL; or
- Tennis and Basketball.

Students completing this qualification can work in locations such as fitness centres, sporting grounds or complexes, leisure and aquatic centres and community recreation centres. In addition, on successful completion of the Certificate II, graduates may transition into:

- Certificate II in Sport Coaching (SIS20319) in Year 12;
- the full time Certificate IV in Sport Development (SIS40612) which is delivered in conjunction with Diploma of Sport Development (SIS50612) over one year at TAFE; or
- a pathway into fitness and personal training at TAFE such as Certificate III in Fitness (SIS30315).

ENDORSED PROGRAMS

An endorsed program is a significant learning program that has been developed for students in Years 10, 11 and 12. The program may have been developed by the School Curriculum and Standards Authority (the Authority), or it may have been developed by a private provider, such as a university, community organisation, training institution, or a school, and subsequently endorsed by the Authority.

Endorsed programs address areas of learning not covered by courses. Each endorsed program consists of a series of lessons, classes and/or activities designed to lead to the achievement of a common goal or set of learning outcomes. Endorsed programs can be delivered as part of the school curriculum or as extra-curricular activities.

All endorsed programs successfully completed and reported to the Authority:

- are listed on the student's WASSA
- may contribute towards the breadth-and-depth requirement of the WACE
- may contribute towards the C grade requirement of the WACE.

For WACE purposes, a student can achieve a maximum of 4 unit equivalents from endorsed programs, two in Year 11 and two in Year 12. Each endorsed program is allocated one, two, three or four unit equivalents.

Here are some examples of endorsed programs:

- UniReady Program with Curtin University (see below)
- Workplace Learning (ADWPL) to accredit work experience and part-time employment
- Administration and Management (ADAM) for students on the Student Council
- Music Performance Ensemble (ADMPE)
- Recreational Pursuits (ADRP) for students involved in the Creative Writing Club, or Engineering Club
- Elite Sports Performance (ADESP) for state or national sporting representatives

Further information about endorsed programs can be found at:

<https://senior-secondary.scsa.wa.edu.au/vet/endorsed-programs>

Endorsed Programs Offered as a Course - UniReady Program

Prerequisites: Minimum of a C grade across Maths, English, Science and HASS; 50%+ in all Semester 1 Exams

The UniReady program is a university preparation course that is normally available for students who have completed Year 12 and achieved their WACE. At John Forrest Secondary College, our Year 11 students have the opportunity to take this as one of their six courses through Year 11 and 12. The program runs over two years and is designed to develop independent learning skills and prepare students for university. As the course requires commitment, selections are made based on attitude, behaviour and effort, along with academic standing. Successful completion of UniReady will not only result in the equivalent of 4 "C" grades, (essentially functioning as an Endorsed Program as recognised by the School Curriculum and Standards Authority) but also direct entry into any Curtin University course requiring a 70 ATAR. In addition, successful completion of UniReady allows students to enter courses at Murdoch University and ECU that have similar entry requirements.

The course comprises of the following:

Core Units (completed in Year 11)

- 1 Fundamentals of Academic Writing
- 2 Foundations of Communication

Optional Units (completed in Year 12). Students choose 2 of the following:

- 1 Introduction to Commerce
- 2 Introduction to Health Science

JOHN FORREST TRADE TRAINING CENTRE PROGRAMS

MPA Skills Plumbing & Painting deliver two pre-apprenticeship Building & Construction Industries Pathway courses in the John Forrest Trade Training Centre. These programs involve one day of training and workplace learning. These programs require students to apply during Term 3. As these courses are competitive and have limited places, there is no guarantee students will be offered a place.

Certificate II in Plumbing (Pre-Apprenticeship) (52700WA)



(RTO 1892 – Plumbing and Painting Training Company Limited trading as MPA Skills Plumbing & Painting)
This is a one-year program delivered at the John Forrest Trade Training Centre*

Prerequisites: Interview, resume, cover letter, work readiness and a C Grade in Year 10 English and Mathematics

MPA Skills Plumbing & Painting deliver a school based pre-apprenticeship program in plumbing and gas fitting over one year at John Forrest Secondary College in the Trade Training Centre.

Students interested in becoming a plumber are invited to apply for a position in either program. Students who are offered a place will be engaged one day a week in a combination of trade training under the direction of trainers from MPA Skills Plumbing & Painting and Workplace Learning (WPL). Completion of this qualification may involve additional workplace learning during Term 2 and 3 holidays. Students who successfully complete this program may apply to be indentured full-time or part-time with a registered plumber or continue with workplace learning pathways in Year 12 before applying for an apprenticeship.

**(The Construction Training Fund may offer the same program as a scholarship over two years.)*

Certificate II Building & Construction Industry Painting & Decorating (Pre-Apprenticeship) (52824WA)



(RTO 1892 – Plumbing and Painting Training Company Limited trading as MPA Skills Plumbing & Painting)
This is a one-year program delivered at the John Forrest Trade Training Centre*

Prerequisites: Interview, resume, cover letter, work readiness and a C Grade in Year 10 English and Mathematics

MPA Skills Plumbing & Painting deliver a school based pre-apprenticeship program in painting and decorating over one year at John Forrest Secondary College in the Trade Training Centre.

Students interested in becoming a painter and decorator are invited to apply for a position in the program. Students who are offered a place in the program will be engaged one day a week in a combination of trade training under the direction of trainers from MPA Skills Plumbing & Painting and Workplace Learning (WPL). Completion of this qualification may involve additional workplace learning during Term 2 and 3 holidays. Students who successfully complete the program may apply to be indentured as a school based apprentice or full-time apprentice or continue with Workplace Learning in Year 12 before applying for an apprenticeship.

**(The Construction Training Fund may offer the same program as a scholarship over two years.)*

VET IN SCHOOLS (PROFILE)

Students can apply for VET in Schools Certificate II Pre-apprenticeship programs for trades like automotive, engineering, aero skills and hospitality. Other courses such as educational support, community health, child care and fashion are also available. These programs also involve one or two days of training at TAFE and may include a workplace learning component.

The programs take place outside the College at the various TAFEs and give students the opportunity to engage in adult learning environments. They are competitive and places are limited. **The programs are advertised on SEQTA and students are invited to apply through the College's VET Coordinator.**

OTHER VOCATIONAL OPTIONS

School Based Traineeships

Students at John Forrest Secondary College have the opportunity to participate in a range of traineeship programs. Because traineeships depend upon an employment contract, participation cannot be guaranteed.

There are two ways that students can complete school based traineeships and have the results recorded as part of the student's WA Certificate Education. The popular model involves the student applying for inclusion in one of the many traineeship opportunities available. Alternatively, the employer who hosts the student on a work placement may be so impressed with the student's performance that they are willing to offer a school based traineeship to be able to keep the student working in their organisation.

Traineeship opportunities are expected to be available at Certificate level II or III include:

- Automotive Retail
- Building and Construction
- Business and Clerical
- Public Sector
- Hospitality
- Child Care
- Information Technology
- Transport and Logistics
- Horticulture
- Retail Services

The structure of traineeships includes a trial period. This is a period during which both the student and the employer can decide whether or not they want to continue. Once the training agreement is signed the student and employer are both expected to continue with the rest of the program. Depending on the traineeship, students may be expected to complete a qualification through a specific training program delivered in or out of the work place. On completion of the traineeship students will receive a qualification providing they meet the unit requirements. Completion of these qualifications assists students to obtain apprenticeships, employment or entry to further of VET programs.

School Based Public Service Traineeships

These traineeships provide a career pathway for students interested in careers with the Public Service. A separate application process via the VET Coordinator is required for the traineeship in Certificate II in Government.

Public Sector Traineeships in Certificate II Local Government are completed over two years. Applications for Year 10 students are advertised on SEQTA by the VET Coordinator.

VET in School Courses Pre-Apprenticeship in Schools Program

Opportunities may exist for students interested in pre-apprenticeship programs which may lead to an apprenticeship or traineeship. These courses are run at TAFE and some private training organisations.

Programs available usually include metals and engineering, building and construction, automotive, carpentry and hospitality.

A range of other Certificate II or III programs are usually available, including educational support, community health, child care and nail technology.

COLLEGE CHARGES

The reason for Contributions and Charges

John Forrest Secondary College receives a government grant each year to cover the costs of running the College. Schools have the right to charge for goods and services that are used by students in a course of study and which the school's government funding does not cover. All Year 11 and 12 courses attract COMPULSORY charges. Our charges are comparative to those charged by other schools. For a list of courses and charges see the *College Charges* section at the end of this document.

Collection of School Charge Payments

Deposits will be required for all Year 11 2022 enrolments via the Online Subject Selection portal prior to submitting course selections. It is acknowledged that some families may find it difficult to make these payments. These families are encouraged to contact the College on 9473 4017 to organise a payment schedule. Once this contact is made, the student will be able to select their courses.

Determining Charges

John Forrest Secondary College endeavours to keep its charges to a minimum while maintaining a high standard of curriculum delivery. Each student is charged for items that are specifically used in courses. These costs will vary according to each student's choice of courses. Some courses are more expensive to run and thus deemed Extra Cost Options. If students choose these Extra Cost Options, then these charges are required to be paid in full by Friday 16 September this year. Failure to do so will result in the student being withdrawn from the course.

Please Note this amount is in addition to the \$150 subject selection deposit.

Secondary Assistance Scheme

Some financial assistance is available for College charges and clothing for eligible families. Current (during Term 1) Centrelink Family Heath Care or Pensioner Concession cardholders are eligible. The College needs to receive an application for the subsidy before the deadline (usually the last day of Term 1). Please be aware that eligibility criteria change from year to year.

The allowance consists of two parts:

- \$115 Clothing Allowance, paid directly to the parent/guardian or transferable to the College.
- \$235 Education Program Allowance, paid directly to the College for course charges.

Course Charges and Booklist

Once the courses selection and the timetabling processes are completed, every student will receive a fully detailed list of the charges associated with their program. This will include:

- Any textbooks that need to be purchased and their recommended retail price.
- The charges associated with each course.
- Any other compulsory charges levied by the College.
- Any voluntary contributions approved by the College Board.

The booklist and schedule of charges will be forwarded by post during Term 4. If students re-select their courses during the school year a new schedule of charges will be issued.

For further information regarding College charges please contact the Billing Officer on 9473 4016.

COLLEGE CHARGES (Subject to Change)

The Arts		Technologies	
Drama (General)	\$70	Applied Information Digital Technology (General)	\$36
Media Production and Analysis (General)	\$100	Building and Constructions (General)	\$100
Visual Arts (General)	\$130	Food Science and Technology (General)	\$140
English		Materials Design and Technology (Wood) (General)	\$130
English (ATAR)	\$32	Science	
English (General)	\$30	Biology (ATAR)	\$85
Literature (ATAR)	\$35	Chemistry (ATAR)	\$75
English as an Additional Dialect (ATAR)	\$30	Chemistry (General)	\$70
English as an Additional Dialect (General)	\$30	Human Biology (ATAR)	\$80
Health & Physical Education		Human Biology (General)	\$55
Health Studies (General)	\$57	Physics (ATAR)	\$50
Physical Education Studies (General)	\$92	Psychology (ATAR)	\$65
Humanities and Social Sciences		Psychology (General)	\$55
Career and Enterprise (General)	\$46	Vocational Education and Training	
Economics (ATAR)	\$44	Certificate II in Workplace Skills	\$90
Modern History (ATAR)	\$47	Certificate III in Business	\$90
Mathematics		Certificate II in Dance	\$90
Mathematics Applications (ATAR)	\$55	Certificate II in Engineering Pathways (Year 11)	\$120
Mathematics Essential (General)	\$55	Certificate II in Engineering Pathways (Year 12)	\$120
Mathematics Methods (ATAR)	\$55	Certificate II in Music	\$100
Mathematics Specialist (ATAR)	\$55	Certificate II in Hospitality	TBC
Trade Training Centre Programs		Certificate II in Sport Coaching	\$273
Certificate II in Building & Construction: Plumbing & Gas fitting	\$105	Certificate II in Sport and Recreation	\$273
Certificate II in Building & Construction: Painting & Decorating	\$80	Profile VET in Schools*	\$5
Endorsed Programs offered as a Course		Fee for Service VET in Schools*	\$5000 Max
UniReady	\$170	Workplace Learning	\$5
		School Based Apprenticeships/Traineeships	\$5
		Endorsed Programs (not including UniReady)	\$5
		* Materials and resource fees may be charged by external registered training organisation.	

- Students enrolling in senior school courses are required to pay a confirmation deposit of \$150 (this amount will be deducted from 2023 charges). The confirmation deposit will ensure a place is available in a course where there are sufficient numbers to form a class.
- Students enrolled in Extra Cost Option Courses are required to pay the charges in full by **Friday 16 September 2022**. Failure to do so will result in the student being withdrawn from the 2023 course.
- Students accepted into Building & Construction programs (Painting & Decorating/Plumbing & Gas fitting) are required to pay a non-refundable deposit (subject to change) on selection into the program.
- Students accepted into Fee for Service VET in School Programs are required to pay half the fee on acceptance of an offer and the balance on commencement in 2023.
- A Charges and Voluntary Contributions Sheet will be forwarded in Term 4 2022 detailing amounts due together with details of anticipated excursion costs. Full payment of charges should be made by the end of Term 2 2023. Payment plans are available by calling the Billing Officer on 9473 4017 at the commencement of 2023.

ALLOWANCES

The following allowances are subject to eligibility criteria.

Applicants need to be a current holder of one of the following cards which must be valid for a period of no less than four weeks and be current some time during first term:

- Department of Social Security: Centrelink Pensioner Concession Card or Centrelink Family Health Care Card (Family Card only).
- Department of Veteran Affairs Pensioner Concession Card (Blue Card).

Assistance to meet the cost of schooling is available to parents and students through various allowances. Applications are made through the Billing Officer during Term 1 each year and are subject to eligibility criteria:

- Secondary Assistance Scheme (Education Program Allowance \$235 – Years 7-12). Application should be made through the Billing Officer in Term 1. The subsidy is paid directly to the College to assist with the payment of Charges & Voluntary Contributions.
- Secondary Assistance Scheme (Clothing Allowance - \$115). Application should be made through the Billing Officer in Term 1. The allowance is paid directly to the parents via the Department of Education. Parents can nominate for this payment to be paid directly to College Charges & Voluntary Contributions.
- Abstudy: This allowance applies to Aboriginal and Torres Strait Islander students to assist with their educational requirements. Application is made through Centrelink by phone on 132 317.
- Youth Allowance: This grant applies to students 16 years and over and is to assist with students' educational requirements. Application is made through Centrelink by phone on 132 490.
- Travel Concessions: For rail, bus (not metro) and airline travel (application through the Manager Corporate Services).

Please Note: These allowances are under government review and may be subject to change.

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