

Dear Student,

This guide presents a summary of the courses available and other vital information necessary to make informed choices for students entering Senior School at Pinjarra Senior High School.

The guide summarises what you need to know about the Western Australian Certificate of Education (WACE) in preparation for Years 11 and 12. It contains information on:

- Pathways
- Courses and course units
- Vocational Education and Training (VET)
- Endorsed programs
- Requirements to achieve the WACE
- School assessments
- Examinations

I encourage you to read the information in this guide carefully and discuss the contents with your parents/carers.

Students and parents are asked to familiarise themselves with the contents of this book. The book is to be combined with advice and information available from Course Counsellors who will be appointed by the School for Parent and Student information sessions.

Please contact the school for further information regarding Course Selection or any aspect of Senior Schooling at Pinjarra Senior High School.



Mr R Lawson
PRINCIPAL

Table of Contents

SECTION 1

GUIDELINES FOR COURSE SELECTION	3
WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION	4
LITERACY AND NUMERACY	5
COURSES FOR ALL STUDENTS	6
WACE BREADTH OF STUDY LIST 2018	7
ACHIEVEMENT OF A WACE	8
SCHOOL ASSESSMENT	10
ATAR EXAMINATIONS	12
CERTIFICATION	13
YEAR 11 PATHWAY OPTIONS 2018	14

SECTION 2

COURSE DESCRIPTIONS 2018	17
THE ARTS	17
<i>Dance (General)</i>	17
<i>Design – Photography (General)</i>	17
<i>Drama (General)</i>	17
<i>Media Production (General)</i>	17
<i>Music (General)</i>	18
ENGLISH	19
<i>English (ATAR)</i>	19
<i>English Literature (General)</i>	19
<i>English (General)</i>	19
HEALTH AND PHYSICAL EDUCATION	20
<i>Health Studies (General)</i>	20
<i>Physical Education Studies (General)</i>	20
HUMANITIES AND SOCIAL SCIENCES (HASS)	21
<i>Geography (ATAR)</i>	21
<i>Modern History (ATAR)</i>	21
<i>Career and Enterprise (General)</i>	21
<i>Ancient History (General)</i>	21
<i>Business Management (General)</i>	22
MATHEMATICS	23
<i>Mathematics Methods (ATAR)</i>	23
<i>Mathematics Applications (ATAR)</i>	23
<i>Mathematics Essentials (General)</i>	23

SCIENCE	24
<i>Chemistry (ATAR)</i>	24
<i>Human Biology (ATAR)</i>	24
<i>Physics (ATAR)</i>	24
<i>Psychology (General)</i>	24
<i>Integrated Science (General)</i>	25
TECHNOLOGIES	26
<i>Automotive Engineering and Technology (General)</i>	26
<i>Materials Design and Technology – Metal (General)</i>	26
<i>Materials Design and Technology – Wood (General)</i>	26
<i>Food Science and Technology (General)</i>	26

SECTION 3

VOCATIONAL EDUCATION AND TRAINING (VET) PROGRAMS 2018	27
<i>Vocational Education and Training Certificate Courses – School Based</i>	27
<i>Vocational Education and Training Certificate Courses – Profile funded (TAFE)</i>	28
CERTIFICATE DESCRIPTIONS 2018	29
<i>Certificate II in Automotive Vocational Preparation</i>	29
<i>Certificate II in Engineering Pathways</i>	29
<i>Certificate II in Hospitality</i>	29
<i>Certificate II in Information, Digital Media and Technology</i>	29
<i>Certificate II in Music</i>	30
<i>Certificate II in Outdoor Recreation</i>	30
<i>Certificate II in Sampling and Measurement</i>	30
<i>Certificate II in Sport Coaching</i>	30
<i>Certificate II in Visual Arts</i>	31
<i>Certificate II in Visual Arts – Photography</i>	31
ENDORSED PROGRAM DESCRIPTIONS 2018	32
<i>Workplace Learning Year 11 and/or 12</i>	32
<i>Powering Careers in Energy – Chevron Partnership</i>	33
<i>Whole School Production and Community Arts Performance</i>	34
COURSE CHARGES 2018	35
2018 APPROXIMATE COURSE CHARGES	35

Guidelines for Course Selection

PURPOSE OF SENIOR SCHOOL

Before embarking on the Senior School journey the student should be very clear about the purpose of Senior School. It is a transition to the next phase of their educational life, be it TAFE, University, further training, apprenticeship, or work. Students should consider if school is the best next step on their pathway.

Students who elect to enrol in our Senior School programme are making a conscious decision to improve and further their education.

The Senior School programme of courses offered at Pinjarra SHS is designed to enable ALL students who wish to continue at school to select courses, VET or endorsed programs appropriate to their interests, ability, future intentions and Online Literacy & Numeracy Assessment (OLNA) results.

The course listings to follow indicate the likely offerings at Pinjarra SHS for Senior School for 2018. In general, students will study six courses at Year 11 level and six courses at Year 12 level. For some students, under some circumstances, it is possible to negotiate with the school for a slightly reduced workload in Year 12.

POINTS TO CONSIDER WHEN MAKING COURSE SELECTIONS

- Students must carefully consider the minimum recommendations for particular courses, Pathway requirements, and where appropriate, the various entry requirements of other institutions.
- Students must realistically aim to match their own ability, interests and educational or career intentions. In particular, courses to be studied in Year 11 should be selected in view of:
 - a) results obtained in Year 10, and
 - b) what Year 12 courses are to be studied.
- It is strongly recommended that students selecting a Senior School course that has not been part of their specialist subjects in Years 7 – 9, select specialist subjects in Year 10 that match their course choices in Senior School.
- Students are strongly encouraged to discuss their preferences with teachers, the school counsellor and parents prior to finalising their course selections.
- Students are reminded that there needs to be sufficient interest in a course before it will be incorporated into the final Selection Grid for next year. Those courses which do not attract adequate numbers will be removed and the students affected will need to re-select.

Western Australian Certificate of Education

The WACE is a certificate awarded to secondary students who satisfy the following requirements:

WACE REQUIREMENTS 2017

To achieve a WACE from 2017, a student must satisfy the following:

GENERAL REQUIREMENTS

- demonstrate a minimum standard of literacy and a minimum standard of numeracy based on the skills regarded as essential for individuals to meet the demands of everyday life and work in a knowledge-based economy.
- complete a minimum of 20 units or equivalents as described below.
- complete four or more Year 12 ATAR courses with a final ATAR score of 55 or more **and/or** complete a Certificate II or higher.

BREADTH AND DEPTH

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

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

ACHIEVEMENT STANDARD

Students will be required to achieve 14 C grades (or equivalents, see below) in Year 11 and Year 12 units, including at least six C grades in Year 12 units (or equivalents).

Unit equivalence can be obtained through Vocational Education and Training (VET) programs and/or endorsed programs. The maximum unit equivalence available through these programs 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 programs, **or**
- up to four unit equivalents through completion of endorsed programs, **or**
- up to eight unit equivalents through a combination of VET and endorsed programs, but with endorsed programs contributing no more than four unit equivalents.

The amount of unit equivalence allocated to VET and endorsed programs are as follows:

- VET qualifications, when complete
 - Certificate I is equivalent to two Year 11 units
 - Certificate II is equivalent to two Year 11 and two Year 12 units
 - Certificate III or higher is equivalent to two Year 11 and four Year 12 units
- Endorsed programs – unit equivalence is identified on School Curriculum and Standards Authority (SCSA's) approved list of endorsed programs.

Literacy and Numeracy

There are two parts to demonstrating competence in literacy and numeracy.

1. Required to complete two Year 11 English units and a pair of Year 12 English units.
2. You must demonstrate that you have met the minimum standard for literacy and numeracy, which is based on skills regarded as essential for individuals to meet the demands of everyday life and work.

You can demonstrate the minimum standard:

1. If you demonstrate Band 8 or higher in your Year 9 NAPLAN, Reading, Writing and Numeracy tests or,
2. Through the Online Literacy Numeracy Assessment (OLNA).

ONLINE LITERACY NUMERACY ASSESSMENT (OLNA)

The OLNA is compulsory for those students who have not prequalified in one or more of the components through Year 9 NAPLAN and want to achieve the WACE. Students will have up to **six opportunities (two per year) between Year 10 and Year 12** to demonstrate the literacy and numeracy minimum standard.

There are three assessment components:

- one multiple-choice of Reading,
- one multiple-choice of Numeracy, Calculator and Non-calculator and
- one extended response in Writing.

If you have a language background other than English and arrived from overseas in the past year you may be able to delay sitting the OLNA. You should discuss your options with your Careers Counsellor.

Disability provisions are available for students with significant conditions which may severely limit their capacity to participate in the OLNA. These students, after discussions with parents/carers and the school, may choose not to sit the OLNA. However, this would mean that these students could not achieve the WACE. Students should discuss their options with their Careers Counsellor.

THE WESTERN AUSTRALIAN STATEMENT OF STUDENT ACHIEVEMENT (WASSA)

The WASSA is issued to all Year 12 students who complete courses (SCSA) and programs (VET and Endorsed) in Year 10, 11 and/or 12.

Under new graduation guidelines all students may receive a WASSA. Not all students will be eligible for a WACE.

Courses for all Students

All courses are divided into units to cater for student's interests and different rates of learning. A student should study the highest level course that they are capable of doing and should aim for their highest level of success to make them competitive when applying for placements post-school.

There are three types of courses offered at Pinjarra Senior High School

1. **ATAR** course units for students who are aiming to enrol in a university course direct from school. These courses will be examined by SCSA and contribute to the achievement of an Australian Tertiary Admission Rank (ATAR). Currently these courses are assessed – 50% school assessment, 50% external examination.
2. **General** course units for students who are aiming to enter further training or the workforce directly from school. These courses will not be examined by SCSA. These courses are moderated with an externally set task (EST).
3. **Foundation** course units for those who need additional help in demonstrating the minimum standard of literacy and numeracy as indicated by OLNA and have restricted entry. These courses are moderated with an externally set task (EST).

There are two types of programs which can contribute to the WACE

1. **VET** programs - VET is recognised across Australia and can give you the opportunity to gain core skills for work. You can also begin training for your career while still at school by undertaking a VET qualification. VET can contribute up to eight of the 20 units you need to achieve your WACE.
2. **Endorsed** programs - Endorsed programs address areas of learning not covered by WACE courses. Endorsed programs may replace up to two Year 11 course units and two Year 12 course units you need to achieve your WACE and include Workplace Learning.

School Assessment

1. You will receive a grade A, B, C, D or E for each unit pair you have completed. You will receive a school mark in the range 0 to 100 for each unit pair of an ATAR, General or Foundation course you complete.
2. You will receive a competent status for each Unit of Competency instead of a grade for a VET Certificate. These Units of Competency count towards WACE/WASSA. You will also receive a Statement of Attainment from your RTO/STP (TAFE).
3. Endorsed programs are not comprised of units, but an achieved endorsed program is allocated one, two, three or four unit equivalents towards WACE/WASSA.

EST – is a common externally set task that all students enrolled in a General course and a Foundation course will do in Semester 1 of Year 12. The task is set by SCSA, completed by students under test conditions, and is worth 15% of the final mark for that pair of units.

WACE Breadth of Study List 2018

GENERAL & ATAR COURSES

To ensure an appropriate breadth of study in your senior secondary studies, you are required to select at least one Year 12 course from each of List A and List B.

List A (arts/languages/social sciences)	List B (mathematics/science/technology)
Business Management - General	Automotive Engineering and Technology – General
Career and Enterprise – General	Chemistry – ATAR
Dance – General	Design Photography – General
English – ATAR or General	Food Science and Technology – General
English Literature – General	Human Biology – ATAR
Geography – ATAR	Integrated Science
Health Studies – General	Materials Design and Technology - General
History (Modern) – ATAR	<ul style="list-style-type: none"> • Metals • Wood
History (Ancient) – General	
Media Production and Analysis – General	Mathematics
Music - General	<ul style="list-style-type: none"> • Essentials - General • Applications - ATAR • Methods – ATAR
	Physical Education Studies – General
	Physics – ATAR
	Psychology - General

VET PROGRAM

VET is recognised across Australia. VET programs can give you the opportunity to gain core skills for work and, in some cases, complete training in industry through Workplace Learning. If your educational program does not include four ATAR courses in Year 12, you will need to complete a Certificate II qualification or higher to achieve your WACE. You can also begin training for your career while still at school by undertaking a VET qualification. Among the range of VET programs on offer are school-based apprenticeships and traineeships. As with the WACE courses, the VET programs available to students do vary between schools. You should discuss VET opportunities with your Careers Counsellor. VET can contribute up to eight of the 20 units you need to achieve your WACE.

ENDORSED PROGRAMS

Endorsed programs address areas of learning not covered by WACE courses. Examples include Workplace Learning (WPL), Powering Careers in Energy – Chevron, Cadets WA, performance in school productions and independently administered examinations in music, speech and drama. These programs can be delivered in a variety of settings by schools, community organisations, universities, training organisations and workplaces. Endorsed programs may replace up to two Year 11 course units and two Year 12 course units you need to achieve your WACE. You should discuss endorsed programs opportunities with your Careers Counsellor.

Achievement of a WACE

Courses units/programs from these groups contribute to the achievement of a WACE: ATAR, General, Foundation, VET programs and Endorsed Programs. Preliminary course units do not contribute to the achievement of a WACE.

WACE courses are grouped into List A (arts/languages/social sciences) and List B (mathematics/science/technology). Students studying for a WACE are required to select at least one Year 12 course from List A and List B. Page 7 lists the courses as List A and List B.

Schools choose to offer courses that meet the needs and interests of their students in line with the resources they have available.

You are able to select across a range of course units at a range of cognitive levels to suit your skills and post-school aspirations. If you think you will be heading to university once you finish Year 12, you should enrol in at least four ATAR courses to be eligible for an ATAR. The rank is used by universities as a selection mechanism. More information about the ATAR is available at <http://www.tisc.edu.au/static/guide/atar-about.tisc?cid=12862>.

If you do not complete the course requirements to achieve an ATAR you will need to achieve a minimum of a Certificate II qualification.

Each course has four units –

- Unit 1 and Unit 2 (Year 11 units), and
- Unit 3 and Unit 4 (Year 12 units).

It is very important when selecting a course that attention is paid to **minimum entry requirements and the teachers' recommendations**.

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

MULTIPLE PATHWAYS TO ACHIEVE A WACE

The WACE breadth and depth of study requirement previously outlined, specifies that students must complete a minimum of 20 units (10 courses) during Years 11 and 12, including a minimum of 10 Year 12 units or equivalents. Students may use ATAR courses, General courses, VET programs, or endorsed programs to meet this requirement. There are limits to the number of VET programs and endorsed programs that may contribute to achievement of the WACE. In summary, students can gain unit equivalence of up to four Year 11 units and four Year 12 units on the basis of completed VET programs and endorsed programs but a maximum of four units from endorsed programs. The following are examples of some study options for students. They do not all represent the minimum requirements to achieve a WACE which are previously described.

Student	Course studied (with a minimum C average)	Eligibility For WACE certification	Eligibility for ATAR
1	six Year 11 ATAR courses five Year 12 ATAR course one Year 12 General Course	Yes (24 units, 12 in Yr 12)	YES
2	four Year 11 ATAR courses two Year 11 General courses four Year 12 ATAR courses two Year 12 General	Yes (24 units, 12 in Yr 12)	YES
3	four Year 11 ATAR courses two Year 11 General courses one Year 12 ATAR course two Year 12 General courses VET Cert II Endorsed program: Authority-Developed Workplace Learning (two units, 110 hours) – attributed to Year 12	Yes (24 units, 10 in Yr 12)	NO
4	five Year 11 General courses VET Cert II five Year 12 General courses VET Cert II	Yes (24 units, 10 in Yr 12)	NO
5	five Year 11 General courses four Year 12 General courses Endorsed program: Authority-Developed Workplace Learning (two units, 110 hours) – attributed to Year 12 VET Cert II	Yes (24 units, 10 in Yr 12) *Cert II completed as part of course	NO
6	four Year 11 ATAR courses two Year 11 General courses two Year 12 ATAR courses four Year 12 General courses	No (24 units, 12 in Yr12) but no Cert II	NO

School Assessment

GRADES AND SCHOOL MARKS

To be assigned a grade in a WACE unit pair, you must have had the opportunity to complete your school's education and assessment programs for the unit, unless there are exceptional circumstances that are acceptable to the school. Teachers of Year 11 and Year 12 students submit results to the Authority at the end of the school year based on assessments such as classroom tests, in-class work, assignments, practical work and examinations. You will receive a grade A, B, C, D or E for each unit pair you have completed, except for Preliminary (P) units, which are not graded. The notation of "U" can be used for non-final year students who, for reasons acceptable to the school, do not complete the assessment program. Only students who will be returning the following year to complete the assessment program can be awarded a "U" notation. You will also receive a school mark in the range 0 to 100 for each unit pair of an ATAR or General course (except Preliminary) you complete.

Endorsed programs are not comprised of units, but a completed endorsed program is allocated one, two, three or four unit equivalents. Grades are not assigned for Preliminary units. Student achievement is recorded as "completed" or "not completed". Course completion is determined by the school according to criteria set by the Authority.

ADJUSTMENT OF SCHOOL GRADES AND MARKS

During the school year, the Authority uses several procedures to ensure that the grades awarded by different schools are comparable. Grades assigned by your school are based on the Authority's grade descriptions for each course. The grades you receive from your school are provisional until confirmed by the Authority. Your school is required to advise you in writing if any changes are made to your provisional grades during the approval process. However, the Authority adjusts the grades assigned by a school only in exceptional circumstances.

EXTERNALLY SET TASKS (EST)

An EST is a common task that all students enrolled in a General course and a Foundation course will do in Semester 1 of Year 12. The task is set by the Authority, completed by students under test conditions, and is worth 15 per cent of the final mark for that pair of units.

ESTs are marked by your teacher using a marking key provided by the Authority. Preliminary courses do not include ESTs.

AUTHENTICITY OF WORK

It is imperative that all work you submit for school assessment is your own. Any material that is included in your work that is not your own must be acknowledged appropriately. Your school's assessment policy will outline the penalties for submitting another's work as your own. Work which could not be considered your own could include, but is not limited to:

- copying someone's work in part or in whole, and presenting it as your own.
- buying, stealing or borrowing another person's work and presenting it as your own.
- paying someone to write or prepare work.
- submitting work to which another person (such as a parent, tutor or subject expert) has contributed substantially.
- using material directly from sources such as books, journals or the internet without reference to the source.
- building on the ideas of another person without reference to the source.
- using the words, ideas, designs or the workmanship of others in practical tasks (performance, production or portfolio) without appropriate acknowledgement.
- using non-approved materials and/or equipment during an assessment task or examination.
- assisting another student to engage in an activity that will enable that student to have an unfair advantage over other students.

All the work you submit as part of the WACE practical component (ATAR and General Units 3 and 4) must also be your own work. Any material included in your work that is not your own must be acknowledged appropriately.

REVIEW OF SCHOOL ASSESSMENTS

Schools must inform students in writing of their grades by a date specified annually by the Authority (usually in late October). If you believe that your grade and/or school mark is incorrect, you should make a request in writing to your school for a review of the result

ATAR Examinations

This section is relevant to students who intend to enrol in ATAR Units 3 and 4 (typically Year 12 students).

ATAR EXAMINATIONS

The Authority sets, administers and marks ATAR examinations for ATAR Courses (pair of units). Each ATAR examination assesses the specific content, understandings, knowledge and skills described in the syllabus for the pair of units studied. Each syllabus is available on the relevant course page of the Authority website at <http://wace1516.scsa.wa.edu.au/#syllabus>

All ATAR examinations have written papers and some also include practical, oral, performance or portfolio examinations. The practical ATAR examinations are held in the first week of the Term 3 school holidays, on weekends and the Queen's Birthday public holiday and during the second and third weeks of Term 4. Written examinations will start on the first Monday in November. ATAR examinations provide students and the wider community with confidence about the standards achieved at the end of Year 12. They also make it possible to compare the achievement of students, regardless of the school attended.

Enrolling in examinations

When you enrol in a Year 12 ATAR course, you will be automatically enrolled to sit the ATAR examination in that course. If you are applying for university admission, you should check that your course selections meet the entry requirements. University admission information is available on the TISC website at www.tisc.edu.au.

Special examination arrangements

Special arrangements may be made if you have permanent or temporary disabilities that may disadvantage you in an examination situation. If your disability prevents you having reasonable access to an examination, your school must submit an application on your behalf. Information about how to do this will be made available to your school at the start of Year 12

Certification

This section is relevant to all students. It provides information regarding the reporting of results in Year 12

Folio of achievement

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

- WACE
- WASSA
- WACE course report (ATAR courses only)
- Certificate of Distinction
- Certificate of Merit

The WACE indicates that you have satisfied the requirements for WACE achievement.

The WASSA formally records, where appropriate:

- the meeting of WACE requirements or a statement of literacy and numeracy
- exhibitions and awards granted
- WACE combined mark
- grades and marks achieved in course units
- VET qualifications
- endorsed programs successfully completed
- number of community service hours completed, if reported by your school
- results in WACE courses from previous years.

The WACE ATAR course report (ATAR courses only) records:

- school grades
- school marks
- raw examination marks
- standardised examination marks
- WACE combined mark
- State-wide distribution of combined marks
- the number of candidates receiving a combined mark in the pair of units. A course that has a practical examination component will have the written and practical marks reported separately

Year 11 Pathway Options 2018

Students can choose from 4 pathways delivered over two years. Minimum Entry Requirements required for each pathway.



ATAR Pathway (ATAR)

Minimum Entry Requirement:

- B Grade or higher in each ATAR course
- Students must select 5 courses and 1 certificate/at least 4 ATAR, 1 General and 1 Certificate

Course	Details
English ATAR	<ul style="list-style-type: none"> • Compulsory
3 – 4 additional ATAR courses With Mathematics ATAR (recommended as one)	<ul style="list-style-type: none"> • Student choice from courses offered at Pinjarra Senior High School • Students must do a minimum of 3 ATAR courses + English • Recommendations made to individual students during counselling process • Course Descriptions on Pages 17-34
1 Certificate II on site at Pinjarra SHS	<ul style="list-style-type: none"> • Participants must select one Certificate that is delivered on site, at Pinjarra Senior High School. • Course details on Pages 29-31
Maximum of 1 General Course	<ul style="list-style-type: none"> • Students can choose to do one of the General courses available to complete their ATAR pathway

General Program Pathway (GP)

(Onsite Monday-Friday)

For students who do not meet the ATAR academic benchmarks and do not wish to leave the school for offsite training programs or Authority-Developed Workplace Learning.

Minimum Entry Requirement:

- Students need to be enrolled in 5 General Courses and 1 Certificate
- Students who have not secured a TAFE placement

Course	Details
English - General Mathematics Essential – General	<ul style="list-style-type: none"> • Compulsory • Recommended
3 / 4 other General courses	<ul style="list-style-type: none"> • Selected from the list of General Courses on the fixed grid
1 Certificate II or higher offered on site at Pinjarra Senior High School	<ul style="list-style-type: none"> • Students select one Certificate that is delivered on site, at Pinjarra Senior High School • Students need to remain in Certificate program for two years

Vocational Program Pathway

(Onsite Monday-Wednesday, Offsite Thursday & Friday)

Minimum Entry Requirement:

- C Grades or higher in Mathematics or English
- Successfully secured a placement in a VET in Schools program at TAFE one day a week
- Successfully secured ADWPL placement one day a week
- Students who have not secured a TAFE program by term 1 week 4, 2018 will be re-counselled into the 5 Day General pathway

Course	Details
English - General Mathematics Essential – General Career and Enterprise – General/Endorsed 1 other General Course	<ul style="list-style-type: none"> • Compulsory units • Completed at Pinjarra Senior High School on Monday, Tuesday & Wednesday
Engineering Certificate II OR Automotive Certificate II - School based OR 1 TAFE Certificate - Profile	<ul style="list-style-type: none"> • Students select one Certificate that is delivered on site, at Pinjarra Senior High School • Students need to remain in certificate program for two years • Students apply and secure a placement in a VET in Schools program at TAFE one day a week. Completed off site on a Thursday or Friday
Authority Developed Workplace Learning	<ul style="list-style-type: none"> • Compulsory unless completing a 2 day TAFE • Program completed off site on a Thursday or Friday

Flexible Learning Education and Engagement Centre - F.L.E.E.C. Pathway

This program is for students, who for a range of reasons are looking for an alternative approach to engage in their schooling.

Course	Details
English - General Essential Mathematics - General Career and Enterprise – General/Endorsed	<ul style="list-style-type: none"> • General English Unit 2
Certificate II in Rural Operations (Profile)	<ul style="list-style-type: none"> • This Certificate is based at the school farm one day a week
Authority Developed Workplace Learning	<ul style="list-style-type: none"> • On-site Workplace Learning

Course Descriptions 2018

The Arts

Dance (General)

The Dance General course acknowledges the interrelationship between practical and theoretical aspects of dance – the making and performing of movement and the appreciation of its meaning. Through decision-making in individual and group work, students use a wide range of creative processes, such as improvisation and the use of choreographic elements and devices to create dance works. They also learn how dance styles and forms are historically derived and culturally valued. Through dance, students experience an intrinsic sense of enjoyment and have an opportunity to achieve a high level of movement skills.

Design – Photography (General)

In the Design General Photography course, students develop skills and processes for current and future industry and employment markets. Students are equipped with the knowledge and skills to understand design principles and processes, analyse problems and devise innovative strategies through projects. Students are able to focus on particular contexts from a choice of photography, graphics, dimensional design and technical graphics. The Design General Photography course also emphasises the scope of design in trade based industries allowing students to maximise vocational pathways.

Drama (General)

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.

Media Production (General)

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

Music (General)

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

English

English (ATAR)

The English ATAR course focuses on developing students' analytical, creative, and critical thinking and communication skills in all language modes, encouraging students to critically engage with texts from their contemporary world, the past, and from Australian and other cultures. Through close study and wide reading, viewing and listening, students develop the ability to analyse and evaluate the purpose, stylistic qualities and conventions of texts and to enjoy creating imaginative, interpretive, persuasive and analytical responses in a range of written, oral, multimodal and digital forms.

English Literature (General)

In the Literature General course, students learn to create readings of literary texts and to create their own texts, including essays, poems, short stories, plays and multimodal texts. Students learn to read texts in terms of their cultural, social and historical contexts; their values and attitudes; and their generic conventions and literary techniques. Students learn to create texts paying attention to contexts, values and conventions. Students learn about literary language, narrative, image and the power of representation. Students experience the aesthetic and intellectual pleasure that reading and creating literary texts can bring.

English (General)

The English General course focuses on consolidating and refining the skills and knowledge needed by students to become competent, confident and engaged users of English in everyday, community, social, further education, training and workplace contexts. The course is designed to provide students with the skills to succeed in a wide range of post-secondary pathways by developing their language, literacy and literary skills. Students comprehend, analyse, interpret, evaluate and create analytical, imaginative, interpretive and persuasive texts in a range of written, oral, multimodal and digital forms.

Health and Physical Education

Health Studies (General)

In this General course students explore health as a dynamic quality of life. They will consider the way in which beliefs and attitudes influence health decisions and learn how to plan and take action that will promote their own and the health 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.

Physical Education Studies (General)

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

Humanities and Social Sciences (HASS)

Geography (ATAR)

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

Modern History (ATAR)

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

Career and Enterprise (General)

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.

Ancient History (General)

The Ancient History General course enables students to study life in early civilisations, based on the interpretation of the physical and written remains of different ancient societies. The study of ancient civilisations illustrates the development of distinctive features of contemporary societies; for example, social organisation and religion. The course also explores the possible motivations and actions of individuals, and how they shaped the political, social and cultural landscapes of the ancient world. Students are introduced to the process of reconstructing the past using often fragmentary evidence from a range of written and archaeological sources, and the skills associated with the analysis of historical sources.

Business Management (General)

The Business Management and Enterprise General course focuses on establishing and operating a small business in Australia and aims to provide students with an understanding of the knowledge and skills of the processes and procedures required for generating business ideas and turning them into a viable business venture. Factors that impact on business innovation and success, business planning, and legal aspects of running a small business are examined. Students engage in the running of a small business, or participate in business simulations, to develop practical business skills and to develop financial and business literacy. Through the consideration of real businesses and scenarios, students develop knowledge, understanding and skills that enable them to analyse business opportunities, develop proposals and make sound, ethical business decisions. The course equips students to participate proactively in the world of business, behave responsibly and demonstrate integrity in business activities.

Mathematics

Mathematics Methods (ATAR)

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.

Mathematics Applications (ATAR)

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.

Mathematics Essentials (General)

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.

Science

Chemistry (ATAR)

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

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

Human Biology (ATAR)

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

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

Physics (ATAR)

In the Physics ATAR course students will learn how energy and energy transformations can shape the environment from the small scale, in quantum leaps inside an atom's electron cloud, through the human scale, in vehicles and the human body, to the large scale, in interactions between galaxies. Students have opportunities to develop their investigative skills and use analytical thinking to explain and predict physical phenomena. Students plan and conduct investigations to answer a range of questions, collect and interpret data and observations, and communicate their findings in an appropriate format. Problem-solving and using evidence to make and justify conclusions are transferable skills that are developed in this course.

Psychology (General)

In the Psychology General course students will be introduced to psychological knowledge which supports an understanding of the way individuals function in groups. Students learn about well-known psychological models and theories, and the methods used to conduct scientific investigations in the discipline of psychology. Acquiring this foundation of scientific method and critical thinking is a valuable skill which students can apply throughout their study, work and everyday lives.

Integrated Science (General)

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

Technologies

Automotive Engineering and Technology (General)

In the Automotive Engineering and Technology general course students develop skills and understandings relating to the component parts, accessories, systems and technologies of the automotive vehicle. Students develop the principles underpinning the operation of vehicle systems and subsystems. They also develop the knowledge and skills needed to service, maintain and repair these systems. Students develop effective communication, teamwork skills and environmental awareness when developing solutions to planning and managing automotive vehicle systems.

Materials Design and Technology – Metal (General)

The Materials Design and Technology General course is a practical course. Students can choose to work with metal, textiles or 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.

Materials Design and Technology – Wood (General)

The Materials Design and Technology General course is a practical course. Students can choose to work with metal, textiles or 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.

Food Science and Technology (General)

The Food Science and Technology General course provides opportunities for students to explore and develop food-related interests and skills. Food impacts on every aspect of daily life and is essential for maintaining overall health and wellbeing. Students organise, implement and manage production processes in a range of food environments and understand systems that regulate food availability, safety and quality. Knowledge of the sensory, physical, chemical and functional properties of food is applied in practical situations. Students investigate the food supply chain and value-adding techniques applied to food to meet consumer and producer requirements. Principles of dietary planning, adapting recipes, and processing techniques, are considered for specific nutritional needs of demographic groups. Occupational safety and health requirements, safe food handling practices, and a variety of processing techniques, are implemented to produce safe, quality food products. This course may enhance employability and career opportunities in areas that include nutrition, health, food and beverage manufacturing, food processing, community services, hospitality and retail.

SECTION 3

Vocational Education and Training (VET) Programs 2018

VET Pathways are industry-based programs designed for completion over two years. On completion of the VET Pathways, students graduate with a range of industry qualifications enhancing their opportunities for employment and further education and training. The programs typically engage students in extensive practical training and on-job experiences.

The completion of nationally recognised qualifications from industry training packages provides students with significant advantages when seeking employment.

To ensure student success in any of the VET certificate courses, students must have completed Year 10 satisfactorily and have sound English and Mathematics.

Vocational Education and Training Certificate Courses – School Based

Qualifications are delivered by Pinjarra Senior High School staff under a rigorous quality assurance system for different Registered Training Organisations (RTO's).

VET certificate courses are selected by students from the Senior School grid during the course selection process. Students typically select and complete a Year 11 skill set made up of a number of units of competency followed by a Year 12 skill set the following year. **Students will be expected to remain enrolled in and complete the Year 11 and Year 12 skill sets (course changes will not be permitted).** On successful completion of both skill sets, students are eligible to apply for the award (Qualification). In most cases, successful completion of a qualification will ensure that a student will gain preferential entry to higher level qualifications in that study area.

These VET Programs are offered at Pinjarra Senior High School in 2018:

- Certificate II in Automotive Vocational Preparation
- Certificate II in Engineering Pathways
- Certificate II in Hospitality
- Certificate II in Information, Digital Media and Technology
- Certificate II in Music Industry
- Certificate II in Outdoor Recreation
- Certificate II in Sampling and Measurement (Delivered over 1 year – Preference given to Year 12 students)
- Certificate II in Sport Coaching
- Certificate II in Visual Arts
- Certificate II in Visual Arts – Photography

Vocational Education and Training Certificate Courses – Profile funded (TAFE)

Access to the following trades training is likely to be supported at Pinjarra Senior High School in 2018. This will be determined by the programs offered by the different training providers and are subject to change. (Confirmation of 2018 courses was not available at the time of printing.)

The training component offered in these programs is run by external training providers and the school does not control the training or the days that they are offered.

Entry into these courses is competitive and involves completing an application form along with supporting documents such as resume, school reports and references. Students **MUST** ensure that applications for these places are submitted by the appropriate deadlines.

Traditionally the courses that have been offered are:

South Metropolitan TAFE

- Certificate II in Aeroskills (Jandakot)
- Certificate II in Animal Studies (Peel or Murdoch Campus)
- Certificate II in Building and Construction (Trades) (Rockingham or Peel Campus)
- Certificate II in Electronics (Beaconsfield Campus)
- Certificate II in Floristry (Murdoch Campus)
- Certificate II in Hairdressing (Beaconsfield or Peel campus)
- Certificate II in Plumbing (Rockingham Campus)
- Certificate II in Process Plant Operations (Munster Campus)
- Certificate II in Retail Cosmetics (Beaconsfield or Peel Campus)
- Certificate II in Rural Operations (Pinjarra Senior High School students only)

North Metropolitan TAFE

- Certificate II in Building and Construction (Para Professional) (Northbridge Campus)
- Certificate II in Population Health (Mt Lawley Campus)

Please Note:

Students may need special clothing/uniform/textbooks and/or equipment for their chosen course – this is the student's responsibility.

Students will need to be able to and arrange their own travel to the nominated TAFE Campus.

Certificate Descriptions 2018

Certificate II in Automotive Vocational Preparation

This qualification reflects the role of individuals who perform a limited range of tasks relating to identifying and inspecting mechanical and electrical components and systems of light vehicles, heavy vehicles, outdoor power equipment, bicycles, marine craft and motorcycles. This qualification also covers the skills and knowledge required to perform minor maintenance and repair of an automotive vehicle body. The range of technical skills and knowledge is limited. This qualification has been specifically designed to prepare students for entering apprenticeships in the automotive mechanical and electrical trades.

Certificate II in Engineering Pathways

The qualification is intended for people interested in exposure to an engineering or related working environment with a view to entering into employment in that area. This qualification will 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 by introducing students to welding, how it can be used to join metal and having the opportunity to weld some metal together and similarly with machining. The focus is on using engineering tools and equipment to produce or modify objects, in a safe manner for each learner and those around them. This qualification delivers broad-based underpinning skills and knowledge in a range of engineering and manufacturing tasks which will enhance the graduates' entry-level employment prospects for apprenticeships, traineeships or general employment in an engineering-related workplace.

Certificate II in Hospitality

This qualification reflects the role of individuals working in kitchens who use a defined and limited range of food preparation and cookery skills. They are involved in mainly routine and repetitive tasks and work under direct supervision. This qualification does not reflect the skills required by commercial cooks. This qualification provides a pathway to work in kitchen operations in organisations such as restaurants, hotels, catering operations, clubs, pubs, cafes, cafeterias, coffee shops and institutions such as aged care facilities, hospitals, prisons and schools. Possible job titles include:

- Breakfast cook
- Catering assistant
- Fast food cook
- Sandwich hand
- Take-away cook

Certificate II in Information, Digital Media and Technology

This entry level qualification provides the foundation skills and knowledge to use information and communications technology (ICT) in any industry.

Certificate II in Music

This qualification reflects the role of individuals who perform a range of mainly routine tasks in the music industry, work under direct supervision, and use limited practical skills and fundamental operational knowledge in a defined context.

Certificate II in Outdoor Recreation

This qualification provides the skills and knowledge for an individual to be competent in performing core skills in outdoor recreation environments and assisting with the conduct of a range of outdoor activities. Work may be undertaken as part of a team and would be performed under supervision. Work would be undertaken in field locations such as camps or in indoor recreation centres or facilities, in differing environments such as water-based, dry land and mountainous terrains, using a diverse range of equipment. The following are indicative job roles for this qualification:

- Outdoor activity assistant
- Outdoor participant

Certificate II in Sampling and Measurement

(Delivered over 1 year – Preference given to Year 12 students)

This qualification covers the skills and knowledge required to perform a range of sampling and measurement activities as part of laboratory, production or field operations in the construction, manufacturing, resources and environmental industry sectors. Employment outcomes targeted by this qualification include samplers and testers, production personnel, plant operators, production operators, field assistants, drivers, sample couriers and many others. Samplers and testers conduct limited sampling and testing as part of their duties in their particular industry. They apply a restricted range of skills and operational knowledge to perform these tasks and do not generally work inside a laboratory. They follow set procedures to sample raw materials and products; may package, label, store and transport samples; use simple equipment (hydrometers, thermometers and pH meters) to make measurements and perform basic tests that take a short time and involve a narrow range of variables and easily recognised control limits; and may make visual inspection of products and packaging.

Certificate II in Sport Coaching

This qualification reflects the role of individuals who apply the skills and knowledge to be competent in delivering a basic instruction session for a sport. Work may be undertaken as part of a team and would be performed under supervision or independently in a structured environment such as a sporting club or school. Individuals wishing to undertake this qualification should be current or past participants in the respective sport specialisation chosen as part of this qualification. The following is an indicative job role for this qualification:

- Community coach

Certificate II in Visual Arts

This qualification reflects the role of individuals who are developing the basic creative and technical skills that underpin visual arts and craft practice in 2D through drawing, printmaking and painting. Students will develop an A3 portfolio of their artistic works that can be used as an entry requirement for further TAFE courses and/or University courses that offer Portfolio entry.

Certificate II in Visual Arts – Photography

This qualification reflects the role of individuals who are developing the basic creative and technical skills that underpin visual arts and craft practice within a photographic context. Students will develop an A3 portfolio of their artistic works that can be used as an entry requirement for further TAFE courses and/or University courses that offer Portfolio entry.

Endorsed Program Descriptions 2018

Workplace Learning Year 11 and/or 12

Workplace Learning is an Authority-developed **Endorsed** Program that is managed by individual schools and is open to students in Years 11 and 12. To complete this **Endorsed** Program, a student works in one or more real workplace/s to develop a set of transferable workplace skills. The student must record the number of hours completed and the tasks undertaken in the workplace in the Authority's Workplace Learning Logbook. The student must also provide evidence of his/her knowledge and understanding of the workplace skills by completing the Authority's Workplace Learning Skills Journal after each 55 hours completed in the workplace. Unit equivalence is allocated on the basis of 1 unit equivalent for each 55 hours completed in the workplace, to a maximum of 4 units. The total number of hours completed in the workplace is reported on the student's WASSA.

This Course provides students with on the job training (in a real workplace) in an industry of their choice. ADWPL contributes towards Graduation and is often viewed as an advantage in TAFE applications.

The final outcome for ADWPL students is derived from the following three areas:

- Completion of the minimum days required and associated worksheets
- Satisfactory completion of the ADWPL Journal
- Personal attributes outlined in the Student Performance Profile
 - Initiative
 - Enthusiasm
 - Reliability
 - Response to advice
 - Quality of work
 - Approach to learning
 - Confidence
 - Work attendance

PLEASE NOTE:

Transport to and from the workplace is the student responsibility.

Appropriate clothing and footwear e.g. steel capped boots are NOT supplied by the school or the host workplace – they are a parent/student responsibility.

Students do not work during the school holidays unless organised with and approved by the VET Coordinator.

Duty of care is a major issue when we release students into the workplace so it is important that students follow the procedures set down in the Workplace Learning Policy and that the appropriate checks and measures are in place before the student attends the workplace.

Students enrolled in ADWPL will receive an induction at the beginning of the year and information packs to bring home to parents/guardians. Regular checks are also conducted by the ADWPL staff.

Powering Careers in Energy – Chevron Partnership

Chevron Australia is providing an opportunity for students to undertake a one year program of work endorsed by SCSA. Students will study four hours per week and gain the equivalent of two units towards WACE graduation upon completion of the course.

The course is suitable for students who would like to:

- Work in the LNG industry
- Develop an understanding of the LNG industry
- Develop an understanding of the broad range of career options available within the LNG industry and how they align to their own career aspirations
- Expand their knowledge and skills through engagement with new experiences and activities associated with the LNG industry

COURSE OUTLINE

Students will study a wide range of topics relating to the resources sector featuring LNG and will learn about the history of the industry and its global networks. Students will also develop a knowledge of the essential skills and work requirements for a career in this sector and understand the practical application of Chevron's work safety program. The program will also explore the broad range of career options available within the oil and gas industry in Western Australia.

The program includes:

- An Introduction to LNG
- The Science of an LNG World
- Safety in an LNG World
- Career Options in LNG
- LNG Exploration Camp

Whole School Production and Community Arts Performance

These two performance based programs focus on the skills students need to create original productions for audiences in our local community. Students engage in processes such as improvisation, play building, text interpretation, playwriting and musical theatre. Students' work in this course includes production and design aspects involving acting, dance choreography, directing, set building, stage management, marketing and sound & lighting. Increasingly, in productions, 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.

Note: A key part of these endorsed programs is the production of a portfolio which individually showcases the student's abilities in drama; crucially this document is used as part of portfolio entry to university courses and Central TAFE courses as part of a portfolio entry pathway to these institutions.

The School's Curriculum & Standards Authority (SCSA) recognises the Whole School Production and Community Arts Performance programs as authority developed programs and gives a unit of equivalence of 1 for each program completed (achieved), counting towards a student's graduation. (In other words, students will study the two endorsed programs over a year; one per semester, resulting in 2 credits).

Course Charges 2018

2018 Approximate Course Charges

Actual costs will be advised by December 1 2017

CODE	COURSE	CHARGE
GEHIA	Ancient History General 11	80.00
GTHIA	Ancient History General 12	80.00
GEAET	Automotive Engineering and Technology General 11	140.00
GTAET	Automotive Engineering and Technology General 12	140.00
GEBME	Business Management General 11	80.00
GTBME	Business Management General 12	80.00
GECAE	Career and Enterprise 11	40.00
GTCAE	Career and Enterprise 12	40.00
AECHE	Chemistry ATAR 11	125.00
ATCHE	Chemistry ATAR 12	125.00
GEDAN	Dance General 11	120.00
GTDAN	Dance General 12	120.00
GEDESP	Design: Photography General 11	140.00
GTDESP	Design: Photography General 12	140.00
GEDRA	Drama General 11	95.00
GTDRA	Drama General 12	95.00
AEENG	English ATAR 11	80.00
ATENG	English ATAR 12	80.00
GEENG	English General 11	70.00
GTENG	English General 12	70.00
GELIT	English Literature General 11	70.00
GTLIT	English Literature General 12	70.00
GEFST	Food Science and Technology General 11	172.00
GTFST	Food Science and Technology General 12	172.00
AEGEO	Geography 11	95.00
ATGEO	Geography 12	95.00

CODE	COURSE	CHARGE
GEHEA	Health Studies General 11	55.00
GTHEA	Health Studies General 12	55.00
AEHBY	Human Biology ATAR 11	105.00
ATHBY	Human Biology ATAR 12	105.00
GEISC	Integrated Science General 11	100.00
GTISC	Integrated Science General 12	100.00
GEMDTM	Materials Design & Technology – Metals General 11	145.00
GEMDTW	Materials Design & Technology – Wood General 11	135.00
GTMDTM	Materials, Design & Technology - Metals General 12	145.00
GTMDTW	Materials, Design & Technology - Wood General 12	135.00
AEMAA	Mathematics: Applications ATAR 11	45.00
ATMAA	Mathematics: Applications ATAR 12	45.00
GEMAE	Mathematics: Essential General 11	45.00
GTMAE	Mathematics: Essentials General 12	45.00
AEMAM	Mathematics: Methods ATAR 11	45.00
ATMAM	Mathematics: Methods ATAR 12	45.00
GEMPA	Media Production and Analysis General 11	55.00
GTMPA	Media Production and Analysis General 12	110.00
AEHIM	Modern History 11	85.00
ATHIM	Modern History 12	85.00
GEMUS	General Music 11	95.00
GTMUS	General Music 12	95.00
GEDESP	Photography General 11	120.00
GTDESP	Photography General 12	120.00
GEPEP	Physical Education Studies General 11	110.00
GTPEP	Physical Education Studies General 12	110.00
AEPHY	Physics ATAR 11	65.00
ATPHY	Physics ATAR 12	65.00
PCHPCE	Powering Careers In Energy Year 11	40.00
GEPSY	Psychology General 11	105.00

CODE	COURSE	CHARGE
GTPSY	Psychology General 12	105.00
ADSP	School Production	95.00
ADWPL	Workplace Learning 11	31.00
ADWPL	Workplace Learning 12	31.00

CODE	CERTIFICATE COURSES	CHARGE
AUCERX	Automotive Certificate II	150.00
ENGCIIX	Engineering Certificate II	190.00
HOSPX1	Hospitality Certificate II	150.00
ITCIIX	Information Technology Certificate II	60.00
MICER2	Music Industry Certificate II	90.00
ODRX1	Outdoor Recreation Certificate II	135.00
PHOX1	Photography Certificate II	180.00
ROC2	Rural Operations Certificate II	80.00
SAMX1	Sampling and Measurement Certificate II	115.00
SSCX1	Sport Coaching Certificate II	130.00
VARIIX	Visual Arts Certificate II	180.00