

# Prospectus 2012

Welcome to the wonderful world of North Lake Senior Campus. We provide an alternative educational environment where the diverse needs of senior school students are understood and catered to.

North Lake was established as a specialist senior schooling campus in 1993. Since then students of all ages have benefited from the expertise of our teaching staff, all of whom are specialists in year 11 and 12 courses. Our students come to us from private schools and state schools, from the workplace and from the home. This dynamic milieu demonstrably works to the benefit of all.

I invite you to explore this handbook and discover the broad array of subjects and programs that have been carefully designed to meet your needs.

At North Lake Senior Campus trained enrolling officers will listen carefully to your aspirations and help you to select an academic program that is relevant, challenging and fulfilling. We are committed to your welfare and we will take the time to assist you to select a course of study on the basis of your needs, your interests, your ambitions and your skills and abilities.

Whether you choose to enrol in day classes, night classes, Specialist Programs, Senior School Engagement Programs, Vocational Education and Training programs or the Intensive English Centre there is a place for you at North Lake.

I look forward to meeting you and welcoming you to our community. I trust that you find this handbook informative and that it paints a clear picture of the opportunities that are available to you at North Lake Senior Campus.

MARY MARGETTS  
Principal



# Contents

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Page	4	-	Course Index
Page	5	-	Learning Area Index Program Index
Page	6	-	Where are you heading? – Post School Destinations
Page	9	-	WACE Requirements
Page	10	-	Courses 2012
Page	11		Fremantle Public Schools Partnership
Page	12	-	Training WA Entry Requirements
Page	13	-	University Entry
Page	16	-	Apprenticeships & Traineeships
Page	17	-	Proposed Courses offered in 2012
Page	18	-	Programs offered in 2012
Page	18	-	Night School
Page	19	-	Course, Unit and Program Charges
Page	21	-	Individual Learning Area Courses

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## COURSE INDEX

	<b>Page Number</b>
Applied Information Technology	26
Career & Enterprise	44
Chemistry	62
Chinese (Background Speakers)	50
Children, Family & The Community – Caring for Others (Children)	45-46
Design – Photography Context	33
Design Graphic Context	29-30
Employability Skills	47
Engineering Studies	32
English	36-37
English as an Additional Language or Dialect	38-41
English Literature	42
Health Studies	56-57
History – Modern	66
Human Biological Sciences	63
Information Technology Cert I & Cert II	28
Integrated Science	64
Mathematics	52-53
Mathematics: Specialist	53
Music Industry Skills	24
Physical Education Studies	58-59
Physics	64
Politics & Law	67
Psychology	68
Retail Services Cert 1 & Cert II	69
Visual Arts	22
Workplace Learning	47
Work Preparation (Community Services) Cert I	47

## LEARNING AREA INDEX

Subjects are grouped according to Learning Areas responsible for their delivery  
(i.e Chemistry is grouped under Science, Drama is grouped under Arts etc)

	Page Number
Arts	Page 21
Business Education & Information Technology	Page 25
Design & Technology	Page 31
English	Page 35
Home Economics	Page 43
LOTE	Page 49
Maths	Page 51
Physical Education	Page 55
Science	Page 61
Society and Environment	Page 65

## PROGRAM INDEX

(A Program is a linked group of subjects)

	Page Number
INTENSIVE ENGLISH	Page 71
VET	
• Hospitality Operations	Page 76
• Industrial Studies	Page 77
SPECIALIST PROGRAMS	
• Digital Games & Simulations	Page 80
SENIOR SCHOOL ENGAGEMENT PROGRAMS – S.S.E.P.	
• Fast Track Transition	Page 82
• Independent Learning	Page 85
• Jump Start	Page 83
• Language Development Program	Page 86
• Preparation course	Page 86

**DISCLAIMER – Please note that all advice given in this document is correct at the time of publication (September 2011). However, due to ongoing curriculum changes and action beyond the control of the campus modification may have to occur prior to commencement of 2012.**

# 1. WHERE ARE YOU HEADING? – Post School Destinations

Decisions about courses of study and employment require time and research. There are many publications available, including the Job Guide, TAFE Handbooks and University Prospectuses that will be of assistance. It is important to consult the Career Advisor at the campus. There are also a number of computer programmes, such as OZJAC, and Career Builder that help with career choice. The numerous sites on the internet will also help you in your choice of career. Check out the Careers Webpage on the North Lake Senior Campus website [www.northlake.wa.edu.au](http://www.northlake.wa.edu.au).

When planning or thinking about careers you must keep in mind four things:

1. Your **INTERESTS** – how these fit in with different jobs and courses.
2. Your **ABILITIES** – you need to consider your school grades.
3. Your future **GOALS**.
4. What is **AVAILABLE** – jobs, courses.

## 1.1 MAIN OPTIONS

Essentially, students follow 3 main pathways when they leave school:

- University
- TAFE & further training
- Employment (including apprenticeships and traineeships)

Entry to TAFE and University will be covered in this Handbook. Entry to University generally requires achievement in courses at a higher level than entry to TAFE.

## 1.2 AGE CATEGORIES

Regulations governing entrance to TAFE and University are determined by age.

If you are **over 17** years of age on 1 January 2012 and **under 19** years of age on 1 March 2012 you are in the **SCHOOL-LEAVER CATEGORY**.

If you are 19 years of age or over on 1 March 2012 in Year 12 you are in the **MATURE-AGE CATEGORY**.

## 1.3 SELECTING COURSES

It is important that you select very carefully the courses in which you wish to enrol. Because the tertiary entrance requirements are quite complex there are a number of factors you must take into account when making your subject selection. These factors include:-

1. knowing the age category under which you will be applying for tertiary entrance,
2. meeting the requirements for tertiary entrance in the category under which you will be applying,
3. meeting any special subject prerequisites for the tertiary course in which you hope to enrol,
4. selecting courses at which you are likely to succeed.

## IMPORTANT INFORMATION – FOR ALL STUDENTS

### MINIMUM NUMBER OF COURSES TO BE STUDIED AT NORTH LAKE SENIOR CAMPUS

Compulsory age students (those in their 16<sup>th</sup> and 17<sup>th</sup> year) have to be enrolled in full time education or a full time combination of education, training and workforce participation and it is an aim of the Department of Education and of North Lake Senior Campus that all eligible students should complete the Western Australian Certificate of Education (WACE).

To ensure that the above objectives are met, the policy on the number of subjects to be studied at North Lake Senior Campus is:

- Compulsory age students and all students who wish to obtain WACE over two years will enrol in 12 courses in year 11, or their first year of study. This provides them with the maximum opportunity to achieve the WACE at the end of year 12.
- Year 12 students must study the minimum number of subjects that is consistent with them having the maximum opportunity to achieve the Western Australian Certificate of Education. This will usually mean 10 or 12 courses.
- Variations may be acceptable in cases of exceptional and justifiable circumstances approved by the Principal.
- Mature age students who have opted not to obtain WACE can study the number of subjects suited to their purpose.

**This book presents a summary of the courses available and other vital information necessary to make good choices. It does not stand-alone. Advice and information is available from the Course & Career Advisor.**

**Every effort will be made to give you the best advice possible, however the final choice is yours. It may not be possible to offer courses if they are chosen by a very small number of students.**

## 2. SOURCES OF INFORMATION

- **CAREER INFORMATION**

**Career Centre**

2<sup>nd</sup> Floor City Central Building  
(above Woolworths)  
166 Murray Street Mall  
PERTH WA 6000  
Phone: 132398 or 9224 6500

The Career Development Centre has a variety of information on almost every career. Sources of information include handbooks, DVDs, videos and film. Trained staff are on hand to answer queries from 9.00 am to 4.30 pm weekdays. School holidays are a good time to visit the Centre; appointments will be necessary so make them well in advance.

- **WEBSITES:**

The information gained from the following list of websites may help students determine their post-school options.

1. **CAREER INFORMATION**

**Apprenticeships and Traineeships**

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

**Australian Defence Force Academy**

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

**Career, employment, training information in Western Australia**

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

**Career research**

[www.careersonline.com.au](http://www.careersonline.com.au)

2. **JOB SEARCH**

**Australia wide job search**

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

**Centrelink**

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

**Job Vacancies Australia wide**

[www.seek.com.au](http://www.seek.com.au)

3. **UNIVERSITY**

**Curtin University**

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

**Edith Cowan University**

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

**Murdoch University**

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

**Tertiary Institutions Services Centre – University applications**

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

**University of Notre Dame**

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

**University of Western Australia**

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

#### 4. TAFE

**My Future – Career Information**

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

**Training WA (TAFE course information)**

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

**Challenger Institute of Technology**

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

**Polytechnics West**

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

**Central Institute of Technology**

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

### 3. To achieve a WACE in 2012

A student will need:

- To complete 20 course units or acceptable alternatives
- Achieve English language competence
  - complete four units of an English course
  - achieve the standard
- Select at least one pair of course units from:
  - List A (arts/languages/social sciences) and
  - List B (mathematics/science/technology) in Year 12
- Achieve an average of C grade or better in 16 units, with at least half from Year 12
- And sit for Year 12 WACE examinations, unless exempt

#### LIST A and LIST B Courses

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

<b>LIST A</b>			
CAE	Career and Enterprise	HIM	Modern History
CFC	Children, Family and Community	MUS	Music
ENG	English	PAL	Politics and Law
ELD	English as an Additional Language	VAR	Visual Arts
HEA	Health Studies	WPL	Workplace Learning
<b>LIST B</b>			
AIT	Applied Information Technology	MDT	Materials, Design & Technology
AET	Automotive Engineering & Technology	MAT	Mathematics
CHE	Chemistry	MAS	Mathematics Specialist
DES	Design	PES	Physical Education Studies
HBS	Human Biological Science	PHY	Physics
ISC	Integrated Science	PSY	Psychology



## 4. COURSES 2012

North Lake Senior Campus will be offering the following for 2012:

- Curriculum Council Developed Courses
- Curriculum Council Endorsed Courses (these include Workplace Learning, Vocational Education and Training stand-alone courses, university, community organisation and personal development programs).

Other choices for 2012 may include:

- A training program accredited under the Vocational Education and Training Act 1996 (this includes Training WA colleges and private registered training organisations).
- An apprenticeship or a traineeship.
- A combination of any of the above, including school.

All WACE courses consist of units, each with their own syllabus. Students are encouraged to study units appropriate to their level of development.

Typically:

- University-bound students study a program containing Stage 2 and Stage 3 units over their senior secondary years. In their final year, all or most of the units studied would be at Stage 3.
- Students, who are planning on going into training through Training WA or at a private Registered Training Organisation, or directly into the workforce, study a mixture of Stage 1, 2 and 3 units in years 11 and 12.
- Students requiring practical and supported learning to develop the skills required to be successful upon leaving school or in the transition to Stage 1 will typically study Preliminary Stage units and possibly some stage 1 units.

## 5. FREMANTLE PUBLIC SCHOOLS PARTNERSHIP

North Lake Senior Campus is one of five schools involved in the Fremantle Public Schools Partnership. The partnership was set up to provide opportunities for students to access a greater choice of courses. Through our involvement in the partnership, North Lake students are able to select from a suite of courses that are run at other partnership schools.

For 2012 the following courses will be available through the Fremantle Public Schools Partnership:

Accounting and Finance	2A/B	taught at Melville Senior High School
Literature	2A/B	taught at North Lake Senior Campus
Literature	3A/B	taught at North Lake Senior Campus
Mathematics	3A/B	taught at North Lake Senior Campus
Mathematics	3C/D	taught at North Lake Senior Campus
Modern History	2A/B	taught at South Fremantle Senior High School
Modern History	3A/B	taught at North Lake Senior Campus
Physics	2A/B	taught at Hamilton Senior High School
Physics	3A/B	taught at South Fremantle Senior High School
Visual Arts	2A/B	taught at South Fremantle Senior High School
Certificate II Telecommunications		taught at Hamilton Senior High School

Students can choose up to a maximum of 2 courses from the above list and attend classes at the host school. Classes generally will start earlier in the day, or finish later in the afternoon to ensure that there is sufficient time between classes to transfer to and from their home school for the remainder of their program. Students must be willing to travel between schools and show a commitment to their studies before they will be granted permission to be included in these classes.

For specific details regarding the contents of each of the courses, please refer to the Fremantle Public Schools Course Handbook.

## 6. Training WA ENTRY REQUIREMENTS

Training WA offers courses for vocational education and training, apprenticeships and traineeships, support for workplace learning and courses for business and industry.

To gain entry into Training WA programs, applicants need to meet the entrance requirements for the chosen course which are based on communication (English) skills and in some cases Maths skills. Where a course is deemed to be competitive, applicants are required to meet both the entrance requirements and selection criteria. Selection criteria will focus on secondary education achievement, skill development, previous qualifications and workplace learning (paid or unpaid).

Courses that require selection criteria to be met will clearly indicate this below the entrance requirement information.

Students who are interested in applying for Training WA (TAFE) courses are strongly advised to access the latest information from [www.TrainingWA.wa.gov.au](http://www.TrainingWA.wa.gov.au).

Follow the link:

- Future students
- Address entry requirements.

Students will find detailed information on the website, but if more information or clarification is needed, then contact:

The Career Development Centre  
166 Murray Street  
Perth City  
(Second floor, above Woolworths)

**Freecall:** 1800 999 167

**Email:** [career.developmentcentre@det.wa.edu.au](mailto:career.developmentcentre@det.wa.edu.au)

**Web:** [www//det.wa.edu.au/training/cdc](http://www//det.wa.edu.au/training/cdc)

## 7. UNIVERSITY ENTRY

### 1. ADMISSION REQUIREMENTS FOR SCHOOL LEAVERS:

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

- meet the requirements for the **Western Australian Certificate of Education (WACE)** as prescribed by the Curriculum Council,
- achieve **competence in English** as prescribed by the individual universities,
- obtain a sufficiently high **Australian Tertiary Admission Rank (ATAR)** for entry to a particular university and/or course (Edith Cowan University may waive the ATAR requirement for some pathways), and
- satisfy any **prerequisites** or special requirements for entry to particular courses.

### 2. ADMISSION REQUIREMENTS FOR MATURE AGE STUDENTS:

Mature age applicants will be 20 years of age or over before 1<sup>st</sup> March of the year of admission to a university.

Mature age applicants may qualify for university admission by:

1. meeting the normal school leaver qualifications,
2. meeting the mature age entry requirements based on WACE examinations and university specific requirements.

### 3. UNIVERSITY APPLICATION PROCEDURES

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

The closing date for applications is normally the end of September. Late applications will incur a late fee. Offers of admission are made by the universities in the second half of January and in early February.

Any further information about application procedures may be obtained from TISC. Enquiries about mid-year entry, external studies and particular course requirements should be directed to the university concerned.

Applications need to be made through TISC when the applicant is:

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

**International students do not fit these categories and will need to apply directly to the International Office at the relevant university.**

Full details regarding individual university entrance requirements and processes are available from the TISC website: <http://www.tisc.edu.au>. The University Admission 2013 booklet is available on the website, but please note that it is subject to change.

## ALTERNATIVE ENTRY PATHWAYS TO UNIVERSITY

- **Training WA**

An ATAR is not the only means of entry to university in Western Australia. Training WA can be your stepping stone to a university education. A significant number of Training WA graduates gain admission to Australian universities each year. The minimum entry requirement is a Certificate IV.

- **STAT – Special Tertiary Admissions Test**

The STAT is designed for mature age students aged 20 years and over who have not completed year 12 or who don't hold other qualifications that are acceptable for entry. To be eligible for entry to university you will have to achieve a score of 145 or above.

- **EDITH COWAN UNIVERSITY [www.reachyourpotential.com.au/entry](http://www.reachyourpotential.com.au/entry)**

1. **University Preparation Course (UPC)**

This is a six month course which prepares students for University. It is aimed at students who have completed Year 12 and mature aged students.

2. **Portfolio Entry Pathway**

Both Year 12 ATAR and non ATAR students and mature aged students can apply for entry via the Portfolio Entry Pathway. The portfolio will include school results, work experience information, referees and an interview and based on this student's ability to succeed in education will be assessed.

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

Detailed information about the requirements for the Portfolio entry Pathway to ECU may be obtained from Student Recruitment on 134 328 or [www.reachyourpotential.com.au/entry](http://www.reachyourpotential.com.au/entry).

3. **Indigenous University Orientation Course**

This course is designed for Aboriginal and Torres Strait Islander people who will be at least 18 years old in their year of study.

- **MURDOCH UNIVERSITY email: <http://equityaccess.murdoch.edu.au>**

1. **OnTrack**

This is a 12 week free pre university preparation course aimed at people who can demonstrate educational disruption or disadvantage. This could include Year 12 students doing ATART or non ATAR subjects and mature aged students.

2. **Portfolio Entry to Murdoch University**

In addition to the requirements outlined above Murdoch University offers a portfolio pathway for admission to Bachelor degrees in Media, Mass communication and in Digital media. For more information see [www.murdoch.edu.au](http://www.murdoch.edu.au).

3. **Murdoch University Preparation Course (MUPC)**

Contact Murdoch Institute of Technology (MIT) 9338 2000 for course details.

- **CURTIN UNIVERSITY** [www.futurestudents.curtin.edu.au](http://www.futurestudents.curtin.edu.au)

**Flexible entry pathways:**

**1. University Enabling Program**

Free online program runs for one semester.

**2. Bridging Courses**

- Enabling Course in Science and Engineering
- Aboriginal Bridging Course
- English Language Enabling Course

- **UNIVERSITY OF WESTERN AUSTRALIA** [www.studyat.uwa.edu.au/uway](http://www.studyat.uwa.edu.au/uway)

**1. UWay**

This program is aimed at students studying Year 12 TEE subjects who have experienced a disruption to their studies.

**2. Broadway UWA**

This is a new scheme which allows students with an ATAR of 75 or above from North Lake Senior Campus to receive an offer into an undergraduate degree. Usual WACE requirements have to be met.

- **THE UNIVERSITY OF NOTRE DAME** [www.nd.edu.au](http://www.nd.edu.au)

**1. Tertiary Enabling Program (TEP)**

This is a University preparation course available to a range of students who do not meet admissions criteria.

**2. Foundation Year Program**

This program is a one year tertiary preparation program for students striving to reach their academic potential.

## 8. APPRENTICESHIPS AND TRAINEESHIPS

Students can begin a training qualification in Years 11 and 12 at the same time as completing the Western Australian Certificate of Education (WACE) through one of three programs: School Based Apprenticeship, School Based Traineeship or School Apprenticeship Link. Students generally attend school for three days, one day in the workplace and one day at a registered training organization.

Apprenticeships and traineeships combine practical experience at work with structured training that leads to a nationally recognized qualification.

If students are interested in technical trades such as bricklaying or cabinet making, then they would consider an apprenticeship. Traineeships are usually in non-trade areas such as hospitality, business, manufacturing and health.

### **School Based Apprenticeships:**

School based apprenticeships allow students in Years 11 and 12 to start an apprenticeship while still at school. Students enter into a legal binding contract between the employer, the student and parent/guardian to complete the apprenticeship.

Apprentices enter into a contract with an employer who teaches all aspects of a trade. Apprenticeships are structured programs where students learn on the job and attend off the job training at a Training WA college or another registered training provider.

### **School Based Traineeships:**

School based traineeships allow students in Years 11 and 12 to develop skills and get paid while they prepare for a career in the workforce. Students work towards secondary graduation and an industry recognized qualification.

Students enter into a legally binding contract between the employer, the student and parent/guardian to complete the traineeship.

Trainees enter into a contract with an employer in order to gain hands-on skills and work experience while earning a wage.

### **School Apprenticeship Link:**

School Apprenticeship Link is a program for students in Years 11 and 12 who are considering an apprenticeship after finishing school. This program allows students to try different jobs in the same industry. When students successfully complete the program, they can enter into a school based, full-time or part-time apprenticeship and gain credit for that training.

### **School Aboriginal Based Training:**

Aboriginal School Based Training helps students start an apprenticeship or traineeship whilst attending school.

As an apprentice or trainee, students are employed by a group training organisation, which places them with host employers. Students spend time in the workplace with the host employers and time training with the training providers.

Students are paid and gain skills for the real world.

### **Find out more by going to:**

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

## 9. PROPOSED COURSES OFFERED IN 2012

Name of Unit	1A	1B	1C	1D	1E	2A	2B	2C	2D	3A	3B	3C	3D
Applied Information Technology			•	•						x	x		
Career and Enterprise	•	•	x	x									
Chemistry						•	•			x	x		
Children, Family & The Community Caring for Children	•	•	x	x									
Chinese: Background Speakers						•	•						
Design – Graphics and Dimensional	•	•	•	•									
Design – Photography Context	•	•	x	x									
English			•	•		•	•	x	x	x	x		
English as an Additional Language or Dialect			•	•		•	•			x	x		
Health Studies	•	•	x	x									
History (Modern)						•	•			x	x		
Human Biological Sciences						•	•			x	x		
Integrated Science	•	•	x	x									
Literature						•	•			x	x		
Mathematics		•	•		x	x	•	•		•	•	x	x
Mathematics – Specialist										•	•	x	x
Music	•	•	•	•									
Politics and Law						•	•			x	x		
Psychology						•	•			x	x		
Physical Education	•	•	x	x									
Physics						•	•			x	x		
Visual Arts			x	x									
Workplace Learning	•	•	x	x									

Engineering  
 Information Technology  
 Retail Services  
 Visual Arts & Contemporary Craft – Wood Objects  
 Work Preparation (Community Services)

Certificate I  
 Certificate I & II  
 Certificate I & II  
 Certificate II  
 Certificate I

•	Year 11
x	Year 12

- COURSES RUN AT STAGE 2 & 3 HAVE A COMPULSORY EXAM AND CAN COUNT TOWARDS UNIVERSITY ENTRANCE

**SUBJECTS WILL RUN ONLY IF SUFFICIENT NUMBERS ARE ENROLLED**



## **10. PROGRAMS OFFERED IN 2012 (A program is a linked group of subjects)**

**INTENSIVE ENGLISH** – see page 71 for further information.

### **SPECIALIST PROGRAMS**

- Digital Games and Simulation – see page 79 for further information.

### **VOCATIONAL EDUCATION AND TRAINING**

- Hospitality Operations – see page 76 for further information.
- Industrial Studies – see page 77 for further information.

### **SENIOR SCHOOL ENGAGEMENT PROGRAMS (S.S.E.Ps)**

- Fast Track – Transition – see pages 82 - for further information.
- Independent, Self Paced Learning Program – see page 85 for further information
- Jump Start – see page 83 - for further information
- Language Development Program – see page 86 or further information
- Preparation Course – see page 86 for further information

## **11. NIGHT SCHOOL – Alternative Forms of Study**

A limited number of Year 12 courses are available to study at night, providing there is sufficient demand.

Possible courses offered:

- English
- Mathematics
- ESL – English as a second language
- Human Biological Studies
- Applied Information Technology
- Chinese
- Psychology

All courses depend on student demand and availability of staff.

## 12. COURSE, UNIT AND PROGRAM CHARGES

ENGLISH, ENGLISH AS ADDITIONAL DIALECT/LANGUAGE	COST PER UNIT = \$60.00
LITERATURE 2A/B (Fremantle Public Schools Partnership) NLSC	COST PER UNIT = \$60.00
LITERATURE 3A/B (Fremantle Public Schools Partnership) NLSC	COST PER UNIT = \$60.00
<b>MATHEMATICS</b>	COST PER UNIT = \$50.00
MATHS 3A/B (Fremantle Public Schools Partnership) NLSC	COST PER UNIT = \$50.00
MATHS 3C/D (Fremantle Public Schools Partnership) NLSC	COST PER UNIT = \$50.00
<b>SOCIETY &amp; ENVIRONMENT</b>	COST PER UNIT = \$45.00
MODERN HISTORY 2A/B (Fremantle Public Schools Partnership) SFSHS	COST PER UNIT = \$45.00
MODERN HISTORY 3A/B (Fremantle Public Schools Partnership) NLSC	COST PER UNIT = \$45.00
CERT 1 IN RETAIL SERVICES (Sem 1 in 2012)	COST PER UNIT = \$60.00
CERT 2 IN RETAIL SERVICES (Commencing Sem 2 2012)	COST PER UNIT = \$60.00
(Continuing Sem 1 2013)	COST PER UNIT = \$60.00
<b>SCIENCE</b>	COST PER UNIT = \$75.00
PHYSICS 2A/B (Fremantle Public Schools Partnership) HSHS	COST PER UNIT = \$30.00
PHYSICS 3A/B (Fremantle Public Schools Partnership) SFSHS	COST PER UNIT = \$37.00
<b>THE ARTS</b>	
MUSIC	COST PER UNIT = \$30.00
VISUAL ARTS	COST PER UNIT = \$40.00
CERT 2 IN VISUAL ART AND CONTEMPORARY ART	COST PER UNIT = \$50.00
VISUAL ARTS 2A/B (Fremantle Public Schools Partnership) SFSHS	COST PER UNIT = \$65.00
<b>BUSINESS AND COMPUTING</b>	
APPLIED INFORMATION TECHNOLOGY	COST PER UNIT = \$45.00
CERT 1 AND 2 IN INFORMATION TECHNOLOGY	COST PER UNIT = \$45.00
DESIGN – GRAPHICS AND DIMENSIONAL	COST PER UNIT = \$45.00
ACCOUNTING AND FINANCE 2A/B(Fremantle Public Schools Partnership)MSHS	COST PER UNIT = \$40.00
<b>DESIGN &amp; TECHNOLOGY</b>	
DESIGN – PHOTOGRAPHY CONTEXT	COST PER UNIT = \$70.00
ENGINEERING STUDIES – CERT 1	COST PER YEAR = \$144.00
CERT 2 IN WOOD	COST PER YEAR = \$140.00
CERT 2 IN TELECOMMUNICATIONS (Fremantle Public Schools Partnership)HSHS	COST PER YEAR = \$220.00
<b>LOTE</b>	
CHINESE	COST PER UNIT = \$45.00
<b>HOSPITALITY</b>	
CAREER & ENTERPRISE	COST PER UNIT = \$45.00
CHILDREN, FAMILY & THE COMMUNITY	COST PER UNIT = \$45.00
WORKPLACE LEARNING	COST PER UNIT = \$45.00
CERT 1 IN WORK PREPARATION	COST PER CERT = \$45.00
<b>PHYSICAL EDUCATION</b>	
HEALTH STUDIES	COST PER UNIT = \$37.50
PHYSICAL EDUCATION STUDIES 1A/1B	COST PER UNIT = \$52.50
PHYSICAL EDUCATION STUDIES 1C/1D	COST PER UNIT = \$75.00
<b>INTENSIVE ENGLISH COURSE</b>	COST PER YEAR = \$300.00
(Excursions will be an additional cost up to \$80)	
<b>VOCATIONAL AND OTHER PROGRAMS</b>	
HOSPITALITY YEAR 11/12	COST PER YEAR = \$640.00
YEAR 11 DESIGN AND TECHNOLOGY	COST PER YEAR = \$690.00
YEAR 12 DESIGN AND TECHNOLOGY	COST PER YEAR = \$690.00
<b>SENIOR SCHOOL ENGAGEMENT PROGRAMS</b>	
FAST TRACK – Transition	COST PER YEAR = \$320.00
(PLUS \$30 PER SEMESTER FOR ELECTIVES)	
JUMP START	COST PER PROGRAM= \$150.00
LANGUAGE DEVELOPMENT	COST PER YEAR = \$320.00
PREPARATION COURSE – as per individual unit costs	
INDEPENDENT SELF PACED	COST PER UNIT = \$45.00
<b>FOCUS PROGRAM (COMPULSORY FOR ALL STUDENTS UNLESS EXEMPT)</b>	COST PER YEAR = \$30.00

**N.B. All students require an ID Card \$5.00**

**N.B. TEXTS AND SPECIAL EQUIPMENT ARE NOT INCLUDED IN THE ABOVE COST**

\* NLSC = North Lake Senior Campus SFSHS = South Fremantle Senior High School  
MSHS = Melville Senior High School HSH = Hamilton Senior High School



**CERTIFICATE II IN VISUAL ART AND  
CONTEMPORARY CRAFT**

**MUSIC SKILLS**

**VISUAL ARTS**

**Arts**

# CERTIFICATE II IN VISUAL ART AND CONTEMPORARY CRAFT

CUV20103

## Year 11

### Prerequisites:

This subject is for students who enjoy working in the visual arts area and who may like to continue on in related areas. There are, otherwise, no other prerequisites. Units completed in this course may be transported to other training packages or used in qualifications contained in other training packages.

### Description:

This is a highly practical course with outcomes that will allow you to achieve a nationally recognized qualification. Competencies achieved in this course will allow you to move into other competency based courses, including Cert IV in Visual Art and Contemporary Craft. Throughout the year you will work with a variety of different mediums and contemporary themes.

This is a year long course. The eleven units must be successfully completed in order to achieve the qualification.

### Qualification Structure:

Complete 4 core units:

BSBOHS201A Participate in OHS processes

CUVCOR02B Develop and articulate concept for own work

CUVCOR07B Use drawing techniques to represent the object or idea

CUVCOR11B Source information on history and theory and apply to own area of work

Complete 7 other units from the following areas of the Visual Arts Craft and Design Training Package:

- Ceramics
- Drawing
- Painting
- Prints
- Sculpture
- Textiles/fibre
- Wood

Remaining units may be selected from other areas of the Visual Arts Craft and Design Training Package or any relevant endorsed Training Package at the appropriate level.

## VISUAL ARTS YEAR 12

## 1C VAR/1D VAR

Students develop creative skills, critical appreciation and knowledge of artistic techniques and technologies. The visual arts develop students' sense of personal and cultural identity and equips them for lifelong involvement in the appreciation of the arts.

### Learning Outcomes

#### The four Arts Learning Area Outcomes:

#### 1. Arts Ideas

Students generate art works that communicate ideas.

#### 2. Arts Skills and Processes

Students use the skills, techniques, processes, conventions and technologies of the arts.

#### 3. Arts Responses

Students use their aesthetic understanding to respond to, reflect on and evaluate the arts.

#### 4. Arts in Society

Students understand the role of the arts in society.

### VISUAL ARTS Unit 1CVAR and Unit 1DVAR

These units are a paired set of units.

## 1CVAR

### **Prerequisites:**

No prerequisites required.

### **Course Description:**

The focus for this unit is **inspirations**. Students become aware that artists gain inspiration and generate ideas from diverse sources. Through discussion, exploration, investigation and experimentation, they develop skills in recording observations, developing ideas through visual inquiry and creating artworks using a range of techniques and processes.

### **Topics included:**

The Visual Arts course encompasses the broad areas of art, craft and design. In it you will have the opportunity to 'get creative' in a range of different areas. We may draw on experience in textiles, graphics, painting, drawing, jewellery, printmaking, craft, ceramics, community art and a wide range of other studio forms. The course is fun and varied and is perfect for the versatile student who wants to explore their talents in a contemporary way.

The course aims to contribute to a sense of enjoyment, engagement and fulfillment in students' everyday lives, as well as promote an opportunity for self expression.

## 1DVAR

### **Prerequisites:**

No prerequisites required.

### **Course Description:**

The focus for this unit is **investigations**. Students investigate a variety of selected artists' work to further develop their understanding of the creative process. They investigate styles of representation and explore the expressive potential of media, techniques and processes in the creation of their artworks, while refining their reflection and decision-making skills.

### **Topics included:**

The Visual Arts course encompasses the broad areas of art, craft and design. In it you will have the opportunity to 'get creative' in a range of different areas. We may draw on experience in textiles, graphics, painting, drawing, jewellery, printmaking, craft, ceramics, community art and a wide range of other studio forms. The course is fun and varied and is perfect for the versatile student who wants to explore their talents in a contemporary way.

The course aims to contribute to a sense of enjoyment, engagement and fulfillment in students' everyday lives, as well as promote an opportunity for self expression.

**1A,1B, 1C and 1D OUTLINE**

Music has a universal place in every culture. Students are encouraged to engage in music on their own and in groups. The social dimension of music and performance is inseparable from its function in culture. Participation in these stage one courses will enable students to gain understanding of music culture and our society.

Music is processed through aural discrimination, memory and emotional response, all of which interact as a means of perceiving, learning and performing. Students will be given many opportunities to display their understanding of music in a variety of contexts. The ability to play an instrument is an advantage, but it is not essential for the successful completion of this course.

Completion of stage one music, students are invited to participate in a wide range of interrelated activities that are designed to develop an appreciation of and skills in production of modern music.

Music can be studied in both year eleven and year twelve. There are no pre-requisites for this course. Due to the diverse nature of music and the wide range of learning opportunities these courses are set at an introductory level. They encourage students to develop an interest in music production and performance in many different contexts.

**Unit Pathway : Year 11 1A + 1B leads to Year 12 1C + 1D**

**APPLIED INFORMATION TECHNOLOGY**

**CERTIFICATE I IN:  
INFORMATION TECHNOLOGY STUDIES**

**CERTIFICATE II IN:  
INFORMATION TECHNOLOGY STUDIES**

**DESIGN – GRAPHICS CONTEXT**

# **Business & Information Technology**



*This unit combination would be most suited if you wish to proceed directly into the workforce or Training WA and possible entry to university*

### UNIT 1C

**Prerequisites:**

C Grade Year 10 English

You would take this unit if you want to make good use of computers and relevant technologies.

1C focuses on using computers to produce personal documentation using common software applications, investigate alternative computer systems and use graphing and Internet technologies.

**In this unit you will:**

- Using a range of industry software you will create visual and audio communications.
- Investigate how individuals use, and can be affected by information technology in their daily lives.
- Use IT to create products that inform, persuade, educate or entertain.

**Content that will be covered includes:**

- Hardware and software for personal computer system
- The impact of Information and Communications Technologies on individual, communities and society
- Technology process
- Processing and manipulating data

### UNIT 1D

**Prerequisites:**

C Grade Year 10 English

You would take this unit if you want to make good use of computers and relevant technologies and consolidate your understanding of more complex content as a prerequisite for higher units.

1D focuses on using Information and Communications Technologies commonly required in the operation of a small business or community organisation.

**In this unit you will:**

- Investigate networks and the peripheral devices required to use communication and graphic applications
- Examine the impact of information technology on the community
- Use a range of software suited to a small business

**Content that will be covered includes:**

- Networking
- IT in business
- Configuring and maintaining hardware and software
- Manipulating and transferring of data to different locations and formats
- Design elements and principles
- Employment in the IT industry

*This unit combination would be most suited if you wish to proceed directly into University or Training WA and possible entry to the workforce. These units will be done concurrently.*

**UNIT 3A/3B****Prerequisites:**

Suggested entry – C Grade in English, Stage 1 or Stage 2, C Grade in Stage 2 AIT or B Grade in 1C/1D AIT

You would take this unit if you have strong skills in IT and English, and wish to expand your knowledge of ICT and are looking for entry into University or TAFE

Stage 3 focuses on using computers to produce multimedia systems for personal and business use

**In this unit you will:**

- Learn web design
- Make use of scripting languages such as actionScript from flash
- Investigate making apps for mobile technologies
- Undertake a deep investigation into a variety of IT technologies, trends and career options

**Content that will be covered includes:**

- Animation, image manipulation, presentation, web authoring, audio and video.
- Networking and computer systems.
- Design principles and elements..
- Processing and manipulation of data.
- Hardware and Software acquisitions
- Career prerequisites
- Ethics, inclusivity and the Digital Divide

**Prerequisites:**

There are no specific entry requirements for this qualification.

**Description:**

This is a competency based course. This qualification provides the skills and knowledge for you to function at a basic level of Information & Community Technology (ICT) competency by using personal computers and engaging in fundamental online activities in business and other workplaces. It could be described as 'the community standard in Information & Community Technology (ICT) literacy' and may be used as an access to employment.

It is a year long course comprising a total of six competencies. The six units must be successfully completed in order to achieve the qualification.

**Qualification Structure:**

To attain the *Certificate 1 in Information Technology* six units must be achieved:

- 3 core units;      1CAU1128A Operate a personal computer  
                           1CAU1129A Operate a word processing application  
                           1CAU1133A Send and retrieve information using web browsers and email
- Plus 3 elective units to be chosen by the teacher according to the needs of the students.

***It is expected that on completion of Cert 1 Information Technology that you will enrol in Cert II Information Technology.***

**Prerequisites:**

Units Required: 1CAU1128A Operate a personal computer.

**Co requisites:**

***It is recommended that you also undertake Workplace Learning since some of the units of competency are best assessed in the workplace.***

**Description:**

This is a competency based course. Certificate II in Information Technology qualification provides the foundation Information & Community Technology (ICT) skills and knowledge for you to be an effective Information & Community Technology (ICT) user or employee. The qualification provides fundamental Information & Community Technology (ICT) knowledge and skills.

It is a year long course comprising a total of fourteen competencies. The fourteen units must be successfully completed in order to achieve the qualification.

**Qualification Structure:**

To attain the *ICA20105 Certificate II in Information Technology* 14 units must be achieved:

- 8 core units:
 

BSBCNM106A	Follow workplace safety procedures
1CAD2012A	Design organisational documents using computing packages
1CAU2005A	Operate computer hardware
1CAU2006A	Operate computer packages
1CAU2013A	Integrate commercial computing packages
1CAU2231A	Use computer operating system
1CAW2001A	Work effectively in an IT environment
1CAW2002A	Communicate in the workplace
- Plus 6 electives to be chosen by the teacher according to the needs of the students.

*This unit combination would be most suited for students who wish to proceed directly into TAFE*

### **UNIT 1A**

**Prerequisites:**

Pass in English Year 10

This subject is for students who may like to get involved with the mobile/game design

The unit focuses designing and developing software solutions for mobile devices.

**In this unit you will:**

- Identify apps for mobile devices
- Design and create a series of icons for a mobile app
- Design a navigation structure for a mobile device
- Learn Photoshop/Illustrator

**Content that will be covered includes:**

- Use of design principles and elements
- Colour Theory
- Communication models in graphic design
- App GUI design
- Design Briefs

### **UNIT 1B**

**Prerequisites:**

Pass in English Year 10

This unit is for students who may like to get involved in the games art industry

This unit focuses on Environment design and 2D/3D modelling

**In this unit you will:**

- Design and develop isometric pixel art components
- Design and develop asset built images.
- Learn Photoshop/Illustrator in more detail
- Develop a component in a 2D mosaic
- Create a 3D model

**Content that will be covered includes:**

- Colour palettes
- Design ideation
- Image manipulation
- Scanning and converting sketches into digital art forms
- Requirements for concept art
- Model making

**UNIT 1C****Prerequisites:**

Unit combination 1A/1B or equivalent

This subject is for students who may like to get involved with the computer games industry

The unit focuses designing and developing software solutions for personal use.

**In this unit you will:**

- Identify your game type
- Determine typographical type for an idea
- Create a portfolio of game ideas and concepts
- Design and create a logo for a business or concept

**Content that will be covered includes:**

- Creative application of design principles and elements
- Colour Theory
- Communication models in graphic design
- Careers options in the design industry

**UNIT 1D****Prerequisites:**

Unit combination 1A/1B or equivalent

This unit is for students who may like to get involved in the computer games industry

This unit focuses on interface design and concept art

**In this unit you will:**

- Investigate game interfaces
- Design and develop an interface using Photoshop/Illustrator.
- Learn Photoshop/Illustrator in more detail

**Content that will be covered includes:**

- Creative use of design elements and principles
- Colour theory
- Image manipulation
- Interpreting plans and guidelines
- Software design
- Scanning and converting conceptual art

**CERTIFICATE I IN ENGINEERING**

**CERTIFICATE II IN VISUAL ARTS AND  
CONTEMPORARY CRAFT – WOOD  
OBJECTS**

**DESIGN – PHOTOGRAPHY CONTEXT**

# Design & Technology

**Prerequisites:**

There are no specific entry requirements for this qualification.

**Course Description:**

This is a nationally recognised training package that would enable students to complete WACE while studying Certificate I in Engineering. While this qualification can be used to access the Engineering trades such as Welding, Fitting and Machining, Sheet metalworking etc.

Also it can be useful as a prerequisite for future studies in the Engineering field.

It is a year long course comprising of a total of thirteen competencies. The twelve units of competency must be completed in order to achieve the Certificate II but some subject equivalence may be achieved with partial completion of the Certificate.

**Qualification Structure:**

To obtain a Certificate 1 in Engineering – all 12 units must be achieved:

- 4 core units + at least 9 elective units to the value of 24 points.  
Elective units of competency will be chosen by the teacher according to packaging rules and the needs of the students, workshop equipment etc.

**CERTIFICATE 11 IN VISUAL ARTS AND CONTEMPORARY CRAFT –  
WOOD OBJECTS****Prerequisites:**

There are no specific entry requirements for this qualification.

**Course Description:**

This is a nationally recognised training package that would enable students to complete WACE while studying the design and construction of wood objects. While this qualification can be used to access the furniture and building trades it can also be useful to develop life skills for the home handyperson and as a hobby for future years. It would also be useful for future study in the Design 3D Certificates courses.

It is a year long course comprising of a total of twelve competencies. The twelve units must be completed in order to achieve the Certificate II but some subject equivalence may be achieved with partial completion of the Certificate.

**Qualification Structure:**

To obtain a Certificate II in Visual and Contemporary Craft – Wood Objects 12 units must be achieved:

- 4 core units:  
BSBOHS201A Participate in OHS processes.  
CUVCOR11B Develop and articulate concept for own work.  
CUVCOR7B Use drawing techniques to represent the object or ideas.  
CUVCOR7B Source information on history and theory and apply to own area of work.
- Plus at least 8 electives to be chosen by the teacher according to packaging rules and the needs of the students.

**Units 1A/1B****Prerequisites:**

No prerequisites are requested.

**Course Description:**

Many students are extremely interested in learning about photographic techniques. This subject provides you with a hands on approach to photography together with an understanding of the design process and the principles of two-dimensional design.

Knowledge and skills acquired during the study of Visual Communication are applicable to a wide range of further education and future employment needs in fields such as graphic design, publishing and advertising.

To do Photography 1A/1B you need to be self motivated and very organised as many assessments require working outside of school hours.

**Unit Pathway: Year 11 1A + 1B leads to Year 12 2A + 2B**

**Unit 2A****Prerequisites:**

No prerequisites are requested.

**Course Description:**

**Cultural Communication** – We live in a culturally diverse world. People will encounter individuals from different races, religions, nationalities. Individuals can be stereotyped by other people's opinions of their culture and recognised by the way they dress and behave.

You have been asked to take part in a photographic exhibition on the theme of Culture. You are also asked to produce your own promotional design to be used to promote your work at the exhibition. A choice a sub themes to explore are – Youth culture, Gothic, Symbols, colour and Emotions. A choice of promotional designs include – Brochure, Poster, Website Designs, flyers.

**Unit 2B****Course Description:**

**Economic Communication** – Advertisers set up completely imaginary situations to fabricate a dream world to which they want us, the consumer to aspire to or believe in. A photographer needs to understand how advertising works as the visual language can be very diverse and sometimes complex. Understanding how to construct an advertisement to persuade someone to desire the product or understand communication of a message is a very powerful tool.

You are to produce advertising photographs for a specific audience in today's society chosen from a list – which includes tourism, fashion, food and drink, personal care and living, amusement, mechanical equipment. You will also design and produce an advertising layout to be displayed in one of the following mediums – Billboard, magazine, brochure or display poster.





**ENGLISH**

**ENGLISH AS AN ADDITIONAL LANGUAGE  
OR DIALECT**

**LITERATURE**

**English**

## UNIT 1C and 1D

**Prerequisites:**

Recommended C Grade in Year 10 English

**Unit Description**

This unit combination would be most suitable if you wish to pursue further studies at Training WA or proceed directly to the workforce. However, if you achieve at a high level you will be eligible for enrolment into future units which will enable university entry.

This unit combination assists you in improving your ability to listen, speak, read, view and write, in order that you develop competence in the language skills needed to operate effectively in modern society. You will study written filmic texts such as essays, feature articles, short stories, novels, documentaries and feature films. You will learn to speak and listen in a range of different ways and to create texts of your own which demonstrate your control of the convention of language.

**Unit Pathway:** Year 11 1C + 1D usually leads to Year 12 2C + 2D

## YEAR 11 ONLY

**Prerequisites:**

Recommended B Grade in Year 10 English

**Unit Description**

While this unit combination would be most suitable if you who wish to pursue further studies at a tertiary level, it is still available if you meet the prerequisites and you wish to study English for enjoyment, or in order to proceed directly to the workforce. Typically it will suit you if you are able to work with more complex text and are ready for further development.

This unit combination assists you in improving your ability to listen, speak, read, view and write, in order that you develop competence in the language skills needed to operate effectively in modern society. You will study written filmic texts such as essays, feature articles, short stories, novels, documentaries and feature films. You will learn to speak and listen in a range of different ways and to create texts of your own which demonstrate your control of the convention of language.

**Unit Pathway:** Year 11 2A + 2B may lead to Year 12 2C + 2D or to Year 12 3A + 3B

## YEAR 12 ONLY

**Prerequisites:**

Recommended C Grade or higher in Year 11 1C/D or Year 11 2A/B English

**Unit Description**

While this unit combination would be most suitable if you who wish to pursue further studies at a tertiary level, especially TAFE, it is still available if you meet the prerequisites and you wish to study English for enjoyment, or in order to proceed directly to the workforce.

This unit combination assists you in improving your ability to listen, speak, read, view and write, in order that you develop competence in the language skills needed to operate effectively in modern society. You will study written filmic texts such as essays, feature articles, short stories, novels, documentaries and feature films. You will learn to speak and listen in a range of different ways and to create texts of your own which demonstrate your control of the convention of language.

***You will be required to sit an external exam at the end of Year 12 to ensure this course can count towards your WACE.***

Universities do **not** give preference to students studying a Stage 2 English course.

## YEAR 12 ONLY

**Prerequisites:**

Recommended B Grade in Year 11 2A/2B ENG

This unit combination is most suitable if you wish to pursue further studies at university.

This unit combination assists you in developing complex knowledge understandings and skills. You will learn to strengthen your understanding, recognition and manipulation of language conventions, both written and filmic. You will explore the influence of context on both the production and reception of texts as well as develop your understanding of the significance of target audiences on the production of texts. You will focus on processing and organising ideas and information. You will study a range of complex print and filmic texts such as feature articles, essays, novels, short stories, feature films and documentaries.

***You will sit a compulsory external exam which will enable university entry.***

**NB:**

***Owing to the degree of difficulty of this course, Universities will give preference to students studying at Stage 3.***

# ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT – Year 11

## 1A EALD /1B EALD

*This unit combination would be most suitable if you wish to proceed directly into the workforce or pursue further studies at Training WA.*

### **EAL/D UNIT 1A (D) : Moving Between Cultures**

EAL/D 1A focuses on developing your English skills and understanding to help you communicate effectively in everyday situations for personal, social and study/vocational purposes.

#### **This unit will help you to:**

- Improve your ability to speak, listen to, read and write English for essential, everyday purposes
- Understand the features of everyday texts (such as brochures, timetables and application forms)
- Increase your understanding of the relationship between language and culture

#### **The tasks you will complete may include:**

- Writing descriptions, letters and emails
- Completing forms and applications
- Giving simple presentations
- Interviewing other people and being interviewed

### **EAL/D UNIT 1B (D) : Moving Between Cultures**

EAL/D 1B focuses on developing your English skills and understanding to help you communicate effectively in everyday situations for personal, social and study/vocational purposes.

#### **This unit will help you to:**

- Develop communication skills in English by exploring texts and language related to personal interests
- Use English to study cultural values, attitudes and behaviours
- Learn to communicate effectively in English by selecting and using language skills appropriate to different situations

#### **The tasks you will complete may include:**

- Reading short narratives, reports and recounts and answering questions
- Write informal letters
- Design advertisements
- Write a biography

**Unit Pathway : Year 11 1A + 1B leads to Year 12 1C + 1D**

**These units must be completed as a pair to contribute towards WACE.**

**Prerequisites:**

**Achieved Level 4 in the ESL/EAD Progress Maps or completion of 1B EAL/D**

*This unit combination would be most suited if you are a year 12 student and wish to proceed directly into the workforce or pursue further studies at Training WA*

**EAL/D UNIT 1C : Life Experiences**

EAL/D 1C builds on the knowledge and skills from your existing languages and cultures to help you continue to acquire English for a variety of purposes. These include building relationships with peers and others in the community, investigating cross cultural differences and exploring Australian culture.

**This unit will help you to:**

- Use English to communicate and interact with others in a variety of contexts
- Develop an appreciation of cultural differences and values
- Learn about the differences between common text types and the cultural purposes and contexts associated with these

**The tasks you will complete may include:**

- Writing semi formal and formal letters
- Writing and presenting biographies
- A range of oral; and written reports

**EAL/D UNIT 1D : Cultural Differences and Communities**

EAL/D 1D uses the knowledge and skills from your existing languages and cultures to help you consolidate your English language acquisition in order to share and reflect on experiences in different communities.

**This unit will help you to:**

- Develop an appreciation of cultural differences and values
- Discuss the impact of change on communities
- Consolidate your English skills

**The tasks you will complete may include:**

- Writing an essay
- Engaging in extended oral interactions
- Reading and responding to folk tales, myths and legends
- Reading novels

**These units must be completed as a pair to contribute towards WACE.**

# ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT

## 2A EALD / 2B EALD

### Prerequisites:

**Achieved Level 5 in the ESL/EAD Progress Maps or C grade in EAL/1D**

*This unit would be most suited if you are entering year 11 and wish to pursue further studies at a tertiary level after year 12.*

### **EAL/D UNIT 2A : Ways of Life**

EAL/D 2A focuses on situations where people use language to explore wider social contexts beyond the personal and immediate community.

#### **This unit will help you to:**

- Develop your language skills by examining issues and different points of view
- Present and express ideas and opinions in relation to wider social contexts
- Examine the way language is used
- Deepen your understanding of how cultural differences, values and audience shape language and communication

#### **The tasks you will complete may include:**

- Writing extended reports and essays
- Studying novels
- Presenting oral reports
- Formal interviews

### **EAL/D UNIT 2B : Making Choices**

EAL/D 2B focuses on how people use language to discuss, analyse and influence attitudes, choices and changes.

#### **This unit will help you to:**

- Learn to use English to identify and examine choices that individuals, families, communities and societies make in relation to issues of concern
- Examine the way language can affect attitudes, choices and change in relation to local or global issues
- Investigate issues of current interest as presented in reports, newspapers and investigate TV programs
- Analyse the use of persuasive and emotive language
- Create various texts designed to present a point of view

#### **The tasks you will complete may include:**

- Writing formal letters
- Writing essays
- Oral presentations
- Writing feature articles
- Reading novels

***You will be required to sit an external exam at the end of Year 12 to ensure this course can count towards your WACE.***

**Unit Pathway : Year 11 2A/B leads to Year 12 3A/B**

**These units must be completed as a pair to contribute towards WACE.**

**Prerequisites:**

**Achieved a C grade in EAL/2B**

*This unit combination would be most suited if you wish to pursue further studies at tertiary level and particularly for tertiary courses where a Stage Three English course is recommended or is a prerequisite.*

**EAL/D UNIT 3A : Australia as a Cultural Community**

EAL/D 3A focuses on using Standard Australian English to further explore the concept of 'cultural schemas' and how culture influences the way in which people view the world.

**This unit will help you to:**

- Explore Australia as a multicultural society which affords freedom to pursue different forms of spirituality, belief systems and views on such things as gender and religion.
- Develop an appreciation of the concept of cultural constructs.
- Develop an ability to use English appropriate to audience and purpose.
- Use growing intercultural understandings which enable you to apply analytical and problem-solving skills to investigations of commonality and difference.
- Use Standard Australian English to explore how structures, patterns and audience expectations influence language and meaning.
- Explore the concept that that meaning is negotiated, not given, within and across cultures.

**The tasks you will complete may include:**

- Researching and writing formal academic reports
- Critically analysing texts
- Writing formal academic essays
- Researching and presenting persuasive speeches
- Reading novels
- Reading, viewing and analysing complex texts

**EAL/D UNIT 3B : Language and Empowerment**

EAL/D 3B focuses on using Standard Australian English to explore the relationship between the use of languages and the concept of the power of language.

**This unit will help you to:**

- Build on knowledge of the ways in which language can be used to influence, persuade and position people.
- Examine how language can be used to privilege or marginalise social groups, ideologies, beliefs and values.
- Develop understandings that will enable you to choose to use language appropriately for audience and purpose, moving between language varieties and situations confidently.
- Analyse how conceptions and exercises of power and persuasive and rhetorical uses of language are related to cultures and vary between cultures.
- Explore how the knowledge of language and the ability to select and control language to suit context provide 'empowerment'.

**The tasks you will complete may include:**

- Critically analysing and commenting on the use of language across cultures and in different situations
- Writing formal academic essays
- Reading novels
- Reading, viewing and analysing complex texts
- Leading seminars and tutorials

***You will be required to sit an external exam at the end of Year 12 to ensure this course can count towards your WACE.***

**These units must be completed as a pair to contribute towards WACE.**



## YEAR 11 ONLY

**Prerequisites:**

A or B Grade in Year 10 English

**Unit Description**

In these units you will explore how your responses to literary texts result from relationships among writer, reader, text and context. You will engage in close textual analysis of literary texts and develop your understandings of the historical and cultural contexts of the writer, the text and the reader. Teachers will choose texts that they think are most appropriate to you.

You will be encouraged to understand that the essay form can make use of analytical, discursive and reflective responses. You will also be expected to respond to texts of increasing complexity. You will be expected to respond to texts of increasing complexity. You will consider others' readings of texts, including, at times, the readings produced by professional reviewers or critics.

You will be required, at times, to respond creatively, to use your experience of literature and your own experience and values to create your own literature, your own stories, poems or plays; to learn to use language and conventions of genre; and to learn to consider the effects of context on how your own literary pieces might be read.

Over the course of a year, you will study literary texts from poetry, prose and drama. You will study a minimum of one Australian novel, or play, or the work of one poet or a selection of Australian short stories in their pair on units.

**Pathway: This Course leads to Literature 3A/B in Year 12.**

## YEAR 12 ONLY

**Prerequisites:**

A C grade on 2A/B Literature

**Unit Description**

In these units you will further explore how your responses to literary texts result from relationships among writer, reader, text and context. You will engage in close textual analysis of literary texts and develop your understandings of the historical and cultural contexts of the writer, the text and the reader. You will consider how literary texts sometimes challenge and at other times naturalise the ideas of the society in which they are produced. You will consider the ways that a nation or a culture comes to recognise itself through the literary texts that it produces. Teachers will choose texts that they think are most appropriate to you.

You will explore how literary texts might challenge the ideology of some groups within society while supporting the views of others. You will also think about how literary texts might conform to or challenge generic expectations.

You will continue to explore how language works on more complex literary texts and how readers are positioned. You will also consider how the context of readers influences the ways they understand and perhaps challenge the ideas offered in a text. You will think about the how literary texts may be read out of their time and place and still represent and produce culturally significant ideas. In this way, you will engage with and develop the notion of multiple readings.

You will be asked to produce competent analytical, discursive and reflective responses as well as to create your own literary pieces.

Over the course of a year, you will study literary texts from poetry, prose and drama. You will study a minimum of one Australian novel, or play, or the work of one poet or a selection of Australian short stories in this pair of units.

***You will be required to sit an external exam at the end of Year 12 to ensure this course can count towards your WACE.***

**CAREER & ENTERPRISE**

**CHILDREN, FAMILY & THE COMMUNITY**  
(Caring for Others – Children)

**WORKPLACE LEARNING**

**EMPLOYABILITY SKILLS**

# Home Economics

**UNIT 1A****Course Description:**

In this course, you will be 'exploring your world and its connections'. You will begin to recognise yourselves as part of a network of people and organizations. You will identify who can help you with school-to-work transitions. You will explore the following:

- Connections between employment with responsibility for self and others.
- Part-time, full-time, flexi hours, volunteer work and unemployment are explored.
- Transitions can be facilitated by resources made available through the family, school, workplace and community and how these groups assist young people to learn what is expected of them as workers.

**UNIT 1B****Course Description:**

This course focuses on entry level work readiness. It is very useful if you are trying to make career decisions or develop working skills for employment.

This unit explores

- Employability skills,
- Job search skills,
- Career planning,
- Organisation of the workplace,
- The roles, rights and responsibilities of employees within the workplace,
- Changing nature of the workplace,
- Personal career opportunities,
- Career portfolios.

**Unit Pathway: Year 11 1A + 1B leads to Year 12 1C + 1D**

**UNIT 1C**

This unit provides opportunities to explore

- Development of skills in the workplace (1 week work experience),
- Career management,
- Work ethics,
- Workplace laws,
- Links between teamwork and job satisfaction,
- Personal and work skills, using career development and work search tools,
- Work, training and learning experiences,
- Careers through visiting a career exhibition

**UNIT 1D****Course Description:**

The focus of this course is personal independent career development. This course is very useful for your last semester of high school. You will explore your options in the 'world of work' or 'further education':

This unit explores

- Career management
- Work ethics
- Workplace laws
- Links between teamwork and job satisfaction
- Personal and work skills, using career development and work search tools
- Work, training and learning experiences
- Visit to Career exhibition

**UNIT 1A Caring for Others (Children)**

**Prerequisites:**

Nil

**Course Description:**

The focus of this unit 'me, my family and my community' provides you with hands on opportunities to develop an understanding of the diversity of families in Australian society, in particular the roles and responsibilities relating to infants, children, adolescents, adults, seniors and the aged and people from different cultures or additional needs.

**Unit Topics:**

- Children's milestones; nature versus nurture, maternal health and neo natal care
- The uniqueness and diversity of family life
- Healthy lifestyle – needs and wants
- Contributions creating community
- Factors impacting on your ability and your families
- How individuals, family and societal factors influence the development, health and well being of infants, children, adolescents, adults, seniors
- Developing skills that will enable you to care for others

This course is especially interesting if you who want to work in careers such as childcare, teaching, psychology, nursing etc.

**UNIT 1B Caring for Others (Children)**

**Prerequisites:**

Nil

**Course Description:**

The focus of this unit is 'family uniqueness'. You will look at the diversity of family life, cultural aspects of the family, family history and traditions and individual and family adjustments when in need.

**Unit Topics:**

- Relationships between individuals, families and their communities including the roles of infants, children, adolescents, adults, seniors
- Identify and examine families, their similarities and differences
- Issues arising from family interactions and the influence of attitudes
- Values and beliefs about the allocation of resources to meet needs and wants

This course is especially interesting if you want to work in careers such as childcare, teaching, psychology, nursing etc.

**Unit Pathway: Year 11 1A + 1B leads to Year 12 1C + 1D**

**UNIT 1C Caring for Others (Children)**

**Prerequisites:** Nil

**Course Description:**

The focus of this unit is **living and working together**. The unit explores the influence of lifestyle behaviours, biological and environmental factors on growth and development. The roles and responsibilities of social institutions, issues and opportunities arising from relationships, values, ethically responsible decision-making and the influence of media, beliefs and values on the allocation of resources are also studied. You identify the features of existing products, develop products, use a research process, communicate, make decisions, set goals and use a range of self-management, cooperation and conflict resolution skills.

**UNIT 1D Caring for Others (Children)**

**Prerequisites:** Nil

**Course Description:**

The focus of this unit is **getting more out of life**. The principles of growth and development, the factors that affect growth, development and individual and community health are studied. The role of paid and unpaid work in sustaining individuals and families and the rules and laws applicable to this work are investigated. Social order, roles and responsibilities of particular groups and the impact of beliefs and values on the management and use of resources are examined. You will look for opportunities to develop and assess products through using shared research practices, communicating information, making decisions, setting goals and using self-management and cooperation skills.

**Prerequisites:**

- Well developed oral communication skills. You will need to be able to communicate effectively with employers to both locate and retain a work placement.
- Initiative and positive work ethic. You need to be motivated and enthusiastic about your work placement and realistic in their expectations.
- You will negotiate with an employer to obtain your work placement before the course brings.

**Course description**

- These paired units enable you to be awarded a grade through the achievement of workplace skills, self reflection and completion of assignments. The primary focus of each unit is the learning that happens during the work placement, and all assessment will be built around this.
- You will attend the workplace each Friday of term to complete a full shift as required by your employer. You will be provided with time with your teacher during the week to provide support with your assessments.
- Workplaces chosen should provide you with a variety of experiences in two industry areas relevant to your interest and as a possible career or training pathway. Paid employment is **not suitable** for this course. Workplaces where a parent, relative or close friend is the supervisor are **not acceptable**.

**Courses****For year 11:**

- Cert 1 in Work Preparation (Community Services) – CHC 10108
- 1BWPL Building on Structured Workplace Learning

**For year 12:**

- 1CWPL Consolidate Structured Workplace Learning
- 1DWPL Extend Structured Workplace Learning

**Prerequisites:**

There are no specific entry requirements for this qualification.

**Course description**

This certificate can be completed in one semester and is an excellent introduction for students new to the workplace, especially those students who have never had a part time job.

The certificate is comprised on National Training Competencies that allows students to gain an understanding of employability skills including communication methods required in the workplace, participation in Occupational Health and Safety processes and learning how to work with others. This will allow students to be prepared for their entry into the workforce. *There is a 20 hour workplace component.*

Ideally all students who wish to enrol in Workplace Learning should complete this Certificate first.



**Chinese: Background Speakers**

**LOTE**



**UNITS 2A/2B****Prerequisites**

You must already be able to read and understand modern Chinese

**Course Description**

This course is designed for background speakers and assumes you already read and understand modern Chinese. It aims to extend your existing linguistic knowledge and skills through studies in contemporary Chinese literature and the study of related cultural and historical topics. The literature and cultural topics will serve as the basis for a variety of written and oral activities that aim to assist you to understand and use Chinese in a wide range of situations.

The course provides you with opportunities to develop your communication skills, knowledge and understanding of the language through the study of a range of authentic Chinese texts. A number of prescribed themes and contemporary issues will be studied and you will:

- Exchange information and ideas in Chinese
- Express ideas through the production of original texts in Chinese
- Analyse, evaluate and respond to a range of texts in Chinese
- Understand aspects of the language and culture of Chinese speaking communities

**Unit Pathway: Year 11 2A + 2B leads to Year 12 3A + 3B**

***You will be required to sit an external exam at the end of Year 12 to ensure this course can count towards your WACE. The LOTE Bonus will apply.***

**MATHEMATICS**

**MATHEMATICS: SPECIALIST**

# Mathematics

## MATHEMATICS

## 1B MAT/1C MAT

### Prerequisites:

Completed Year 10 Mathematics.

### Course Description:

The subject includes work on many real life subjects including superannuation, pay scales, income tax and mapping.

This is the easiest of the maths subjects and will continue on to 1DMAT and 1EMAT the following year.

## MATHEMATICS

## 1D MAT/1E MAT

### Prerequisites:

If studying at Year 12 level you need to have achieved a C grade in 1B/1C MAT

### Course Description:

If you successfully complete this combination in year 11 you may continue on to 2AMAT and 2BMAT the next year.

The subject includes work on sequences, probability, statistics and transformations.

## MATHEMATICS

## 2A MAT/2B MAT

### Prerequisites:

Achieved a C grade in Year 10 Mathematics or a C grade in 1D/2B MAT

### Course Description:

This course deals with ratios, introductory algebra linear functions, Pythagoras, Theorem and statistics.

If you successfully complete this in Year 11 you would 2CMAT and 2DMAT the next year. If you complete this combination with an A or B grade you may attempt 3AMAT and 3BMAT the next year.

If you, as a Year 12 students choose 2A/2B you have limited chances of university entrance.

***You will be required to sit an external exam at the end of Year 12 to ensure this course can count towards your WACE.***

## MATHEMATICS

## 2C MAT/2D MAT

### Prerequisites:

Achieved a C Grade in 2AMAT/2BMAT.

### Course Description:

If you successfully complete this combination in year 11 with an A or B grade you may continue on to 3AMAT and 3BMAT the next year.

The subject includes work on functions, sequence, statistics, probability, networks and financial mathematics.

A good grade in this subject should help you with university entrance.

***You will be required to sit an external exam at the end of Year 12 to ensure this course can count towards your WACE.***

## MATHEMATICS

## 3A MAT/3B MAT

### Prerequisites:

Achieved an A or B grade in Year 10 or a C grade in 2CMAT and 2DMAT.

### Course Description:

This course continues the number and algebra strand and includes functions, equations, rates, patterns, statistics and some trigonometry.

If successful in Year 11 you would do 3CMAT and 3DMAT the next year.

You will choose this course if you are a capable student who wants to develop their skills and want to go to university.

***You will be required to sit an external exam at the end of Year 12 to ensure this course can count towards your WACE.***

## MATHEMATICS

## 3C MAT/3D MAT

### Prerequisites:

Achieved a C or better in 3AMAT/3BMAT.

### Course Description:

This course includes work on calculus, statistics, probability, networks and mathematical proofs.

You will choose this course if you are a capable students who wants to develop their skills and want to go to university.

***You will be required to sit an external exam at the end of Year 12 to ensure this course can count towards your WACE.***

## MATHEMATICS: SPECIALIST

## 3A MAS/3B MAS

### Prerequisites:

Achieved an A or B in Year 10 Maths

You should be very capable at maths and heading for employment that needs “heavy maths”, such as engineering and science to choose this course.

### Course Description:

This subject includes trigonometry (including radians) polar coordinates, vectors, complex numbers and trigonometry identities.

If successful in year 11 you would do 3CMAS and 3DMAS the following year.

This course is for university bound students.

***You will be required to sit an external exam at the end of Year 12 to ensure this course can count towards your WACE.***

## MATHEMATICS: SPECIALIST

## 3C MAS/3D MAS

### Prerequisites:

Achieved a C grade or better in 3AMAS/3BMAS.

### Course Description:

This subject includes complex numbers, trigonometry, calculus, vectors, matrices and mathematical proofs

If you choose this option you would most likely study this in conjunction with Stage 3 MAT units. You should be very capable at maths and be heading for employment that needs “heavy maths”, such as engineering and science.

This course is for university bound students.

***You will be required to sit an external exam at the end of Year 12 to ensure this course can count towards your WACE.***



**HEALTH STUDIES**

**PHYSICAL EDUCATION**

# Physical Education

**Prerequisites:**

- Achieved a C grade in Year 10 English and Year 10 Health
- A keen interest in the health area.

**Course Description:**

Health Studies provides you with the information to develop your understanding about health issues. It helps you to analyse your health practices and develop strategies for adopting a healthy lifestyle. The course focuses on you developing your self-management and interpersonal skills. Community contact is included throughout the course.

**Unit 1A**

The focus of this unit is on personal, peer and family health and how these can positively influence healthy behaviour:

**Topics Covered**

- Health Review & Dimensions of Health
- Mental Health Issues & Lifestyle Diseases
- Interpersonal skills.
- Decision Making

**Unit 1B**

The focus of this unit is on the health of groups and communities. The unit assesses the significance to health of being a member of a specific community or group, such as a sporting body of school.

**Topics Covered:**

- Group Work communication, inquiry skills
- Leadership
- Health Dimensions, Community Health Issues
- Self Management skills
- Health Promotion

**Unit Pathway: Year 11 1A & 1B leads to Year 12 1C & 1D**

**Prerequisites:**

- Achieved a C grade in English and Health 1A/1B.
- A keen interest in the health area.

**Course Description:**

Health Studies provides you with the information to develop your understanding about health issues. It helps you to analyse your health practices and develop strategies for adopting a healthy lifestyle. The course focuses on you developing your self-management and interpersonal skills. Community contact is included throughout the course.

**Unit 1C**

The focus of this unit is on personal, peer and family health and how these can positively influence healthy behaviour:

**Topics Covered**

- Nutrition
- Mental Health Issues
- Interpersonal Skills.
- Health Care System

**Unit 1D**

The focus of this unit is on the health of groups and communities. The unit assesses the significance to health of being a member of a specific community or group, such as a sporting body of school.

**Topics Covered:**

- Alcohol and other drugs
- Safe Driving
- Leadership
- Self Management Skills



**1A PES****Prerequisites:**

Minimum C grade in year 10 English and a strong interest in Physical Education.

**Course Description:**

This Physical Education Unit **1A** focuses on personal participation in physical activity. You compare your own physical fitness profile against requirements for certain activities.

**Topics includes:**

- Components of fitness/fitness testing
- Performing basic skills in sport
- Coaching styles
- Values, attitudes and behaviour in sport
- Basic anatomy

This unit is based on approximately 1 hour theory and 3 hours practical (sport) per week.

**1B PES****Prerequisites:**

A C grade pass in Physical Education Studies 1A

**Course Description:**

This Physical Education Unit **1B** focuses on extending personal participation in physical activity. You make comparisons between yourselves and others in terms of participation in physical activity.

**The (content/topics/major areas) that you will study include:**

- Communication skills
- Tactical problems and strategies
- Movement Principles – Anatomy
- Coaching and structure of a training session
- Mechanical action of muscles
- Immediate response of body systems to exercise
- Applying basic tactics and strategies in specific sports

This unit is based on approximately 1 hour theory and 3 hours practical (sport) per week.

**Unit Pathway: Year 11 1A & 1B leads to Year 12 1C & 1D**

**1C PES****Prerequisites:**

C grade in year 11 English.

**Course description:**

Focus is on building personal profiles of your performance and attitude in and towards physical activity.

**Topics include:**

- Movement skills and tactics
  - sport specific skills and basic tactics and strategies
- Physiological dimensions
  - energy for fitness
  - performance related fitness profile
- Social dimensions
  - team building, goal setting

**1D PES****Prerequisites:**

A C grade pass in 1C Physical Education Studies.

**Course description:**

Focus is on extending your role to include coaching/umpiring.

It involves comparing your performance in physical activity to peers and others.

**Topics include:**

- Movement skills and strategies
  - developing specific skills and applying a range of tactics and strategies
  - coaching
- Physiological dimensions
  - relationship between food, energy and movement
  - specific fitness requirements of selected sports
  - immediate care of the injured athlete
- Social dimensions
  - group development
  - decision making in sport



**CHEMISTRY**

**HUMAN BIOLOGICAL SCIENCES**

**PHYSICS**

**INTEGRATED SCIENCE**

**Science**

**Prerequisites:**

Achieved a B grade in Year 10 Science and Mathematics.

***Students who do not have these prerequisites are required to satisfactorily complete a diagnostic test on enrolment before being accepted into this course.***

**Course Description:**Syllabus sections:

Chemistry is the study of matter and how it can undergo change. 2 A CHE / 2 B CHE is an introduction to chemical and physical changes, atomic structure, chemical equations, chemical bonding and its relationship to properties of elements and compounds, properties of acids and bases, electrochemistry and organic chemistry.

Skills:

Chemistry is *quantitative*; i.e. it requires the frequent application of mathematics. Since it is an experimental science, a high level of laboratory skills must be developed.

**Unit Pathway: Year 11 2A & 2B leads to Year 12 3A & 3B**

***You will be required to sit an external exam at the end of Year 12 to ensure this course can count towards your WACE.***

**Prerequisites:**

- 'C' grade pass or better for 2A/B CHE.
- A satisfactory performance in a test of the core skills for 2A/B CHE.

**Course Description:**

This course covers the same general areas as 2A and 2B but at a greater depth. Considerable emphasis is put on analytical laboratory work.

Skills:

Skills must develop in both practical work and the processing of the experimental results. You are also expected to develop sound descriptive skills so that important types of chemical reactions can be either recalled or predicted.

***You will be required to sit an external exam at the end of Year 12 to ensure this course can count towards your WACE.***

## HUMAN BIOLOGICAL SCIENCES

2A HBS / 2B HBS

### Prerequisites:

- A minimum of a C pass in Year 11 English and/or 1A /B HBS
- Basic mathematical skills are required.

### Course Description:

This course includes further studies of cell structure, respiration and gas exchange, digestion and absorption, drugs, diet and life style, inheritance and genetic disorders.

***You will be required to sit an external exam at the end of Year 12 to ensure this course can count towards your WACE.***

## HUMAN BIOLOGICAL SCIENCES

3A HBS / 3B HBS

### Prerequisites:

You should have passed successfully any science unit at level 2 or have demonstrated ability to work at this level.

### Course Description:

This unit explores the variations in humans in their changing environment both at the level of the functioning individual (Regulation and Homeostasis) and groups of humans as a population or a species (Inheritance, Evolution and Anthropology).

It is a good science unit for students who wish to study at a higher level, and particularly suited to those interested in careers connected with medicine, physiotherapy and human health, or as a science unit to complete TEE entrance requirements.

***You will be required to sit an external exam at the end of Year 12 to ensure this course can count towards your WACE.***

## PHYSICS

## 2A PHY/ 2 B PHY

### Prerequisites:

- Achieved a B Grade In Year 10 Science and Mathematics.

***Students who do not have this prerequisite are required to satisfactorily complete a diagnostic test on enrolment prior to being accepted into this course.***

### Course Description:

The Physics 2A course is concerned with the study of Matter and Energy in the areas of motion, force and mechanical energy and the fundamentals of Nuclear Energy. Physics 2B covers the areas of *Electrical Fundamentals* and *Heating and Cooling*.

While Physics uses mathematics, this course places considerable emphasis on written and oral description of every day physical phenomena.

**Unit Pathway: Year 11 2A & 2B leads to Year 12 3A & 3B**

***You will be required to sit an external exam at the end of Year 12 to ensure this course can count towards your WACE.***

## PHYSICS

## 3A PHY/ 3 B PHY

### Prerequisites:

- A 'C' grade pass or better in 2A/B PHY

Or

- Satisfactory performance in a test of core skills and knowledge for 2A/B PHY.

### Course Description:

Unit 3A covers two main areas: *Motion and Forces in a Gravitational Field* and *Electricity and Magnetism*. Unit 3B involves the study of *Particles, Waves and Quanta* and *Motion and Forces in Electric and Magnetic Fields*.

***You will be required to sit an external exam at the end of Year 12 to ensure this course can count towards your WACE.***

## INTEGRATED SCIENCE

## 1A ISC / 1 B ISC

### Prerequisites:

- Achieved a C grade in Year 10 Science
- Basic mathematical skills are also required.

### Course Description:

In each of the four stage 1 units, the emphasis is on the practice of science in the areas of **physical science** (Physics and Chemistry), **biological science** and **Environmental/Earth Science**. In any **one** unit content from at **least two areas** must be covered. If **two** units are studied, **all three of the areas** must be covered.

***Topics of study could include*** vehicles and drivers, science in a modern society (Scientific Method) and independent research studies.

**Unit Pathway: Year 11 1A & 1B leads to Year 12 1C & 1D**

## INTEGRATED SCIENCE

## 1C ISC / 1 D ISC

### Prerequisites:

A 'C' grade pass in either of the courses 1A ISC, 1B ISC

### Course Description:

The course emphasises the practice and impact of Science. Students will acquire knowledge and skills by applying scientific procedures over a range of topics such as food and nutrition, water supply and quality testing, robotics, reproduction and genetics. Students are expected to carry out independent research studies.

**MODERN HISTORY**

**POLITICS AND LAW**

**PSYCHOLOGY**

**CERTIFICATE I & II IN RETAIL SERVICES**

# **Society & Environment**



## UNIT 2A

**Prerequisites:** Achieved a C grade minimum in Year 10 Society and Environment.

**Course Description:**

The focus of this unit is **societies and change**. You will apply the skills of historical inquiry to research aspects of Western Australian history and the U.S.A. between the wars 1919-1941.

Western Australian history includes the impact of European settlement on society and the impact of international wars on Western Australian communities. The rich source of local historical resources (photos, film, artefacts, displays, documents and oral histories) that you can draw upon makes this a fascinating 'hands on' subjects.

The focus of studying U.S.A. history will be the period between the two major wars of the twentieth century you will be able to appreciate the impact the U.S.A. has had on the world during this period. There are superb resources which accompany this fascinating area of study.

## UNIT 2B

**Prerequisites:** A C grade in 2A HIM.

**Course Description:**

The focus of this unit is **historical trends and movements**. You will study Nazism in Germany 1918-1945. Areas of investigation include the rise of Adolf Hitler, the Nazi philosophy and living in Nazi Germany. Germany's wartime expansion and its eventual demise will be explored in some detail. You have access to superb film documentaries and a wide selection of historical texts.

**Unit Pathway : Year 11 2A & 2B leads to 3A + 3B in Year 12.**

***You will be required to sit an external exam at the end of Year 12 to ensure this course can count towards your WACE.***

## UNIT 3A

**Prerequisites:** C grade pass in 2A/B HIM

**Course Description:**

This unit focuses on **cohesion and division** within the Australia history context of the 1920's to 1950's.

You will learn that there were various internal and external forces which contributed to cohesion and division within Australia during this period. These forces included social, economic, political, international relations and World War II.

Other fascinating aspects of this unit involve the study of women, aboriginals, immigration and the development of our Australian identity.

This unit will be studied concurrently with 3B HIM.

## UNIT 3B

**Prerequisites:** C grade pass in 2A/B HIM

**Course Description:**

This unit focuses on **ideas that shaped Russian history** from the late 19<sup>th</sup> century to 1941. The aim of this unit is to explore the power of ideas and ideologies as forces for change in society, and whether these influences were cohesive or divisive.

The impact of knowledge and ideas are studied in order to understand Russian history during this significant time period. In particular, you will access and identify sources which relate to the Russian autocracy (the Tsarist system), Marxism (Communism), Leninism and Stalinism.

This unit will be studied concurrently with 3A HIM.

***You will be required to sit an external exam at the end of Year 12 to ensure this course can count towards your WACE.***

**UNIT 2A**

**Prerequisites:** Achieved a C grade minimum in Year 10 Society and Environment.

**Course Description:**

This unit examines **Australia's political and legal system**. Law making by parliaments and courts will be studied, including legislative and court procedures. You will examine court cases and make comparisons to the legal system in Indonesia.

A political issue and a legal issue will be researched in detail. Private Members Bills, Mandatory Sentencing and the role of juries are examples of issues to be examined.

**UNIT 2B**

**Prerequisites:** Achieved a C grade minimum in Unit 2A PAL.

**Course Description:**

The focus of this unit will be on **representation and justice**. Elections, electoral and voting systems in Australia will be compared with a system in another country. The ways individuals, political parties and pressure groups participate in political and legal processes will be examined.

The strengths and weaknesses of Australia's legal system will be compared with that of Indonesia. Political, civil and criminal law reform will also be examined.

It is expected that you will progress to Politics and Law 3A/B after completing 2A/B.

***You will be required to sit an external exam at the end of Year 12 to ensure this course can count towards your WACE.***

**UNIT 3A**

**Prerequisites:** Achieved a C grade minimum in Units 2A/2B PAL.

**Course Description:**

This unit examines political and legal **power**. Its focus is on how Australian parliament, cabinet, Prime Minister and the courts interact to make and enforce laws. A comparison with the United States system is made. The Australian constitution is studied and the methods of constitutional change. A study of landmark High Court cases is also made, including Mabo and Franklin Dam rulings. Political parties, pressure groups, public opinion and the role of the media are examined. The events of the 1975 dismissal of the Whitlam government and the 9/11 al-Qaeda attacks will be examined in terms of their influence on Australian politics. This is a challenging unit with lots of current political and legal issues covered. An active interest in politics and law would assist learning.

This unit will be studied concurrently with 3B PAL.

**UNIT 3B**

**Prerequisites:** Achieved a C grade in Unit 2A/2B PAL.

**Course Description:**

This unit examines contemporary civil, political, economic, social and cultural **rights** issues. The Australian system will be the focus and at least one comparison with another country. You will study how countries can uphold or undermine democratic and civil principles. The experience of rights and citizenship in terms of access and equity will be examined in Australia and in at least one other country. Accountability of politicians and public servants will also be a focus of this unit.

This unit will be studied concurrently with 3A PAL. There will be an external exam.

***You will be required to sit an external exam at the end of Year 12 to ensure this course can count towards your WACE.***

## UNIT 2A

**Prerequisites:** Achieved a C grade minimum in Year 10 Society and Environment and Science

**Course Description:**

You will focus on **contemporary issues:** self, others, society. The complexities of human behaviour will be appreciated, traditional theories of intelligence and the concept of perception will be examined. The importance of factors such as **heredity** on behaviour will be explored.

The role of **language** on initiating, maintaining and regulating relationships and the importance of effective communication will be studied.

Practical investigations using appropriate methods, data collection and presentations will be used.

## UNIT 2B

**Prerequisites:** A grade in 2A PSY

**Course Description:**

You will focus on context related to **human performance:** self, others, society. A range of contexts can be chosen to study, including addictions, sports performance, trauma and grief and risk taking.

You will study memory and forgetting, motivation and arousal, classical and operant conditioning, negative and positive reinforcement, and role modelling in learning.

You explore what is meant by the term “personality” and examine the relationship between personality, motivation and human performance. Social psychology is explored further in a range of contexts.

Psychological research methods will be applied to allow the development of analytical thought, critical thinking and generation of ideas.

**Unit Pathway : Year 11 2A + 2B leads to 3A + 3B in Year 12**

***You will be required to sit an external exam at the end of Year 12 to ensure this course can count towards your WACE.***

## UNIT 3A

**Prerequisites:** A C grade pass in 2A/B PSY. It is expected that you will be university bound if enrolled in this unit.

**Course Description:**

The focus of this unit will be on **healthy lifestyle** contexts. Human behaviour will be studied in greater detail and knowledge of social psychology will be applied to contemporary issues. You will engage in detailed investigations using experimental methods and designs. Self, Others and Society are the broad levels of complexity where knowledge and understanding will be applied. This unit will be studied concurrently with Uni 3B PSY.

## UNIT 3B

**Prerequisites:** At least a C level grade minimum in 2A/B PSY. It is expected if you are enrolled in this unit you will be university bound.

**Course Description:**

The focus of this unit will be related to **diversity and community** contexts. The relationship between physical, cognitive and social development in shaping behaviour will be studied further. You will analyse and critically review pseudo psychologies, for example astrology. The interrelationships of psychology and related disciplines, like sociology, will be examined. Ethical issues dealing with human and animal experiments will be evaluated. Contemporary debate in psychology will be studied. Research skills will be further developed.

This unit will be studied concurrently with Unit 3A PSY.

***You will be required to sit an external exam at the end of Year 12 to ensure this course can count towards your WACE.***

**Prerequisites:**

There are no prerequisites for entry into this qualification. However, Certificate I in Retail Services will be completed in Semester 1.

**Course Description:**

This Nationally Accredited qualification provides the students with the skills and knowledge required for an individual to be competent in interpersonal skills, customer service, selling and processing financial transactions required in retail operations.

This certificate can be flexible in terms of job opportunities and is relevant to many career pathways. Work could be undertaken in various retail store settings, such as specialty stores, supermarkets, department stores and retail fast food outlets.

**Qualification Structure:**

To achieve a Certificate II in Retail Services, 14 units must be completed over three semesters:

- 9 core units
- 5 elective units

***This qualification is suitable for an Australian Apprenticeship pathway***



# Intensive English Program

## INTENSIVE ENGLISH PROGRAM

The Intensive English program run at the Intensive English Centre (IEC) at North Lake Senior Campus will give students from non English speaking backgrounds the opportunity to study English in a rich multicultural environment. The North Lake IEC is a specialist English teaching centre for the southern corridor of Perth and it caters for students aged from 16 to 21. Students study a one or two year course, depending on their educational back ground in their home country.

The Intensive English Program is a full time course which is taught through the subject areas of English as a Second language, Mathematics, Science, Society and the Environment and Computing. This ensures that the students are learning to use English in the context of the subjects that they will study in year 11 and 12. This means that while they are learning English, students are gaining a background in these year 11 and 12 subjects to prepare them to choose the appropriate pathways and courses when they graduate. This is particularly important for international students who may have reached a high level of education in their own country but often find it difficult to understand tasks and explain complex ideas in English.

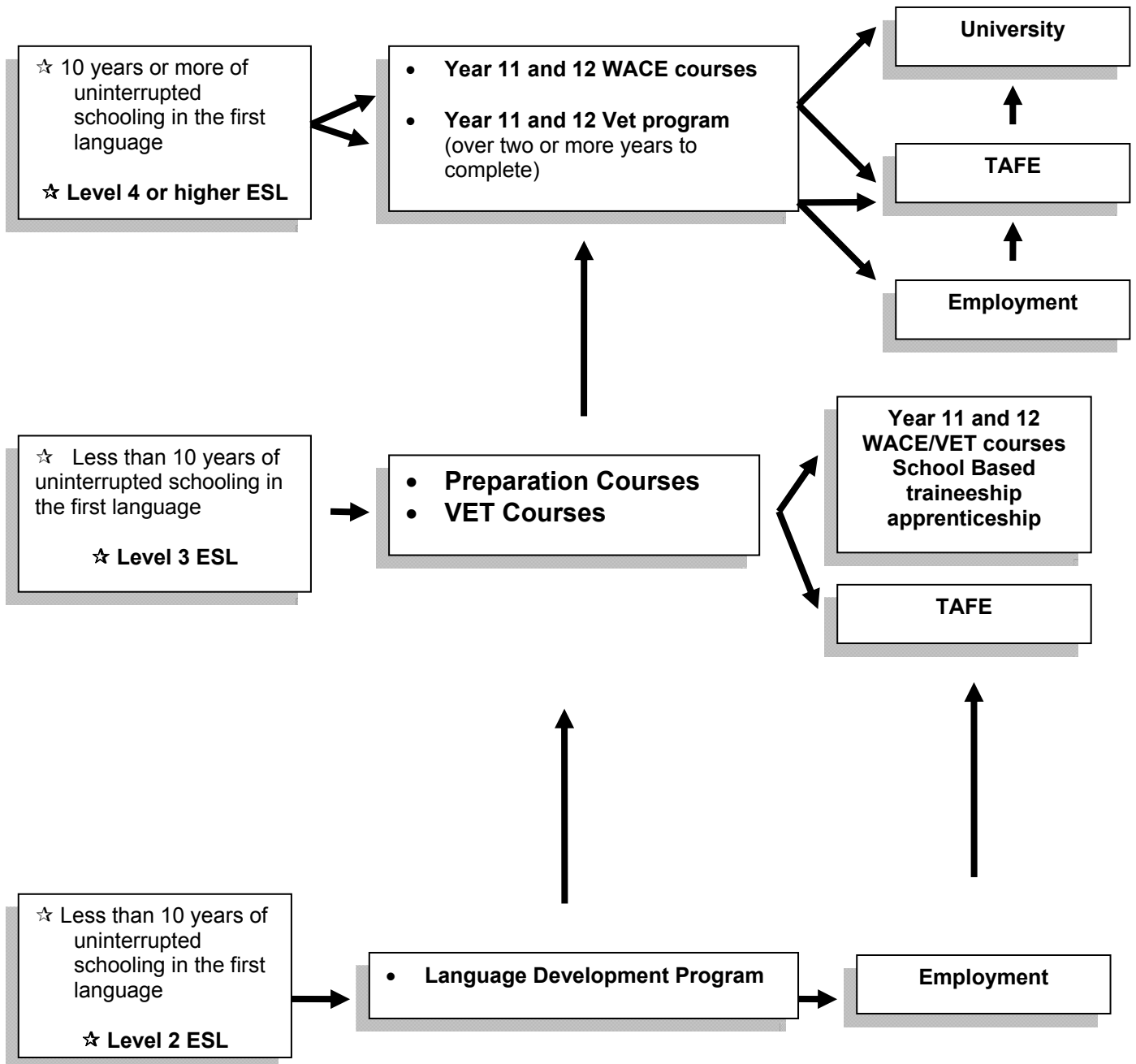
As part of the IEC program, teachers work with students to enrich the students' cultural experience and to help them develop cross cultural understandings. Teachers incorporate excursions into their programs to deepen the students' language experiences. In the past, these excursions have been to places such as museums, Rottnest Island, and to a working farm. In addition, guest speakers have been invited into lessons to share their expertise with students. In term 2, students participate in swimming lessons at the Melville Aquatic centre where they are taught by specially trained swimming teachers. A club program is run in the centre and students have the opportunity to participate in a range of activities. In each five week cycle a new choice of clubs is available. In the past these have included such choices as soccer, tennis, basketball, volleyball, cooking, computing and photography. Participation in these clubs provides students with an opportunity to practise their language skills in an informal environment and to gain an understanding and respect for people from other cultures.

Students in the IEC are offered extra support both in and out of the classroom. Ethnic Education Assistants can help students by using their home or first language to facilitate understandings. Research indicates that for some students this can be valuable in helping them develop skills in their second language. These assistants can also help students with cultural understanding and to deal with problems they may have settling into the new culture. When students move to year 11 or year 12 after graduation from the IEC they continue to be supported by a specialist language teacher who works with the subject teacher and the students in the classroom to ensure that students can be successful.

The IEC teachers work with the students in a caring and supportive environment where individual differences are respected and nurtured. Students also have access to a nurse, a chaplain/student support worker, a psychologist and a multicultural settlement worker. Excellent career counselling is also available on campus with guidance provided to students when they are choosing their pathway for years 11 and 12.

**NORTH LAKE SENIOR CAMPUS**  
Intensive English Centre

## Educational Pathways for Students Exiting the IEC







**HOSPITALITY**

**INDUSTRIAL STUDIES**

# **Vocational Education & Training (VET) Programs**

## HOSPITALITY OPERATIONS

A quiet revolution is taking place in Western Australian schools and a growing number of top students are now choosing to achieve their career goals through VET studies rather than traditional TEE subjects.

**WHY?** Because VET studies are exciting and highly relevant to your real interests and needs. Hands on learning opportunities take the school out of schooling, engage and motivate you to commit to and strive for excellence in your chosen fields.

**SO why not consider North Lake Senior Campus' award winning and innovative VET program, - HOST - which offers you a real edge when it comes to scoring apprenticeships, traineeships and employment in the hospitality and tourism industry.**

Unlike most other traditional schools' VET programs, this very successful course offers you the chance to study five to six subjects directly related to your talents and interests in hospitality while working with a small team of caring, expert teachers in a supportive, positive environment. With Workplace Learning and traineeships in year 11 and 12, this program successfully taps into local industry, providing seamless education through community organizations working cooperatively to provide the best outcomes for students.

North Lake's hospitality faculty is as far from the traditional home economics department as you can get and is ideally placed to cater for specialised industry learning...so if you want a career in the hospitality industry, enrol and get a piece of the action!

**YEAR 11/12 PROGRAM:** In 2012, this program will run as a discrete combined group studying the following courses:

- Cert I in Work Preparation or Workplace Learning 1C/D
- English 1A/1B or 1C/D
- Food Science and Technology: Product Development and Hospitality 1C/1D
- Career and Enterprise 1A/1B
- Cert II in Hospitality

You can apply for a School Based Traineeship where you spend two days a week in a paid part-time position in the Hospitality Industry. All year 12 students can achieve Secondary Graduation plus Certificate II in Hospitality.

**PREREQUISITES: A definite interest in hospitality. Achieved level 3 in all English outcomes.**

**GAINS FOR STUDENTS: Secondary Graduation, school based traineeships, extensive experience in industry, Certificate 1 or 11 in Hospitality, Senior First Aid Certificate, TAFE selection points, National Qualifications in Hospitality, development of employability skills.**

**The majority of students move directly to apprenticeships or the workforce following the completion of year 12.**

# INDUSTRIAL STUDIES

Industrial Studies is a one or two year VET course that allows you to have the opportunity to gain relevant industry skills and experience in traditional trades while completing the requirements of the Western Australian Certificate of Education.

Features of the program are as follows: -

- Suitable for both males and females.
- One or two year program.
- On the job training one day per week
- Curriculum Council Certification (WACE).
- Incorporates National Training Competencies delivered by TAFE and industry.
- National qualification in Automotive, Metals and Engineering, Building & construction.

The prerequisites are: -

- A strong commitment to Workplace Learning.
- For Year 11 – successful completion of year 10 (a grade of C or better in both Mathematics and English).
- For Year 12 – A pass in a year 11 English subject.
- A successful enrolment interview with the course co-ordinator.

The year 11 subjects studies and skills are:-

- English 1A & 1B
- Materials Design & Technology – Metal 1C & 1D
- Workplace Learning 1C & 1D
- Certificate II in Wood
- Automotive Engineering & Technology 1C & 1D
- Certificate 1 in Automotive, Certificate 1 in Metals and Engineering (S.A.L. or S.B.T.), Cert 1 in Building and Construction (S.A.L or S.B.T.)

The year 12 subjects studies and skills are:-

- English 1A & 1B
- Materials Design & Technology – Metal 1C & 1D
- Workplace Learning 1C & 1D
- Certificate II in Wood
- Automotive Engineering & Technology 1C & 1D
- Certificate 1 in Automotive. It is likely students will undertake a Traineeship in their second year of study.

The students studying Industrial Studies have achieved the following in 2010. 100% of students have gained:-

- Apprenticeships
- Traineeships
- Pre-Apprenticeships or
- Direct employment.



**DIGITAL GAMES & SIMULATIONS DESIGN**

**SPECIALIST PROGRAMS**

# Digital Games & Simulations

*To meet the demands of a new generation, North Lake senior Campus is offering a new Digital Games and Simulations program. This course is available to all students from year 11 upwards*

## Prerequisites:

- C grade pass in Year 10 English
- C grade pass in Year 10 Maths
- Successful enrolment interview with an enrolling officer
- Interest in designing computer games and building simulations

## Are you?

Considering a career in the computer games and simulation industry?  
Committed to experiencing a wide range of employment prospects?  
Interested in a new course with outstanding possibilities?

## Course Description

This course is a culmination of other courses that have a game focus in part. The three main subjects are Design Graphics, AIT, Art or Engineering. Supporting subjects are Physics, Maths and English

Gain WACE, TER, entry to UNI, TAFE or work towards placement in the work- force. Students successfully completing the course will gain WACE and can use their TER score to access TAFE, University courses or enter the workforce. Students who meet the entry requirements whilst at North Lake gain credit at Murdoch University for Headstart programs undertaken, which is particularly relevant to the Games Technology or Games Art & Design courses

## Where gaming can take you:

Write, play, make, design games, design consoles, be an artist, a reporter for games, a screenwriter, electronics engineer, IT show host, a producer/director or more?

## University Units

Whilst at North Lake, there is an opportunity for you to complete some units at Murdoch University while doing the Digital Games and Simulation program.

Units available are:

- 3D Graphics & Animation (ICT Faculty)
- Introduction to Internet and Mobile Technologies (ICT Faculty)
- 3D Modelling (MCC Faculty)
- Introduction to Games Art & Design (MCC Faculty)

## Subjects to study at North Lake

### Year 11

AIT 1C1D  
Design 1A1B  
Visual Arts & Contemporary Craft Cert III  
English  
And another appropriate subject  
Maths, Science

### Year 12

Design 1C1D  
AIT 3A3B  
Engineering Cert I  
Visual Arts 1C1D  
English  
And another appropriate subject  
Maths, Science

**FAST TRACK**

- Transition

**INDEPENDENT SELF PACED LEARNING**

**JUMP START**

**LANGUAGE DEVELOPMENT PROGRAMME**

**PREPARATORY COURSES**

# **S.S.E.P** **(Senior School Engagement Programs)**



## **FAST TRACK**

Fremantle Fast Track is an offsite Senior School Engagement Program. It offers students the opportunity to continue with or resume their secondary education and/or to prepare for work or training. The program has a flexible and supportive learning environment that will cater for the individual needs of students.

Students are able to select a pathway that will enable them to complete their Year 10 education and/or undertake Year 11 courses and other qualifications that contribute toward the Western Australian Certificate of Education. Students are also able to engage in a program focussed on preparation for training and/or work.

## **TRANSITIONS PROGRAM**

Transitions is a program for students who do not have adequate grades to successfully access further education, training or employment. These students may either not have successfully completed year 10 or have completed year 10 but require extra support to be able to continue with education/training. Some students may also be struggling in their current course, or be at risk of not succeeding in Year 11. Perhaps these students simply need extra time to consolidate certain aspects of their schooling. The program can also assist students who would like to focus on preparation for work or training.

The Transitions Program provides students with the opportunity to develop skills and knowledge that will better prepare them for transition to further education, training or employment.

### **THE COURSE AIMS TO:**

- Facilitate student access to education, training or employment
- Engage students in accredited learning pathways tailored to meet their individual needs and circumstances.
- Develop students' emotional, social and academic competence whilst catering for each individual's learning needs.
- Assist students to develop the awareness, skills and knowledge that will enable them to become life-long learners
- Provide a safe and supportive learning environment where each student's individual needs can be met.

### **THE COURSE OFFERS STUDENTS:**

- A curriculum focussed on numeracy and literacy
- Individual Student Pathway Plans
- Individual Learning Contracts
- Flexible entry
- Small class sizes
- Individual and group work
- A mixture of self-paced student-centred learning and teacher directed instruction
- Career guidance counselling
- Pastoral Care
- Life and living skills
- Access to Curriculum Council accredited courses and endorsed programs
- An opportunity to gain points towards the Western Australian Certificate of Education (WACE)
- Opportunities for access to a range of activities such as: work placement, art, health and fitness, preparation for work etc.
- Opportunity to access further education, training or work (subject to the attainment of minimum entry requirements)

## **THE PROGRAM IS DESIGNED AROUND THE FOLLOWING PRINCIPLES:**

- Individual planning, including Individual Learning Contracts and Individual Pathway Plans
- Goal setting
- Developing learning skills
- Creating an environment for learning
- Understanding and planning how to overcome barriers to learning
- Students encouraged and supported to do their best and achieve their goals
- Providing students with an opportunity to develop a solid foundation to pursue further education, training or employment

## **THE FREMANTLE FAST TRACK TRANSITIONS PROGRAM:**

- Meets Centrelink eligibility requirement
- Has flexible entry
- Will provide graduating students with a Fast Track Certificate of Completion. This will indicate subjects completed and levels achieved.
- Can link in with future Year 11 TEE and VET studies, TAFE courses and employment (subject to levels achieved).

## **WHAT ARE THE ENTRY REQUIREMENTS?**

- Minimum age requirement of 16 years of age in the year the student commences the course.
- Students must be motivated and want to engage in education.
- Every prospective student must attend an interview to ascertain suitability for the program.

## **JUMP START PROGRAM**

### **WHAT IS IT?**

The Jump Start Program enables students to develop their Employability Skills and to investigate possible career options that may be available to them. At the conclusion of the program, if successful, students will have developed sufficient skills to enable them to enter the work force. At this time they will be mentored by members of the Participation Unit, from Fremantle Education District Office, for the next six months.

### **WHO IS IT FOR?**

The Jump Start Program has been designed specifically for students who have completed Year 10 but who really do not wish to continue their education in a school environment. They desire to enter the workforce but do not as yet, have the necessary skills to enable them to successfully obtain and maintain appropriate employment.

### **WHAT DOES IT LOOK LIKE?**

The Jump Start Program will be conducted at Fremantle Fast Track at times negotiated between student and teacher. The program will provide a very practical, hands-on course, where students will have the opportunity to investigate all aspects of employment and develop their own employability skills and self presentation.

### **WHO WILL BE INVOLVED?**

As well as the classroom teacher, students will be expected to engage with employers and employees from a variety of organisations, focussing on specific employability skills. Students will also be involved in excursions into the workplace to look at what is expected of employees.

### **HOW WILL THEY GET TO THE WORKSITES?**

As part of the course, students will be expected to investigate the most appropriate means of getting to and from the work site on their visits. It is anticipated that throughout the course, students will engage in a number of these visits.

### **WHAT ABOUT WORK EXPERIENCE?**

Initially students will spend time in class developing the skills required to engage successfully in work experience. Mondays have been set aside for these work placements, however if a different day is more suitable to a specific work site, then this can be accommodated. The work sites will be checked by staff involved in the program to ensure that the site is a safe place for the student to work at. All insurance is covered by the Education Department's Workplace Learning program.

**WHAT IS EXPECTED FROM THE STUDENTS**

Students are expected to attend every class. Students must contact their teacher if they are unable to attend.

All students engaged in the program are expected to do the work that is required of them and to work cooperatively with the teachers and other students in the class.

At the successful completion of the course students will be provided with a Statement of Attainment and a Certificate indicating what they have achieved

**ONCE STUDENTS COMPLETE THE PROGRAM - WHAT THEN?**

Once students successfully complete the program, they will be encouraged to look for work. Teachers will assist in the preparation of a Curriculum Vitae and Resume and will support students in the process required to obtain employment.

**For further information contact:**

Fremantle Fast Track Office  
Cnr Parry & Cantonment Sts  
Fremantle WA 6160  
Telephone: (08) 9430 7376  
Facsimile: (08) 9335 7851  
Email: [gail.murphy@det.wa.edu.au](mailto:gail.murphy@det.wa.edu.au)

# INDEPENDENT, SELF PACED LEARNING PROGRAM

This program enables access to education for those who cannot study through the mainstream channels. It is for people who:

- need to study at their own rate;
- can only commit to a study schedule that reflects their own circumstances, eg. a need to study ...
  - from home
  - from hospital
  - whilst travelling
  - or whilst working away
- and cannot attend mainstream classes for reasons such as
  - health issues
  - responsibilities to care for others (children, aged or unwell)
  - the need to maintain an income through part-time or full time work
  - an inability to cope with some other aspects of mainstream education.

## **Prerequisites**

Students under the age of 18 need to have completed and passed Year 10.

Mature aged students can obtain access via testing of academic levels.

**Year 11 Stage 1** courses can be started at any time, studied over more than one year and completed at any time.

**Year 11 Stage 2** courses can be started at any time, studied over more than one year but must be completed in time to sit end of year exams.

**Year 12 Stage 2 & 3** courses need to be completed within one year and in time to sit end of year exams.

All interested persons will be required to sit an English test to ascertain their academic ability. Those interested in studying Maths will also be tested. Acceptance into the program and the levels at which subjects are to be studied will be dictated by test results.

Students must have good English skills, be extremely self-motivated, self disciplined and organised to succeed in this program.

To comply with university entry pre-requisites mature aged students need to complete 2 TEE subjects in the one year.

## **Minimal fees apply:**

There is a minimal cost to enrol at North Lake Senior Campus.

The cost of studying through the ISPLP is dependent on the subjects studied. Most subjects cost in the vicinity of \$40 per unit.

Organisation of and payment for tuition is the responsibility of the student.

North Lake Senior Campus staff will assess completed work.

## **Teacher contact:**

There is a requirement that ISPLP students commit to minimal contact with the ISPLP coordinator at North Lake Senior Campus. This can be negotiated to reflect the student's personal needs or commitments.

## LANGUAGE DEVELOPMENT PROGRAM

The Language Development Programme is designed for students with limited or interrupted schooling who are not eligible for entry into the Intensive English Centre. It is a one year course which is intended to build on the language and skills students will need to successfully enter the workforce.

Over one year, Language Development Programme students will study:

- **English Certificate I**
- **Maths for living**
- **Independent Living (PA/PB)PB**
- **Life Skills ((endorsed unit)**
- **Employability Skills (Mode 2)**

Students will receive credit towards graduation in all these subjects.

**Please note that this course is not intended for students who have had a full education in their home country. It is designed for students who have had little or no schooling.**

## PREPARATORY COURSE

THE Preparation course has been set up for students who have exited the Intensive English Program and who need opportunities to develop their English language skills prior to undertaking further studies at Stage 1, 2 & 3 level.

To gain the most out of this course you must have had access to a reasonable educational program in your native language prior to arriving in Australia.

This course covers the following subjects at a Preparatory stage:

- English as an Additional Language or Dialect (EALD 1A/B).
- Science (PA/PB)
- Independent Living (PA/PB)
- Mathematics (PA/PB)
- Options:
  - Career & Enterprise
  - Physical Education Studies
  - Art – Certificate II
  - Woodwork – Certificate I
  - Retail – Certificate I/II

On successful completion of this course you will be able to study from a broad array of offerings at Stages 1, 2 or 3 level providing specific prerequisites are met.

