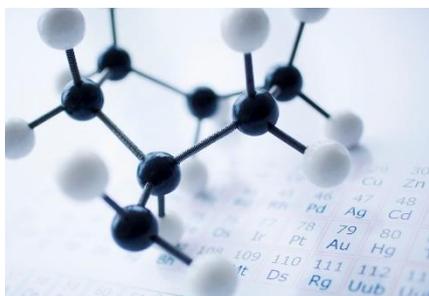


Course Offerings at Baldivis Secondary College

AECHE ATAR Chemistry (ATAR Course Selection Line 2)

Compulsory Course Cost: \$70

Year 11



Unit 1 – Chemical fundamentals: structure, properties, and reactions

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

Unit 2 – Molecular interactions and reactions

In this unit, students continue to develop their understanding of bonding models and the relationship between structure, properties, and reactions, including consideration of the factors that affect the rate of chemical reactions. Students investigate the unique properties of water and the properties of acids and bases and use chemical equations to calculate the concentrations and volumes of solutions involved in chemical reactions.



Year 12



Unit 3 – Equilibrium, acid and bases and redox reactions

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

Unit 4 – Organic chemistry and chemical synthesis

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



Prerequisites

Minimum B grade in Science, including B grade in Semester 1 Science Exam

Band 8 NAPLAN Numeracy

Assessments

Science Inquiry

- Practical
- Investigations

Extended response

Test and Exam

Extra-curricular opportunities

Titration Stakes Competition – Students will have the opportunity to participate in the state-wide Chemistry competition held at Curtin University. They will compete against school from across the state undertaking a titration practical to determine an unknown concentration of a solution. The top 10 teams from the state competition then can participate in the national competition.

Skills Attained through completion of this course

Chemists design and produce a vast range of materials for many purposes, including for fuels, cosmetics, building materials and pharmaceuticals. As the science of chemistry has developed over time, there has been an increasing realisation that the properties of a material depend on, and can be explained by, the material's structure. Students explore key concepts and models through active inquiry into phenomena and through contexts that exemplify the role of chemistry and chemists in society. Students design and conduct qualitative and quantitative investigations both individually and collaboratively. They investigate questions and hypotheses, manipulate variables, analyse data, evaluate claims, solve problems, and develop and communicate evidence-based arguments and models. Thinking in chemistry involves using differing scales, including macro, micro and nanoscales; using specialised representations such as chemical symbols and equations; and being creative when designing new materials or models of chemical systems. The study of chemistry provides a foundation for undertaking investigations in a wide range of scientific fields and often provides the unifying link across interdisciplinary studies.

Some of the major challenges and opportunities facing Australia and the Asia-Pacific region at the beginning of the twenty-first century are inextricably associated with chemistry. Issues of sustainability on local, national, and global levels are, and will continue to be, tackled by the application of chemical knowledge using a range of technologies. These include issues such as the supply of clean drinking water, efficient production and use of energy, management of mineral resources, increasing acidification of the oceans, and climate change.

Studying Chemistry provides students with a suite of skills and understandings that are valuable to a wide range of further study pathways and careers. An understanding of chemistry is relevant to a range of careers, including those in forensic science, environmental science, engineering, medicine, dentistry, pharmacy, and sports science. Additionally, chemistry knowledge is valuable in occupations that rely on an understanding of materials and their interactions, such as art, winemaking, agriculture, and food technology.

Through the investigation of appropriate contexts, students explore how evidence from multiple disciplines and individuals have contributed to developing understanding of atomic structure, chemical bonding, intermolecular forces, chemical reactions, organic chemistry, chemical processes, and systems. They explore how scientific knowledge is used to offer reliable explanations and

predictions, and the ways in which it interacts with social, economic, and ethical factors. Students use science inquiry skills to develop their understanding of patterns in the properties and composition of materials.

More Information

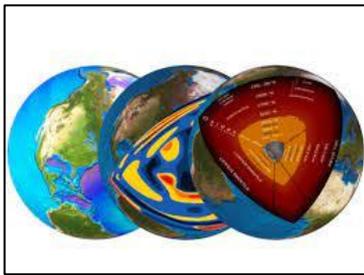
Please speak to your Science teacher or the CTL of the Science department.

AEEES - ATAR Earth and Environmental Science (ATAR Course Selection Line 2)

Compulsory Course Cost: \$70

Year 11

Unit 1 – Earth Systems



The Earth consists of interacting systems, including the geosphere, atmosphere, hydrosphere, and biosphere. A change in any one sphere can impact on others at a range of temporal and spatial scales. In this unit, students build on their existing knowledge of Earth by exploring the development of understanding of Earth's formation and its internal and surface structure. Students study the processes that formed the oceans and atmosphere. They review the origin and significance of water at Earth's surface, how water moves through the hydrological cycle, and the environments influenced by water the

oceans, ice sheets and groundwater.

Students critically examine the scientific evidence for the origin of life, linking this with their understanding of the evolution of Earth's hydrosphere and atmosphere. They review evidence from the fossil record that demonstrates the interrelationships between major changes in Earth's systems and the evolution and extinction of organisms. They investigate how changes in Earth's systems influence the distribution and diversity of life on Earth.

Unit 2 – Earth Processes

Earth system processes require energy. In this unit, students explore how the transfer and transformation of energy from the sun and Earth's interior enable and control processes within and between the geosphere, atmosphere, hydrosphere, and biosphere. Students examine how the transfer and transformation of heat and gravitational energy in Earth's interior drive movements of Earth's tectonic plates. They analyse how the transfer of solar energy to Earth is influenced by the structure of the atmosphere; how air masses and ocean water move as a result of solar energy transfer and transformation to cause global weather patterns; and how changes in these atmospheric and oceanic processes can result in anomalous weather patterns.



Students use their knowledge of the photosynthetic process to understand the transformation of sunlight into other energy forms that are useful for living things. They explore how energy transfer and transformation in ecosystems are modelled and they review how biogeochemical cycling of matter in environmental systems involves energy use and energy storage.

Year 12



Unit 3 – Managing Earth’s Resources

Earth resources are required to sustain life and provide infrastructure for living, for example, food, shelter, medicines, transport, and communication, driving ongoing demand for mineral and energy resources and biotic resources. In this unit, students explore renewable and non-renewable resource formation and analyse the effects that resource extraction, sustainable use and associated rehabilitation processes have on Earth systems.

Students examine the occurrence of non-renewable mineral and energy resources and review how an understanding of Earth and environmental science processes guides resource exploration and extraction. They investigate how the rate of extraction is managed to sustain the quality and availability of renewable resources, including water, energy resources and biota, and the importance of monitoring and modelling to manage these resources at local, regional

and global scales. Students learn about ecosystem services and how natural and anthropogenic changes of the biosphere, hydrosphere, atmosphere and geosphere influence resource availability and sustainable management.

Unit 4 – Earth Hazards and Climate Change

Earth hazards occur over a range of timescales and have significant impacts on Earth systems across a wide range of spatial scales. Investigation of naturally occurring and anthropogenic Earth hazards enables prediction of their impacts, and the development of management and mitigation strategies. In this unit, students examine the causes and effects of naturally occurring Earth hazards, including volcanic eruptions, earthquakes, and tsunamis. The composition of magma is examined to predict the degree of volcanic explosivity and hence the risk of hazard that an eruption could inflict on the environment. This unit focuses on the timescales at which the effects of natural and human-induced change are apparent and the ways in which scientific data are used to provide strategic direction for the mitigation of Earth hazards and environmental management decisions.



Students review the scientific evidence for climate change models, including the examination of evidence from the geological record, oceanic and atmospheric data, and explore different interpretations of the same evidence. They consider the reliability of these models for predicting climate change, and the implications of future climate change events, including changing weather patterns, globally and in Australia, for example, changes in flooding patterns or aridity, and changes to vegetation distribution, river structure and groundwater recharge.

Prerequisites

Minimum B grade in Science

Assessments

Science Inquiry - Practical - Investigations	Extended Tasks Test and Exams
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Skills Attained through completion of this course

Earth and environmental science is a multifaceted field of inquiry that focuses on interactions between the Earth's geosphere, hydrosphere, atmosphere, and biosphere, and on dynamic, interdependent relationships that have developed between these components. Earth and environmental scientists consider how these relationships produce environmental change over a variety of timescales. To do this, they integrate knowledge, concepts, models, and methods drawn from geology, biology, physics, and chemistry in the study of Earth's ancient and modern environments. Earth and environmental scientists strive to understand past and present processes so that reliable and scientifically defensible predictions can be made about the future.

Earth and Environmental students are required to attend several field trips throughout Year 11 and 12 where they will gain hands-on knowledge of Earth processes from industry experts. Earth and Environmental Science is a growth industry in Western Australia and graduates from Baldy Secondary College are consistently found to be amongst the highest performing students in the state.

More Information

Please speak to your Science teacher or the CTL of the Science department.

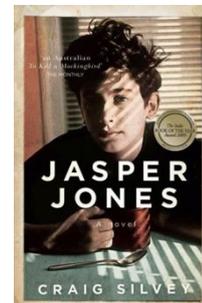
AEENG - ATAR English – Compulsory Course

Compulsory Course Cost: \$50

Year 11

Unit 1

Students explore how meaning is communicated through the relationships between language, text, purpose, context, and audience. This includes how language and texts are shaped by their purpose, the audiences for whom they are intended, and the contexts in which they are created and received. Through responding to and creating texts, students consider how language, structure and conventions operate in a variety of imaginative, interpretive, and persuasive texts. Study in this unit focuses on the similarities and differences between texts and how visual elements combine with spoken and written elements to create meaning. Students develop an understanding of stylistic features and apply skills of analysis and creativity. They are able to respond to texts in a variety of ways, creating their own texts, and reflecting on their own learning.



Unit 2

Students analyse the representation of ideas, attitudes and voices in texts to consider how texts represent the world and human experience. Analysis of how language and structural choices shape perspectives in and for a range of contexts is central to this unit. By responding to and creating texts in different modes and media, students consider the interplay of imaginative, interpretive, persuasive, and analytical elements in a range of texts and present their own analyses. Students critically examine the effect of stylistic choices and the ways in which these choices position audiences for particular purposes, revealing and/or shaping attitudes, values, and perspectives. Through the creation of their own texts, students are encouraged to reflect on their language choices and consider why they have represented ideas in particular ways.



Year 12

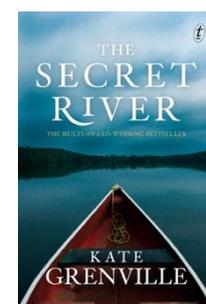
Unit 3

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



Unit 4

Students examine different interpretations and perspectives to develop further their knowledge and analysis of purpose and style. They challenge perspectives, values, and attitudes in texts, developing and testing their own interpretations through debate and argument. Through close study of texts, students explore relationships between content and structure, voice and perspectives and the text and context. This provides the opportunity for students to extend their



experience of language and of texts and explore their ideas through their own reading and viewing. Students demonstrate understanding of the texts studied through creation of imaginative, interpretive, persuasive, and analytical responses.

Framework

Students will complete each unit using the framework of: texts in context, language, and textual analysis, engaging and responding, creating texts and reflecting.

Prerequisites

Band 8 in NAPLAN Writing and Reading.

Minimum B grade in English.

Assessments

Responding

Creating

Examination

Skills Attained through completion of this course

All senior secondary English courses aim to develop students' skills in:

- listening, speaking, reading, viewing and writing
- capacity to create texts for a range of purposes, audiences, and contexts
- understanding and appreciation of different uses of language

In addition, the English ATAR course aims to develop students' ability to:

- understand the use of language for communication
- analyse, evaluate and create sustained imaginative, interpretive and persuasive texts in a range of modes
- engage in critical analysis and evaluation.

More Information

Please speak to your English teacher or the CTL of the English department.

AE GEO ATAR Geography (ATAR Course Selection Line 1)

Compulsory Course Cost : \$55

Year 11

Unit 1 – Natural and Ecological Hazards



Natural and ecological hazards represent potential sources of harm to human life, health, income and property, and may affect elements of the biophysical, managed and constructed elements of environments.

This unit focuses on understanding how these hazards and their associated risks are perceived and managed at local, regional and global levels. Risk management, in this particular context, refers to prevention, mitigation and preparedness.

Building on their existing geographical knowledge and understandings, students explore natural hazards, including atmospheric, hydrological and geomorphic hazards, for example, storms, cyclones, tornadoes, frosts, droughts, bushfires, flooding, earthquakes, volcanoes and landslides. They will also explore ecological hazards, for example, environmental diseases/pandemics (toxin-based respiratory ailments, infectious diseases, animal-transmitted diseases and water-borne diseases) and plant and animal invasions. There is a particular emphasis on Bushfires and Ebola. They will visit the **Dwellingup Forest heritage Centre to study Bushfire prevention.**

Unit 2 – Global networks and Interconnections

This unit focuses on the process of international integration (globalisation) and is based on the reality that we live in an increasingly interconnected world. It provides students with an understanding of the economic and cultural transformations taking place in the world today, the spatial outcomes of these processes, and their political and social consequences. This is a world in which advances in transport and telecommunications technologies have not only transformed global patterns of production and consumption but also facilitated the diffusion of ideas and elements of cultures. The unit explains how these advances in transport and communication technology have lessened the friction of distance and have impacted at a range of local, national and global scales. Cultural groups that may have been isolated in the early twentieth century are now linked across an interconnected world in which there is a 'shrinking' of time and space. Of particular interest are the ways in which people adapt and respond to these changes. There is a particular emphasis on the commodity of **Bauxite and students will visit Alcoa.**



Year 12

Unit 3 – Global Environmental Change



This unit focuses on the changing biophysical cover of the Earth's surface, the creation of anthropogenic biomes and the resulting impacts on either global climate or biodiversity. Land cover transformations have changed both global climate and biodiversity through their interaction with atmospheric and ecological systems. Conversely, climate change and loss of biodiversity are producing further transformations in land cover. Through applying the concept of sustainability, students are given

the opportunity to examine and evaluate a program designed to address the negative effect of **land cover change**. Aspects of physical,

environmental and human geography provide students with an integrated and comprehensive understanding of the processes related to land cover change, their local, regional and global environmental consequences, and possible sustainable solutions.

Unit 4 – Planning Sustainable Places

Challenges exist in designing urban places to render them more productive, vibrant and sustainable. Urban planning involves a range of stakeholders who contribute to decision making and the planning process. Students examine how governments, planners, communities, interest groups and individuals attempt to address these challenges in order to ensure that places are sustainable. They also investigate the ways in which geographical knowledge and skills can be applied to identify and address these challenges. The present and future needs of society are addressed by the allocation and reallocation of land uses, improving infrastructure and transport systems and enhancing amenities to meet the needs of the population as perceived by the different perspectives of the various stakeholders.



The unit begins with a global scale overview of the process of urbanisation and its consequences. Urbanisation not only affects human wellbeing and the rate of world population growth, it has created a range of challenges for urban, rural and remote places, including Indigenous communities. The interconnected challenges faced in places, and other matters related to liveability, are a focus of this unit.

Two depth studies provide greater detail. The first study focuses on challenges in **metropolitan Perth**. The second study focuses on challenges faced in a **megacity – New York**.

Prerequisites

Minimum B grade in HASS and 60% in the exam

Assessments

Geographical Inquiry

Fieldwork / Practical skills

Short and extended response

Exam

Skills Attained through completion of this course

Geography as a discipline values imagination, creativity and speculation as modes of thought. It provides a systematic, integrative way of exploring, analysing and applying the concepts of place, space, environment, interconnection, sustainability, scale and change. These principal geographical

concepts are applied and explored in depth through unit topics to provide a deeper knowledge and understanding of the complex processes shaping our world.

Students learn how to collect information from primary and secondary sources, such as field observation and data collection, mapping, monitoring, remote sensing, case studies and reports. Students develop a range of skills that help them to understand the physical world, interpret the past, scrutinise the present, and explore sustainable strategies for the future care of places. They are able to understand recent and future developments, such as urban planning, climate change, environments at risk, sustainable development practices, and the unequal distribution of resources throughout the world. The Geography ATAR course promotes students' communication abilities by building their skills of spatial and visual representation and interpretation through the use of cartographic, diagrammatic, graphical, photographic and multimodal forms

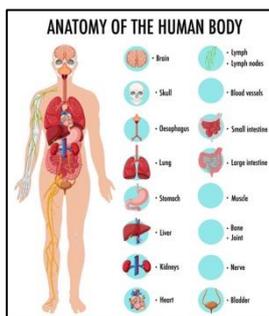
More Information

Please speak to your HASS teacher or the CTL of the HASS department.

AEHBY ATAR Human Biology (ATAR Course Selection Line 4)

Compulsory Course Cost : \$70

Year 11



Unit 1 – The Functioning Human Body

This unit looks at how human structure and function supports cellular metabolism and how lifestyle choices affect body functioning.

Cells are the basic structural and functional unit of the human body. Cells contain structures that carry out a range of functions related to metabolism, including anabolic and catabolic reactions. Materials are exchanged in a variety of ways within and between the internal and external environment to supply inputs and remove outputs of metabolism. Metabolic activity requires the presence of enzymes to meet the needs of cells and the whole body. The

respiratory, circulatory, digestive and excretory systems control the exchange and transport of materials in support of metabolism, particularly cellular respiration. The structure and function of the musculo-skeletal system provides for human movement and balance as the result of the co-ordinated interaction of the many components for obtaining the necessary requirements for life.

Unit 2 – Reproduction and Inheritance

This unit provides opportunities to explore, in more depth, the mechanisms of transmission of genetic materials to the next generation, the role of males and females in reproduction, and how interactions between genetics and the environment influence early development. The cellular mechanisms for gamete production and zygote formation contribute to human diversity. Meiosis and fertilisation are important in producing new genetic combinations.

The transfer of genetic information from parents to offspring involves the replication of deoxyribonucleic acid (DNA), meiosis and fertilisation. The reproductive systems of males and females are differentially specialised to support their roles in reproduction, including gamete production and facilitation of fertilisation. The female reproductive system also supports pregnancy and birth. Reproductive technologies can influence and control the reproductive ability in males and females. Cell division and cell differentiation play a role in the



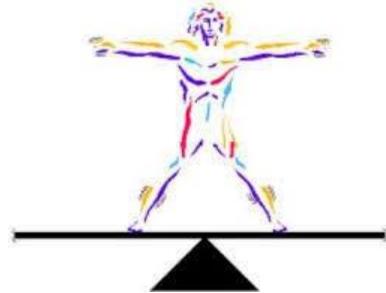
changes that occur between the time of union of male and female gametes and birth. Disruptions to the early development stages can be caused by genetic and environmental factors: inheritance can be predicted using established genetic principles. The testing of embryos, resulting from assisted reproductive technologies, is conducted for embryo selection, and the detection of genetic disease. The application of technological advances and medical knowledge has consequences for individuals and raises issues associated with human reproduction.

Year 12

Unit 3 – Homeostasis and Disease

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

The complex interactions between body systems in response to changes in the internal and external environments facilitate the maintenance of optimal conditions for the functioning of cells. Feedback systems involving the autonomic nervous system, the endocrine



system and behavioural mechanisms maintain the internal environment for body temperature, body fluid composition, blood sugar and gas concentrations within tolerance limits. The structure and function of the endocrine system, including the glands, hormones, target organs and modes of action, can demonstrate the many interactions that enable the maintenance of optimal cellular conditions. The structure and function of the autonomic nervous system, and its relationship with other parts of the nervous system, can be linked to the roles each play in maintaining homeostasis of internal environmental conditions. Comparing and contrasting the endocrine and nervous systems can highlight the roles of each in homeostasis. Humans can intervene to treat homeostatic dysfunction and influence the quality of life for individuals and families.

Unit 4 – Human Variation and Evolution

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

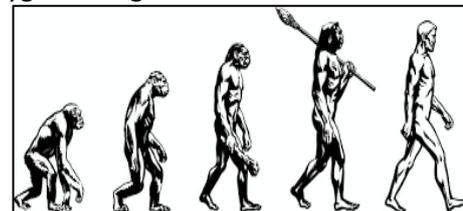
Humans can show multiple variations in characteristics due to the effect of polygenes or gene

expression. The changing environment can influence the survival of genetic variation through the survival of individuals with favourable traits. Gene pools are affected by evolutionary mechanisms, including natural selection, migration and chance occurrences. Population gene pools vary due to interaction of reproductive and genetic processes and the environment.

Over time, this leads to evolutionary changes. Gene flow between

populations can be stopped or reduced by barriers. Separated gene pools can undergo changes in allele frequency, due to natural selection and chance occurrences, resulting in speciation and evolution. Evidence for these changes comes from fossils and comparative anatomy and biochemical studies.

A number of trends appear in the evolution of hominids and these may be traced using phylogenetic trees. The selection pressures on humans have changed due to the control humans have over the environment and survival.



Prerequisites

Minimum B grade in Science

Assessments

Science Inquiry

- Practical

- Investigations

Extended response

Test and Exams

Skills Attained through completion of this course

Human biology covers a wide range of ideas relating to the functioning human. Students learn about themselves, relating structure to function and how integrated regulation allows individuals to survive in a changing environment. They research new discoveries that are increasing our understanding of the causes of dysfunction, which can lead to new treatments and preventative measures. Reproduction is studied to understand the sources of variation that make each of us unique individuals. Through a combination of classical genetics, and advances in molecular genetics, dynamic new biotechnological processes have resulted. Population genetics is studied to highlight the longer term changes leading to natural selection and evolution of our species.

More Information

Please speak to your Science teacher or the CTL of the Science department.

AEHEA ATAR Health Education Studies (ATAR Course Selection Line 1 or 2)

Compulsory Course Cost : \$100



Year 11

Unit 1 – Individual, Community and Promotion of Health

This unit focuses on the health of individuals and communities. Students learn about **health determinants** and their **impact on health**. Health promotion is explored and used as a framework for designing approaches to improve health. Students examine **attitudes, beliefs and norms** and their impact on decision-making, and develop a range of

key health skills. Students extend their understandings of factors influencing health, and actions and strategies to protect and promote health through inquiry processes.

Unit 2 – Factors Influencing Health Communities

This unit focuses on the impact of **factors influencing the health of communities**. Students learn about and how community participation can improve health outcomes. Students examine the influence of attitudes, beliefs, and norms on community health behaviours; apply investigative and inquiry processes to analyse issues influencing the health of communities; and develop appropriate responses. The impact of technology on interpersonal skills and strategies for managing such influences are also a focus.



Year 12

Unit 3 – Health and Populations

This unit focuses on the health of specific populations and reasons why some groups do not enjoy the same level of health as the general population. Students learn about factors creating these disparities and ways of improving the health and wellbeing of specific groups. Students apply inquiry skills to examine and interpret data and explain and respond to inequities in health. An inquiry based assessment on Global and



Local Barriers affecting the health of populations forms part of these units. Students begin to enhance their response writing skills for ATAR readiness for examinations with a series of topic tests linked to the content.

Unit 4 – Health Challenges

This unit focuses on local, regional and global challenges to health. Students learn about the impact of determinants on global health inequities and explore approaches to address barriers preventing groups from experiencing better health.



Students apply well-developed health inquiry skills to analyse health issues, develop arguments and draw evidence-based conclusions.

Framework

Students will investigate each unit via four theoretical sessions per week. Assessments will be completed within class time with a small requirement out of class to be completed at home. There will be an incursion (RUOK day facilitation and possibly an excursion).

Prerequisites

Benchmark ATAR English

A Grade in Year 10 Health Education

Assessments

Inquiry (Major health task)

Project

Response

Examination

Skills Attained through completion of this course

The Health Studies ATAR course focuses on the study of health as a dynamic quality of human life. Students undertaking this course develop the knowledge, understanding and skills necessary to promote an understanding of the importance of personal and community action in promoting health.

The influence of social, environmental, economic and biomedical determinants of health is a key focus of the course. Other course content includes the influence of beliefs, attitudes and values on health behaviour, and the importance of self-management and interpersonal skills in making healthy decisions.

Using an inquiry process, students draw on their knowledge and understandings of health concepts and investigate health issues of interest. Through this process, they develop research skills that can be applied to a range of health issues or concerns.

This course will prepare students for career and employment pathways in a range of health and community service industries. Students will have the opportunity to develop key employability and life skills, including communication, leadership, initiative and enterprise. Inquiry skills will equip students to adapt to current and future studies and work environments.

More Information

Please speak to your Health or PE teacher or the CTL of the HPE department.

AEHIM - ATAR Modern History (ATAR Course Selection Line 2)

Compulsory Course Cost: \$40

Year 11

Unit 1 – Understanding the Modern World



This unit examines developments of significance in the modern era, including the ideas that inspired them and their far-reaching consequences. Students examine **one** development or turning point that has helped to define the modern world. This unit will focus on **Capitalism and the American Experience**. Students explore crucial changes, for example, the application of reason to human affairs; the transformation of production, capitalism and consumption, transport and communications; the challenge to social hierarchy and hereditary privilege, and the assertion of

inalienable rights; and the new principles of government by consent. The key conceptual understandings covered in this unit are: what makes an historical development significant; the changing nature and usefulness of sources; the changing representations and interpretations of the past; and the historical legacy of these developments for the Western world and beyond.

Unit 2 – Movements for change in the 20th Century

This unit examines significant movements for change in the 20th century that led to change in society, including people's attitudes and circumstances. These movements draw on the major ideas described in Unit 1, have been connected with democratic political systems, and have been subject to political debate. Through a detailed examination of one major 20th century movement, **Nazism in Germany**, students investigate the ways in which individuals, groups and institutions have challenged existing political structures, accepted social organisation, and prevailing economic models, to transform societies. The key conceptual understandings covered in this unit are: the factors leading to the development of movements; the methods adopted to achieve effective change; the changing nature of these movements; and changing perspectives of the value of these movements and how their significance is interpreted.



Year 12

Unit 3 – Modern nations in the 20th Century



This unit examines the characteristics of modern nations in the 20th century; the crises that confronted nations, their responses to these crises and the different paths nations have taken to fulfil their goals. Students study the characteristics of **one** nation, Russia. They will investigate the decline of Tsarism and the development of Communism in the Soviet Union. Students investigate crises that challenged the stability of government, the

path of development that was taken and the social, economic and political order that was either established or maintained. Students examine the ways in which the nation dealt with internal divisions and external threats. They emerge with a deeper understanding of the character of a

modern nation. The key conceptual understandings covered in this unit are the reliability and usefulness of evidence; cause and effect; continuity and change; significance; empathy; contestability; and changing representations and interpretations.

Unit 4 – The Modern world since 1945

This unit examines some significant and distinctive features of the modern world within the period 1945–2001 in order to build students' understanding of the contemporary world – that is, why we are here at this point in time. These include changes to the nature of the world order focusing on the European World since 1945. The emphasis is on the USA and USSR in the Cold War and will include shifting international tensions, alliances and power blocs. As part of their study, they should follow and make relevant connections with contemporary events. The key conceptual understandings covered in this unit are: causation; continuity and change; historical significance and changing perspectives and interpretations of the past; and contestability.



Framework

Students will investigate each unit using the framework of: the society at the start of the period; key people, events and ideas over the period; and consequences of continuity and change over the period.

Prerequisites

Minimum B grade in HASS and 60% in the exam

Assessments

Historical Inquiry
Explanation
Source Analysis
Exam

Skills Attained through completion of this course

Modern history enhances students' curiosity and imagination and their appreciation of larger themes, individuals, movements, events and ideas that have shaped the contemporary world.

The Modern History ATAR course aims to develop students' knowledge and understanding of particular events, ideas, movements and developments that have shaped the modern world. It builds their capacity to undertake historical inquiry, including skills in research, evaluation of sources, synthesis of evidence, analysis of interpretations and representations, and communication of findings. Students will develop skills in the application of historical concepts, including evidence, continuity and change, cause and effect, significance, empathy, perspectives and contestability. They will improve their capacity to be informed citizens with the skills, including analytical and critical thinking, to participate in contemporary debates.

More Information

Please speak to your HASS teacher or the CTL of the HASS department.

AEMAA ATAR Mathematics Applications (ATAR Course Selection Line 3 and 4)

Compulsory Course Cost : \$60

Year 11 and 12 (Units 1- 4)

This course focuses on the use of mathematics to solve problems in contexts that involve financial modelling, geometric and trigonometric analysis, graphical and network analysis, and growth and decay in sequences. It also provides opportunities for students to develop systematic strategies based on the statistical investigation process for answering statistical questions that involve analysing univariate and bivariate data, including time series data. The Mathematics Applications ATAR course is designed for students who want to extend their mathematical skills beyond Year 10 level, but whose future studies or employment pathways do not require knowledge of calculus. The course is designed for students who have a wide range of educational and employment aspirations, including continuing their studies at university or TAFE.

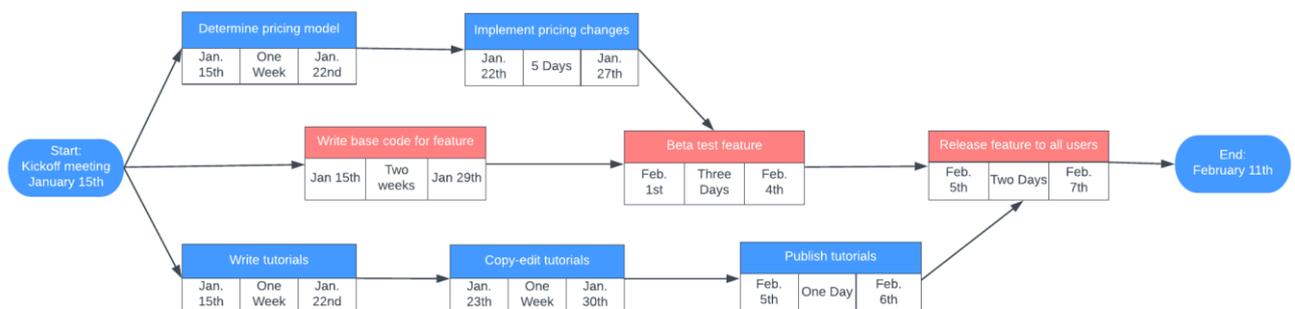
Some topics that are explored include:

- **Financial Mathematics – interest, superannuation, share markets, loan payments**



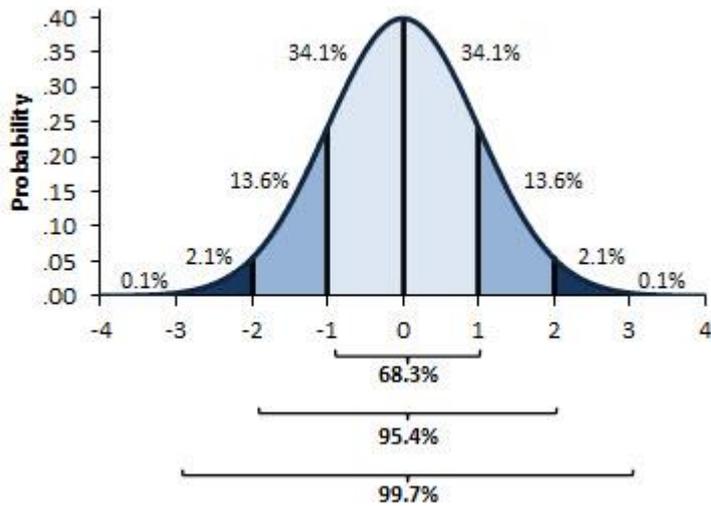
Networks – Critical Path used in project management

Critical Path Project Management



Made in
Lucidchart

- **Normal distributions are used to model averages and differences in large populations**



Prerequisites

Minimum B grade in Year 10 Mathematics Course & 50% in the exam.

Assessments

Investigations
Response tests
Exam

More Information

Please speak to your Mathematics Teacher or the CTL of the Mathematics Curriculum Team.

AEMAM ATAR Mathematics Methods (ATAR Course Selection Line 3)

Compulsory Course Cost: \$60

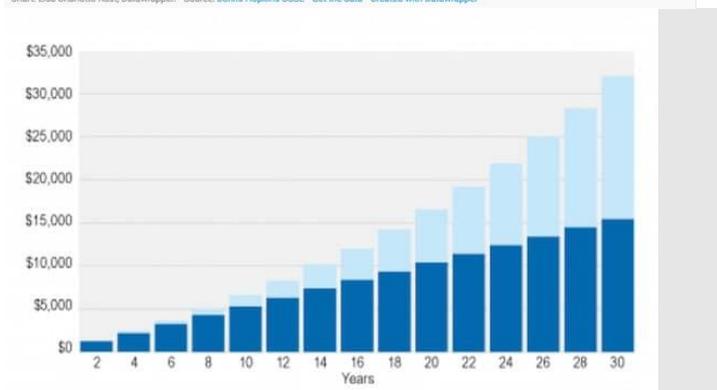
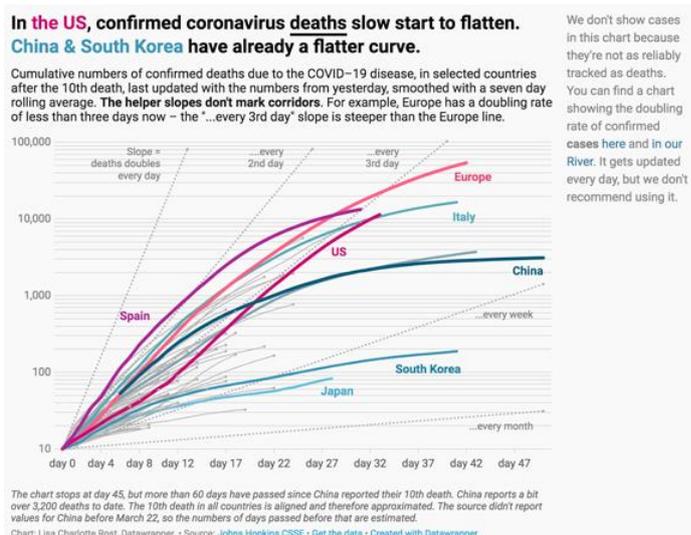
Year 11 and 12 (Units 1- 4)

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

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

Some topics that are explored include:

- **Logarithmic curves that are found in the world of finance and the study of virus growth**



- **Linear correlation to analyse data both financial and scientific**

GROWTH OF \$10,000 OVER TIME



- Exponential curves to model radioactive decay (from in Science) and modelling the way drugs leave the body from Health Sciences

Radioactive Materials Half-lives and Radioactive Decay

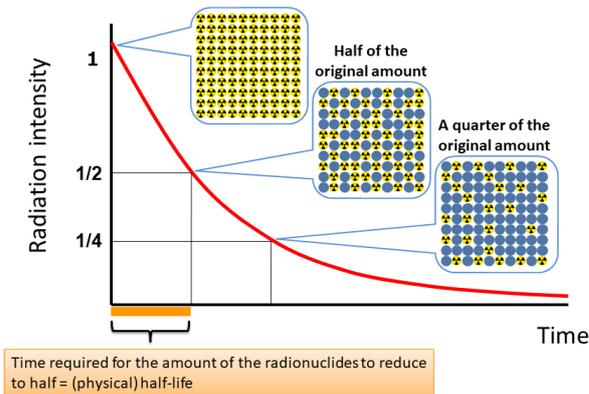
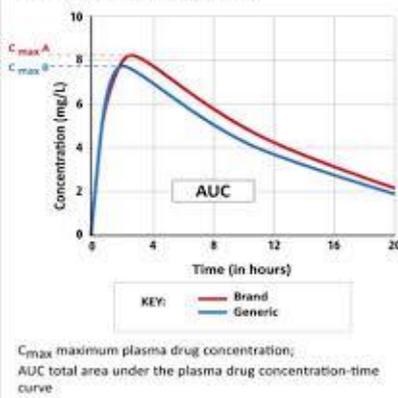
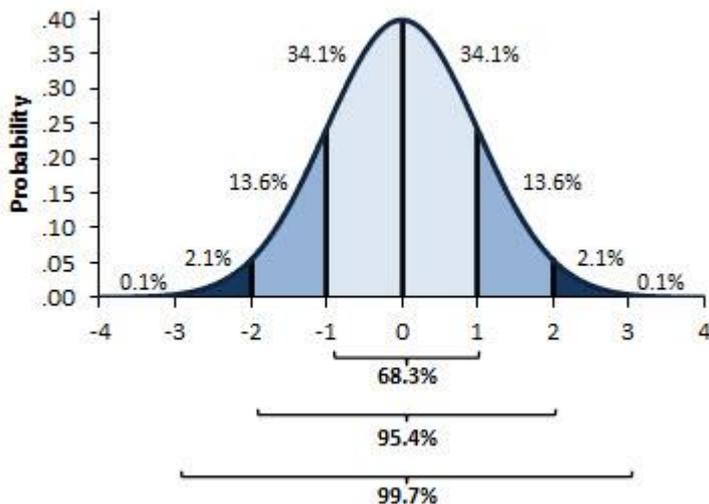


Figure 1: Simulation of a Drug Concentration Versus Time Curve for Two Drug Products



- Normal distributions are used to model averages and differences in large populations



Prerequisites

Minimum A grade in 10A Mathematics Course & 70% in the exam.

Assessments

Investigations
Response tests
Exam

More Information

Please speak to your Mathematics teacher or the CTL of the Mathematics Curriculum Team.

AEPHY ATAR Physics (ATAR Course Selection Line 1)

Compulsory Course Cost: \$70

Year 11



Unit 1 – Thermal, nuclear and electrical physics

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

Unit 2 – Linear motion and waves

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



Year 12

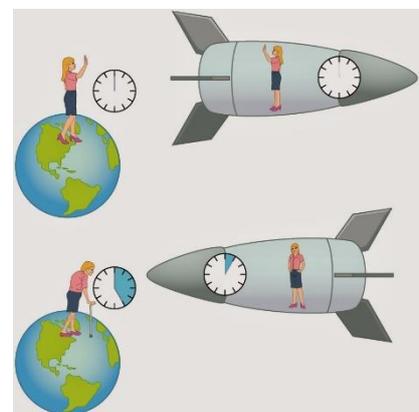


Unit 3 – Gravity and electromagnetism

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

Unit 4 – Revolutions in modern physics

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



Prerequisites

Minimum B grade in Science, including B grade in Semester 1 Science Exam

Minimum B grade in Pre-ATAR pathway Mathematics and qualify for Mathematics Methods

Band 8 NAPLAN Numeracy

Assessments

Science Inquiry <ul style="list-style-type: none">- Experiment- Investigation- Evaluation and analysis	Test Exam
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Extra-curricular opportunities

Adventure World Physics Day – Physics students from schools across the state come together to engage in the real-world physics application in amusement rides. Representatives from universities set up stalls to show students what is possible in Physics after secondary education. Students will undertake motion calculations related to the movement and energy of amusement rides.

Gravity Discovery Centre Camp – Students will learn about gravity and motion thanks to the Leaning Tower of Gingin and the other exhibits and the Gravity Discovery Centre. The overnight stay includes a visit to the Gingin Observatory to gain a better understanding of our neighbouring stars and planets. Students will calculate the value of acceleration due to gravity by dropping objects from the tower and the giant pendulum, as well as engaging in practical Physics activities around the centre.

Skills Attained through completion of this course

Physics is a fundamental science that endeavours to explain all the natural phenomena that occur in the universe. Its power lies in the use of a comparatively small number of assumptions, models, laws and theories to explain a wide range of phenomena, from the incredibly small to the incredibly large. Physics has helped to unlock the mysteries of the universe and provides the foundation of understanding upon which modern technologies and all other sciences are based.

The Physics ATAR course uses qualitative and quantitative models and theories based on physical laws to visualise, explain, and predict physical phenomena. Models, laws, and theories are developed from, and their predictions are tested by, making observations and quantitative measurements. In this course, students gather, analyse, and interpret primary and secondary data to investigate a range of phenomena and technologies using some of the most important models, laws and theories of physics, including the kinetic particle model, the atomic model, electromagnetic theory, and the laws of classical mechanics.

Students investigate how the unifying concept of energy explains diverse phenomena and provides a powerful tool for analysing how systems interact throughout the universe on multiple scales. Students learn how more sophisticated theories, including quantum theory, the theory of relativity and the Standard Model, are needed to explain more complex phenomena, and how new observations can lead to models and theories being refined and developed.

Students learn how an understanding of physics is central to the identification of, and solutions to, some of the key issues facing an increasingly globalised society. They consider how physics contributes to diverse areas in contemporary life, such as engineering, renewable energy generation,

communication, development of new materials, transport and vehicle safety, medical science, an understanding of climate change, and the exploration of the universe.

More Information

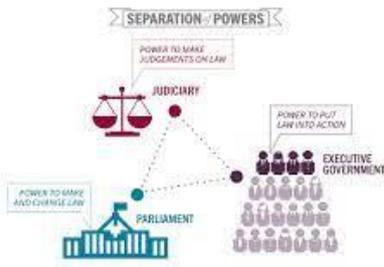
Please speak to your Science teacher or the CTL of the Science department.

AEPAL ATAR Politics and Law (ATAR Course Selection Line 4)

Compulsory Course Cost: \$40

Year 11

Unit 1 – Democracy and the rule of law



This unit examines the principles of a liberal democracy; the legislative, executive and judicial structures and processes of Australia's political and legal system; the functioning of a non-democratic system; and the processes of a non-common law system. Essential to the understanding of democracy and the rule of law are the separation of powers doctrine, sovereignty of parliament, division of powers, representative government, responsible government, constitutionalism, federalism

and judicial independence

Unit 2 – Representation and Justice

This unit examines the principles of fair elections; the electoral and voting systems in Australia since Federation, making reference to a recent (the last ten years) election in Australia; the electoral system of another country; an analysis of the civil and criminal law processes in Western Australia; and an analysis of a non-common law system. Essential to the understanding of representation and justice are the principles of fair elections, participation and natural justice.



Year 12

Unit 3 – Political and legal power



This unit examines various aspects of the political and legal system established by the Commonwealth Constitution (Australia), including the roles and powers of the legislative, executive and judicial branches of government, with a comparison to a non-Westminster system; the influence of individuals, political parties and pressure groups on the law making process of parliament and the courts; and the operation of federalism and the balance of power between the Commonwealth and the States in Australia. Essential to the

understanding of political and legal power is the knowledge of responsible government, representative government, separation of powers, division of powers and Westminster conventions.

Unit 4 – Accountability and rights

This unit examines the structures, processes and procedures of accountability in relation to the legislative, executive and judicial branches of government in Australia; how rights are protected, and democratic principles can be upheld and/or undermined, in Australia and one other country; and the experience of a particular group with respect to their political and legal rights in Australia. Essential to the understanding of accountability and rights are the practices of governance, including participation, the rule of law,



human rights, including civil, political, economic, social and cultural, open government, consensus, effectiveness, accountability, natural justice and equity.

Framework

Political and legal developments and contemporary issues (the last three years) are used to provide a framework for the units.

Prerequisites

Minimum B grade in HASS and 60% in the exam

Assessments

Investigation
Short answer
Essay
Source Analysis
Exam

Skills Attained through completion of this course

The Politics and Law ATAR course aims to develop knowledge and understanding of the principles, structures, institutions, processes, and practices of political and legal systems, primarily in Australia and where appropriate, other systems and/or countries. The course challenges students to critically examine the effectiveness of political and legal systems using criteria, such as openness, responsiveness and accountability of those systems. The course provides for both a chronological and contemporary understanding of political and legal issues in society.

The skills and values developed in the Politics and Law ATAR course aim to allow students to become informed, active and effective participants in the political and legal decisions that affect their lives within society.

The study of this course contributes to students' intellectual, social, and ethical development. The course aims to support all students in developing a sense of identity, and a sense of political, legal, cultural and social awareness.

The study of the Politics and Law ATAR course can be a valuable background to careers in law, political advocacy, public administration, international relations, foreign affairs, community development, teaching, journalism, human resource management, government and commerce.

More Information

Please speak to your HASS teacher or the CTL of the HASS department.

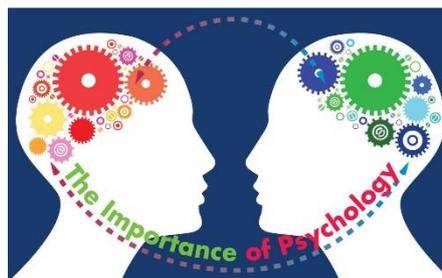
AEPSY ATAR Psychology (ATAR Course Selection Line 3)

Compulsory Course Cost : \$70

Year 11

Unit 1 – Self

This unit focuses on a number of concepts that enable students to gain an understanding of how and why people behave the way they do. Students are introduced to the human brain, focusing on the major parts and lobes of the cerebral cortex, and review case studies, illustrating the link between the brain and behaviour. They also explore the impact of external factors, such as physical activity and psychoactive drugs, on individuals' behaviour. Cognitive processes, such as sensation and perception and selective and divided attention, are investigated. The impact of others on behaviour is also studied. Students examine different types of relationships and look at the role of verbal and non-verbal communication in initiating, maintaining and regulating relationships. Students are introduced to ethics in psychological research and carry out investigations, following the steps in conducting scientific research. They identify the aims of psychological investigations and apply appropriate structure to sequence data using correctly labelled tables, graphs and diagrams.



Unit 2 – Self & Others

This unit introduces students to developmental psychology by looking at the concept of average development and changes expected as people age. They analyse twin and adoption studies to gain insight into the nature/nurture debate and look at the role of play in assisting development. Students explore what is meant by the term personality and examine several historical perspectives used to explain personality such as Freud's psychodynamic approach. Students investigate the influence of others on self-concept, identity and attitudes. They explore the behaviours observed within groups, such as deindividuation and social loafing, and causes of prejudice. Psychological research methods introduced in Unit 1 are further explored.

Year 12

Unit 3 – Self & Others

The focus of this unit is to introduce new concepts which assist students to have a better understanding of human behaviour. In this unit, students study the functions of the four lobes of the cerebral cortex and examine how messages are transmitted from the brain to the body. They focus on how behaviour is influenced by learning, by reviewing classical and operant conditioning, negative and positive reinforcement and observational learning. They further expand their knowledge and understanding by examining behaviour that is not influenced by learning, such as heredity, hormones and recreational drugs. Students learn about the impact of others on individual behaviour. They examine the socialisation processes observed within families and explore how social background and gender can shape communication styles. They expand on their knowledge of ethics in psychological research by considering the role of the experimenter and participants' rights such as privacy and anonymity. Students engage in detailed investigations of experimental methods, noting practical issues associated with research and its application.



Unit 4 – Self & Others

In this unit, students are introduced to theories of development, including Piaget's theory of cognitive development and Kohlberg's theory of moral development. They review contemporary personality theories and their limitations and analyse the causes of conformity and obedience by investigating the results of famous

experiments conducted by Asch, Milgram and Zimbardo. They also gain an understanding into factors that shape a sense of community and explore the varied responses individuals have to significant events. Students continue to develop their understanding and application of psychological research methods. They manipulate dependent and independent variables to test hypotheses and use statistical significance to draw conclusions.

Prerequisites

Minimum B grade in Science

Assessments

Investigation

Response

Project

Examination

Skills Attained through completion of this course

This course introduces students to a breadth of knowledge focusing on the psychology of self and others. Psychological knowledge helps us understand factors relating to individuals, such as: cognition, or the way we think; biological bases of behaviour; and personality, the enduring traits that distinguish individuals. Psychological knowledge also helps us understand the way that individuals function within groups. This consists of knowledge associated with socialisation, moral development, the formation of attitudes and also how people relate and communicate. On a larger scale, psychological knowledge can help us to understand how individuals function within different contexts and how this is influenced by culture, shaping people's values, attitudes and beliefs. Skills attained through completion of this course:

- Understand how human behaviour can be defined, and the relationship between the internal and external factors that influence how humans think, feel and act
- Students use information gathering methods to explore and answer questions about human thinking, emotion and behaviour.
- Students select and apply knowledge, understandings and skills to the study of human behaviour.
- Students use appropriate skills and processes to communicate their understanding of human behaviour.
- Interpret information received and communicate feelings, thoughts and ideas with purpose, understanding and critical awareness
- Explain psychological understandings to a range of audiences for a range of purposes.

More Information

Please speak to Miss Daly or the CTL of the Science department.

AEVAR ATAR Visual Arts (ATAR Course Selection Line 3)

Compulsory Course Cost : \$200

Year 11



Figure 1 Ayeh Abyazani, 2020,
Year 11

Unit 1 – Differences

The focus for this unit is differences. Students may, for example, consider differences arising from cultural diversity, place, gender, class and historical period. Differences relating to art forms, media and conventions may also provide a stimulus for exploration and expression.

Students explore ways of collecting, compiling and recording information and documenting thinking and working practices. They explore approaches to drawing and develop awareness that each artist has his or her particular way of making marks to convey personal vision. Students examine how visual language and media choices contribute to the process of conveying function and meaning, and use a range of media and technologies to explore, create, and communicate ideas.

Students recognise that visual artwork is subject to different interpretations and appreciate that informed responses should take into account the varying contexts within which a work of art is created. They develop awareness of styles of representation, examining distinctly individualistic approaches of artists in different times and places.

Unit 2 – Identities

The focus for this unit is identities. In working with this focus, students explore concepts or issues related to personal, social, cultural or gender identity. They become aware that self-expression distinguishes individuals as well as cultures. Students use a variety of stimulus materials and use a range of investigative approaches as starting points to create artwork. They develop a personal approach to the development of ideas and concepts, making informed choices about the materials, skills, techniques and processes used to resolve and present their artwork.

Students develop understandings of the personal and/or public functions of art in the expression of identity, for example, spiritual expression, psychological expression, therapy, ceremony and ritual, and the purposes of art, such as narrative – telling personal stories or exploring myths. They understand that art may give form to ideas and issues that concern the wider community.

Response to artwork stimulates insights, encourages deeper understandings, and challenges preconceived ideas. Students develop an awareness of how the visual arts may be both socially confirming and questioning, analyse their own cultural beliefs and values and develop deeper understandings of their own personal visual arts heritage.

Year 12

Unit 3 – Commentaries

The focus for this unit is commentaries. In this unit, students engage with the social and cultural purposes of art making to produce a unique and cohesive body of work. Broad and innovative inquiry includes the conceptualisation and documentation of experiences within contemporary society. Students transform ideas and develop concepts using innovative approaches to art making and presentation. They document their thinking and working practices, having the flexibility to work across media and art forms.

Students research artwork providing critical comment on the meaning, purpose and values communicated. They examine their own beliefs and consider how the visual arts have reflected and shaped society in different times and places. Consideration is given to the roles of artists in different societies, for example, hero, outsider, commentator and social critic.



Students investigate the social functions of art, for example political and ideological expression, satire, social description or graphic communication. They address the relationship between form, function and

meaning and develop understandings of how artists are influenced by pervasive ideas, events and circumstances, and how re-contextualisation contributes to meanings and messages in artwork.

*Figure 2 Dionne Sparks, 2020,
Year 12*

Unit 4 – Points of View

The focus for this unit is points of view. Students identify and explore concepts or issues of personal significance in the presentation of a sustained, articulate and authentic body of work. They engage in sustained inquiry, exploring ideas and developing concepts to communicate a personal point of view.

Students investigate a range of solutions using visual language and document the progressive resolution of thinking and working practices. Skills, techniques and processes are combined in the pursuit of new art forms, innovation and personal style.

Students use critical analysis frameworks to develop an understanding of the practice of art making and art interpretation. They research and analyse factors affecting points of view such as time, place, culture, religion and politics, synthesising this knowledge to express a personal viewpoint or position. In the analysis of their own and others' artwork, students reflect on the relationship between artwork, audiences and contextual factors, and consider how these contribute to the development of different perspectives.

Framework

Students will investigate each unit using the framework of Arts Making and Arts Responding

Prerequisites

Benchmark for ATAR English and a minimum A grade in Year 10 Arts.

In addition, a portfolio is required containing:

- A statement outlining why you want to study visual art and where you will use these skills in your future (300 words).
- Two images of two artworks in different mediums that show your skill
- An artist statement about one of the pieces

Assessments

Production

Analysis

Investigation

Skills Attained through completion of this course

The Visual Arts General course is designed to facilitate achievement of the following outcomes.

Outcome 1 – Visual arts ideas

Students use creative processes to research, develop and communicate art ideas.

In achieving this outcome, students:

- research and generate ideas

Outcome 3 – Responses to visual arts

Students respond to, reflect on and critically evaluate their own art and the art of others.

In achieving this outcome, students:

- respond to the qualities of artwork
- reflect on the thinking and creative processes of their art experiences
- critically evaluate artwork using visual language and art terminology.

Outcome 2 – Visual arts skills, techniques and processes

Students use creative skills, techniques, processes, technologies and conventions to produce resolved artwork.

In achieving this outcome, students:

- use art elements and principles in the production of artwork
- use skills, techniques and processes to complete artwork
- select and present artwork for audiences and contexts.

Outcome 4 – Visual arts in society

Students understand the role of visual arts in society.

In achieving this outcome, students:

- understand how art varies according to time and place
- understand the social, cultural and historical contexts of visual arts.

More Information

Please speak to your Arts teacher or the CTL of the Arts department.

which authors influence and position audiences. Investigate differing perspectives and develop reasoned responses to these in a range of text forms for a variety of audiences. Construct and clearly express coherent, logical and

sustained arguments and demonstrate an understanding of purpose, audience and context. Consider intended purpose and audience response when creating their own persuasive, analytical, imaginative, and interpretive texts.

Framework

Students will complete each unit using the framework of: texts in context, language and textual analysis, engaging and responding, creating texts and reflecting.

Assessments

Responding

Creating

EST (Externally Set Task in Year 12)

Skills Attained through completion of this course

All senior secondary English courses aim to develop students' skills in:

- Listening, speaking, reading, viewing and writing
- Capacity to create texts for a range of purposes, audiences and contexts
- Understanding and appreciation of different uses of language
- Twenty-first century skills in ICT and work-ready skills.

More Information

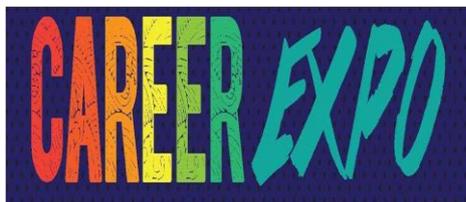
Please speak to your English teacher or the CTL of the English department.

GECAE General Career and Enterprise

Compulsory Course Cost : \$85

Year 11

Unit 1



The focus of this unit is exploring work and networks. Students develop an understanding of aspects of work, such as part-time, full-time, flexi hours, volunteer work and unemployment. They will display their understanding through a Careers Expo which they will coordinate and run. This jobs fair will provide them with opportunity to share

their knowledge of industries and jobs with other students and also a chance to discover more about pathways available to them. Students learn the basic organisation and roles associated with different workplace structures, and develop awareness that employment is connected with responsibility for themselves and others.

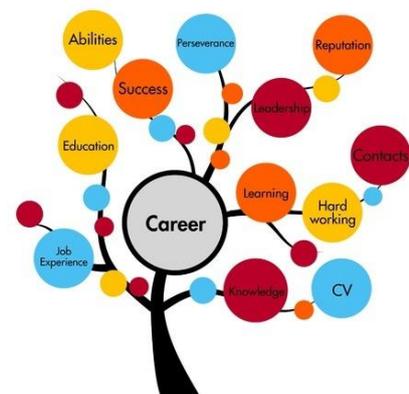
Students understand that transitions can be facilitated by resources made available through the family, school, workplace and community, and that these groups assist young people to learn what is expected of them as workers. It enables students to increase their knowledge of work and career choices and to identify a network of people and organisations that can help with their school-to-work transition.

Unit 2

The focus of this unit is entry-level work readiness. Students explore the attributes and skills necessary for employment, and identify their personal strengths and interests, and the impact these have on career development opportunities and decisions. Students examine the organisation of workplaces within a chosen industry area and learn about the rights and responsibilities of employees and employers in entry-level jobs.

A career profile is developed and this profile is used, together with simple work search tools and techniques, to commence planning career development options. A record of work, training and learning experiences is required for inclusion in a career portfolio.

An exploration is made of workplaces, organisation and systems, and also employment as a contractual agreement. The roles, rights and responsibilities of individuals are defined and assessed according to legal, ethical and financial considerations. The unit investigates how influences and trends impact on personal career development opportunities.



Year 12

Unit 3



This unit focuses on adopting a proactive approach to securing and maintaining work. It involves self-management, using work search tools and techniques, developing career competencies, and accessing learning opportunities which are essential for career building. An assessment is made of the multidimensional operation and organisation of workplaces. The legal, ethical and financial considerations

underpinning corporate and individual rights and responsibilities and the resolution of conflict are examined.

Opportunities are provided for students to further develop the repertoire of career competencies and work search techniques that are directly applicable to securing and maintaining work. Career portfolios are presented in a professional manner and reflect organisation of detailed records of work, training and learning experiences, especially those related to securing and maintaining work.

Unit 4

This unit explores issues associated with career management, workplaces and influences and trends in times of change. Change can be analysed and the information used to inform strategies associated with self-management, career building and personal and professional learning experiences. This unit investigates the dynamic nature of the interrelationships between these strategies. An examination of the complexity of workplace operations and management of resources is used to understand productivity, achievement of industry standards and compliance with legal, ethical and financial considerations.

Exposure to changing scenarios for career development provides opportunities to further develop career competencies and work search techniques, in particular those associated with planning and organisation, making decisions, identifying and solving problems and creativity and innovation.

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



Prerequisites

Minimum C grade in HASS

Assessments

Investigation

Production / Performance

Individual Pathway Plan and Career Portfolio

Response

Skills Attained through completion of this course

Students understand factors underpinning career development, personal development and learning opportunities. They understand how workplace practices and procedures influence career development and understand how personal and external resources are accessed and managed for career development.

Students investigate career development opportunities, they collect and organise information to investigate career development opportunities. They analyse data and draw conclusions, considering needs, values and beliefs and communicate solutions to career development opportunities.

Students understand how aspects of the changing world impact on career development opportunities, such as how technologies influence career development opportunities. They also understand how society, government legislation and policy influence career development

opportunities, as well as how beliefs, values and attitudes influence career development opportunities.

Students use career competencies to manage career development opportunities, such as initiative, willingness to learn and problem-solving capabilities. They use self-management, self-promotion, planning and organisational skills, as well as communication, technology, networking and teamwork skills.

More Information

Please speak to your HASS teacher or the CTL of the HASS department.

GECFC General Children Family and the Community

Compulsory Course Cost : 120

Year 11



The Children, Family and the Community General course focuses on factors that influence human development and the wellbeing of individuals, families and communities. Students develop an understanding of the social, cultural, environmental, economic, political and technological factors

which have an impact on the ability of individuals and families to develop skills and lead healthy lives. They recognise how promoting inclusion and diversity among individuals, families and groups in society contributes to the creation of safe, cohesive and sustainable communities.

Through the study of developmental theories, students develop an understanding of human growth and the domains of development. Students are introduced to the diverse nature and interdependence of societal groups. They develop an appreciation of how the creation of environments that promote optimal growth and development of individuals, families and communities affect and influence society as a whole. Students investigate access to, and availability of, support services and review laws and regulations that govern the provision of such support.

Students explore products, services or systems that address issues, opportunities or challenges to meet the needs of individuals, families and communities. Students consider alternative perspectives, policies and practices when working individually or collaboratively. They use a range of skills to make informed decisions and consider actions at personal, family and community levels. Students communicate and interact with children, families and community groups in practical ways. Students understand that beliefs, values and ethics influence decisions made by individuals, families, and communities.

Syllabus

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.



Unit 1 - Family and Relationships

This unit focuses on family uniqueness. Students examine the role of families and the relationships between individuals, families and their communities.

Through an understanding of growth and development, students recognise the characteristics of individuals and families and that development is affected by biological and environmental influences. They identify roles and responsibilities of families, and examine their similarities and differences, the issues that arise from family interactions and the influence of attitudes, beliefs and values on the allocation of resources to meet needs and wants.

Unit 2 – Our Community



This unit focuses on family uniqueness. Students examine the role of families and the relationships between individuals, families and their communities.

Through an understanding of growth and development, students recognise the characteristics of individuals and families and that development is affected by biological and environmental influences. They identify roles and responsibilities of families, and examine their similarities and differences, the issues that arise from family interactions and the influence of attitudes, beliefs and values on the allocation of resources to meet needs and wants.

Prerequisites

Desirable to have reached a C grade in previous Home Economics classes

Assessments

Investigation:	30%
Production:	55%
Response:	15%

Pathways

This course caters progresses to the Year 12 course of the same name and is for students seeking career pathways in areas, such as education, nursing, community services, childcare and health.

More Information

Please speak to your Technologies teacher or the CTL of the Technologies department.

GEFST General Food Science and Technology

Compulsory Course Cost : \$210

Year 11



Food impacts every aspect of daily life and is essential for maintaining overall health and wellbeing. The application of science and technology plays an important role in understanding how the properties of food are used to meet the needs of consumers and producers. Food laws and regulations govern the production, supply and distribution of safe

foods. Students develop practical food-related skills, understandings and attitudes that enhance their problem-solving abilities and decision-making skills.

In the Food Science and Technology General course, students develop their interests and skills through the design, production and management of food-related tasks. They develop knowledge of the sensory, physical, chemical and functional properties of food and apply these in practical situations. Students explore innovations in science and technology and changing consumer demands. New and emerging foods encourage the design, development and marketing of a range of products, services and systems. Food and allied health sectors represent a robust and expanding area of the Australian and global employment markets.

Syllabus

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

Unit 1 – Food Choices and Health



This unit focuses on the sensory and physical properties of food that affect the consumption of raw and processed foods. Students investigate balanced diets, the function of nutrients in the body and apply nutrition concepts that promote healthy eating. They study health and environmental issues that arise from lifestyle choices and investigate

factors which influence the purchase of locally produced commodities.

Students devise food products, interpret and adapt recipes to prepare healthy meals and snacks that meet individual needs. They demonstrate a variety of mise-en-place and precision cutting skills, and processing techniques to ensure that safe food handling practices prevent food contamination.

Students recognise the importance of using appropriate equipment, accurate measurement and work individually, and in teams, to generate food products and systems.

Unit 2 – Food for Communities



This unit focuses on the supply of staple foods and the factors that influence adolescent food choices and ethical considerations. Students recognise factors, including processing systems, that affect the sensory and physical properties of staple foods. They explore food sources and the role of macronutrients and water for health, and nutrition-related health conditions, such as coeliac and lactose intolerance, which often require

specialised diets. Students consider how food and beverage labelling and packaging requirements protect consumers and ensure the supply of safe, quality foods.

Students work with a range of staple foods, adapt basic recipes and apply the technology process to investigate, devise, and produce food products to achieve specific dietary requirements. They evaluate food products and demonstrate a variety of safe workplace procedures, processing techniques and food handling practices.

Prerequisites

Desirable to have reached a C grade in previous Home Economics classes

Assessments

Investigation:	30%
Production:	55%
Response:	15%

Pathways

This course caters progresses to the Year 12 course of the same name and is for students seeking career pathways in areas, such as hospitality, food and nutrition and health.

More Information

Please speak to your Technologies teacher or the CTL of the Technologies department.

GEGEO General Geography

Compulsory Course Cost : \$40

Year 11

Unit 1 – Geography of Environments at Risk



This unit explores the spatial patterns and processes related to environments at risk, and to the protection of such environments through management at local, regional and global levels. In the local area, in specific regions and globally, people pose threats to the environment as they attempt to meet their needs. Sustainable solutions need to be developed for these environments. Students develop the knowledge, understandings and skills in this unit that are relevant to the world in which they live and which are also appropriate to careers in the environmental

protection/rehabilitation, urban and regional development, and tourism industries. Students will attend a field trip to **Penguin Island and Point Peron** to investigate a local environment at risk and investigate how these places are being protected.

Unit 2 – Geography of People and Places

This unit explores the natural and cultural characteristics of a region, the processes that have enabled it to change over time and the challenges it may face in the future. Students develop the knowledge, understanding and skills that will enable them to understand and apply the concept of a region to other regions in different scales. Students will study the Peel Region with an emphasis on Mandurah and Eco-Tourism. They will embark on a field trip to the **Mandurah Foreshore and the Peel Zoo**.



Year 12

Unit 3 – Natural and Ecological Hazards



This unit focuses on understanding how hazards and their associated risks are perceived and managed at local, regional and global levels. Risk management, in this particular context, refers to prevention, mitigation and preparedness. Building on their existing geographical knowledge and understandings, students explore natural hazards, including atmospheric, hydrological and geomorphic hazards; for example, storms, cyclones, tornadoes, frosts, droughts, bushfires, flooding,

earthquakes, volcanoes and landslides. They will also explore ecological hazards; for example, environmental diseases/pandemics (toxin-based respiratory ailments, infectious diseases, animal-transmitted diseases and water-borne diseases) and plant and animal invasions. There is a particular emphasis on Bushfires and Ebola. They will visit the **Dwellingup Forest heritage Centre to study Bushfire prevention**.

Unit 4 – Global networks and Interconnections

This unit focuses on the process of globalisation and is based on the reality that we live in an increasingly interconnected world. It provides students with an understanding of the economic and cultural transformations taking place in the world today, the spatial outcomes of these processes, and their political and social

consequences. This is a world in which advances in transport and telecommunications technologies have not only transformed global patterns of production and consumption, but also facilitated the diffusion of ideas and cultures. The unit explains how these advances in transport and communication technology have lessened the friction of distance and have impacted at a range of local, national and global scales. Cultural groups that may have been isolated in the early twentieth century are now linked across an interconnected world in which there is a 'shrinking' of time and space. Of particular interest are the ways in which people adapt and respond to these changes. There is a particular emphasis on the commodity of **Bauxite and students will visit Alcoa.**



Prerequisites

Minimum C grade in HASS

Assessments

Geographical Inquiry

Fieldwork / Practical skills

Tests

Skills Attained through completion of this course

The course builds students' knowledge and understanding of the uniqueness of places and an appreciation that place matters. It also develops students' knowledge about the interconnections between places. Consequently, the subject considers the significance of location, distance and proximity.

Through the study of geography, students develop the ability to investigate the arrangement of biophysical and human phenomena across space in order to understand the interconnections between people, places and environments. As a subject of the Humanities and Social Sciences, geography studies spatial aspects of human culture using inquiry methods that are analytical, critical and speculative. In doing so, it values imagination and creativity. As a Science, Geography develops an appreciation of the role of the biophysical environment in human life and an understanding of the effects human activities can have on environments. As a result, it develops students' ability to identify, evaluate and justify appropriate and sustainable approaches to the future by thinking holistically and spatially in seeking answers to questions. Students are encouraged to investigate geographical issues and phenomenon from a range of perspectives including those of Aboriginal and Torres Strait Islander Peoples.

Students learn how to collect information from primary and secondary sources, such as field observation and data collection, mapping, monitoring, remote sensing, case studies and reports. Fieldwork, in all its various forms, is central to geographical inquiries as it enables students to develop their understanding of the world through direct experience.

Students develop a range of skills that help them to understand the physical world, interpret the past, scrutinise the present and explore sustainable strategies for the future care of places. They are able to understand recent and future developments, such as urban planning, climate change, environments at risk, sustainable development practices and the unequal distribution of resources throughout the world.

The Geography General course promotes students' communication abilities by building their skills of spatial and visual representation, and interpretation, through the use of cartographic, diagrammatic, graphical, photographic and multi-modal forms.

More Information

Please speak to your HASS teacher or the CTL of the HASS department.

GEHBY General Human Biology

Compulsory Course Cost : \$70

Year 11



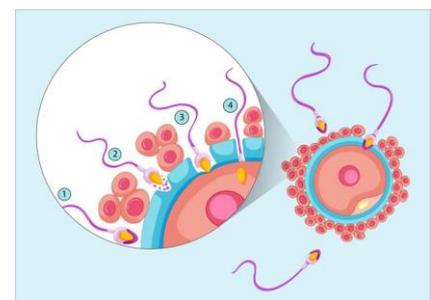
Unit 1 – Healthy Body

This unit explores how the systems of the human body are interrelated to help sustain functioning to maintain a healthy body. Cells are the basic structural and functional units of the human body. Materials are exchanged in a variety of ways within and between the internal and external environment to supply inputs and remove outputs for life processes. The respiratory, circulatory, digestive and urinary systems control the exchange and

transport around the body of materials required for efficient functioning. The lifestyle choices we make can have consequences for the optimal functioning of these systems. Humans can intervene to treat dysfunction and influence the quality of life of the individual.

Unit 2 – Reproduction

This unit explores the role that males and females have in reproduction, including contraception, and the issues of sexually transmitted infections. Students learn about the reproductive systems of males and females and how they are specialised in many different ways to produce differentiated gametes (eggs and sperm) and ensure the chances of fertilisation and implantation are more likely. The healthy development of the embryo and foetus can be monitored, and technologies available will be presented. Where there are instances of infertility, options available for couples, along with associated risks, will be considered, in addition to lifestyle choices that can affect fertility. Sexually transmitted infections will be researched, and effects, treatments and ways to minimise infection will be examined.



Year 12



Unit 3 – Coordination

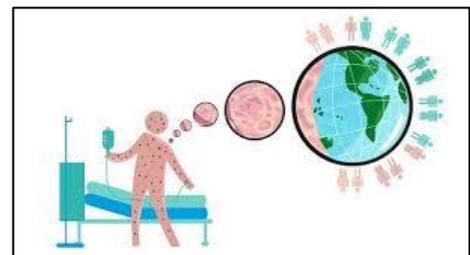
This unit explores bones, muscles, nerves and hormones and how they maintain the body to act in a coordinated manner. The structure and function of the musculoskeletal system provides for human movement, balance and growth as the result of coordinated actions. This is brought about by the interaction of the musculoskeletal system with the nervous and endocrine systems. Conditions affecting these systems, such as sporting injuries, hearing and vision defects, can result in a decrease or loss of function.

Unit 4 – Infectious Diseases

This unit explores the causes and spread of disease and how humans respond to invading pathogens. Disease is caused by various pathogens that are transmitted between individuals and populations in many different ways.

Prevention of transmission of disease can be achieved by adopting good hygiene practices at a personal, domestic and workplace level. The body responds naturally to disease in several ways. These actions of the body can be assisted by the use of medications, such as antibiotics, and the use of vaccines.

Improvement in technology and transportation has resulted in humans becoming less geographically isolated, resulting in the transmission of disease becoming an increasing global issue. The frequency of particular diseases in geographical areas is dependent upon population density and standards of sanitation and health services.



Prerequisites

Minimum C grade in Science

Assessments

Science Inquiry
- Practical
- Investigations

Extended response
Test and Externally Set Task

Skills Attained through completion of this course

In the Human Biology General course, students learn about themselves, relating the structure of the different body systems to their function and understanding the interdependence of these systems in maintaining life. Reproduction, growth and development of the unborn baby are studied to develop an understanding of the effects of lifestyle choices. Students will engage in activities exploring the coordination of the musculoskeletal, nervous and endocrine systems. They explore the various methods of transmission of diseases and the responses of the human immune system. Students research new discoveries that help increase our understanding of the causes and spread of disease in a modern world.

As a science, the subject matter of this course is founded on systematic inquiry; knowledge and understanding of human biology has been gained by scientific research. However, this knowledge is far from complete and is being modified and expanded as new discoveries and advancements are made. Students develop their understanding of the cumulative and evolving nature of scientific knowledge and the ways in which such knowledge is obtained through scientific investigations. They learn to think critically, to evaluate evidence, to solve problems, and to communicate understandings in scientific ways.

Responsible citizens need to be able to evaluate risks, ethical concerns and benefits to make informed decisions about matters relating to lifestyle and health. Issues, such as diet, medical treatments and the manipulation of fertility are examples in which personal choices have an impact on health and wellbeing. Other topics are often the subject of community debate: obesity, effects of drugs and alcohol use during pregnancy, infectious diseases and hygiene. With an understanding of human biology, students are more able to make better life decisions, and to be more effective contributors to the discussions related to health issues in the community.

An understanding of human biology is valuable for a variety of career paths. The course content deals directly and indirectly with many different occupations in areas, such as social work, medical and paramedical fields, food and hospitality, childcare, sport, science and health education. Appreciation of the range and scope of such professions broadens students' horizons and enables them to make informed choices. This helps to prepare all students, regardless of their background or career aspirations, to take their place as responsible citizens in society.

More Information

Please speak to your Science teacher or the CTL of the Science department.

GEHIM General Modern History

Compulsory Course Cost : \$40

Year 11



Unit 1 – People, Place and Time

This unit allows students to become aware of the broad sweep of history and our place within the historical narrative. Students become aware of the values, beliefs and traditions within a society, the continuity between different societies and different time periods, and the importance of individuals within a time period. This unit will focus on **Napoleon** as a specific individual

and investigate the **French Revolution and the Empire**.

Unit 2 – Power and Authority

Students learn that societies consist of individuals and institutions that have various types of power and authority and that these interact with each other. Students learn how power and authority is distributed throughout a group or society, that individuals and groups seek to influence the structures of power and authority and the difficulties of using these structures in a just or equitable manner. In learning about the structures and institutions of societies, they make comparisons and judgments about other societies and their own society. This unit will focus on **Communist Russia/USSR** between 1917 and the 1953. Students will investigate the Bolshevik Revolution and the power and authority of Lenin and Stalin as leaders.



Year 12



Unit 3 – Societies and Change

Students learn about the evolving nature of societies and the various forces for continuity and change that exist. Students learn that some values, beliefs and traditions are linked to the identity of a society. They also learn that, in any period of change, there are those individuals and institutions that support change, but others that oppose. It, and that there are different interpretations of the resultant society. This unit will focus on the **USA between the wars** from 1918-1941, and the nature of change that occurred, as well as continuity for some social groups.

Unit 4 – Historical Trends and Movements

Students learn that, throughout history, there have been events, ideas, beliefs and values that have contributed to underlying historical trends and movements. Students learn that historical trends and movements have particular underlying ideas, that different methods and strategies are used to achieve change, and that there are consequences for continuity and change. Some perspectives are omitted, and others emphasised, both during the period of the trend or movement and subsequent to the trend or movement. This unit will focus on **Nazism in Germany 1918-1945**. Students will investigate the development and impact of the Nazi movement, upon groups and individuals.



Framework

Students will investigate each unit using the framework of: the society at the start of the period; key people, events and ideas over the period; and consequences of continuity and change over the period.

Prerequisites

Minimum C grade in HASS

Assessments

Historical Inquiry
Explanation
Source Analysis
Test

Skills Attained through completion of this course

This course provides students with an understanding of the driving forces behind present local and global issues. Investigating the past helps students to understand why and how groups and/or societies changed or resisted change.

The Modern History General course promotes skills of research, hypothesis testing and analysis of information as students engage with investigations. They are encouraged to question and evaluate historical sources; to identify the various representations and versions of history. The study of history assists students in the development of critical thinking skills as it encourages them to compare and contrast information, detect inconsistencies in details, recognise the manipulation of evidence, identify perspective in the presentation of graphic and textual material, and evaluate the accuracy and reliability of sources. History provides insights into the present and gives students opportunities to reflect on the significance of past events, people, beliefs and ideas. They are encouraged to use the evidence from sources to formulate and support their own interpretations and to communicate their findings in a variety of ways.

The Modern History General course allows students to gain insights into their own society and its values. It helps them to understand why nations and people hold certain values, and why values and belief systems vary from one group to another. This knowledge is crucial to the development of active and informed citizens in any society. The study of history ensures that they gain essential knowledge of the past – its legacy and heritage.

The outcomes for this course focus on historical skills; understanding the past; and continuity and change.

More Information

Please speak to your HASS teacher or the CTL of the HASS department.

GEMAE General Mathematics Essentials

Compulsory Course Cost : \$60

Year 11 and 12 (Units 1- 4)

- The Mathematics Essential General course focuses on using mathematics effectively, efficiently and critically to make informed decisions. It provides students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning and community settings. This course provides the opportunity for students to prepare for post-school options of employment and further training.
- The Mathematical Thinking Process and the Statistical Process are taught in this course. It involves the application of every day maths in many contexts to be able to manage tasks and solve problems in real life.

Some topics that are explored include:

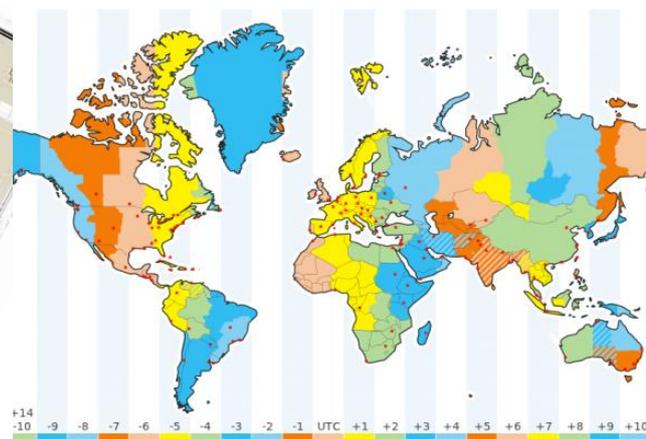
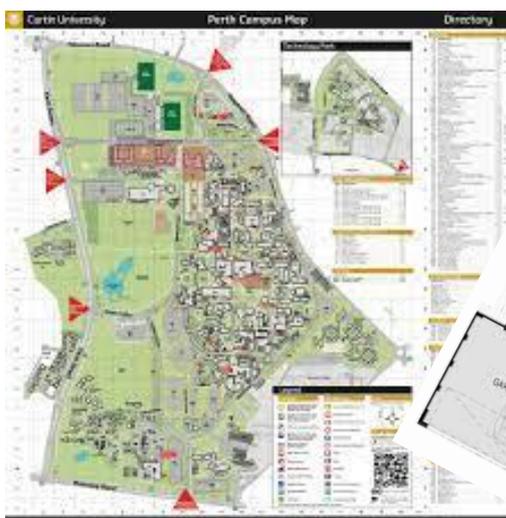
- **Financial Mathematics – interest, loan payments**



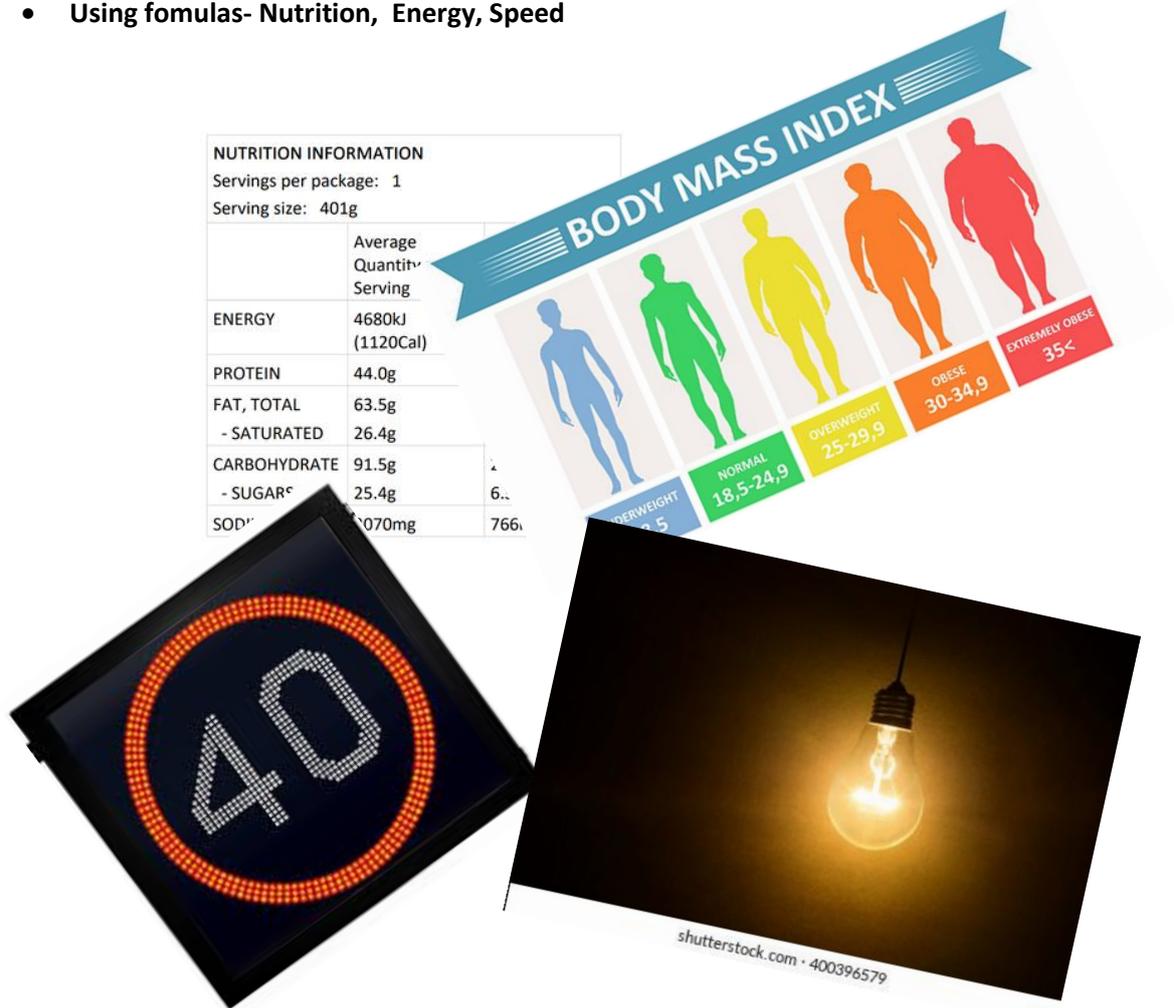
- **Measurement –Trigonometry, volume, area, perimeter**



- **Space - Reading maps, time, scale drawings**



- Using formulas- Nutrition, Energy, Speed



Prerequisites

Minimum C grade in Year 10 Mathematics Course.

Assessments

Practical Applications- all of these are written reports often with a spreadsheet. They follow the Mathematical Thinking and Statistical Process.

Response tests

Externally Set Task

More Information

Please speak to your Mathematics Teacher or the CTL of the Mathematics Curriculum Team.

GEMDTM General Materials Design and Technology

Metal

Compulsory Course Cost : \$210

Year 11



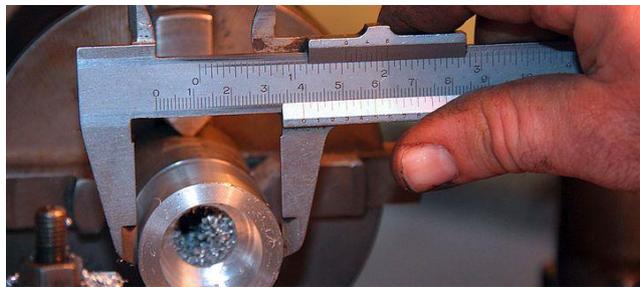
Materials are the basic ingredients of technology. Materials are used to make machines and these machines use materials to make products. Materials also supply the energy to enable technology to function. Throughout history, the evolution of technology has been largely determined by the availability of materials. The strong historical links between materials, design and technology remain significant in society today. As long as the desire to create new opportunities and to continue to

improve our quality of life remains, the development of materials will continue.

Syllabus

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

Unit 1 – Fundamentals of Design



The Materials Design and Technology General course is a practical course. The course allows teachers the choice to explore and use three materials learning contexts: metal, textiles and wood with the design and manufacture of products as the major focus. There is also the flexibility to incorporate

additional materials from outside the designated contexts. This will enhance and complement the knowledge and skills developed within the course as many modern-day products are manufactured using a range of different material types. Students examine social and cultural values and the short-term and long-term impacts of the use and misuse of materials and associated technologies. Through this inquiry, experimentation and research, students develop their creativity and understanding of the society in which they live.

Unit 2 – Nature and Properties of Materials

Working with materials, students develop a range of manipulation, processing, manufacturing and organisational skills. When designing with materials, they develop cognitive skills, such as solving problems, generating ideas, creative design strategies and communicating what they do. This makes them more technologically literate and, as consumers, enables them to make more informed decisions about the use and misuse of technology.



The course outcomes are relevant to a number of learning areas, including but not limited to, Technology and Enterprise, Society and Environment, The Arts, Science and Mathematics. This course also connects to the world of work, further vocational education and training and university pathways. Students will develop cognitive skills fundamental to designing in a practical context. This process enhances employability and may lead to further training and employment opportunities in areas that include metal engineering and manufacturing and design.

Prerequisites

Desirable to have reached a C grade in previous Design and Technology classes

Assessments

Design:	25%
Production:	60%
Response:	15%

Pathways

This course caters progresses to the Year 12 course of the same name. The Materials Design and Technology General course aims to prepare all students for a future in a technological and material world by providing the foundation for lifelong learning about how products are designed and how materials are developed and used.

More Information

Please speak to your Technologies teacher or the CTL of the Technologies department.

GEMDTW General Materials Design and Technology

Wood

Compulsory Course Cost : \$210

Year 11



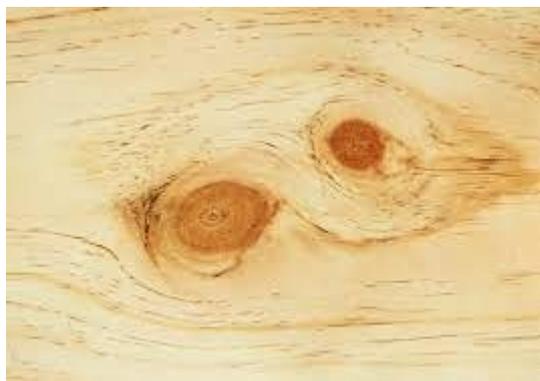
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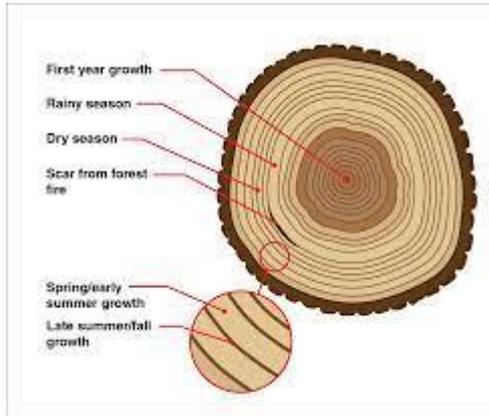


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different material types. Students examine social and cultural values and the short-term and long-term impacts of the use and misuse of materials and associated technologies. Through this inquiry, experimentation and research, students develop their creativity and understanding of the society in which they live.

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The course outcomes are relevant to a number of learning areas, including but not limited to, Technology and Enterprise, Society and Environment, The Arts, Science and Mathematics. This course also connects to the world of work, further vocational education and training and university pathways. Students may achieve vocational education and training (VET) competencies as they complete their design projects, while at the same time, developing cognitive skills fundamental to designing in a practical context. This process enhances employability and may lead to further training and employment opportunities in areas that include, furniture

manufacturing, design, working on the built environment and the building trades.

Prerequisites

Desirable to have reached a C grade in previous Design and Technology classes

Assessments

Design:	25%
Production:	60%
Response:	15%

Pathways

This course caters progresses to the Year 12 course of the same name. The Materials Design and Technology General course aims to prepare all students for a future in a technological and material world by providing the foundation for lifelong learning about how products are designed and how materials are developed and used.

More Information

Please speak to your Technologies teacher or the CTL of the Technologies department.

GEOED General Outdoor Education Studies

Compulsory Course Cost : \$200

Year 11

Unit 1 – Experiencing the Outdoors

An experience based approach is used to discover what being active in the environment is all about.



Students are introduced to outdoor adventure activities where they can develop and improve technical skills and apply appropriate practices to ensure safe participation. They understand basic planning and organisational requirements necessary for them to participate in safe, short-duration excursions/expeditions in selected outdoor activities. They begin developing skills in roping and navigation. Students are introduced to personal skills and

interpersonal skills, including self-awareness, communication and leadership. Features of natural environments and 'Leave No Trace' principles are introduced.

Unit 2 – Facing Challenges in the Outdoors

This unit offers the opportunity to engage in a range of outdoor adventure activities that pose challenges and encourage students to step **outside their comfort zone**. Students consider planning and resource requirements related to extended excursions/short-duration expeditions. They are introduced to simple risk assessment models to assist decision making and apply safe practices to cope with challenging situations and environments. They develop **time management** and goal setting skills to work with others and explore strategies for **building group relationships**. Conservation, biodiversity and environmental management plans are also introduced.



Year 12

Unit 3 – Building Confidence in the Outdoors

Students understand planning and organisational requirements necessary for them to participate in safe, short-duration excursions/expeditions. Students participate in outdoor adventure activities where they develop and improve their technical skills, apply appropriate practices to ensure safe participation, and begin to **develop survival skills**. Students develop

personal skills related to flexibility in coping and adapting to change and in monitoring such things as the elements in an environment, or the participation of individuals in activities and expeditions.

Unit 4 – Outdoor Leadership

Students consider planning and organisational requirements necessary for them to participate in positive and safe, short-duration excursions/expeditions in selected outdoor activities. Students engage in outdoor activities where they develop and improve their technical skills and apply appropriate practices to ensure safe participation. They continue to develop navigational skills and respond to an emergency in the outdoors. Students focus on developing commitment, tolerance, resilience and conflict



resolution skills. Students lead briefing and debriefing sessions and appraise their own and others' leadership skills. Students continue to forecast

weather and apply strategies to minimise human impact on natural environments. They explore sustainability projects and understand human responsibility for the environment.

Framework

Students will investigate each unit via two practical and two theoretical sessions per week. Assessments will be completed within class time with a small requirement out of class to be completed at home. Flexi-time may be used to effectively enable the students to participate in activities such as kayaking and mountain biking. **There will be two expeditions in both Years 11 and Year 12. There are assessments and a requirement of the course.**

Prerequisites

Minimum C grade in Year 10 PE or Year 10 OED

Full Participation record in 7-10 PE

Correct PE uniform worn at all times

Assessments

Investigation (Expedition Planner)

Response (Reflection and Test)

Performance 1 (School Based)

Performance 2 (Expedition Based)

Externally Set Task (Year 12)

Skills Attained through completion of this course

Through interaction with the natural world, the Outdoor Education General course aims to develop an understanding of our relationships with the environment, others and ourselves. The ultimate goal of the course is to contribute towards a sustainable world.

The Outdoor Education General course is based on the experiential learning cycle. This cycle is made up of three stages: plan, do and review. Students plan for outdoor experiences, participate in these experiences and reflect on their involvement.

The course lends itself to an integrated approach between practical experiences, the environment and conceptual understandings. Students develop self-awareness by engaging in a range of challenging outdoor activities. They enhance personal and group skills and build confidence, empathy and self-understanding. Working with others enables students to better understand group dynamics, and enhance their leadership qualities and decision-making abilities, while showing respect for self, others and the environment.

Students plan and participate in a range of outdoor activities and develop knowledge and skills for participating safely in these activities. They learn to assess risk, and identify and apply appropriate management strategies and emergency response procedures.

The course facilitates the development of a sense of place as a result of a greater understanding and appreciation of the local natural environment. It assists students to develop a relationship with nature and empowers them to work toward achieving an ecologically sustainable world.

The opportunity to explore environmental management strategies related to activities in the outdoors is provided. Students learn skills that encourage them to minimise their impact on the environment and understand why this is so important.



The course will prepare students for career and employment pathways in areas, such as outdoor leadership, environmental interpretation, environmental planning, facilities management, eco-tourism, military service, outdoor education, and the many unforeseen areas evolving in the outdoors industry.

More Information

Please speak to your Health or PE teacher or the CTL of the HPE department.

GEPES General Physical Education Studies

Compulsory Course Cost : \$110

Year 11

Unit 1 – Human Movement Introduction

The focus in this course is the development of the knowledge, understanding and application of anatomical, physiological and practical factors associated with performing in physical activities.



Students now investigate and gain a greater understanding of how the body and mind work in unison and how it can affect performance both in a positive and negative way, on and off the 'field.' This unit is an introduction to the basics of the entire content in Units 1 – 4 including **Motor Learning & Coaching, Practical Skills and Tactics and Functional Anatomy**. Students will participate in practical activities for at least 50% of the course

Unit 2 – The Human Body and Performance

The focus of this unit is the impact of physical activity on the body's anatomical and physiological systems. Students are introduced to these concepts which support them to improve their performance as team members and/or individuals. Students are now in the phase of gaining a 'hands on' understanding of their body's **response to movement and exercise**. Students engage in all of the key concepts highlighted in Unit 1 as well as **Biomechanics, Sport Psychology and Exercise Physiology**. Students will participate in practical activities for at least 50% of the course including usage of the Fitness Centre.

Year 12

Unit 3 – Coaching, Goal Setting and Influencing Performance



The focus of this unit is simple movement, biomechanical, physiological, psychological, functional anatomy and motor learning concepts. The understanding of the relationship between skill, movement production and fitness will be further enhanced as students develop and improve. Student's will get an insight into the mindset required to be an elite performer as well as identify our **energy systems** and their effect on our performance. The role of **the coach and leadership qualities, injury management and** fitness testing measures and norms are also major components of the Unit 3 program. Students will participate in practical activities for at least 50% of the course as well as the Externally Set Task (EST).

Unit 4 – Principles of Training, Coaching & Feedback on Performance

The focus of this unit is for students to assess their own and others' movement competency and identify areas for improvement. They will build on their knowledge of training principles, nutrition and goal setting concepts to enhance their own and others' performance in physical activity. Assessments aimed towards enhancing **coaching skills and planning, as well as reflection and feedback on how to improve performance** form the basis of the Unit 4 content. You will appraise, rate and plan training programs as well as safely engage in the principles of training in the Fitness Centre. 50% of the course is practical based as well as coaching sessions that the student's will conduct for their peers. As part of the organisational nature of the course, students will be asked to assist in the safe and effective running of the Athletics Carnival logistics as well as participate in the day.

Framework

Students will investigate each unit via two practical and two theoretical sessions per week. Assessments will be completed within class time with a small requirement out of class to be completed at home.

Prerequisites

Minimum C grade in Year 10 PE
Full Participation record in 7-10 PE
Correct PE uniform worn at all times

Assessments

Investigation
Response
Practical Assessment (Skills and Strategies & Tactics)
Externally Set Task (Year 12)

Skills Attained through completion of this course

The General Physical Education Studies course contributes to the development of the whole person. It promotes the physical, social and emotional growth of students. Throughout the course, emphasis is placed on understanding and improving performance in physical activities. The integration of theory and practice is central to studies in this course.

Furthermore, the course focuses on the complex interrelationships between motor learning and psychological, biomechanical and physiological factors that influence individual and team performance. Students engage as performers, leaders, coaches, analysts and planners of physical activity. Physical activity serves both as a source of content and data and as a medium for learning. Learning



in the Physical Education Studies General course cannot be separated from active participation in physical activities and involves students in closely integrated written, oral and physical learning experiences based upon the study of selected physical activities.

The course appeals to students, **with varying backgrounds**, physical activity knowledge and dispositions. Students analyse the performance of themselves and others, apply theoretical principles and plan programs to enhance performance. Physical activity and sport are used to develop skills and performance, along with an understanding of physiological, anatomical, psychological, biomechanical and skill learning applications.

The course **prepares students for a variety of post-school pathways**, including immediate employment or tertiary studies. It provides students with an increasingly **diverse range of employment opportunities in the sport, leisure and recreation industries, education, sport development,**

youth work and health and medical fields linked to physical activity and sport. The course also equips students to take on volunteer and leadership roles in community activities.

More Information

Please speak to your Health or PE teacher or the CTL of the HPE department.

GEVAR General Visual Arts

Compulsory Course Cost : \$200

Year 11

Unit 1 – Experiences



Figure 1 Caoilin Redmond, 2020, Year 11

The focus for this unit is experiences. Students develop artworks based on their lives and personal experiences, observations of the immediate environment, events and/or special occasions. They participate in selected art experiences aimed at developing a sense of observation.

Students discover ways to compile and record their experiences through a range of art activities and projects that promote a fundamental understanding of visual language. They use experiences to develop appreciation of the visual arts in their everyday lives.

Students acquire various skills using processes of experimentation and discovery. Imaginative picture making is primarily concerned with experiences of the self and of the immediate environment, including aspects of family life, social activities, communal occasions and other shared activities. Ample scope for free, imaginative interpretation and experimentation with materials is provided.

Unit 2 – Explorations

The focus for this unit is explorations. Students explore ways to generate and develop ideas using a variety of stimulus materials and explorations from their local environment. They use a variety of inquiry approaches, techniques and processes when creating original artworks.

When exploring ideas and approaches to art making, students investigate the work of other artists. They learn to identify stylistic features of art forms from different times and places and explore ways to manipulate art elements and principles to generate, develop and produce their own artwork.

In developing subject matter for artworks, students explore ways to express personal beliefs, opinions and feelings. They manipulate a variety of media and materials in a range of art forms, recording and reflecting on their artistic achievements.

Year 12

Unit 3 – Inspirations

The focus for this unit is inspirations. Students become aware that artists gain inspiration and generate ideas from diverse sources, including what is experienced, learned about, believed in, valued, imagined or invented. The breadth of this focus allows choice of learning contexts that are related to students' interests.

In this unit, students develop their knowledge and understanding of visual language and apply this to both art making and art interpretation. Through exploration, investigation and experimentation, they develop skills in inquiry, recording observations and manipulating media to create artworks in selected art forms.

Students, through research and/or first-hand experience of artworks and art making, actively engage in perception, research, reflection and response and consider the ways in which artists,



Figure 2 Charlotte Bennett, 2020, Year 12

past and present, have been inspired to develop artworks. They are given opportunities to present or exhibit their work, to describe their source(s) of inspiration and to evaluate the process and success of their finished artworks.

Unit 4 – Investigations

The focus for this unit is investigations. Students explore and develop ideas through the investigation of different artists, art forms, processes and technologies. Students investigate spontaneous and analytical styles of drawing, experimenting with a range of media and techniques. They further develop their knowledge and understanding of visual language and apply this to both art making and art interpretation.

In particular, students explore the expressive potential of media techniques and processes, considering their inherent qualities in the development and presentation of their artworks. They investigate ways to document their thinking and working practices, refining their reflection and decision-making skills.

In this unit, students investigate a variety of artworks and media to further develop their understanding of the creative process and learn how to apply new analytical and production skills and techniques in the communication of their own ideas.

Framework

Students will investigate each unit using the framework of Arts Making and Arts Responding

Prerequisites

Minimum C grade in Year 10 Art

Assessments

Production

Analysis

Investigation

Skills Attained through completion of this course

The Visual Arts General course is designed to facilitate achievement of the following outcomes.

Outcome 1 – Visual arts ideas

Students use creative processes to research, develop and communicate art ideas.

In achieving this outcome, students:

- research and generate ideas
- use visual language (elements and principles of art) to express ideas
- develop and refine ideas for specific purposes, contexts and audiences.

Outcome 2 – Visual arts skills, techniques and processes

Students use creative skills, techniques, processes, technologies and conventions to produce resolved artworks.

In achieving this outcome, students:

- use art elements and principles in the production of artworks
- use skills, techniques and processes to complete artworks
- select and present artworks for audiences and contexts.

Outcome 3 – Responses to visual arts

Students respond to, reflect on and critically evaluate their own art and the art of others.

In achieving this outcome, students:

- respond to the qualities of artworks
- reflect on the thinking and creative processes of their art experiences
- critically evaluate artworks referring to visual language (the elements and principles of art and design) and using art terminology.

Outcome 4 – Visual arts in society

Students understand the role of visual arts in society.

In achieving this outcome, students:

- understand how art varies according to time and place
- understand the social, cultural and historical contexts of visual arts.

More Information

Please speak to your Arts teacher or the CTL of the Arts department.

VET BSB20120 Certificate II in Workplace Skills (previously BSB20115 Certificate II Business)

Compulsory Course Cost : \$150

Are you looking for a career working in the Business Services Industry?



This qualification is designed to prepare students for work in office based entry-level positions.

It is also an ideal opportunity to learn and develop skills in the Microsoft suite of products, which can be used for further study and **any** job requiring the use of business-related software products. This course is an excellent foundation course for learning how to create, communicate and share business related forms and documents. The skills learned are applicable

across many industries, including but not limited to: Business, Hospitality, Retail, Healthcare and Administration.

Job opportunities

Possible job roles include:

- Administration Assistant

- Clerical Worker
- Office Junior
- Receptionist

For more information please use your free account and login at <http://www.myfuture.edu.au/> or <http://www.myskills.gov.au>.

Entry Requirements

This course is aimed at Year 11 and 12 students. Twelve (12) units must be completed, one (1) of which is a core unit and eleven (11) electives.

More Information

Contact the Curriculum Team Leader in the Humanities, Arts and Social and Social Sciences department at the College on 9523 3600

Units of Competency studied in this course

Core Units

BSBPEF202 Plan and apply time management
BSBWHS211 Contribute to health and safety of self and others
BSBCMM211 Apply communication skills
BSBOPS201 Work effectively in business environments
BSBSUS211 Participate in sustainable work practices

Elective Units

BSBPEF101 Plan and prepare for work readiness
BSBTEC201 Use business software applications
BSBTEC2303 Research using the internet
BSBTEC202 Use digital technologies to communicate in a work environment
BSBCRT201 Develop and apply thinking and problem solving skills



Further Study Opportunities

Possible job pathways include, but not limited to the following:

Certificate III level

BSB30415 Certificate III Business Administration	Accounts Clerk/General Clerk Accounts Payable Clerk
BSB30315 Certificate III in Micro Business Operations	Independent Contractor
BSB31115 Certificate III in Business Administration (Medical)	Junior Medical Administrator
BSB30915 Certificate III in Business Administration (Legal)	Junior Legal Receptionist
BSB31215 Certificate III in Library and Information Services	Library Assistant
BSB30719 Certificate III in Work Health and Safety	Work Health and Safety Support

Certificate IV level

BSB40515 Certificate IV Business Administration	Executive Personal Assistant Office Administrator
BSB40215 Certificate IV in Business	Administrator Project Officer
BSB40615 Certificate IV Business Sales	Sales Accountant Assistant Sales Agent
BSB40315 Certificate IV Customer Engagement	Team Leader (Contact Centre)
BSB42015 Certificate IV in Leadership and Management	Workplace Supervisor
BSB42415 Certificate IV in Marketing and Communication	Advertising and Marketing
BSB42618 Certificate IV in Small Business Management	Small Business Manager

Diploma Level

BSB50415 Diploma of Business Administration	Administration Manager
BSB50215 Diploma of Business	Executive Officer
BSB51415 Diploma of Project Management	Project Manager
BSB52015 Diploma of Conveyancing	Conveyancer
BSB50618 Diploma of Human Resources Management	Human Resources Officer/Manager

The BSB20115 Certificate II in Business is a proposed offering for the 2022 academic year. At the time of publication, no agreements have been entered into with a Registered Training Organisation for the delivery of this qualification. On the basis of interest from students in the BSB20115 Certificate II in Business, the school will initiate a formal partnership agreement with a RTO for the delivery of the qualification.

VET CHC22015 Certificate II in Community Services

Compulsory Course Cost : \$150

Are you looking for a career working in the Community Services industry?



Imagine being able to make a difference to people's lives every day you work. Begin your journey towards a rewarding career in Community Services with this introductory program. This course will give you the practical skills, theoretical knowledge and confidence to continue study across the community services sector. Community Services involves working with a range of people including youth, aged, people with a disability, those with mental health or alcohol and drug issues, refugees, migrants and the homeless. You will learn foundation skills in communication to prepare for work in community services, health and safety, and working with others

Job opportunities

This qualification may be used as a pathway for workforce entry as community services workers who provide a first point of contact and assist individuals in meeting their immediate needs. At this level, work takes place under direct, regular supervision within clearly defined guidelines.

- Assistant Community Services Worker
- Therapy Aide
- Personal Care Worker
- Nanny

For more information please use your free account and login at <http://www.myfuture.edu.au/> or <http://www.myskills.gov.au>.

Entry Requirements

This course is aimed at Year 11 and 12 students. 9 units must be completed, five (5) of which are core units and four (4) electives.

More Information

Contact the Design and Technology Department at the College on 9523 3600

Units of Competency studied in this course

Core Units

CHCCOM001 Provide first point of contact

CHCCOM005 Communicate and work in health or community services

CHCDIV001 Work with diverse people

HLTWHS001 Participate in workplace health and safety

BSBWOR202 Organise and complete daily work activities

Elective Units

HLTDAID003 Provide First Aid

FSKRDG10 Read and respond to routine workplace information

FSKDIG03 Use digital technology for routine workplace tasks

FSKLRG09 Use strategies to respond to routine workplace problems



Further Study Opportunities

Possible job pathways include, but not limited to the following:

Qualification Level : Certificate III

CHC30213 Certificate III in Education Support	Education Assistant
CHC30113 Certificate III in Early Childhood Education and Care	Child Care Worker
CHC34015 Certificate III in Active Volunteering	Volunteer Worker
CHC33015 Certificate III in Individual Support (Ageing)	Aged Care Worker
CHC33015 Certificate III in Individual Support (Disability)	Disability Worker
CHC32015 Certificate III in Community Services	Migrant Support Worker, Neighbourhood Support Worker

Qualification Level : Certificate IV

CHC40513 Certificate IV in Youth Justice	Youth Justice Worker (Centre/community based)
CHC40313 Certificate IV in Child, Youth and Family Intervention	Relationship Educator, Family Support Worker, Residential Care Worker
CHC40213 Certificate IV in Education Support	ATSI Education Officer, Education Officer
CHC40413 Certificate IV in Youth Work	Youth Case Worker Youth Housing Worker
CHC42215 Certificate IV in Social Housing	Housing Services Officer
CHC43415 Certificate IV in Leisure and Health	Leisure and Therapy Assistant
CHC43115 Certificate IV in Disability	Disability Officer – Day Support Disability Support Worker
CHC42015 Certificate IV in Community Services	Family Support Worker, Community Health Worker, Community Development Worker, Relationship Educator
CHC43015 Certificate IV in Ageing Support	Aged Care Activity Worker, Care Service Team Leader, Care Supervisor (Aged Care)
CHC43515 Certificate IV in Mental Health Peer Work	Coordinator-Mental Health
CHC42315 Certificate IV in Chaplaincy and Pastoral Care	Pastoral Care Worker
CHC43215 Certificate IV in Alcohol and Other Drugs	Drug and Alcohol Worker
CHC41115 Certificate IV in Employment Services	Apprenticeship Consultant, Career Adviser, Employment Consultant

Qualification Level : Diploma

CHC50113 Diploma of Early Childhood Education and Care	Childhood/OOSH Education Manager
CHC50313 Diploma of Child, Youth and Family Intervention	Residential Carer (Child Protection)
CHC50213 Diploma of School Age Education and Care	Childhood Education Manager
CHC50513 Diploma of Youth Justice	Youth Justice Worker
CHC50413 Diploma of Youth Work	Youth Worker
CHC52015 Diploma of Community Services	Community Development Officer Social Housing Coordinator/Child Welfare Officer
CHC53315 Diploma of Mental Health	Mental Health Community Worker
CHC51115 Diploma of Financial Counselling	Generalist Financial Counsellor
CHC53415 Diploma of Leisure and Health	Diversional Therapist

Qualification Level : Advanced Diploma

CHC62015 Advanced Diploma of Community Sector Management	Community Development Manager Disability Services Manager
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Qualification Level : Graduate Certificate

CHC82015 Graduate Certificate in Client Assessment and Case Management	Case Manager
CHC81315 Graduate Certificate in Career Development Practice	Career Development Practitioner
CHC81215 Graduate Certificate in Statutory Child Protection	Specialist Child Protection Worker

Qualification Level : Graduate Diploma

CHC81015 Graduate Diploma of Relationship Counselling	Relationship Counsellor
CHC81115 Graduate Diploma of Family Dispute Resolution	Family Dispute Resolution Practitioner

The CHC22015 Certificate II in Community Services is a proposed offering for the 2022 academic year. At the time of publication, no agreements have been entered into with a Registered Training Organisation for the delivery of this qualification. On the basis of interest from students in the CHC22015 Certificate II in Community Services, the school will initiate a formal partnership agreement with a RTO for the delivery of the qualification.

VET CPC20211 Certificate II in Construction Pathways

Compulsory Course Cost : \$150

Are you looking for a career working in the Building and Construction Industry?



This course is to be delivered across two years and is aimed at Year 11 and 12 students. It introduces students to a foundation level of Construction knowledge and practical application using selected trade contexts. These include brick and block laying, carpentry, levelling and concreting. There is a strong focus about how to be safe on site. This is essential information for student participants, highlighting worksite hazards and the safety control measures required to undertake safe work practice. Students will also be required to read plans, take measurements, communicate and work effectively with

others, and use tools and equipment relevant to each trade context. They will be required to maintain a safe environment, work with a variety of materials and dispose of waste by meeting environmental requirements. This is certainly a hands-on course and is advisable to those looking to gain employment or access further education in the Construction Industry. There will be a requirement that the student attains a White Card prior to the commencement of the course

Job opportunities

This This qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing. Trade outcomes are predominantly achieved through an Australian Apprenticeship and this Certificate II allows for inclusion of skills suited for entry to off-site occupations, such as joinery and shopfitting as well as carpentry, bricklaying and other occupations in general construction.

- Builder's Labourer
- Construction Assistant
- Trades Assistant (Bricklaying, Blocklaying, Carpentry, Tiling, Plastering, Shopfitting, Joinery, Waterproofing etc.)
- Irrigation Technician

For more information please use your free account and login at <http://www.myfuture.edu.au/> or <http://www.myskills.gov.au>.

Entry Requirements

This course is aimed at Year 11 and 12 students. Thirteen (13) units must be completed, six (6) of which are core units and seven (7) electives.

More Information

Contact the Curriculum Team Leader in the Design and Technology Department at the College on 9523 3600

Units of Competency studied in this course

Core Units

CPCCCM1012A Work effectively and sustainably in the construction industry



CPCCM1013A Plan and organise work
 CPCCM1014A Conduct workplace communication
 CPCCCM1015A Carry out measurements and calculations
 CPCCM2001A Read and interpret plans and specification
 CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry

Elective Units

CPCCBL2001A Handle and prepare bricklaying and blocklaying materials
 CPCCCM2006B Apply basic levelling procedures
 CPCCCO2013A Carry out concreting to simple forms
 CPCCCA2001A Handle carpentry materials
 CPCCWHS1001 Prepare to work safely in the construction industry
 CPCCBL2002A Use bricklaying and blocklaying tools
 CPC20211 Use carpentry tools and equipment



Further Study Opportunities

Bricklaying

Qualification	Job
CPC30111 Certificate III Bricklaying/Blocklaying	Bricklayer/Blocklayer

Wall and Floor Tiling and Paving

Qualification	Job
CPC31611 Certificate III Paving	Paver
CPC31311 Certificate III in Wall and Floor Tiling	Wall and Floor Tiler

Plastering

Qualification	Job
CPC31211 Certificate III in Wall and Ceiling Lining	Fibrous Plasterer – Commercial and Domestic)
CPC31011 Certificate III in Solid	Plastering (Plasterer – Solid)

Carpentry

Qualification	Job
CPC30211 Certificate III in Carpentry	Carpenter
CPC30211 Certificate III in Carpentry	Carpenter and Joiner – Installation
CPC30211 Certificate III in Carpentry	Carpenter and Joiner – Stairs
CPC32211 Certificate III in Joinery (Stairs)	Stair Builder

Formwork/Falsework

Qualification	Job
CPC31511 Certificate III in Formwork/Falsework	Formworker (Carpenter)

Other

Qualification	Job
CPC31411 Certificate II in Construction and Waterproofing	Waterproofer

Employability Skills Attained through completion of this qualification

Employability skill	Industry/enterprise requirements for this qualification include:
Communication	<ul style="list-style-type: none"> • Communicates with clients, colleagues and others using effective and appropriate communication techniques, including: • Clear and direct communication • Active listening, Verbal and non-verbal language • Questioning to identify and confirm requirements • Language and concepts appropriate to cultural differences • Follows instructions from supervisor and other relevant persons • Understands, interprets and applies information as required from: • Environmental and work health and safety (WHS) requirements, including safety data sheets (SDS) • Plans, drawings and specifications • Schedules • Industry-specific resources, such as Moh's scale • Load tables • Safety signs and symbols • Organisational policies and procedures • Understands relevant definitions, terminology, symbols, abbreviations and language • Records relevant information using standard workplace documentation • Applies measurements and calculations using appropriate equipment, formulas and records as required • Reports and records hazards and risks
Teamwork	<ul style="list-style-type: none"> • Works as part of a team • Provides assistance and encouragement to other team members • Initiates and encourages improvements in team performance • Identifies and uses the strengths of other team members • Relates to people from diverse social, cultural and ethnic backgrounds and with varying physical and mental abilities • Participates in on-site meetings
Problem solving	<ul style="list-style-type: none"> • Examines tools and equipment prior to use for damage, missing components or other defects • Identifies typical faults and problems and takes remedial action and/or reports to supervisor • Rectifies simple faults with tools and equipment • Identifies methods of prevention and control for water penetration
Initiative and enterprise	<ul style="list-style-type: none"> • Identifies opportunities to improve resource efficiency and makes suggestions as appropriate • Responds to change and workplace challenges • Puts ideas into action • Maximises use of resources by recycling, re-using or using appropriate disposal methods
Planning and organising	<ul style="list-style-type: none"> • Identifies hazards and implements appropriate hazard control measures • Selects and uses appropriate materials, tools and equipment • Determines material quantity requirements and checks for conformity to requirements • Prioritises and sequences tasks • Applies time management skills to ensure work is completed to time requirements
Self management	<ul style="list-style-type: none"> • Evaluates own actions and makes judgements about performance and necessary improvements • Contributes to workplace responsibilities, such as current work site environmental/sustainability frameworks or management systems • Manages own performance to meet workplace standards • Seeks support to improve work performance • Cleans up work area, including tools and equipment
Learning	<ul style="list-style-type: none"> • Identifies own learning needs and seeks skill development as required • Is open to learning new ideas and techniques
Technology	<ul style="list-style-type: none"> • Uses calculators • Uses and operates a range of tools and equipment correctly and safely • Properly starts up, operates and shuts down equipment • Carries out pre- and post-operational checks on equipment and machines • Performs tool and equipment maintenance as required

The CPC20211 Certificate II in Construction Pathways is a proposed offering for the 2022 academic year. At the time of publication, no agreements have been entered into with a Registered Training Organisation for the delivery of this qualification. On the basis of interest from students in the CPC20211 Certificate II in Construction Pathways the school will initiate a formal partnership agreement with a RTO for the delivery of the qualification.

VET CUA20215 Certificate II in Creative Industries

Compulsory Course Cost : \$150

Are you looking for a career working in the Media industry?

This qualification is suitable for students interested in pursuing an interest in **video content production** and is a great introduction to all things **media** and **digital media** related. In this course, students have opportunities to work on **music videos, short films** & **documentaries** using industry level equipment.

Job opportunities

Job opportunities can lead to entry level positions in the media industry such as:

- Community Radio Production Assistant
- Assistant Video Editor or Camera Operator
- Light & Sound Assistant
- Stage Assistant
- Production Assistant
- Content Creator / Advertising & Marketing

For more information please use your free account and login at <http://www.myfuture.edu.au/> or <http://www.myskills.gov.au>.



Entry Requirements

This course is aimed at Year 11 and 12 students.

Ten (10) units must be completed, three (3) of which are core units and seven (7) electives.

More Information

Contact the Arts and Media department at the College on 9523 3600

Units of Competency studied in this course

Core Units

BSBWOR203 Work effectively with others

CUAIND201 Develop and apply creative arts industry knowledge

CUAWHS302 Apply work health and safety practices

Elective Units

BSBCRT101 Apply critical thinking techniques

CUACAM201 Assist with a basic camera shoot

CUASOU203 Assist with sound recordings

BSBDES201 Follow a design process

ICTICT204 Operate a digital media technology package

BSBWOR202 Organise and complete daily work activities

CUASOU202 Perform basic sound editing



Further Study Opportunities

Possible job pathways include, but not limited to the following:

Qualification Level : Certificate III

CUA31015 Certificate III in Screen and Media
CUA30815 Certificate III in Broadcast Technology
CUA30213 Certificate III in Community, Dance, Theatre and Events
CUA30415 Certificate III in Live Production and Services
CUA30515 Certificate III in Aboriginal and Torres Strait Islander Cultural Arts
CUA3115 Certificate III in Visual Arts
CUA30915 Certificate III in Music Industry
CUA30615 Certificate III in Arts Administration
CUA30715 Certificate III in Design Fundamentals

Qualification Level : Certificate IV

CUA41115 Certificate IV in Photography and Photo Imaging
CUA41215 Certificate IV in Screen and Media
CUA40113 Certificate IV in Dance
CUA40513 Certificate IV in Musical Theatre
CUA40615 Certificate IV in Aboriginal and Torres Strait Islander Cultural Arts
CUA41015 Certificate IV in Broadcast Technology
CUA40715 Certificate IV in Design
CUA40415 Certificate IV in Live Production and Technical Services
CUA40815 Certificate IV in Arts Administration
CUA40915 Certificate IV in Music Industry
CUA41315 Certificate IV in Visual Arts
CUA40118 Certificate IV in Professional Writing and Editing

Qualification Level : Diploma

CUA50513 Diploma of Live Production Design
CUA50313 Diploma of Dance Teaching and Management
Diploma of Dance (Elite Performance)
CUA50113 Diploma of Musical Theatre
Diploma of Photography and Photo Imaging
Diploma of Live Production and Technical Services
Diploma of Music Industry
Diploma of Aboriginal and Torres Strait Islander Visual Arts Industry Work
Diploma of Graphic Design
Diploma of Ceramics
Diploma of Visual Arts
Diploma of Screen and Media
Diploma of Professional Writing and Editing

Qualification Level : Advanced Diploma

Advanced Diploma of Live Production and Management Services
Advanced Diploma of Dance (Elite Performance)
Advanced Diploma of Graphic Design
Advanced Diploma of Visual Arts
Advanced Diploma of Creative Product Development
Advanced Diploma of Screen and Media
Advanced Diploma of Music Industry

The CUA20215 Certificate II in Creative Industries (Media) is a proposed offering for the 2022 academic year. At the time of publication, no agreements have been entered into with a Registered Training Organisation for the delivery of this qualification. On the basis of interest from students in the CUA20215 Certificate II in Creative Industries (Media), the school will initiate a formal partnership agreement with an RTO for the delivery of the qualification.

VET SIT20316 Certificate II in Hospitality

Compulsory Course Cost : \$150



Are you looking for a career working in the Hospitality industry?

This course is to be delivered across two years and is aimed at Year 11 and 12 students. Students are expected to participate in 12 official functions and service periods throughout the two years. Not all assessments are completed with the timetabled lesson so commitment to working outside of the school hours is required. A willingness to succeed at the highest level and attitude to enjoy the ride is a prerequisite to be accepted into this

course.

Job opportunities

The focus of this qualification provides a pathway to work in various hospitality roles and settings. The customer services aspects that are learnt in this course are transferrable across many industries such as retail, teaching, nursing, hairdressing, business and any other customer facing roles. It also equips students with skills that can be used for part time or casual work throughout their working life at the Certificate II level, job opportunities include:

- Waitstaff
- Flight attendant entry courses
- Festival staff
- Nightclub attendant
- Barista
- Café Attendant
- Breakfast Cook
- Café Cook
- Catering Assistant
- Fast Food Cook
- Housekeeping Assistant
- Junior Handyman
- Porter
- Gaming Attendant



For more information please use your free account and login at <http://www.myfuture.edu.au/> or <http://www.myskills.gov.au>.



Entry Requirements

This course is aimed at Year 11 and 12 students. Twelve (12) units must be completed, five (5) of which are core units and seven (7) electives.

More Information

Contact the Home Economics area of the Design and Technology Department at the college on 9523 3600

Units of Competency studied in this course

Core Units	Elective Units
BSBWOR203 Work effectively with others SITHIND002 Source and use information on the hospitality industry SITHIND003 Interact with customers SITXCOM002 Show social and cultural sensitivity SITXWHS001 Participate in safe work practices	BSBITU211 Produce digital text documents SITHCCC003 Prepare and present sandwiches SITHFAB004 Prepare and serve non-alcoholic beverages SITHFAB005 Prepare and serve espresso coffee SITHIND003 Use hospitality skills effectively SITXCCS001 Provide customer information and assistance SITXFSA001 Use hygienic practices for food safety

Further Study Opportunities

General Hospitality

Qualification	Job
SIT30616 Certificate III in Hospitality	Bar Attendant/ Waiter/ Waiter (Hotel/Fine Dining) Espresso Coffee Machine Operator (Barista)
SIT30716 Certificate III in Hospitality (Restaurant Front of House)	Head Waiter Wine Waiter (Sommelier)
SIT40416 Certificate IV in Hospitality	Concierge Food and Beverage Supervisor Front Office Supervisor
SIT50416 Diploma of Hospitality Management	Restaurant Manager

Cookery and Catering

Qualification	Job
SIT30916 Certificate III in Catering Operations	Cook (Cook-Chill Kitchen)/Cook (Hospital)
SIT30816 Certificate III in Commercial Cookery	Cook (Large Restaurant/small restaurant or Cafe) Cook (Restaurant and Catering Company)
SIT40616 Certificate IV in Catering Operations	Catering (Small Business)/Catering Supervisor
SIT40516 Certificate IV in Commercial Cookery	Chef (Small Restaurant or Café) Chef de Partie (Large Hotel)
SIT50416 Diploma of Hospitality Management	Sous Chef
SIT60316 Advanced Diploma of Hospitality Management	Executive Chef

Accommodation

Qualification	Job
SIT30616 Certificate III in Hospitality	Front Desk Receptionist/Housekeeper
SIS30416 Certificate III in Holiday Parks and Resorts	Housekeeper (resort)
SIT50416 Diploma of Hospitality Management	Motel Manager

Gaming

Qualification	Job
SIT30616 Certificate III in Hospitality	Gaming Attendant
SIT40416 Certificate IV in Hospitality	Gaming Supervisor

SIT50416 Diploma of Hospitality Management	Gaming Manager
SIT60316 Advanced Diploma of Hospitality Management	Club Manager (Gaming Venue)

The SIT20316 Certificate II in Hospitality is a proposed offering for the 2022 academic year. At the time of publication, no agreements have been entered into with a Registered Training Organisation for the delivery of this qualification. On the basis of interest from students in the SIT20316 Certificate II in Hospitality the school will initiate a formal partnership agreement with a RTO for the delivery of the qualification.

ETP External Training Program

Compulsory Course Cost : \$150

Are you looking to develop industry specific skills with an external Registered Training Organisation (RTO)?



The External Training Program is part of the External Training Pathway, where students attend school 4 days per week. On the fifth day (upon successful application and enrolment with an external RTO) students attend training **externally** (at the RTO's campus) in a nationally recognised Vocational Education and Training (VET) Course of study. The courses that can be undertaken in the External Training Program change from year to year depending on funding and industry requirements. Training typically takes place with in one of the following ways:

- A government funded VET course through :
 - South Metro TAFE
 - North Metro TAFE
 - The College of Electrical Training (CET)
 - The Master Plumbers Association (MPA)
- A Fee for Service VET course through :
 - Foundation Education Centre (FEC)
 - Health Science Hub
- Employment as a School Based Trainee or Apprentice in conjunction with an RTO delivering on-the-job training

Job opportunities

The course offerings with these providers change from year to year. Applications typically open in July each year. Below is an **indication** of the types of courses that can be studied in this way. **It is important to note that they may not run due to low numbers, location and delivery days of training:**

- Applied Fashion Design and Technology
- Sampling and Measurement
- Community Services - Childcare
- Computers/IT/Cyber-Security
- Logistics (Warehousing)
- Furniture Making
- Finance
- Childcare
- Education Support
- Health and Nursing Preparation
- Events management
- Make-up/Cosmetics
- Hairdressing
- Aquaculture
- Animal Studies
- Aviation
- Tourism
- Retail
- Horticulture
- Population Health
- Automotive (Light, Electrical or Heavy)

Funded Pre-apprenticeships can also be undertaken in this way in the areas of Electrical, Plumbing, Heavy Fabrication, Aero-skills, Panel Beating, Vehicle Body Painting, Painting and Decorating, Mechanical Fitter and Machinist, Cabinet Making and Commercial Cookery and Patisserie

Fee for Service Courses can be undertaken in some of the following areas:

HLT21020 - Certificate II in Medical Service First Response

HLT31220 - Certificate III in Basic Health Care

HLT33115 - Certificate III in Health Services Assistance

52831WA - Certificate IV in Preparation for Health & Nursing Studies

SIS30315 - Certificate III in Fitness

22442VIC - Certificate IV in Science (Biology) - Exercise Science
CHC32015 - Certificate III in Community Services
22442VIC - Certificate IV in Science (Biology) - Mental Health & Psychology
ACM30117 - Certificate III in Animal Studies
22442VIC - Certificate IV in Science (Biology) - Animal & Marine Biology
MSL30118 - Certificate III in Laboratory Skills
22442VIC - Certificate IV in Science (Biology) - Forensic Science

Entry Requirements

Entry into this program is highly competitive. Students wishing to pursue this course of study **MUST** choose the External Training Pathway on their Course Selection Form. This is to ensure that a 4-day timetable arrangement is secured. Students will then be invited to apply for courses with the above providers as and when they open. It is important to note that applications are subject to acceptance by the external RTO and availability for students to be released from school on the day of external training delivery.

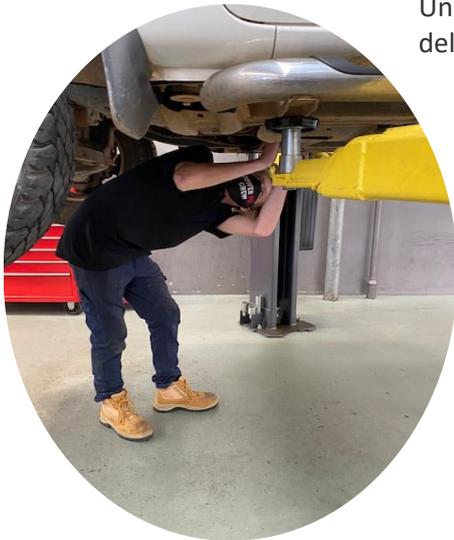


More Information

Contact the VET Officer, Nicki Howe in the Pathways Centre for further information about course offerings with External RTO's.

Units of Competency studied in this course

Units of competency will depend on the course undertaken and delivered with the External Training Provider.



Further Study Opportunities

Completion of VET Courses can lead to:

- Full Time Employment
- Further education at TAFE or other RTO's
- Alternative Entry pathways to university
- Employment in an apprenticeship or traineeship

Other Programs

Bushranger Cadets Program

Level 1 (Year 7-10, minimum of 2 years)

1. Bush Rangers' Qualities

To provide Bush Ranger cadets with an overview of expected standards of behaviour and dress, as well as the history, function and purpose of the Department of Environment and Conservation.

2. Practical Nature Conservation Projects

To involve Bush Ranger cadets in the planning and implementation of nature conservation projects that will form the practical basis for theoretical learning of the Bush Rangers WA Program.

3. Working Safely in Natural Environments

To introduce Bush Ranger cadets to some of the key occupational health and safety issues associated with conservation and environmental restoration activities, and to enable them to adopt safe and responsible practices.

4. Drill

To ensure Bush Ranger cadets understand why drill is important to the training program and to perform drill as a member of a squad within their Unit.

5. The Meaning of Conservation

To introduce Bush Ranger cadets to the key concepts that underpin conservation and land management in Western Australia. These will be further developed in all the modules at this level of the program.

6. Environmental Management

To introduce Bush Ranger cadets to the reasons why there is an imperative to manage the natural environment, and the key threatening processes to Western Australia's environment.

7. Parks, Reserves and Landscape Management

To introduce Bush Ranger cadets to the management tools and values of marine and terrestrial parks, reserves and their landscapes.

8. Winning back Wildlife

To introduce Bush Ranger cadets to the management actions that are being taken to prevent extinctions and lead to the recovery of flora, fauna and ecological communities in Western Australia.

9. Bushcraft and Survival

To introduce Bush Ranger cadets to the concept of minimising their impact on the natural environment through camp preparation and bushcraft and survival techniques.

10. First Aid

To develop Bush Ranger cadet's skills and knowledge required to carry out basic First Aid when needed and to be able to respond to emergencies that may occur in the natural environment.



Level 2 (Year 11, minimum of one year)

1. The Practice of Nature Conservation

To provide Bush Ranger cadets with improved skills and an increased understanding of the methods used to conserve nature, including programs conducted by the Department of Environment and Conservation.

2. Working Safely in Natural Environments

To enable Bush Ranger cadets to gain confidence in map work and safety strategies which contribute to working safely and efficiently in the natural environment.

3. The Meaning of Conservation

To extend Bush Ranger cadets' understanding of key concepts that underpin conservation and land management priorities throughout Australia.

4. Environmental Management

To extend Bush Ranger cadets' understanding of the key threatening processes and management tools used in Western Australia's natural environment.

5. Parks, Reserves and Landscape Management

To extend Bush Ranger cadets' knowledge of the purpose, issues, and tools used to manage marine and terrestrial parks, reserves and their landscapes.

6. Winning back Wildlife

To provide an understanding of the management actions that are being taken to prevent extinctions and that lead to the recovery of flora, fauna and ecological communities in Western Australia.

7. Bushcraft and Survival

To develop Bush Ranger cadet skills in minimum impact camping and basic bushcraft and survival techniques.

8. Interpretation of the Natural Environment

To introduce Bush Ranger cadets to the concept and tools of interpretation and to develop an appreciation of the benefits of interpretation to the conservation of the natural environment.

9. First Aid

To equip Bush Ranger cadets with the skills and knowledge to carry out First Aid when needed and to be able to respond to emergencies that may occur in the natural environment.



Level 3 (Year 12, minimum of one year)

1. Leadership in Nature Conservation

To introduce senior Bush Ranger cadets to leadership theory and skills.

2. The Practice of Nature Conservation

To consolidate Bush Ranger cadets' skills in the practice of nature conservation fieldwork, projects and communication.

3. Working Safely in Natural Environments

To enable Bush Ranger cadets to practise appropriate risk and safety management skills while leading nature conservation activities, and to reduce risk while working in a fire-prone environment.

4. The Meaning of Conservation

To consolidate Bush Ranger cadets' understanding of key concepts and strategies that underpin conservation, land management priorities and ecologically sustainable development in Australia.

5. Environmental Management

To consolidate Bush Ranger cadets' understanding of the key threatening processes and tools used to manage Western Australia's natural environment.



6. Parks, Reserves and Landscape Management

To consolidate and expand Bush Ranger cadets' knowledge of the purpose, values, and tools used to manage marine and terrestrial parks, reserves and their landscapes.

7. Bushcraft and Survival

To build Bush Ranger cadets' confidence in demonstrating skills required for minimal-impact camping and bushcraft and survival.

8. Interpretation of the Natural Environment

To extend Bush Ranger cadets' knowledge of the craft of interpretation and to develop further their skills in leading activities that interpret the natural environment.

Expectations

Minimum 75% attendance to Thursday after school sessions (3:00-5:00pm)

Completion of all modules in a Level before moving to next.

More Information

Please speak to Mrs Wilkins, Unit Leader of the Baldivis Secondary College Bush Ranger Cadet Unit. Enrolment is open only at the beginning of Semester One and Two of each year.

Mock Trial Program

Open to Year 10, 11 and 12

This prestigious inter-school competition is coordinated by the Law Society of Western Australia. Each team, prosecution and defence, must work through a simulated court case surrounding a fictitious legal matter (however, they are based on real life Western Australian legal cases). Within the team, Year 10, 11 and 12 students take the roles of barristers, solicitors, witnesses and court staff and present a case before a judge in a real court room, at the Supreme Court located in Perth.

The Competition helps to enhance students' skills in analytical thinking, problem solving, presenting information in a structured way, public speaking, and working as a team.

The Competition is a SCSA endorsed programme, so students can achieve WACE accreditation through participation in the mock trials. In order to achieve this accreditation, students must participate in all rounds and meetings of the process.



WPL Workplace Learning Program

Are you looking to develop employability skills or gain valuable industry experience?



The Authority Developed Workplace Learning Program is a program of learning endorsed by the School Curriculum and Standards Authority to contribute towards the WACE. It provides an opportunity for a student to demonstrate, and develop increasing competence in, the core skills for work, often referred to as generic, transferable or employability skills. A student learns to apply and adapt the workplace skills that are necessary to understand and carry out different types of work, and that play a key role in lifelong learning.

Job opportunities

Developing competence in workplace skills assists an individual to gain employment and, in the longer term, to progress within the organisation or industry area in which they are employed, and to contribute successfully to the organisation's objectives and to the wider community. Students obtain work placements in a whole range of exciting and diverse industry areas.



Entry Requirements

Workplace Learning is part of the External Training Pathway at Baldivis Secondary College. Students must elect and be accepted into the 4 day program. They will attend school 4 days per week and one day per week they will be out in the workforce completing the program. This course is aimed at Year 11 and 12 students on Good Standing. It is a condition of entry into the program that a Work Readiness Workbook and WorkSmart Certificates are completed at the end of Year 10.



More Information

Contact the Pathways Team in the Administration Building to find out more

Units of Competency studied in this course

Successful completion of the course will result in 4 C grades over years 11 and 12. Requirements for the course are to complete:

- A Work Readiness Program
- Student Induction
- WorkSmart Certificate
- Verified and completed Logbook
- 4 Skills Journals/Employment workbooks

The Skills Journals cover the following topics:

Navigate the World of Work

- a. Manage career and work life
- b. Work with roles, rights and protocols

Interact with others

- a. Communicate for work
- b. Connect and work with others
- c. Recognise and utilise diverse perspectives

Get the work done

- a. Plan and organise
- b. Make decisions
- c. Identify and solve problems
- d. Create and innovate
- e. Work in a digital world

Further Study Opportunities

Completion of the Workplace Learning program can lead to :

- A School Based Traineeship or Apprenticeship
- Paid part time or full-time work
- Invaluable employability skills and experience to assist with Job applications and resumes
- Improved competitiveness for TAFE and other RTO course enrolments



Externally Delivered Endorsed Programs

Please use this [link](#) to access a list of all available Endorsed Programs.



School Curriculum
and Standards
Authority

ENDORSED PROGRAMS

The Western Australian Certificate of Education



Other Learning for Senior Secondary Students

An endorsed program is a significant learning program that has been developed by a school, community organisation or private provider, and endorsed by the School Curriculum and Standards Authority (Authority) for students in Years 10, 11 and 12.

These programs offer a range of activities not covered by traditional school courses or vocational education and training.

They include extra-curricular learning and workplace learning.

WACE Recognition

Achievement of endorsed programs can contribute to the Western Australian Certificate of Education (WACE) requirements and will be reported on the student's Western Australian Statement of Student Achievement (WASSA).

Flexible Delivery

Endorsed programs can be delivered in or out of school by schools or private providers such as community organisations, training institutions, universities or workplaces.

Evidence of Learning

Some programs provide a statement of attainment, qualification, academic transcript, certificate or award as evidence of learning.

Other programs require the student to create a portfolio of evidence to demonstrate what the student has learnt.

© School Curriculum and Standards Authority
Street address: 303 Sevenoaks Street, CANNINGTON WA 6107
Postal address: PO Box 816, CANNINGTON WA 6987
Phone: (08) 9273 6300

facebook.com/scsawa

twitter.com/scsawa

www.scsa.wa.edu.au

info@scsa.wa.edu.au



Examples of Endorsed Programs

- Workplace Learning
- Community Service
- Cadets WA (e.g. Air Force, Army, Navy, Police Rangers, Emergency Services and Bush Rangers)
- Surf Life Saving WA certificates and awards
- Music and Speech and Drama examinations (e.g. Australian Music Examinations Board, Trinity College London)
- Information Technology programs (e.g. Cisco, Certiport)
- Service clubs (e.g. Leos, Interact)
- Diver certificates (e.g. PADI, Scuba Schools International)
- Awards WA Inc.
- Off-campus enrichment programs (e.g. international maths or science competitions, intercultural exchange programs, Premier's ANZAC tour)
- University enabling programs

To view the complete list of endorsed programs, go to <https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/endorsed-programs>.

Selecting Programs

Schools may offer students endorsed programs selected from the list on the Authority website.

Detailed information about each endorsed program is also provided on the website.

Schools can also advise the Authority of student achievement in endorsed programs undertaken outside of school. It may be possible for this achievement to contribute to the student's WACE and be reported on their WASSA.

While most programs can be undertaken by any Year 10, 11 or 12 student, some have been endorsed for a specific group of students, school or education network.

Students participating in endorsed programs outside of school should discuss this with their school.

Application for Endorsement

Schools and private providers can apply to the Authority for endorsement of programs they have developed.

To be eligible for endorsement, a program must:

- involve a series of lessons, classes and/or activities with a common goal or set of learning outcomes
- provide opportunities for students to present evidence of achievement
- not duplicate existing WACE courses.

The application forms can be accessed from the Authority website at <https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/endorsed-programs>.

FOR MORE INFORMATION

If you have a query or need assistance in completing an application for endorsement, phone (08) 9273 6751 or email endorsed@scsa.wa.edu.au

Baldivis Secondary College Clubs

2021

BSC CLUBS

If you have an idea for a different club, come to Student Services and discuss it with Leigh

M o n d a y s

Morning Fitness	6:30-7:30am	Fitness Centre	Mr Morris
Breakfast Club	7:30-8:15am	01-201	Alison – Chaplain
The Cube	Recess/Lunch	03-109 Cube	Mr Purcell, Ms Stewart
ATAR Study Club	Lunch	D10	Ms Lloyd
Multicultural Alliance	Lunch	D9	Ms Franc
Minecraft Club	Lunch	01-107	Mr Cheng
Digital Technology Learning Hub	Lunch	03-105	Mr Ward
Dungeons and Dragons	3:00-4:00pm	D16	Mrs Power
Creative Writing Club	3:00-4:00pm	D16	Mrs Power

T u e s d a y s

Morning Fitness	6:40-7:30am	Fitness Centre	Mr Morris
Baldivis Bean	Lunch	01-203	Ms Sheldon/Ms Harrison
Art Club	Lunch	01-103	Ms Barlow
Digital Technology Learning Hub	Lunch	03-105	Mr Bester
Academic Alliance	2:45-3:45pm	Library	Mr Morgan
Stitched Up – Sewing Club	2:45pm-4:00pm	D1	Alison Chaplain

W e d n e s d a y s

Running Club	6:30-7:30am	Sports Hall	Mr Morris
Morning Fitness	6:30-7:30am	Fitness Centre	Mr Morris
Breakfast Club	7:30-8:15am	01-201	Alison – Chaplain
Minecraft Club	Lunch	01-107	Mr Cheng
ATAR Study Club	Lunch	D7	Mr Stott
Chess	Lunch	07-107	Mr Stott
Digital Technology Learning Hub	Lunch	03-105	Mr Johnston
Warhammer	2:45-4:30pm	07-104	Leigh – Youth Worker

T h u r s d a y s

Morning Fitness	6:30-7:30am	Fitness Centre	Mr Morris
ADF Milo Club	Recess	01-201	Ang – ADF Mentor
Digital Technology Learning Hub	Lunch	03-105	Mr Brennan
Music/Singing Club	Lunch	07-109	Mrs Branch
Nursery Club/Sustainability Team	Lunch	07-105	Ms Johnson
NC Gamers	2:45-3:45pm	03-101	Mr Wilson
Bushrangers	3:00-5:00pm	Stens@Sports Hall	Mrs Wilkins

F r i d a y s

Running Club	6:30-7:30am	Sports Hall	Mr Morris
Morning Fitness	6:30-7:30am	Fitness Centre	Mr Morris
Breakfast Club	7:30-8:15am	01-201	Alison – Chaplain
ATAR Study Club	7:30-8:15am	05-102	Mr Hunter
The Cube	Recess and Lunch	03-109 – The Cube	Mr Purcell, Ms Stewart
Digital Technology Learning Hub	Lunch	03-105	Mr Sweeney
Knitting Club	Lunch	D1	Alison – Chaplain
Green Team	Lunch	03-207	Ms Shepley
Table Tennis	Lunch	Sports Hall	Leigh