



**BROOME**  
SENIOR HIGH SCHOOL

2026

Year 11 and 12

# Curriculum Handbook

*Information for subject selections in 2026*



## Introducing Broome Senior High School

Broome Senior High School stands out as a leading school, delivering quality secondary education in the Kimberley region of Western Australia. Recognised for its academic excellence, Broome Senior High School consistently achieves high results and awards for outstanding student performance, exceptional teaching and strong leadership. As a member of the Broome Cluster of Independent Public Schools, we offer quality education from Kindergarten through to Year 12.

Our mission is to prepare your child for a successful future, equipping them to thrive in a dynamic and evolving world. Our expert teachers and rigorous curriculum provide students with various pathways, including Vocational Education and Training (VET) qualifications, attainment of an Australian Tertiary Admission Rank (ATAR) or entry into the workforce. We offer an inclusive and diverse curriculum that accommodates all learning styles and abilities, allowing students to pursue their interests and face challenges that inspire growth.

Our comprehensive subject offerings with quality face-to-face teaching span the following Learning Areas:

- Aboriginal Education
- English
- Humanities and Social Science
- Science
- Mathematics
- Technology and Enterprise
- Arts
- Physical Education
- Career & Vocational Education
- Languages (Yawuru and Indonesian)\*

*\*Additional language options are available through the School of Isolated & Distance Education (SIDE).*

## How to use this handbook

This handbook has been prepared to provide students entering Years 11 and 12 with sufficient information to select appropriate subjects for the next academic year and summarises what you need to know about the WACE (Western Australian Certificate of Education) and graduating from school.

If you are entering Year 11, this will be the first year that you have complete control over the subjects you select in order to best match your interests and strengths and to meet your career pathway needs.

This handbook presents a summary of subjects available at Broome Senior High School and other vital information necessary to make decisions about your senior schooling.

To make the best choices:

**Read this handbook:** Sounds simple, but unless you actually read this handbook you won't make the best choices you can.

**Share this handbook with your parents/carers:** It's important that your parents/carers are aware of the information in this handbook and you involve them in the decisions you make.

**From there discuss your options with your Year Leader:** Your Year Leader is the first person at school to discuss your decisions with. They will guide you through the school processes and/or the other people you might need to see.

**Finally, think very carefully about the choices you make:** Think about what you want to do after you finish Year 12. If you have a set pathway in mind, think about the subjects that will get you there. If you're not sure yet (which is okay) pick subjects that will maximise your choices at the end of Year 12. Either way it is very important that you leave as many doors open as possible at the end of Year 12. Pick a pathway that is challenging and one that you will achieve success in. Use teacher recommendations as a guide and understanding that your teachers are generally correct.

This is your future. Your education will determine the quality of life you have. Choose well, set your goals high and do the very best you can – be the best you can be.

## Year 11 and 12 Course Charges and Extra Cost Options

All Year 11 and 12 courses attract a charge and the estimated cost for each subject is included in this booklet.

**Please note payment of these subject charges is compulsory, not voluntary.**

There will be additional charges in some courses where extra cost activities are part of the Year 11 and 12 educational program such as excursions and camps that students are expected to attend.

In December of the year prior to the commencement of Year 11, the parent or guardian will receive an information pack which includes the updated additional cost charges, textbook list, personal items list and a statement of the course charges. A payment of 30% is required prior to the commencement of the school year and payment must be finalised by the end of Term One unless an agreed payment plan has been negotiated and commenced.

Payment options are available if necessary and arrangements can be made through the Manager Corporate Services.

### SECONDARY ASSISTANCE SCHEME

Financial assistance for course charges and uniforms is available for holders of Centrelink Family Health Care or Pensioner Concession cardholders and information and application forms are available through the school administration office from the beginning of the school year. Applications close at the end of Term One each year.

### TEXTBOOKS

Some subjects require the purchase of textbooks and other resources and it is essential that these be purchased if it is a requirement of the subject to ensure the success of students.

For further information regarding school charges please contact the school on 9195 3100.

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For further information and materials relating to Year 11 and 12 courses for 2026 please consult the School Curriculum and Standards Authority website:

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



## Western Australian Certificate of Education (WACE) requirements

The Western Australian Certificate of Education (WACE) is awarded by the School Curriculum and Standards Authority (The Authority) to secondary school students who satisfy its requirements.

To achieve WACE you must satisfy the following:

- demonstrate a minimum standard of literacy and a minimum standard of numeracy based on the skills regarded as essential for individuals to meet the demands of everyday life and work in a knowledge-based economy
- complete a minimum of 20 units or equivalents as described below
- complete
  - at least four Year 12 ATAR courses<sup>1</sup>, or
  - at least five Year 12 General courses<sup>2</sup> and/or ATAR courses or equivalent<sup>3</sup>, OR
  - a Certificate II<sup>4</sup> (or higher<sup>5</sup>) VET qualification in combination with ATAR, General or Foundation courses.

1 *In the context of ATAR courses in the WACE, the term 'complete' requires that a student sits the ATAR course examination or has an approved Sickness/Misadventure Application for not sitting the examination in that course. Students who do not sit the ATAR course examination will not have a course mark or grade recorded on their WASSA, nor will they receive an ATAR course report.*

*Note: for ATAR courses with practical components, students must complete both the written and practical examinations.*

2 *Foundation courses do not contribute to meeting the WACE achievement requirement with this option. Where students are not undertaking a program of study of either at least four Year 12 ATAR courses or at least five Year 12 General courses and/or ATAR courses, these students must also complete a Certificate II or higher to achieve the WACE.*

3 *Up to two units from endorsed programs can be used to meet this requirement.*

4 *In the context of VET in the WACE, the term 'complete' requires that a student has been deemed competent in all units of competency that make up a full qualification.*

5 *The partial completion of a Certificate III or higher VET qualification may meet this requirement according to predetermined criteria by The Authority.*

### Literacy and Numeracy Achievement

There are two parts to demonstrating competence in literacy and numeracy. Firstly, you are required to complete two Year 11 English units and a pair of Year 12 English units.

Secondly, you must demonstrate that you have met the minimum standard for literacy and numeracy, which is based on skills regarded as essential for individuals to meet the demands of everyday life and work.

You can demonstrate the minimum standard:

- through The Authority's Online Literacy Numeracy Assessment (OLNA), or
- if you achieve at the cutpoint score or above in your Year 9 NAPLAN, Reading, Writing and Numeracy tests.

Further information about determining student prequalification from a NAPLAN individual student report is available in the [OLNA and Prequalification through Year 9 NAPLAN: Information for Parents/Carers and Schools](#) brochure.

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

If you have a language background other than English and arrived from overseas in the past year, you may be able to delay sitting the OLNA. You should discuss your options with your Year Leader. Disability provisions are available for students with significant conditions which may severely limit their capacity to participate in the OLNA. These students, after discussions with parents/carers and the school, may choose not to sit the OLNA. However, this would mean that these students could not achieve the WACE. Students and families should discuss their options with their Year Leader or Deputy Principal.

### Breadth and depth requirement:

Students must complete a minimum of 20 units, which may include unit equivalents attained through VET and/or endorsed programs. To meet this requirement, students must complete at least:

- a minimum of ten Year 12 units or the equivalent
- four units from an English learning area course, post-Year 10, including at least one pair of Year 12 units from an English learning area course
- one pair of Year 12 course units from each of List A (Arts/Languages/Social Sciences) and List B (Mathematics/Science/Technology). [See Page 9](#).

## Achievement standard requirement:

Students must achieve at least 14 C grades or higher (or the equivalent, see below) in Years 11 and 12 units, including at least six C grades (or equivalents) in Year 12 units, to meet the WACE requirements.

Students completing the WACE, must complete:

- at least four Year 12 ATAR courses, or
- at least five Year 12 General courses (or a combination of General and up to three Year 12 ATAR courses or equivalent), or
- a Certificate II (or higher) VET qualification in combination with ATAR, General or Foundation courses.

## Unit equivalents

The WACE requirement for at least 20 units and at least 14 C grades may be met partly through unit equivalents. These are units within VET and endorsed programs of least 55 nominal hours. They are known as unit equivalents because they are considered equivalent to one unit of a Year 11 or a Year 12 course.

You can obtain unit equivalents through VET qualifications and/or endorsed programs. The maximum number of unit equivalents available through VET and endorsed programs is four Year 11 units and four Year 12 units.

Students may obtain unit equivalence as follows:

- up to eight unit equivalents through completion of VET programs, or
- up to four unit equivalents through completion of endorsed programs, or
- up to eight unit equivalents through completion of a combination of VET and endorsed programs, but with endorsed programs contributing no more than four unit equivalents (two Year 11 units and two Year 12 units).

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

### VET qualifications:

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

For endorsed programs, unit equivalence is identified on the Authority's approved list of endorsed programs.

## Types of WACE Courses

There are five types of courses offered at Broome Senior High School.

**ATAR courses** are typically for students who are aiming to enrol in University direct from school. These courses contribute to the achievement of an Australian Tertiary Admission Rank (ATAR). All students seeking an ATAR will need to complete a minimum of four Year 12 ATAR courses, and will need to sit external exams.

**GENERAL courses** are typically for students aiming to enter further vocational-based training or the workforce straight from school. These courses are not externally examined but are assessed with an externally set task (EST) which is set by The Authority. General courses may be used for alternative entry to some university courses. Information about alternative entry should be sought directly from universities

**FOUNDATION courses** provide a focus on functional literacy and numeracy skills, practical work-related experience and the opportunity to build personal skills that are important for life and work. These courses are for students who have not been able to demonstrate the minimum standard for literacy and/or numeracy before Year 11 and are unlikely to do so before the end of Year 12 without significant levels of support.

**VET (Vocational Education and Training) courses** are for students who are aiming to enter further training or the workforce directly from school. VET industry specific courses may contribute to the WACE through credit transfer of unit equivalents.

**ENDORSED courses** provide access to areas of learning not covered by WACE courses or VET programs and contribute to the WACE as unit equivalents. Endorsed programs are for students wishing to participate in programs which are delivered in a variety of settings by schools, workplaces, universities and community organisations.

You can mix and match these options to provide yourself with the best platform to meet the requirements to achieve your WACE and for life beyond school.

## Achievement of a WACE

ATAR, General, Foundation, VET programs and ENDORSED programs all contribute to the achievement of a WACE. (Preliminary course units do not contribute to the achievement of a WACE.).

### At least one Year 12 course from List A and List B:

WACE courses are grouped into *List A* (Arts/Languages/Social Sciences) and *List B* (Mathematics/Science/Technology). Students studying for a WACE are required to select at least one Year 12 course from each of List A and List B.

### Appendix 1: List A and List B subjects

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

#### List A (arts/languages/social sciences)

Course	Code	Course	Code
Aboriginal and Intercultural Studies	AIS	Humanities and Social Sciences in Action <sup>‡</sup>	HAS
Aboriginal Languages of Western Australia <sup>‡</sup>	ABL	Indonesian: Background Language <sup>†</sup>	IBL
Agribusiness <sup>†</sup>	AGB	Indonesian: Second Language	IND
Ancient History	HIA	Italian: Background Language <sup>*†</sup>	ITB
Arabic <sup>*</sup>	ARA	Italian: Second Language	ISL
Auslan <sup>*</sup>	AUS	Japanese: Background Language <sup>*†</sup>	JBL
Business Management and Enterprise	BME	Japanese: Second Language	JSL
Career and Enterprise <sup>§</sup>	CAE	Korean: Background Language <sup>†</sup>	KOB
Careers and Employability <sup>‡</sup>	CEM	Korean: Second Language <sup>†</sup>	KOR
Children, Family and the Community <sup>‡</sup>	CFC	Literature <sup>†</sup>	LIT
Chinese: Background Language <sup>*†</sup>	CBL	Media Production and Analysis	MPA
Chinese: First Language <sup>*†</sup>	CFL	Modern Greek <sup>*</sup>	GRE
Chinese: Second Language	CSL	Modern History	HIM
Dance	DAN	Music	MUS
Drama	DRA	Philosophy and Ethics <sup>†</sup>	PAE
Economics <sup>†</sup>	ECO	Polish <sup>*</sup>	POL
English	ENG	Politics and Law <sup>†</sup>	PAL
English as an Additional Language or Dialect	ELD	Punjabi: Background Language <sup>*†</sup>	PBL
French: Background Language <sup>*†</sup>	FBL	Punjabi: Second Language <sup>†</sup>	PSL
French: Second Language	FSL	Religion and Life	REL
Geography	GEO	Russian <sup>*</sup>	RUS
German: Background Language <sup>*†</sup>	GBL	Sinhala <sup>*</sup>	SIN
German: Second Language	GSL	Tamil: Background Language <sup>*†</sup>	TBL
Health Studies	HEA	Tamil: Second Language <sup>†</sup>	TML
Hebrew <sup>*</sup>	HEB	Turkish <sup>*</sup>	TUR
Hindi: Background Language <sup>*†</sup>	HBL	Visual Arts	VAR
Hindi: Second Language <sup>†</sup>	HDI		

## List B (mathematics/science/technology)

Course	Code	Course	Code
Accounting and Finance	ACF	Human Biology	HYB
Agricultural Science and Technology <sup>†</sup>	AST	Marine and Maritime Studies	MMS
Animal Production Systems <sup>‡</sup>	APS	Materials Design and Technology	MDT
Applied Information Technology	AIT	Mathematics <sup>§</sup>	MAT
Automotive Engineering and Technology <sup>†</sup>	AET	Mathematics Applications <sup>†</sup>	MAA
Aviation	AVN	Mathematics Essential <sup>‡</sup>	MAE
Biology <sup>†</sup>	BLY	Mathematics Methods <sup>†</sup>	MAM
Building and Construction <sup>‡</sup>	BCN	Mathematics Specialist <sup>†</sup>	MAS
Chemistry	CHE	Outdoor Education	OED
Computer Science	CSC	Physical Education Studies	PES
Design	DES	Physics <sup>†</sup>	PHY
Earth and Environmental Science <sup>†</sup>	EES	Plant Production Systems <sup>‡</sup>	PPS
Engineering Studies	EST	Psychology	PSY
Food Science and Technology	FST	Science in Practice <sup>‡</sup>	SIP
Health, Physical and Outdoor Education <sup>§</sup>	HPO		

\*To count as a List A subject, these courses must be studied at a registered school/provider or at a community organisation through a registered school or provider. Where a student is enrolled in the examination for one of these courses as a non-school candidate, the course does not count for the WACE unit completion or breadth of study requirements.

<sup>†</sup>This course is available as an ATAR course only.

<sup>‡</sup>This course is available as a General course only.

<sup>§</sup>This course is available as a Foundation course only.

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

Courses not available at Broome Senior High School may be available through the School of Isolated & Distance Education (SIDE).

## Senior Secondary Graduation

At the end of senior secondary schooling, all students who have satisfactorily completed any WACE course units, VET certificates or endorsed programs will receive a folio of achievement.

### This folio may include one or more of the following:

- WACE
- WASSA
- WACE course report (ATAR courses only)
- Award certificates achieved

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

### The WASSA formally records, where appropriate:

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

### The WACE ATAR course report (ATAR courses only)

#### records:

- school grades
- school marks
- raw examination marks
- standardised examination marks
- WACE combined mark
- Statewide distribution of combined marks
- the number of candidates receiving a combined mark in the pair of units

A course that has a practical examination component will have the written and practical marks reported separately.

## School assessment

### Grades and school marks

To be assigned a grade in a WACE unit pair, you must have had the opportunity to complete the education and assessment programs for the unit, unless there are exceptional circumstances that are acceptable to the school.

Teachers of Year 11 and Year 12 students submit results to The Authority at the end of the school year based on assessments such as classroom tests, in-class work, assignments, practical work and examinations.

You will receive a grade A, B, C, D or E for each unit pair you have completed, except for Preliminary (P) units, which are not graded. The notation of 'U' can be used for non-final year students who, for reasons acceptable to the school, do not complete the assessment program. Only students who will be returning the following year to complete the assessment program can be awarded a 'U' notation.

You will also receive a school mark in the range 0 to 100 for each unit pair of an ATAR or General course (except Preliminary) you complete.

In Year 11 there may be occasions when you need to change your course enrolment at the completion of Semester 1 (e.g. you may nominate to transfer from an ATAR course to a General course). Only in these cases will you receive a grade and mark for each individual unit you have completed.

You will receive a 'completed' status instead of a grade for VET Certificates. The notation 'completed' counts the same as a C grade. If you do not complete the requirements of a VET Certificate you will be awarded a 'U' notation (see above) and WACE credit may contribute as VET unit equivalence, depending on how much of the certificate you have finished.

A completed endorsed program is allocated one, two, three or four unit equivalents.

### Adjustment of grades and school marks

During the school year, The Authority uses several procedures to ensure that the grades awarded by different schools are comparable.

Grades assigned by teachers are based on The Authority's grade descriptors for each course. The grades you receive from your school are provisional until confirmed by The Authority. You will be advised in writing if any changes are made to your provisional grades during the approval process. The Authority adjusts the grades assigned by a school only in exceptional circumstances.

## Externally set tasks (EST)

An EST is a common task that all students enrolled in a General course and a Foundation course will do in Semester 1 of Year 12. The task is set by The Authority, completed by students under test conditions, and is worth 15 per cent of the final mark for that pair of units. ESTs are marked by your teacher using a marking key provided by The Authority. Preliminary courses do not include ESTs.

### Authenticity of work

It is imperative that all work you submit for school assessment is your own. Any material that is included in your work that is not your own must be acknowledged appropriately.

The Broome Senior High School Upper School Assessment Policy outlines the penalties for submitting another's work as your own. Work which could not be considered your own could include, but not limited to:

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

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

### Review of school assessments

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

## ATAR examinations

The Authority sets, administers and marks ATAR examinations for ATAR Units 3 and 4 (Year 12) in all courses.

Each ATAR examination assesses the specific content, understandings, knowledge and skills described in the syllabus for the pair of units studied. Each syllabus is available on the relevant course page of The Authority website at <https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials>

All ATAR examinations have written papers and some also include practical, oral, performance or portfolio examinations. The practical ATAR examinations are held in the first week of the Term 3 school holidays, on weekends and the Queen's Birthday public holiday and during the second and third weeks of Term 4. Written examinations will start on the first Monday in November.

ATAR examinations provide students and the wider community with confidence about the standards achieved at the end of Year 12. They also make it possible to compare the achievement of students, regardless of the school attended.

### Enrolling in examinations

When you enrol in a Year 12 ATAR course, you will be automatically enrolled to sit the ATAR examination in that course.

If you are applying for university admission, you should check that your course selections meet the entry requirements. University admission information is available on the TISC website at [www.tisc.edu.au](http://www.tisc.edu.au)

### Special examination arrangements

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

## Exhibitions and awards

Exhibitions and awards are granted by The Authority to senior secondary students studying the School Curriculum and Standards Authority courses and vocational education and training (VET). The awards recognise individual excellence at the end of senior secondary schooling. Both general educational excellence and course-specific excellence are recognised.

Your achievements in Years 11 and Year 12 will be used to determine if you are granted an award by The Authority. Full details regarding exhibitions and awards are available on The Authority website at <https://senior-secondary.scsa.wa.edu.au/certification/exhibitions-and-awards>

### Eligibility for exhibitions and awards

To be eligible to achieve an award, a student must:

- be an Australian citizen or a permanent resident of Australia.
- have been enrolled as a full-time student in a registered secondary school.
- have satisfied the requirements for a WACE at the time of the determination of the award/exhibition (except for subject exhibitions and subject certificates of excellence).

Special general awards, special ATAR subject awards, special VET awards and special subject certificates of excellence may be awarded to students who do not meet the general eligibility criteria.

### Peak awards

Two peak awards are granted, one recognising outstanding academic achievement (Beazley Medal: WACE) and another recognising outstanding achievement in Vocational Education and Training (Beazley Medal: VET).

**Beazley medal - WACE:** is awarded for excellence to the eligible student who achieves the top WACE award score which is used to rank students for general exhibitions.

**Beazley medal - VET:** is awarded to the eligible student who has demonstrated the most outstanding performance in a VET Certificate II or higher and in their other WACE achievements.

## Awards for outstanding achievement

### General exhibitions

Fifty awards known as general exhibitions are awarded to eligible students who obtain the fifty highest WACE award scores. General exhibitions are awarded to recognise outstanding academic achievement in Year 12 ATAR courses with examinations set by The Authority.

### General exhibition (ATSI)

One award, known as the general exhibition (ATSI), may be awarded to the Aboriginal and Torres Strait Islander student who is eligible and achieves the highest WACE award score. To be eligible for this award, the student must be an Aboriginal or Torres Strait Islander as per Australian Bureau of Statistics. A student may receive both a general exhibition and the general exhibition (ATSI).

### Special general award

A special general award is presented to students not eligible for the award of a general exhibition because they have not satisfied the general criteria for eligibility, but who have otherwise achieved the requirements for the award of a general exhibition and whose WACE award score is not below the lowest score for which a general exhibition is awarded.

## Awards for outstanding achievement in an ATAR course

These awards relate to ATAR courses only.

### Course exhibitions (ATAR courses)

A course exhibition may be awarded to the eligible student obtaining the highest examination mark for each ATAR course with an examination set by The Authority, provided that at least 100 candidates sat the examination. To be eligible for a course exhibition, the student must have completed the pair of Year 12 units in the course in the year of the award and have not previously sat the ATAR course examination for that course.

### Special course awards (ATAR courses)

A special course award may be presented to a candidate not eligible for a course exhibition because they have not satisfied the general criteria for eligibility but who have otherwise achieved the requirements for a course exhibition.

### ***Certificates of excellence (ATAR courses)***

Certificates of excellence are awarded to eligible candidates who are in the top 0.5 per cent of candidates in each ATAR course examination set by The Authority, based on the examination mark, or the top two candidates (whichever is the greater) in a course where at least 100 candidates sit the ATAR course examination. The number of certificates of excellence issued for each course is based on the number of candidates who sit the ATAR course examination. Where a course includes both written and practical components, the examination mark will be determined using an appropriate statistical process to combine the two examination marks.

To be eligible for a certificate of excellence, the student must have completed the pair of Year 12 units in the course in the year of the award and have not previously sat the WACE examination for that course.

### ***Special certificate of excellence (ATAR courses)***

A special certificate of excellence is awarded to candidates not eligible for the award of a certificate of excellence because they have not satisfied the general criteria for eligibility, but who have otherwise achieved the requirements for the award of a certificate of excellence. It will be awarded only to candidates who are in the top 0.5 per cent of candidates who sit the ATAR course examination.

### **Awards for outstanding achievement in VET**

#### ***VET exhibitions***

A VET exhibition may be awarded to the eligible student who has demonstrated the most outstanding performance in an Australian Qualifications Framework VET Certificate II or higher and in their other course achievements. The student who is ranked first in the selection process for a VET certificate of excellence will be awarded the VET exhibition in that industry area.

#### ***Special VET awards***

A special VET award may be presented to a student not eligible for the VET exhibition because they have not satisfied the general criteria for eligibility but who have otherwise achieved the requirements for a VET exhibition. Only one award will be available in an industry area.

### ***VET Certificates of excellence***

Certificates of excellence may be awarded to eligible Year 12 students who complete an Australian Qualifications Framework VET Certificate II or higher in one of the nine industry areas. The units of competency achieved for the certificate may have been undertaken in VET industry specific courses or VET credit transfer programs.

Training package industry areas in which certificates of excellence may be granted are:

- Automotive, Engineering and Logistics
- Business and Financial Services; Information and Communications Technology
- Community Services, Health and Education
- Construction Industries
- Creative Industries
- Primary, Environmental and Animal Care Industries
- Sport, Recreation and Public Safety
- Tourism, Hospitality and Events
- Retail and Personal Services.

Applications will only be accepted for current qualifications or superseded qualifications that are undergoing an approved transition period.

### ***Special VET Certificate of excellence***

A special certificate of excellence (VET) may be presented to a student not eligible for the certificate of excellence (VET) because they have not satisfied the general criteria for eligibility but who have otherwise achieved the requirements for a certificate of excellence (VET).

### ***Certificates of merit and of distinction***

Certificates of merit and certificates of distinction recognise student achievement in the WACE and are dependent on the degree of difficulty of the courses and programs undertaken together with the student's level of achievement. These awards will be based on the grades awarded to students by their schools.

A certificate of merit or a certificate of distinction is to be awarded to each eligible student who obtains:

- Certificates of merit : 150–189 points
- Certificates of distinction: 190–200 points

# COURSE SUMMARIES

## YEARS 11 AND 12

The following section presents a summary of the courses available in 2026 at Broome Senior High School for Year 11 and 12.

ATAR, General and Foundation level courses as well as Certificate Courses and Endorsed programs as defined in the tables below are all expanded on in their Learning Areas on the following pages.

*Please note: it may not be possible to timetable some courses if they are chosen by a very small number of students and certain combinations may also not be possible where particular courses are timetabled to run at the same time. Where this occurs students will be re-counselled.*

For further information and materials relating to Year 11 and 12 courses for 2026 please consult the School Curriculum and Standards Authority website:

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

	ATAR Courses	LIST	Page
ENGLISH	English	A	<a href="#">17</a>
	English as an Additional Language	A	<a href="#">18</a>
HaSS	Modern History	A	<a href="#">22</a>
	Geography	A	<a href="#">22</a>
	Economics	A	<a href="#">23</a>
	Politics and Law	A	<a href="#">23</a>
MATHS	Mathematics Methods	B	<a href="#">25</a>
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For more information regarding English courses, please see the Head of Learning Area - English, Ms Denise Shillinglaw.

All students in Year 11 and 12 are required to complete four units of English over two years to contribute to their graduation; regardless of their pathway. Students must complete at least two of those units in Year 12. A minimum number of C grades will contribute to the required number of grades which count towards WACE graduation.



### ATAR English

The English ATAR course focuses on developing students' analytical, creative, and critical thinking and communication skills in all language modes, encouraging students to critically engage with texts from their contemporary world, the past, and from Australian and other cultures.

#### Unit 1 (Year 11)

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

#### Unit 2 (Year 11)

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.

(AEENG) Year 11 Estimated Cost: \$80.00

#### Unit 3 (Year 12)

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.

#### Unit 4 (Year 12)

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.

(ATENG) Year 12 Estimated Cost: \$80.00

### ATAR English as an Additional Language or Dialect (EAL/D)

The EAL/D courses are designed for students who speak another language or dialect as their first or 'home' language. EAL/D focuses on development of the competent use of Standard Australian English (SAE) in a range of contexts. The EAL/D ATAR course develops academic English skills to prepare students for tertiary study.

#### Unit 1 (Year 11)

Unit 1 focuses on investigating how language and culture are interrelated and expressed in a range of contexts. A variety of oral, written and multimodal texts are used to develop understanding of text structures and language features. The relationship between these structures and features and the context, purpose and audience of texts is explored.

#### Unit 2 (Year 11)

Unit 2 focuses on analysing and evaluating perspectives and attitudes presented in texts and creating extended texts for a range of contexts. SAE language skills for effective communication in an expanding range of contexts are consolidated.

**(AEELD) Year 11 Estimated Cost: \$80.00**

#### Unit 3 (Year 12)

Unit 3 focuses on analysing how language choices are used to achieve different purposes and effects in a range of contexts. SAE language skills are developed so that they can be used to describe, inform, express a point of view and persuade for different purposes and audiences. The representation of ideas, attitudes and values and how these vary across cultures and within different contexts, particularly the Australian context, is analysed and evaluated.

#### Unit 4 (Year 12)

Unit 4 focuses on analysing, evaluating and using language to represent and respond to issues, ideas and attitudes in a range of contexts. By extending and consolidating language and communication skills, critical use of SAE for a range of contexts, purposes and audiences is developed.

**(ATELD) Year 12 Estimated Cost: \$80.00**

### GENERAL English

The English General course focuses on consolidating and refining the skills and knowledge needed by students to become competent, confident and engaged users of English in everyday, community, social, further education, training and workplace contexts. The course is designed to provide students with the skills to succeed in a wide range of post-secondary pathways by developing their language, literacy and literary skills.

#### Unit 1 (Year 11)

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

- learn to interact with others in a range of contexts, including everyday, community, social, further education, training and workplace contexts
- communicate ideas and information clearly and correctly in a range of contexts
- apply their understanding of language through the creation of texts for different purposes.

#### Unit 2 (Year 11)

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

- analyse text structures and language features and identify the ideas, arguments and values expressed
- consider the purposes and possible audiences of texts
- create texts using persuasive, visual and literary techniques to engage audiences in a range of modes and media.

**(GEENG) Year 11 Estimated Cost: \$80.00**

**Unit 3 (Year 12)**

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

- examine relationships between context, purpose and audience in different language modes and types of texts, and their impact on meaning
- consider how perspectives and values are presented in texts to influence specific audiences
- learn how to communicate logically, persuasively and imaginatively in different contexts, for different purposes, using a variety of types of texts.

**Unit 4 (Year 12)**

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

- explore how ideas, attitudes and values are presented by synthesising information from a range of sources to develop independent perspectives
- 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

**(GTENG) Estimated Cost: \$80.00**

**GENERAL English as an Additional Language or Dialect**

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

**Unit 1 (Year 11)**

Unit 1 focuses on responding to and creating extended texts in familiar contexts in SAE. Language skills for effective communication in SAE in most social, familiar and some community situations are developed. The unit will enable students to create extended oral, written and multimodal texts with a degree of accuracy in structure, language and register.

**Unit 2 (Year 11)**

Unit 2 focuses on responding to and creating connected extended texts in personal, social, community and workplace contexts in SAE. The ability to use SAE language skills to communicate for a range of purposes is evident in the creation of oral, written and multimodal texts required in the workplace and some academic contexts.

**(GEELD) Estimated Cost: \$80.00**

**Unit 3 (Year 12)**

Unit 3 focuses on investigating how language and culture are interrelated and expressed in a range of contexts. A variety of oral, written and multimodal texts are used to develop understanding of text structures and language features. The relationship between these structures and features and the context, purpose and audience of texts is explored.

**Unit 4 (Year 12)**

Unit 4 focuses on analysing and evaluating perspectives and attitudes presented in texts and creating extended texts for a range of contexts. SAE language skills for effective communication in an expanding range of contexts are consolidated. Attitudes, values and culturally based assumptions within texts are identified, analysed and compared.

**(GTELD) Estimated Cost: \$80.00**

### **FOUNDATION English as an Additional Language or Dialect**

The EAL/D Foundation course is designed for students who speak another language or dialect as their first or 'home' language and who have not demonstrated the literacy standard in the OLNA. EAL/D focuses on the mechanics of Standard Australian English (SAE) and its use in the community, the workplace or in further education or training. Practical, relevant tasks delivered through a range of engaging contexts teach students to become effective communicators, code switching between languages or dialects successfully.

#### **Unit 1 (Year 11)**

This unit focuses on developing communication skills in a range of familiar contexts across the language modes of SAE. There is a particular focus on developing oral communication skills. Age-appropriate texts and explicit teaching are used to develop vocabulary, grammar, language learning strategies, and understanding.

#### **Unit 2 (Year 11)**

This unit focuses on continuing to develop communication skills in a range of contexts across the language modes of SAE. Through explicit teaching, the unit focuses on the consolidation of everyday vocabulary and the creation of connected oral, written and multimodal texts.

**(FEELD) Estimated Cost: \$80.00**

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#### **Unit 3 (Year 12)**

This unit focuses on students responding to and creating cohesive texts in familiar contexts in SAE. Students engage with familiar and some unfamiliar texts to develop language skills for effective communication in SAE in most social, familiar and some community situations.

#### **Unit 4 (Year 12)**

This unit focuses on responding to and creating cohesive extended texts in personal, social, community and workplace contexts in SAE. Some cultural assumptions are explored and explained through the study of a variety of texts. Strategies for collecting, organising and presenting ideas and information are consolidated.

**(FTELD) Estimated Cost: \$80.00**

**For more information about Humanities and Social Sciences courses please see the Head of Learning Area - HaSS, Ms Kate Murrihy.**



Your future employers are looking for people that are open to new ideas in a world that's constantly changing. They want people who can think creatively, can write and speak effectively, can be critical thinkers who can solve problems and who are tolerant, respectful and culturally aware.

Students studying Aboriginal Intercultural Studies, History, Geography, Economics, Politics and Law or Business Management and Enterprise will be able to immerse themselves in current world events and develop important skills in order to consider the world around them and how they are placed within it.

*It is highly recommended students attempting ATAR HaSS courses in Year 11 have attained a minimum C grade standard in Year 10, with particular attention paid to Year 10 HaSS, English and Maths results.*

*In selecting an ATAR HaSS subject, students will be provided with support and guidance to achieve to their potential.*

### GENERAL Aboriginal and Intercultural Studies

The study of Aboriginal and Intercultural Studies enables students to develop and further build on knowledge and understanding of Australian First Nations Peoples as being the oldest living continuous cultures in the world. Students will develop and build further awareness of the ways First Nations Peoples identities are expressed, both in Australia and around the world through acknowledging and celebrating the diversity and richness of Australian First Nations Peoples histories and cultures. Students will become active and informed advocates for a just and inclusive world through engaging in reconciliation, respect and recognition.

Each Semester includes a Social Action Project that encourages students to explore and become active on issues that impact First Nations Peoples in our local community.

#### Unit 1 and Unit 2 (Year 11)

These units will see students develop their understanding of the concept of culture through exploring the factors that contribute to group or individual identity over time. Students will also explore the distinctiveness and diversity of Australian First Nations Peoples cultural expressions, developing respect and understanding of cultural protocols, including intellectual and cultural property rights, which exists to protect and revitalize First Nation Peoples cultures both in Australia and globally.

**(GEAIS) Estimated Cost: \$50.00**

#### Unit 3 and Unit 4 (Year 12)

These units enable students to explore the relationship First Nation Peoples in Australia and globally have with Country and the environment. Students will also explore the idea of cultural resilience and reconciliation, including how individuals and groups show self-determination and resilience, providing students with opportunities to actively participate in strengthening Reconciliation in Australia and globally.

**(GTAIS) Estimated Cost: \$50.00**

### ATAR Modern History

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

#### **Unit 1 and Unit 2 (Year 11)**

These units examine developments of significance in the modern era, including the ideas that inspired them and their far-reaching consequences. Students will undertake studies on Capitalism – The American Experience from 1901-1941 and Nazism in Germany.

**(AEHIM) Estimated Cost: \$80.00**

#### **Unit 3 and Unit 4 (Year 12)**

These units will examine 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 will undertake studies on Russia and The Soviet Union from 1914 - 1945 and the Changing European World since 1945 including the Cold War and formation of the European Union.

**(ATHIM) Estimated Cost: \$80.00**

### ATAR Geography

The Geography ATAR course enables students to develop knowledge and understanding of the type, causes, distribution, impacts and management of natural and ecological hazards, globalization in a range of special contexts, land cover change, and the challenges affecting the sustainability of places. Students will understand and apply the concepts of place, space, environment, interconnection, sustainability, scale and change through inquiries into geographical phenomena and issues, as well as contemplate alternative and innovative responses to the geographical challenges facing humanity, taking into account environmental, social and economic factors.

#### **Unit 1 and Unit 2 (Year 11)**

In these units students will undertake studies on natural and ecological hazards and globalisation including influences of changes in commodities.

**(AEGEO) Estimated Cost: \$80.00**

#### **Unit 3 and Unit 4 (Year 12)**

In these units students undertake studies on global environment change, including the impacts of land cover change with reference to climate change or biodiversity loss, as well as examining the causes and implications of urbanisation and how people respond to these challenges to influence sustainability and liveability.

**(ATGEO) Estimated Cost: \$80.00**

### ATAR Economics

Economics explores the choices which all people, groups and societies face as they confront the ongoing problem of satisfying their unlimited wants with limited resources. The Economics ATAR course aims to develop students' ability to analyse the allocation, utilisation and distribution of scarce resources that determine our wealth and wellbeing. The study of Economics provides a framework for examining society's issues and identifying possible solutions which assist decision making. The emphasis of the course is on the Australian economy

#### **Unit 1 and Unit 2 (Year 11)**

These units will cover an introduction to microeconomics and macroeconomics including the role of the market, inflation and unemployment.

**(AEECO) Estimated Cost: \$80.00**

#### **Unit 3 and Unit 4 (Year 12)**

These units explore the interdependence of Australia and the rest of the world. Students will undertake studies on Australia's place in the global economy and the economic objectives of Australian Government policies.

**(ATECO) Estimated Cost: \$80.00**

### ATAR Politics and 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.

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

#### **Unit 1 and Unit 2 (Year 11)**

Students will undertake studies on the Australia political and legal system including what makes for a functioning democracy, the court systems and Australia's electoral system in comparison to America's system of elections.

**(AEPAL) Estimated Cost: \$80.00**

#### **Unit 3 and Unit 4 (Year 12)**

These units will examine the influence of Australia's Constitution on our political and legal system, measures of accountability for those in power and how Human Rights are protected in Australia and America.

**(ATPAL) Estimated Cost: \$80.00**

### GENERAL Business Management and Enterprise

The course focuses on establishing and operating small business in Australia and aims to provide students with an understanding of the knowledge and skills of what is required for generating business ideas and turning them into a viable business venture. Students may engage in the running of a small business or in participating in business simulations, all with the purpose of building practical business skills and developing financial and business literacy. Through exploring real business and scenarios, students will be equipped to participate proactively and responsibly in the world of business.

#### **Unit 1 and Unit 2 (Year 11)**

These units will focus on establishing a small business in Australia through exploring

Entrepreneurship and business start-ups, and then shift focus to the operation of small business through exploring the concepts of innovation, marketing and competitive advantage.

**(GEBME) Estimated Cost: \$50.00**

#### **Unit 3 and Unit 4 (Year 12)**

The focus of these units is on success in business at a national level through exploring success beyond the start-up stage, as well as business growth and dealing with the challenges faced by expanding national businesses.

**(GTBME) Estimated Cost: \$50.00**



For more information about Mathematics subjects, please contact the Head of Learning Area - Mathematics, Mr Ken Goatley.



### ATAR Mathematics Methods

This course focuses on the use of calculus and statistical analysis. 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.

Access to technology to support the computational aspects of these units is assumed.

#### Unit 1 (Year 11)

This unit reviews basic algebraic concepts and techniques required for a successful introduction to the study of calculus. Basic trigonometric functions are then introduced. Simple relationships between variable quantities are reviewed, and these are used to introduce the key concepts of a function and its graph. The study of inferential statistics begins in this unit with a review of the fundamentals of probability and the introduction of the concepts of counting, conditional probability and independence.

#### Unit 2 (Year 11)

The algebra section of this unit focuses on exponential functions and their properties and graphs examined. Arithmetic and geometric sequences are introduced and their applications are studied. Rates and average rates of change are introduced, and this is followed by the key concept of the derivative as an 'instantaneous rate of change'. This first calculus topic concludes with derivatives of polynomial functions, using simple applications of the derivative to sketch curves, calculate slopes and equations of tangents, determine instantaneous velocities, and solve optimisation problems.

(AEMAM) Estimated Cost: \$80.00

#### Unit 3 (Year 12)

The study of calculus continues by introducing the derivatives of exponential and trigonometric functions and their applications, as well as some basic differentiation techniques and the concept of a second derivative, its meaning and applications. Discrete random variables are introduced, together with their uses in modelling random processes involving chance and variation.

#### Unit 4 (Year 12)

The calculus in this unit deals with derivatives of logarithmic functions. In probability and statistics, continuous random variables and their applications are introduced and the normal distribution is used in a variety of contexts. The study of statistical inference in this unit is the culmination of earlier work on probability and random variables. It is restricted to estimating proportions in two-outcome populations. Students will already be familiar with many examples of these types of populations.

(ATMAM) Estimated Cost: \$80.00

### ATAR Mathematics Specialist

This course provides opportunities, beyond those presented in the Mathematics Methods ATAR course, to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. This course covers topics in functions and calculus that build on and deepen the ideas presented in the Mathematics Methods course, as well as demonstrate their application in many areas. It will also extend understanding and knowledge of statistics and introduces the topics of vectors, complex numbers and matrices.

Mathematics Specialist is the only ATAR mathematics course that should not be taken as a stand-alone course and it is recommended to be studied in conjunction with the Mathematics Methods ATAR course as preparation for entry to specialised university courses such as engineering, physical sciences and mathematics.

Access to technology to support the computational aspects of this course is assumed.

#### Unit 1 (Year 11)

Unit 1 of the Mathematics Specialist ATAR course contains three topics: Combinatorics, Vectors in the plane, and Geometry that complement the content of the Mathematical Methods ATAR course. This unit will broaden students' mathematical experience and therefore begin an awakening to the breadth and utility of the subject. Students will increase their mathematical flexibility and versatility.

#### Unit 2 (Year 11)

This unit covers the topics of, Matrices providing new perspectives for working with two-dimensional space, Real and complex numbers providing a continuation of the study of numbers and Trigonometry offering techniques that are used in other topics in both this unit and units 3 and 4. This unit will develop students' ability to construct mathematical arguments.

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**(AEMAS) Estimated Cost: \$80.00**

#### Unit 3 (Year 12)

The study of functions and techniques of calculus begun in the Mathematics Methods ATAR course is extended and utilised in the sketching of graphs and the solution of problems involving integration. The study of vectors begun in Unit 1, which focused on vectors in one- and two-dimensional space, is extended in Unit 3 to three-dimensional vectors, vector equations and vector calculus, with the latter building on students' knowledge of calculus from the Mathematics Methods ATAR course.

#### Unit 4 (Year 12)

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

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**(ATMAS) Estimated Cost: \$80.00**

## ATAR Mathematics Applications

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 well suited for students who have a wide range of educational and employment aspirations, including continuing their studies at university or TAFE.

Classroom access to the technology necessary to support the computational aspects of the topics in this unit is assumed.

### Unit 1 (Year 11)

This unit covers three main topics:

‘Consumer arithmetic’ reviews the concepts of rate and percentage change in the context of earning and managing money and provides a fertile ground for the use of spread sheets.

‘Algebra and matrices’ continues the Year 7–10 curriculum study of algebra and introduces the topic of matrices.

‘Shape and measurement’ builds on and extends the knowledge and skills students developed in the Year 7–10 curriculum with the concept of similarity and associated calculations involving simple geometric shapes.

### Unit 2 (Year 11)

This unit covers the following topics:

‘Univariate data analysis and the statistical process’ develops students’ ability to organise and summarise univariate data in the context of conducting a statistical investigation.

‘Linear equations and their graphs’ uses linear equations and straight-line graphs, as well as linear-piece-wise and step graphs to model and analyse practical situations.

‘Applications of trigonometry’ extends students’ knowledge of trigonometry to solve practical problems involving non-right-angled triangles in both two and three dimensions, including problems involving the use of angles of elevation and depression and bearings in navigation.

(AEMAA) Estimated Cost: \$80.00

### Unit 3 (Year 12)

The following topics are presented in this unit:

‘Bivariate data analysis’ introduces students to some methods for identifying, analysing and describing associations between pairs of variables, including the use of the least-squares method as a tool for modelling and analysing linear associations.

‘Growth and decay in sequences’ employs recursion to generate sequences that can be used to model and investigate patterns of growth and decay in discrete situations. These sequences find application in a wide range of practical situations, including modelling the growth of a compound interest investment, the growth of a bacterial population, or the decrease in the value of a car over time.

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

### Unit 4 (Year 12)

This final unit has three topics: ‘Time series analysis’ continues students’ study of statistics by introducing them to the concepts and techniques of time series analysis. The content is to be taught within the framework of the statistical investigation process.

‘Loans investments and annuities’ aims to provide students with sufficient knowledge of financial mathematics to solve practical problems associated with taking out or refinancing a mortgage and making investments.

‘Networks and decision mathematics’ uses networks to model and aid decision making in practical situations.

(ATMAA) Estimated Cost: \$80.00

### GENERAL Mathematics Essential

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.

It is assumed that students will be taught this course with an extensive range of technological applications and techniques. The ability to be able to choose when or when not to use some form of technology and to be able to work flexibly with technology are important skills.

#### Unit 1 (Year 11)

This unit provides students with the mathematical skills and understanding to solve problems relating to calculations, applications of measurement, the use of formulas to find an unknown quantity and the interpretation of graphs. Possible contexts for this unit are Earning and managing money and Nutrition and health.

It is assumed that an extensive range of technological applications and techniques will be used in teaching this unit. The ability to choose when or when not to use some form of technology, and the ability to work flexibly with technology, are important skills.

#### Unit 2 (Year 11)

This unit provides students with the mathematical skills and understanding to solve problems related to representing and comparing data, percentages, rates and ratios and time and motion. Students further develop the use of the mathematical thinking process and apply the statistical investigation process. Possible contexts for this unit are Transport and Independent living.

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(GEMAE) Estimated Cost: \$80.00

#### Unit 3 (Year 12)

This unit provides students with the mathematical skills and understanding to solve problems related to measurement, scales, plans and models, drawing and interpreting graphs and data collection. Students use the mathematical thinking process and apply the statistical investigation process. Possible contexts for this unit are Construction and design, and Medicine.

#### Unit 4 (Year 12)

This unit provides students with the mathematical skills and understanding to solve problems related to probability, earth geometry and time zones, loans and compound interest. Students use the mathematical thinking process and apply the statistical investigation process to solve problems involving probability. Possible contexts for this unit are Finance, and Travel.

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(GTMAE) Estimated Cost: \$80.00

For more information about Science courses, please see the Head of Learning Area - Science, Ms Anna Beeton.



Students making choices for entry into year 11 have a choice of five Science courses. Students should carefully select courses based on their ability in Science, their preferred career or educational pathway and prerequisite requirements for the course of their choice at university and registered training organisations (RTOs).

### ATAR Biology

A unique appreciation of life and a better understanding of the living world are gained through studying the Biology ATAR course. This course encourages students to be analytical, to participate in problem-solving and to systematically explore fascinating and intriguing aspects of living systems, from the microscopic level through to ecosystems.

Students develop a range of practical skills and techniques through investigations and fieldwork in authentic contexts, such as marine reefs, endangered species, urban ecology, or biotechnology. Scientific evidence is used to make informed decisions about controversial issues.

#### Unit 1 (Year 11)

In this unit, students analyse abiotic and biotic ecosystem components and their interactions, using classification systems for data collection, comparison and evaluation.

#### Unit 2 (Year 11)

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

**(AEBIO) Estimated Cost: \$110.00**

#### Unit 3 (Year 12)

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

#### Unit 4 (Year 12)

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

**(ATBIO) Estimated Cost: \$110.00**

### ATAR Human Biology

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

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

#### **Unit 1 (Year 11)**

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

#### **Unit 2 (Year 11)**

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

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**(AEHBY) Estimated Cost: \$110.00**

#### **Unit 3 (Year 12)**

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

#### **Unit 4 (Year 12)**

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

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**(ATHBY) Estimated Cost: \$110.00**

### ATAR Physics

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

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

#### **Unit 1 (Year 11)**

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

#### **Unit 2 (Year 11)**

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

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**(AEPHY) Estimated Cost: \$110.00**

#### **Unit 3 (Year 12)**

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

#### **Unit 4 (Year 12)**

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.

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**(ATPHY) Estimated Cost: \$110.00**

## ATAR Chemistry

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

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

### Unit 1 (Year 11)

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 (Year 11)

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.

(AECHE) Estimated Cost: \$110.00

### Unit 3 (Year 12)

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 (Year 12)

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.

(ATCHE) Estimated Cost: \$110.00

### GENERAL Human Biology

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.

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.

#### Unit 1 (Year 11)

This unit explores how the systems of the human body are interrelated to help sustain functioning to maintain a healthy body.

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

#### Unit 2 (Year 11)

This unit builds on the content covered in Unit 1. 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.

Students apply their knowledge to construct a deoxyribonucleic acid (DNA) model and demonstrate cell division processes. They are encouraged to use ICT to interpret and communicate their findings in a variety of ways.

**(GEBIO) Estimated Cost: \$110.00**

#### Unit 3 (Year 12)

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.

Students investigate the musculoskeletal, nervous and endocrine systems through dissections and practical examination of reflexes, vision, hearing and skin sensitivity. They are encouraged to interpret and communicate their findings in a variety of ways.

#### Unit 4 (Year 12)

This unit explores the causes and spread of disease and how humans respond to invading pathogens. Prevention of transmission of disease can be achieved by adopting good hygiene practices at a personal, domestic and workplace level. Students investigate transmission of diseases using second-hand data from a historical perspective and recent global incidences. They consider how data is used to inform personal decisions and community responses related to disease prevention and control. They are encouraged to use ICT to interpret and communicate findings in a variety of ways.

**(GTBIO) Estimated Cost: \$110.00**

## GENERAL Marine and Maritime Studies

**NB: This course has a high cost component. In order to secure a place in this course a 50% deposit is required upon enrolment. Verification of placement in this course will be confirmed upon full payment.**

The Marine and Maritime Studies General course provides students with the opportunity to study the sea and how people interact with it. Practical learning experiences equip students with a broad range of skills and knowledge. Students develop seamanship skills, nautical skills and water-based skills.

50% of Units 1 and 2 and 40% of Units 3 and 4 is practical. Students will be undertaking activities such as snorkelling. A minimum level (7) in swimming is a pre-requisite of this course.

**Excursions will incur an additional cost to this course.**

### Unit 1 (Year 11)

This unit introduces students to marine science through the examination of water properties and methods used to conduct water testing. In oceanography, students learn about wind formation, tides, waves and currents, including Western Australian ocean currents. Students examine Western Australian recreational and commercial fishing issues and how they are managed through rules and regulations.

Students gain an understanding of maritime studies, including the properties, purposes and uses of maritime construction materials in relation to the challenges of a marine environment. Nautical terminology, including the basic parts of boats, will be introduced and students gain an understanding of aspects of small craft, such as buoyancy and design of pulley systems.

### Unit 2 (Year 11)

This unit introduces students to the marine ecosystem, with a focus on the four main zones and the adaptations of marine life to survive in each zone. Western Australian examples of marine life will be identified and classified into the major groups. Food webs for each ocean zone will be studied. Students examine the importance of marine protected areas, marine parks, reserves and sanctuary zones, and the role of Western Australian agencies and organisations in the protection and management of marine life.

Students gain an understanding of the design features of marine or maritime equipment and methods of maritime construction. Features of small craft propulsion systems, steering and gear systems are studied.

**(GEMMS) Estimated Cost: \$150.00**

### Unit 3 (Year 12)

This unit investigates Western Australian marine ecosystems, with a focus on estuaries, mangroves, coral reefs and seagrass meadows. Students identify the key species and food webs for each of these ecosystems, as well as examine adaptations of organisms living in mangrove ecosystems. Environmental and resource management will focus on aquaculture as a solution to declining fish stocks.

Students gain an understanding of maritime studies, including the characteristics of construction materials, design and construction of water craft, and repair of fibreglass craft. The basic parts of the outboard motor, including features of two stroke and four stroke motors, will be studied, as well as features of small craft systems, including bilges, electrical, fuel, mooring lines and anchoring equipment.

### Unit 4 (Year 12)

This unit examines global surface ocean currents, atmospheric circulation systems and the impact of climate change on global sea levels, thermohaline circulation and marine ecosystems. The process of coastal erosion and coastal engineering structures is studied. Students study types of marine tourism activities with a focus on the importance and impacts of ecotourism.

Students gain an understanding of maritime studies, including common forms of construction material protection, and the possible side effects of using these materials. Aspects of small craft maintenance, including the use of a maintenance log, fuel and ignition, cooling system and engine diagnostics, are studied.

**(GTMMS) Estimated Cost: \$150.00**  
**Recreational Skippers Ticket (Optional): \$450.00**

**Potential Camp: \$TBA**

### GENERAL Psychology

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

#### Unit 1 (Year 11)

This unit provides a general introduction to personality and intelligence and seeks to explain how individuals are influenced by their surroundings. Students explore a number of influential theories used to describe and/or explain personality such as Freud's psychodynamic approach and Eysenck's trait theory. A range of intelligence theories are reviewed and cultural influences with respect to intelligence testing and child-rearing are examined. Beyond the individual, the impact of others on behaviour is a key focus. Students examine different agents of socialisation, focusing on the impact of parenting style on behaviour. Types of communication and the role of verbal and non-verbal communication in initiating, maintaining and regulating relationships are studied. Students are introduced to qualitative and quantitative methods of data collection and explore fundamental ethical considerations in research including informed consent and voluntary participation.

#### Unit 2 (Year 11)

This unit introduces students to the human brain, focusing on the major parts. Students explore the impact of factors influencing behaviour, emotion and thought, including heredity, hormones, physical activity and psychoactive drugs. The scientific study of development is an important component of psychology. Students review physical, cognitive, social and emotional development and the role of nature and nurture. Erikson's stages of psychosocial development are examined as students learn about the impact of external factors on personality development. Students examine the impact of group size on behaviour and look at the influence of culture in shaping attitudes towards issues such as mental illness and disability. Students interpret descriptive data such as mean and range. They use this data to create tables, graphs and diagrams and draw conclusions using patterns observed in the data.

**(GEPSY) Estimated Cost: \$100.00**

#### Unit 3 (Year 12)

This unit expands on personality theories studied in Unit 1 by introducing students to important theorists including Bandura, Pavlov and Skinner. Students apply knowledge and understandings to explore how personality can shape motivation and performance. An analysis of the use of personality testing by organisations is undertaken. Students are introduced to different states of consciousness and the role of sensation, perception and attention in organising and interpreting information. Factors which determine friendships and conflict resolution are explored. Students expand on their knowledge of ethics in psychological research by examining the role of deception in experiments. Key terminology, such as sample and populations, are defined and an understanding of experimental and control groups is acquired.

#### Unit 4 (Year 12)

In this unit, the functions of the four lobes of the cerebral cortex are examined. Brain scanning techniques and relevant case studies are used to illustrate the link between the brain and behaviour. In developmental psychology, students learn about Piaget's theory of cognitive development and Kohlberg's theory of moral development. Group behaviours, including conformity, group polarisation and the bystander effect, are studied. The causes of prejudice and ways of reducing prejudice are explored. Students continue to develop and apply their understanding of psychological research and data collection methods.

**(GTPSY) Estimated Cost: \$100.00**

For more information about Arts subjects, please contact the Head of Learning Area - Arts, Ms Jacinta Brooker.



## GENERAL Dance

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

*NOTE: The offering of this course is dependent on enrolments.*

### Unit 1 (Year 11)

In this unit, students explore the elements of dance and processes of choreography, and solve structured choreographic tasks to produce dance works for performance.

### Unit 2 (Year 11)

In this unit, students explore the entertainment potential of dance and choreography through the exploration of popular dance styles.

**(GEDAN) Estimated Cost: \$100.00**

### Unit 3 (Year 12)

This unit focuses on the exploration of dance in popular culture and how this leads to a wider understanding of the diverse contexts and functions of dance in society.

### Unit 4 (Year 12)

This unit focuses on the diverse range of functions and contexts of dance in Australia. Students critically analyse their own cultural beliefs and values in relation to traditional and contemporary dance forms and styles, and develop an understanding of their own dance heritage. Students will create their original Australia inspired choreography for performance.

**(GTDAN) Estimated Cost: \$100.00**

## GENERAL Media Production and Analysis

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

*NOTE: Class time is limited and this means the creation of media productions requires students to give some out-of-school time to shoot and edit films.*

### Unit 1 (Year 11)

The focus for this unit is developing Media proficiency through the examination of popular media and the production of short film. Students will explore the influence of stars and stereotypes with the aim of applying it in practical productions

### Unit 2 (Year 11)

In this unit students will be introduced to the ways media creators influence the audience and sway public opinion. Students will examine current news and current affairs content as they plan and construct their own media productions.

**(GEMPA) Estimated Cost: \$150.00**

### Unit 3 (Year 12)

Entertainment of the masses! Students will develop media production skills as they dissect the conventions of entertainment media and create a short film for a local film festival.

### Unit 4 (Year 12)

Students further refine their skills in the area of short film production whilst wielding the tools of truth, perception and the construction of reality. They will contend with realism and representation within contemporary and historical media works.

**(GTMPA) Estimated Cost: \$150.00**

### GENERAL Visual Arts

The Visual Arts General course encompasses the practice and theory of the broad areas of art, craft and design. Students have opportunities to express their imagination and develop personal imagery, skills and engage in the making and presentation of artworks. They develop aesthetic understandings and a critical awareness that assists them to appreciate, and make, informed evaluations of art. This course allows them to engage in traditional, modern and contemporary art forms and conventions, such as sculpture, painting, drawing, graphic design, printmaking, collage, ceramics, and many others.

#### **Unit 1 (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.

#### **Unit 2 (Year 11)**

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. .

**(GEVAR) Estimated Cost: \$175.00**

#### **Unit 3 (Year 12)**

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

#### **Unit 4 (Year 12)**

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

**(GTVAR) Estimated Cost: \$175.00**

### Certificate II in Music

This qualification is delivered in conjunction with College of Sound and Music Production  
RTO Code: 41549.



COLLEGE OF SOUND  
AND MUSIC PRODUCTION

It is highly recommended that students have instrumental experience from lower school music prior to enrolment in Certificate II in Music. Units of competency delivered in this course enable students to gain practical, industry relevant experience in the areas of Music Performance. Units cover Occupational Health and Safety, Creative Arts Industry Knowledge, working as a team, performance/composition, and the use of sound equipment and technologies in the musical context.

**(CUA20620) Estimated Cost: \$100.00**

**For more information regarding Health and Physical Education courses please see the Head of Learning Area - Health and Physical Education, Mr Scott Beatty.**

**MINIMUM ENTRY REQUIREMENT:**

***It is recommended that students seeking to enter ATAR courses would have achieved a C Grade or above in their Year 10 Physical or Health Education programs.***



### **ATAR Health Studies**

In this ATAR course students explore health as a dynamic quality of life. They examine the impact of social, environmental, economic and biomedical determinants on health and their collective contribution to health disparities, as well as exploring approaches to address barriers which prevent groups from experiencing better health. Students apply inquiry skills to examine and analyse health issues, develop arguments and draw evidence-based conclusions. The course also provides students with opportunities to develop skills that will enable them to pursue careers in health promotion, research or community health care.

#### **Unit 1 (Year 11)**

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 (Year 11)**

This unit focuses on the impact of factors influencing the health of communities. Students learn about community development 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.

**(AEHEA) Estimated Cost: \$80.00**

#### **Unit 3 (Year 12)**

The focus of this unit is the health of specific populations. Within Australia and across the globe, there are groups who 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 through priority health approaches. They examine models and social justice principles which can be applied to address health inequity, and review actions and strategies focusing on reducing inequities. Students examine and interpret relationships in data which explain disparities in health through the application of critical inquiry skills.

#### **Unit 4 (Year 12)**

The focus of this unit is local, regional and global challenges to health. Students learn about the impact of social determinants on global inequities and other challenges to health, and approaches to address barriers which prevent groups from experiencing better health outcomes. Students examine international health agencies and global and local initiatives designed to improve health.

**(ATHEA) Estimated Cost: \$80.00**

## GENERAL Health Studies

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

### **Unit 1 (Year 11)**

This unit focuses on personal health and wellbeing and what it means to be healthy. Students explore factors which influence their health, and design action plans to improve health and achieve set goals. Key consumer health skills and concepts, and the relationship between beliefs, attitudes, values and health behaviour, and the impact of social and cultural norms, are introduced.

### **Unit 2 (Year 11)**

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

**(GEHEA) Estimated Cost: \$80.00**

### **Unit 3 (Year 12)**

This unit focuses on building students' knowledge and understandings of health determinants and their interaction and contribution to personal and community health. Students define and consolidate understandings of health promotion.

### **Unit 4 (Year 12)**

This unit focuses on the impact of health determinants on personal and community health. The concept of community development and the importance of participation and empowerment is introduced. Students learn about how chronic conditions are defined in the National Strategic Framework.

**(GTHEA) Estimated Cost: \$80.00**

## ATAR Physical Education Studies

In the Physical Education Studies ATAR course students learn about physiological, psychological and biomechanical principles, and apply these to analyse and improve personal and group performances in physical activities.

### **Recommendation:**

It is highly desirable that students have a keen interest in the area of Physical Education and associated activities. During practical lessons, students will develop their skills and understanding of Netball and Volleyball only. It is highly recommended that students have an interest in at least one of these sports.

### **Unit 1 (Year 11)**

The focus of this unit is to explore anatomical and biomechanical concepts, the body's responses to physical activity and stress management processes, to improve the performance of themselves and others in physical activity.

### **Unit 2 (Year 11)**

Students identify the relationship between skill, strategy and the body in order to improve the effectiveness and efficiency of performance.

**(AEPES) Estimated Cost: \$150.00**

### **Unit 3 (Year 12)**

The focus of this unit is to provide opportunities for students to build upon their acquired physical skills and biomechanical, physiological and psychological understandings to improve the performance of themselves and others in physical activity.

### **Unit 4 (Year 12)**

The focus of this unit is to extend the understanding by students of complex biomechanical, psychological and physiological concepts to evaluate their own and others' performance.

**(ATPES) Estimated Cost: \$150.00**

## GENERAL Physical Education Studies

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

**Recommendation:** It is highly desirable that students have a keen interest in the area of Physical Education and associated activities. Students are required to participate fully in all practical classes throughout the year.

### Unit 1 (Year 11)

Focus of this unit is the development of student's knowledge, understanding and application of anatomical, physiological and practical factors associated with performing in physical activities.

### Unit 2 (Year 11)

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.

**(GEPES) Estimated Cost: \$150.00**

### Unit 3 (Year 12)

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

### Unit 4 (Year 12)

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.

**(GTPES) Estimated Cost: \$150.00**

## GENERAL Outdoor Education

Through interaction with the natural world, Outdoor Education aims to develop an understanding of our relationships with the environment, others and ourselves. It provides students with an opportunity to develop essential life skills and physical activity skills, and an opportunity to develop a comprehensive understanding of the environment and develop a positive relationship with nature. The Outdoor Education General course focuses on outdoor activities in a range of environments, including bushwalking, kayaking, surfing, bike riding and orienteering. The Outdoor Education General course is based on the experimental 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 also provides students with opportunities to develop skills that will enable them to pursue personal interests and careers in outdoor pursuits, environmental management, or eco-tourism.

### Additional information:

Students are required to participate in one camp per semester, where practical skills and leadership qualities will be assessed. Some of the costs associated with these expeditions will be funded by the school, however students will be charged an additional fee for participation in these activities. During some practical activities, students may be required to participate outside of school hours (up to one hour per week).

### Unit 1 (Year 11)

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. Features of natural environments and examples of local environmental management and 'Leave No Trace' principles are introduced.

### Unit 2 (Year 11)

This unit offers the opportunity to engage in a range of outdoor activities that pose challenges and encourage students to step outside their comfort zone. 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.

**(GEOED) Estimated Cost: \$150.00**

### **Unit 3 (Year 12)**

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. Sustainability is introduced and local issues are examined.

### **Unit 4 (Year 12)**

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. Features and relationships in natural environments and weather components, patterns and forecasting are are further examined.

**(GTOED) Estimated Cost: \$150.00**

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For more information about Technologies courses, please see the Head of Learning Area - Technologies Department, Mr Farley Murton.



Technologies provides students with authentic learning challenges that foster curiosity, confidence, persistence, innovation, creativity, respect and cooperation. Technologies help students to be regional and global citizens, capable of actively and ethically communicating and collaborating.

### GENERAL Materials Design and Technology (Wood and Metal)

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

#### Unit 1 (Year 11)

Students interact with a variety of items that have been specifically designed to meet certain needs. Students are introduced to the fundamentals of design. They learn to communicate various aspects of the technology process by constructing what they design.

Throughout the process, students learn about the origins, classifications, properties and suitability for purpose of the materials they are using, and are introduced to a range of production equipment and techniques. They develop materials manipulation skills and production management strategies, and are given the opportunity to realise their design ideas through the production of their design project.

#### Unit 2 (Year 11)

Students interact with products designed for a specific market. They use a range of techniques to gather information about existing products and apply the fundamentals of design. Students learn to conceptualise and communicate their ideas and various aspects of the design process within the context of constructing what they design.

Throughout the process, students learn about the origins, classifications, properties and suitability for end use of materials they are working with. Students are introduced to and learn to use a range of technologies and are encouraged to generate ideas and realise them through the production of their design projects.

**Wood (GEMDTW) Estimated Cost: \$150.00**

**Metal (GEMDTM) Estimated Cost: \$150.00**

### **Unit 3 (Year 12)**

Students develop an understanding of the elements and fundamentals of design and consider human factors involved in the design, production and use of their projects. They develop creative thinking strategies and work on design projects within specified constraints. Students learn about the classification and properties of a variety of materials and make appropriate materials selection for design needs.

Students learn about manufacturing and production skills and techniques. They develop the skills and techniques appropriate to the materials being used and gain practice in planning and managing processes through the production of design project. They learn about risk management and ongoing evaluation processes.

### **Unit 4 (Year 12)**

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

Students extend their understanding of safe working practices and contemporary manufacturing techniques and develop the knowledge, understanding and skills required to manage the processes of designing and manufacturing.

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**Wood (GTMDTW) Estimated Cost: \$150.00**  
**Metal (GTMDTM) Estimated Cost: \$150.00**

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### **GENERAL Children, Family and the Community**

The Children, Family and the Community General course focuses on factors that influence human development and the wellbeing of individuals, families and communities. Students explore the health of individuals and communities and the protective and preventative strategies that impact on growth and development. They engage in shared research, examine goal setting, self-management, decision making, communication and cooperation skills when creating products, services or systems that will assist individuals, families and communities to achieve their needs and wants. Contemporary Australian issues or trends relating to families and communities at the state and national level are examined in practical ways.

### **Unit 1 (Year 11)**

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.

Students make decisions, examine consequences and develop skills to accommodate actions that impact themselves or others. Skills, processes, understandings and knowledge are developed through individual and group experiences. Students design and produce products and services that meet the needs of individuals, families and communities.

**Unit 2 (Year 11)**

This unit focuses on families, relationships and living in communities. The influence of biological and environmental factors, lifestyle behaviours and health status on growth and development is studied. Students explore the health of individuals and communities and the protective and preventative strategies that impact on growth and development.

Students examine the roles and responsibilities of particular groups, networks, and services, and the impact of attitudes, beliefs and values on the management of resources. Students engage in shared research practice, communicate information, use decision-making, goal setting, self-management and cooperation skills when creating products, services or systems that will assist individuals, families and communities to achieve their needs and wants.

**(GECFC) Estimated Cost: \$100.00**

**Unit 3 (Year 12)**

In this unit, students investigate the principles of development and how these relate to the domains and theories of development.

Students examine and evaluate the features of products, services and systems for individuals and families. They examine the diverse and dynamic nature of families in Australia. They recognise and acknowledge cultural diversity, and inequity and injustice issues.

Students develop effective self-management and interpersonal skills to recognise and enhance personal relationships, enabling them to take active roles in society.

**Unit 4 (Year 12)**

In this unit, students examine the effect on an individual's development and wellbeing in a society characterised by rapid change. They explore contemporary Australian issues or trends relating to families and communities at the state and national level and are introduced to a range of advocacy types.

Students examine developmental theories and their influence on cognitive development.

Students use effective self-management and interpersonal skills when assessing or developing products, processes, services, systems or environments.

**(GTCFC) Estimated Cost: \$100.00**

**GENERAL Building and Construction**

The Building and Construction General course encompasses the skills and applications of many of the trades and professions in the construction industry. Students have the opportunity to develop and practise skills that contribute to creating a physical environment, while acquiring an understanding of the need for sustainability, and an awareness of community and environmental responsibilities. Students will learn and practise building processes and technologies, including principles of design, planning and management.

**Unit 1 (Year 11)**

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

**Unit 2 (Year 11)**

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

**(GEBCN) Estimated Cost: \$150.00**

### **Unit 3 (Year 12)**

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

### **Unit 4 (Year 12)**

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

**(GTBCN) Estimated Cost: \$150.00**

### **GENERAL Food Science and Technology**

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

### **Unit 1 (Year 11)**

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 (Year 11)**

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.

**(GEFSTH) Estimated Cost: \$150.00**

### **Unit 3 (Year 12)**

This unit explores the societal, lifestyle and economic issues that influence food choices. Students research the effect of under-consumption and over-consumption of nutrients on health and investigate a range of diet-related health conditions that affect individuals and families.

Students develop their expertise with technology and communication skills to implement strategies to design food products and processing systems. They select resources to meet performance requirements and use evaluation strategies to monitor and maintain optimum standards. Students follow occupational safety and health requirements, implement safe food handling practices and use a variety of foods and processing techniques to produce safe, quality food products.

### **Unit 4 (Year 12)**

This unit focuses on food spoilage and contamination and explores reasons for preserving food. Students investigate food processing techniques and the principles of food preservation. They examine the regulations which determine the way food is packaged, labelled and stored and how the principles of the Hazard Analysis Critical Control Point (HACCP) system are administered and implemented to guide the production and provision of safe food.

Students investigate the food supply chain and value-adding techniques applied to food to meet consumer and producer requirements. Students examine influences on the nutritional wellbeing of individuals that arise from lifestyle and cultural traditions. They implement principles of dietary planning and adapt recipes and processing techniques when considering specific nutritional needs of demographic groups.

Students apply the technology process to address a product proposal and produce a preserved food product. They justify the equipment, resources and processing techniques used, and evaluate sensory properties. Students show the use of the preserved food product in another food product.

**(GTFSTH) Estimated Cost: \$150.00**

## **Certificate II in Applied Digital Technologies**

### **(Delivery: Onsite)**

Whether you're looking for a job or want to study further in Information Technology (IT), the Certificate II in Applied Digital Technologies gives you the basic knowledge and practical skills to get started. This course teaches the essential skills for today's digital workplace.

Students will learn how to use and take care of software and hardware, set up simple wireless networks, and how to keep online information safe. This course also covers important Microsoft Office tools such as Microsoft Word, Excel, and PowerPoint, along with basic workplace communication, design, and digital imaging skills.

With units spread out over the year, this course gives you the time to build your confidence and abilities. Completion of this course can lead to a career in Information Technology, design, or any job that uses digital technology.

**(ICT20120 ) Estimated Cost: N/A**



**For more information about Careers and Vocational Education (CaVE), please see the CaVE Coordinator, Ms Carrie McCormack.**



The CaVE learning area incorporates all Nationally Accredited Certificate courses that are delivered to Year 11 and 12 students, both onsite and offsite, School-Based Traineeships (SBTs), School-Based Apprenticeships (SBAs), Workplace Learning (ADWPL), Year 11 and 12 Career and Enterprise (CAE) courses and Work Experience.

All of these programs provide viable pathway opportunities for those students who are seeking full time employment, apprenticeships or other training at the completion of Year 12. A Certificate II qualification can provide students with the opportunity to seek higher training in a Certificate III, IV or Diploma level, which can lead to entry to university through the 'alternative entry' model.

**MINIMUM ENTRY REQUIREMENT:** *It is recommended that students enrolling into certificate courses have achieved a minimum category 2 in OLNA prior to Year 11 to satisfy the Language, Literacy and Numeracy requirements of the Registered Training Organisation (RTO).*

### GENERAL Career and Enterprise

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

#### **Unit 1 (Year 11)**

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

#### **Unit 2 (Year 11)**

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

**(GECAE) Estimated Cost: \$50.00**

#### **Unit 3 (Year 12)**

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

#### **Unit 4 (Year 12)**

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

**(GTCAE) Estimated Cost: \$50.00**

## CERTIFICATES Courses

The following qualifications are delivered offsite in conjunction with North Regional TAFE, Broome.  
RTO Code: 52788.



### Certificate II in Automotive Vocational Preparation (Delivery: Offsite)

This Qualification provides the perfect introduction to gain the knowledge and skills required of workers employed in a range of different automotive related fields, with a great overview of the industry and the different kinds of work and occupations it offers. Enjoy hands-on learning with quality facilities including modern vehicles, specialised diagnostic equipment, and fully equipped classrooms and workshops.

Participants will learn how to identify and inspect mechanical and electrical components and systems of automotive vehicles and equipment, as well as perform minor maintenance and repairs to an automotive vehicle body.

Students will learn about effective communication, following safe work practices and how to use and maintain tools and equipment in an automotive workplace.

This Qualification prepares students to work as a vehicle service assistant or progress into an automotive mechanical apprenticeship.

**(AUR20720) Estimated Cost: N/A**

### Certificate II in Community Services (Delivery: At School)

Step into a thriving career: The Northwest is experiencing a rising demand for skilled support workers in community services and youth work.

Join this expanding industry and make a difference in the lives of others. This entry-level course introduces students to the operations of the community service and care sector and equips students with the knowledge to assist clients with a variety of needs.

This Qualification is perfect for those who want to start a career in community services, helping people who

need care as their first point of contact. Throughout this course, students will learn how to: support clients with their changing needs, understand and respect cultural difference, adapt to different policies and services and identify the needs of local communities

**(CHC22015) Estimated Cost: N/A**

### Certificate II in Construction Pathways (Delivery: Offsite)

This qualification will provide you with the practical skills and knowledge to undertake a range of manual labouring tasks on building and construction sites. You will learn about safe work practices, using equipment and tools and effective communication. You will also learn skills that will enable you to read plans, take measurements, concrete surfaces, prepare surfaces, prepare for various construction stages and organise your work. Successful completion of this qualification provides you with the opportunity to gain an apprenticeship in the building trade. You will need to be employed and registered as an apprentice before you can commence apprenticeship training.

**(CPC20220) Estimated Cost: N/A**

### Certificate III in Early Childhood Education and Care

**(Delivery: At School and Offsite)**

Make a difference in children's lives by learning how best to support their wellbeing, learning and development. This course is the nationally regulated entry level qualification for working in Early Childhood Education and Care settings. You will learn how to implement the National Quality Framework, National Regulations and National Quality Standards to support the education and care of children from birth to school age. You will develop skills in facilitating children's play, cultural competence, and creating healthy and safe environments. As part of this qualification, you will undertake a supervised 120 hours of work placement where you will be able to apply the skills and knowledge you have learned. A federal police clearance and Working with Children Check are required prior to placement.

**(CHC30121) Estimated Cost: N/A**

### Certificate II in Hospitality

#### (Delivery: Offsite)

Prepare for a career in the dynamic hospitality industry, which employs hundreds of thousands of people across Australia. Demand for workers in this sector has traditionally been strong, and employers are looking for those who are willing to develop their hospitality skills and knowledge.

If you want to work your way up the hospitality ladder, then the Certificate II in Hospitality is a great place to start! Students will gain practical skills in food and beverage preparation, including preparing and serving coffee and non-alcoholic beverages.

Students will learn how best to interact with customers, while gaining skills in social and cultural sensitivity. This qualification can be completed as part of a traineeship or through the VET delivered to secondary students' program.

**(SIT20322) Estimated Cost: N/A**

### Certificate II in Retail Cosmetics

#### (Delivery: Offsite)

The Certificate II in Retail Cosmetics provides participants with the skills needed to work as a retail sales assistant, including selling and demonstrating beauty and cosmetic products. During this course, participants will gain the skills and knowledge required to apply make-up products for everyday wear as well as hair styles for evening or special occasions.

Participants will also learn how to consult with clients, analyse facial and skin concerns, and demonstrate how to apply make-up products to suit each individual client's needs or make-up brief. This certificate can lead to a Certificate III in Beauty Services in Year 12.

**(SHB20121) Estimated Cost: N/A**

### Certificate II in Salon Assistant

#### (Delivery: Offsite)

The Certificate is an entry level qualification, providing participants with the skills to work as an assistant in hair salon. Participants will develop foundation skills, and the knowledge required in hairdressing salons to provide client services assistance. Training is focused in the following areas:

- Shampooing
- Customer Service
- Drying Hair
- Scheduling appointments
- Sales

- Handling stock
- Communication skills
- OH&S practises

**(SHB20216) Estimated Cost: N/A**

### Certificate II Workplace Skills (Business)

#### (Delivery: Onsite)

This qualification reflects the role of individuals in a variety of junior administrative positions who perform a range of mainly routine tasks using limited practical skills and fundamental operational knowledge in a defined context. Individuals in these roles generally work under direct supervision.

**(BSB20120) Estimated Cost: N/A**

### Certificate II in Applied Digital Technologies

#### (Delivery: Onsite)

Please Refer to the Technologies Section on page [45](#).

**(ICT20120) Estimated Cost: N/A**

### Certificate II in Cookery

#### (Delivery: Offsite) 2 days

Start your journey in the dynamic world of commercial kitchens!

This qualification is designed to equip students with essential, job-ready skills in food preparation and cookery. This course opens up exciting opportunities for those looking to become a kitchen hand and eventually progress to a role as a professional chef. Students will be introduced to the fast-paced, rewarding environment of kitchen operations. From hygiene and safety practices to team communication and stock management, students will gain the practical skills needed to thrive in various settings, including restaurants, hotels, cafes, and even hospitals. Training takes place in a professional kitchen setting, where students gain real-world experience through practical sessions and service in a working restaurant.

**(SIT20421) Estimated Cost: N/A**

### Certificate II in Sport and Recreation

**(Delivery: Offsite)**

Kick off your future in the sports and recreation industry with the Certificate II in Sport and Recreation.

Students will learn how to support the delivery of sports-related activities and perform tasks like customer service and equipment maintenance. This Qualification covers areas such as planning and running recreation sessions, monitoring equipment, and maintaining safety.

Upon completion, students can pursue employment with a wide range of organisations, including community sports centres, aquatic facilities, and other recreation organisations.

**(SIS20122 ) Estimated Cost: N/A**

### Certificate II in Business

**(Delivery: Onsite)**

Students can advance their careers in business by building valuable, transferable skills that can be applied across various industries and workplaces.

The Certificate III in Business provides the essential knowledge required to work efficiently in office environments. This Qualification covers key areas such as communication, teamwork, technology use, and administrative tasks. Students will learn how to effectively manage resources and schedules while improving their digital literacy and numeracy skills. This course also develops critical thinking and business operations and covers important topics such as sustainability, inclusivity, well-being, and safety.

**(BSB30120 ) Estimated Cost: N/A**

### Certificate II in Engineering Pathways

**(Delivery: Offsite)**

Develop a range of trade-like skills and be introduced to a range of tools and equipment in a safe environment. You will be exposed to a broad selection of skills and knowledge from a range of manufacturing and engineering tasks, enhancing entry-level employment prospects for future trainee and/or apprenticeship opportunities.

If you enjoy practical, hands-on training, this is the course for you. Outcomes are designed around completing a project by applying skills learnt on the tools in the workshop.

**(MEM20422 ) Estimated Cost: N/A**

### Certificate II in Automotive Servicing

**Technology (Delivery: Offsite)**

This pre-apprenticeship course is perfect if you want to give yourself a head start in learning a trade and provides you with a competitive edge to land an apprenticeship in mechanics. Throughout this course students will learn how to use and maintain tools and equipment in an automotive workplace and learn how to identify basic automotive faults using troubleshooting processes. You will learn every aspect of servicing a vehicle on real life projects. Additionally, this course will also cover the inspecting and testing of various mechanical components such as suspension, steering, brakes, batteries, drive shafts and cooling systems.

**(AUR20520 ) Estimated Cost: N/A**

### Certificate III in Civil Construction Plant

**Operations (Delivery: Offsite)**

Are you looking for a career in construction operating plant equipment? When you complete the Certificate III in Civil Construction Plant Operations you'll be building a career as a mobile plant operator. Learn how to read and interpret plans and job specifications, carry out manual excavation, basic levelling and use hand and power tools. Whilst also learning how to operate a skid steer, excavator, front end loader and small plant and equipment. Students will gain practical skills in hand and power tool operation and preparing, excavating, maintaining and disposing of waste on civil construction sites. Hands on training in real life projects where you are sure to get your hands dirty and gain the skills and knowledge to enter the civil work force.

**(RII30820 ) Estimated Cost: N/A**

### Certificate III in Tourism (maritime stream) (Delivery: Offsite)

Have you always dreamed of exploring the world, meeting new people and learning new cultures... all while getting paid? This qualification prepares you for a career as a tour guide on a range of topics and industries and is suitable for history buffs through to adventure thrill seekers. Throughout this course, you will learn how to source and use information on the tourism industry, provide a high level of service to customers, display social and cultural sensitivity and participate in safe work practices. You will also have the opportunity to specialise in the Marine industry completing your Elements of Ship Board Safety and General Purpose Hand, RSA and First Aid so you can enter the Maritime industry in Broome and beyond.

**(SIT301220 ) Estimated Cost: N/A**

### Certificate II in Rural Operations

#### (Delivery: Offsite)

Does working outdoors in a fast-paced, hands-on industry sound appealing? Get the skills to work in some of the exciting new operations happening near you and further afield. Training is on campus and locations around Broome by industry experts who have years of experience working in rural environments. You will gain practical skills to work safely on rural work sites and carry out a range of manual tasks — as well as operate machinery and tools. Learn how to participate in sustainable work practices, operate tractors, operate and maintain basic machinery and equipment, operate a drone, gain your White Card, treat weeds, install and repair fencing, and capture digital media for fieldwork.

(AHC21216) Estimated Cost: N/A

### Certificate II in Community Health

#### & Wellbeing (Delivery: Onsite & Practicums)

The Certificate II in Community Health and Wellbeing is being offered as a pre-traineeship which means that Year 11 & 12 students can start their career in the health and community service sector whilst studying at school. The certificate includes meaningful work experience with local organisations that allows students to make informed decisions about their career while gaining valuable hands-on experience. The certificate may be completed over one or two years. If it is completed in one year, students will have the opportunity to further their studies in a range of different areas within the health and community services sector including aged care, disability, allied health and nursing.

(52890WA) Estimated Cost: N/A

### Certificate II in Music Industry

#### (Delivery: Onsite)

Please Refer to the Arts Section on page [36](#).

(CUA20620) Estimated Cost: \$180.00

### ENDORSED Programs

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

The points gained from successful completion of an endorsed program contribute to WACE attainment. Each endorsed program consists of a series of lessons, classes and/or activities designed to lead to the achievement of a common goal or set of learning outcomes. Endorsed programs can be delivered as part of the school curriculum or as extra-curricular activities. Examples of endorsed programs are:

#### Examples of endorsed programs are:

- State sporting representation
- WA Recreational Skippers Ticket
- Cadets WA (Navy, Police Rangers, Emergency Services and Bush Rangers)
- Surf Life Saving WA certificates and awards (Bronze Medallion)
- Australian Music Examinations Board, Associated Board of the Royal Schools of Music, Trinity College London and St Cecelia's
- Yachting Australia Small Boat Sailing programs
- PADI Diver certificates (skin, scuba, open water)
- Department of Education and Training 'Life Skills for Senior School Students'
- ADWPL.

Students participating in endorsed programs outside of school should discuss this with the CaVE Coordinator, as it may be possible to count such achievement towards their WACE. It is important that the students are enrolled in the endorsed programs at a school level, and evidence of achievement will be required

### UniReady in Schools program

#### (Delivery: Onsite)

The UniReady program is an academic program designed to prepare Year 12 students for successful entry into university. The course offers a pathway by providing students with the essential skills and knowledge required for university-level studies, including academic literacy, numeracy, critical thinking, and discipline knowledge concepts and principles. Students should be aware the course is rigorous, and they require dedication and effort to be successful in passing.

Students who complete the UniReady in Schools Program will be awarded Curtin's minimum admission criteria of a 70 ATAR and English language proficiency. This score enables entry into many of the undergraduate courses offered by Curtin University. Students are also able to apply to other WA universities such as Edith Cowan and Murdoch University. Students are required to complete four units in total: two core and two optional. The two core units are Academic Literacy and Communications, while the optional units undertaken in 2025 were Health Studies and Humanities.

Broome Senior High School offers the UniReady program to high performing Year 12 General pathway students deemed capable of engaging and successfully completing the course.

**Estimated Cost: \$100.00**

### Ranger Cadets Program (Year 11-13)

Please Refer to the Arts Section on page [53](#).

**Estimated Cost: N/A**

### SCHOOL-BASED Trainees & Apprentices

A School-based Traineeship (SBT) or School-based Apprenticeship (SBA), allows a student to select a chosen pathway based on the area of interest. The student attends the workplace one day a week as a paid, part-time employee and also studies Certificate II or III that is directly related to the selected industry, all while still attending school. Generous wage incentives from the Federal and State Governments now mean it is very attractive for any employer to take on an SBT or SBA.

All potential SBT and SBA students must complete a successful week of work experience before sign up. Hours accumulated during a SBT/A count towards Apprenticeships and Traineeships that a student may wish to pursue instead of completing senior secondary schooling or after completing senior secondary schooling.

### AUTHORITY DEVELOPED Workplace Learning (ADWPL)

NB: Workplace Learning is an Authority-developed endorsed program that is managed by individual schools and open to students in Years 10, 11 and 12. Students are required to supply their own Personal Protective Equipment (PPE) or uniform.

The program provides an opportunity for a student to demonstrate, and develop increasing competence in, the core skills for work. 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.

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. To complete this endorsed program, a student works in one or more real workplace/s to develop a set of transferable workplace skills. This work can be voluntary or paid employment. The student must record the number of hours completed and the tasks undertaken in the workplace in The Authority's *Workplace Learning Logbook*. The student must also provide evidence of his/her knowledge and understanding of the workplace skills by completing The Authority's *Workplace Learning Skills Journal* after each 55 hours completed in the workplace.

Unit equivalence is allocated on the basis of 1 unit equivalent for each 55 hours completed in the workplace, to a maximum of 4 units. That is:

Less than 55 hours = 0 unit equivalents

55 – 109 hours = 1 unit equivalent

110 – 164 hours = 2 unit equivalents

165 – 219 hours = 3 unit equivalents

220 + hours = 4 unit equivalents.

#### Completion requirements

For each 55 hours completed in the workplace, a student must complete the:

- Workplace Learning Logbook
- Workplace Learning Skills Journal.

#### Completion requirements after 4 unit equivalents

After a student has completed the requirements for four unit equivalents (220 workplace hours and forty questions from the Skills Journal) he/she may continue to record the workplace hours completed using the Workplace Learning Logbook without the need to complete the Workplace Learning Skills Journal. The total number of workplace hours will be reported on a student's Western Australian Statement of Student Achievement (WASSA).

**(ADWPL) Estimated Cost: \$POA**

For more information regarding Education Support programs, please see the Deputy Principal, Ms Sandi Passmore.



Broome Senior High School is an Inclusive Model school, with an endorsed Education Support Community known as 'Mamaljan'.

'Mamaljan' is a Yawuru word meaning 'Place of Support' and caters for students across the full spectrum of disabilities, from profound and complex in specialist environments to students with education needs within mainstream classrooms.

*Education Support offers an extensive array of ASDAN Endorsed Programs which promote the development of personal, social, independent, ICT and work-related skills as well as vocational qualifications within a real-world context. ASDAN Award programs have become an integral part of the curriculum in Western Australian secondary schools allowing students to achieve prerequisite skills enabling entry to Certificate I and II industry pathways.*

*We provide community-based training opportunities and work placements, onsite learning and individualised pathways that complement student transitions into the community or workforce. Our Education Support teachers have access to the Australian Curriculum, ABLEWA, ASDAN and functional literacy/numeracy while using ABLES Assessment Tool for guidance within a consistent pedagogical framework.*

### ASDAN Towards Independence (Year 11-13)

Broome Senior High School offers a variety of Towards Independence modules for upper school students, such as:

- Personal Safety (PASD15)
- Business Enterprise (PASD49)
- Meal Preparation and Cooking (PASD55)
- Practical Workshop (PASD20)
- Work Awareness (PASD30)
- Developing Numeracy (PASD65)
- Developing Communication & Literacy (PASD62)
- Horticulture (PASD08)
- Independent Living (PASD 09)
- Using ICT (PASD36)
- Current Affairs (PASD03)
- E-Safety (PASD69)
- Relationships (PASD40)
- Water Skills (PASD29)
- My Future Choices (PASD76)
- Time Management (PASD44)
- The Wide World (PASD46)
- Citizenship (PASD41)

Towards Independence modules are designed to develop personal, social, independent and work-related skills. Each ASDAN Towards Independence module earns five curriculum points equivalent to one WACE unit.

**Estimated Cost: \$20 to \$100 (pending course selection)**

### ASDAN Workright (Year 11 - 13)

Workright is an ASDAN program that develops a range of basic transferable employability skills. The program earns 10 curriculum points equivalent to two WACE units.

Workright is made up of four units:

1. Health and Safety in the Workplace
2. Being responsible in the Workplace
3. Working with others in the Workplace
4. 80 hours registered work placement in the Workplace.

**(PASDWR) Estimated Cost: \$20.00**

## Ranger Cadets Program (Year 11-13)

The Ranger Cadets Program incorporates Bush Ranger Cadets WA and the Indigenous Ranger Cadetship. The Ranger Cadets Program supports youth to taking an active role in the conservation of the natural environment and to understand the mechanisms of environmental management. The Ranger Cadets model promotes leadership, personal growth and skills development as central key components of the program.

Bush Ranger Cadets Level 1 Program earns 10 curriculum points equivalent to two WACE units.

Bush Ranger Cadets Level 2 and Level 3 Programs earn five curriculum points equivalent to one WACE unit..

Estimated Cost: N/A

## Certificate I in Automotive Vocational Preparation

Certificate I in Automotive Vocational Preparation is an introductory qualification to the automotive retail, service and repair industries and an entry to further training in several sectors. It is designed for application in a highly supervised context equivalent to induction in industry environments.

Estimated Cost: TBA

## Certificate II in Automotive Vocational Preparation

Certificate II in Automotive Vocational Preparation reflects the role of individuals who perform a range of tasks relating to identifying and inspecting mechanical and electrical components and systems of light vehicles, heavy vehicles, outdoor power equipment, bicycles, marine craft and motorcycles. This qualification also covers a limited range of technical skills and knowledge to perform maintenance and repair of an automotive vehicle body.

Estimated Cost: TBA

## Certificate II in Agriculture

Certificate II in Agriculture is specifically designed to provide students with the skills and knowledge required to work in supporting roles within the agricultural sector.

Estimated Cost: TBA

## Certificate II in Rural Operations

Certificate II Rural Operations provides practical skills to work safely on rural work sites and carry out a range of manual tasks as well as operate machinery and tools.

Estimated Cost: TBA

**For more information about this academic program for Aboriginal students, please contact Follow the Dream coordinator, Mr Tim Gray (9195 3100 or 0417 992 571).**



Follow the Dream: Partnerships for Success is a program that aims to improve Aboriginal students' levels of achievement through secondary school. Ultimately we want to increase the number of Aboriginal students successfully graduating from Year 12. Follow the Dream is available to all Aboriginal students who are undertaking any course in Year 11 and 12. All that is expected is that students have a desire to graduate and are prepared to work with determination towards that goal.

The Follow the Dream Program operates after school hours in rooms E3 and E4 (Monday to Thursday). Students can access: tutorial and homework support, advice about careers and further study, computers and internet. Afternoon refreshments are also provided. Students will have the opportunity to participate in the camps program, as well as attend other excursions.

Follow the Dream is currently supported by a partnership of the following agencies:



**Polly Farmer**  
Foundation



**Rio Tinto**

Follow the Dream operates at 20 sites around the state including Kununurra, Karratha, Tom Price and Port Hedland. The Broome site was established in 2005. Over 300 Broome students involved in the program have already graduated from Year 12. The vast majority have moved on to pathways that have included university and TAFE study, vocational traineeships, apprenticeships and other employment.

The program is a fabulous opportunity for Aboriginal students, and with the support of family, school, and industry we can ensure that a high level of achievement in education is the norm, rather than the exception.



## **BROOME** SENIOR HIGH SCHOOL

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### **SCHOOL CONTACTS**

**Dan Walker:**

Deputy Principal, ATAR Course Counsellor

**Carrie McCormack:**

Career and Vocational Education (CaVE) Coordinator, General and VET Course Counsellor

**Rachael Larkman:**

Year 10 Leader 2025, Rachael Larkman, ATAR and General Course Counsellor