Vocational Handbook 2017

A guide to courses and programs for students in Years 11 - 12
# Table of Contents

<table>
<thead>
<tr>
<th>English Courses of Study</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Transitions Program</td>
<td>8</td>
</tr>
<tr>
<td>Selecting a Vocational Pathway</td>
<td>9</td>
</tr>
<tr>
<td>College Graduation Requirements</td>
<td>11</td>
</tr>
<tr>
<td>WACE Graduation Requirements</td>
<td>11</td>
</tr>
<tr>
<td>Planning Your Course</td>
<td>13</td>
</tr>
<tr>
<td>Senior School Curriculum</td>
<td>15</td>
</tr>
<tr>
<td>Vocational Education and Training Courses</td>
<td>16</td>
</tr>
<tr>
<td>Certification of Student Achievement</td>
<td>17</td>
</tr>
<tr>
<td>Profile Training Programs</td>
<td>19</td>
</tr>
<tr>
<td>State Training Providers</td>
<td>19</td>
</tr>
<tr>
<td>Selecting a Vocational Pathway</td>
<td>21</td>
</tr>
<tr>
<td>Changing Units</td>
<td>22</td>
</tr>
<tr>
<td>Endorsed Programs</td>
<td>26</td>
</tr>
<tr>
<td>Senior Transitions Program</td>
<td>26</td>
</tr>
<tr>
<td>Curriculum Overview</td>
<td>26</td>
</tr>
<tr>
<td>Courses of Study</td>
<td>26</td>
</tr>
<tr>
<td>Religious Education</td>
<td>26</td>
</tr>
<tr>
<td>Unit 1 Religion and Life Preliminary (P1REL)</td>
<td>26</td>
</tr>
<tr>
<td>Unit 2 Religion and Life Preliminary (P2REL)</td>
<td>27</td>
</tr>
<tr>
<td>Unit 3 Religion and Life Preliminary (P3REL)</td>
<td>27</td>
</tr>
<tr>
<td>Unit 4 Religion and Life Preliminary (P4REL)</td>
<td>27</td>
</tr>
<tr>
<td>Unit 1 Religion and Life General (G1REL)</td>
<td>27</td>
</tr>
<tr>
<td>Unit 2 Religion and Life General (G2REL)</td>
<td>28</td>
</tr>
<tr>
<td>Unit 3 Religion and Life General (G3REL)</td>
<td>28</td>
</tr>
<tr>
<td>Unit 4 Religion and Life General (G4REL)</td>
<td>28</td>
</tr>
<tr>
<td>Endorsed Programs</td>
<td>29</td>
</tr>
<tr>
<td>Unit 1 Preliminary English (P1ENG)</td>
<td>29</td>
</tr>
<tr>
<td>Unit 1 English Foundation (F1ENG)</td>
<td>30</td>
</tr>
<tr>
<td>Unit 2 English Foundation (F2ENG)</td>
<td>30</td>
</tr>
<tr>
<td>Unit 1 English General (G1ENG)</td>
<td>30</td>
</tr>
<tr>
<td>Unit 2 English General (G2ENG)</td>
<td>31</td>
</tr>
<tr>
<td>Unit 3 English General (G3ENG)</td>
<td>31</td>
</tr>
<tr>
<td>Unit 4 English General (G4ENG)</td>
<td>32</td>
</tr>
</tbody>
</table>
Health and Physical Education ........................................................................................................ 33
  Unit 1 Health Studies General (G1HEA) .................................................................................. 33
  Unit 2 Health Studies General (G2HEA) ................................................................................ 33
  Unit 3 Health Studies General (G3HEA) ................................................................................ 34
  Unit 4 Health Studies General (G4HEA) ................................................................................ 34
Mathematics ............................................................................................................................... 35
  Unit 1 Mathematics Preliminary (P1MAT) ............................................................................. 35
  Unit 2 Mathematics Preliminary (P2MAT) ............................................................................. 35
  Unit 3 Mathematics Preliminary (P3MAT) ............................................................................. 36
  Unit 4 Mathematics Preliminary (P4MAT) ............................................................................. 36
  Unit 1 Mathematics Foundation (F1MAT) .............................................................................. 37
  Unit 2 Mathematics Foundation (F2MAT) .............................................................................. 37
  Unit 3 Mathematics Foundation (F3MAT) .............................................................................. 38
  Unit 4 Mathematics Foundation (F4MAT) .............................................................................. 38
  Unit 1 Mathematics Essential (G1MAE) ............................................................................... 39
  Unit 2 Mathematics Essential (G2MAE) ............................................................................... 39
  Unit 3 Mathematics Essential (G3MAE) ............................................................................... 40
  Unit 4 Mathematics Essential (G4MAE) ............................................................................... 40
Science ....................................................................................................................................... 41
  Integrated Science ............................................................................................................ 41
  Unit 1 Integrated Science General (G1ISC) ....................................................................... 41
  Unit 2 Integrated Science General (G2ISC) ....................................................................... 41
  Unit 3 Integrated Science General (G3ISC) ....................................................................... 42
  Unit 4 Integrated Science General (G4ISC) ....................................................................... 42
Technologies .............................................................................................................................. 43
  Children, Family and Community .................................................................................... 43
  Unit 1 Children, Family and Community General (G1CFC) ............................................. 43
  Unit 2 Children, Family and Community General (G2CFC) ............................................. 44
Design - Graphics ...................................................................................................................... 45
  Unit 1 Design General - Graphics (G1DESG) .................................................................. 45
  Unit 2 Design General - Graphics (G2DESG) .................................................................. 45
  Unit 3 Design General - Graphics (G3DESG) .................................................................. 46
  Unit 4 Design General - Graphics (G4DESG) .................................................................. 46
Engineering Studies - Mechanical .............................................................................................. 47
  Unit 1 Engineering Studies General - Mechanical (G1ESTM) .......................................... 47
  Unit 2 Engineering Studies General - Mechanical (G2ESTM) .......................................... 47
  Unit 3 Engineering Studies General - Mechanical (G3ESTM) .......................................... 48
  Unit 4 Engineering Studies General - Mechanical (G4ESTM) .......................................... 48
<table>
<thead>
<tr>
<th>Course</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food Science and Technology (GEFST)</td>
<td>49</td>
</tr>
<tr>
<td>Unit 1 Food Science and Technology General (G1FST)</td>
<td>49</td>
</tr>
<tr>
<td>Unit 2 Food Science and Technology General (G2FST)</td>
<td>49</td>
</tr>
<tr>
<td>Materials, Design and Technology - Textiles</td>
<td>50</td>
</tr>
<tr>
<td>Unit 1 Materials, Design and Technology General - Textiles (G1MDTT)</td>
<td>50</td>
</tr>
<tr>
<td>Unit 2 Materials, Design and Technology General – Textiles (G2MDTT)</td>
<td>50</td>
</tr>
<tr>
<td>Materials, Design and Technology - Wood</td>
<td>51</td>
</tr>
<tr>
<td>Unit 1 Materials, Design and Technology General – Wood (G1MDTW)</td>
<td>51</td>
</tr>
<tr>
<td>Unit 2 Materials, Design and Technology General - Wood (G2MDTW)</td>
<td>51</td>
</tr>
<tr>
<td>Unit 3 Materials, Design and Technology General – Wood (G3MDTW)</td>
<td>52</td>
</tr>
<tr>
<td>Unit 4 Materials, Design and Technology General – Wood (G4MDTW)</td>
<td>52</td>
</tr>
<tr>
<td>The Arts</td>
<td>53</td>
</tr>
<tr>
<td>Unit 1 Dance General (G1DAN)</td>
<td>53</td>
</tr>
<tr>
<td>Unit 2 Dance General (G2DAN)</td>
<td>53</td>
</tr>
<tr>
<td>Unit 1 Drama General (G1DRA)</td>
<td>54</td>
</tr>
<tr>
<td>Unit 2 Drama General (G2DRA)</td>
<td>54</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>55</td>
</tr>
<tr>
<td>Unit 1 Visual Arts General (G1VAR)</td>
<td>55</td>
</tr>
<tr>
<td>Unit 2 Visual Arts General (G2VAR)</td>
<td>55</td>
</tr>
<tr>
<td>Unit 3 Visual Arts General (G3VAR)</td>
<td>56</td>
</tr>
<tr>
<td>Unit 4 Visual Arts General (G4VAR)</td>
<td>56</td>
</tr>
<tr>
<td>Career Education</td>
<td>57</td>
</tr>
<tr>
<td>Unit 1 Career and Enterprise Foundation (F1CAE)</td>
<td>57</td>
</tr>
<tr>
<td>Unit 1 Career and Enterprise General (G1CAE)</td>
<td>57</td>
</tr>
<tr>
<td>Unit 2 Career and Enterprise General (G2CAE)</td>
<td>58</td>
</tr>
<tr>
<td>Unit 3 Career and Enterprise General (G3CAE)</td>
<td>58</td>
</tr>
<tr>
<td>Unit 4 Career and Enterprise General (G4CAE)</td>
<td>58</td>
</tr>
<tr>
<td>VET Courses</td>
<td>59</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>59</td>
</tr>
<tr>
<td>Certificate II in Sport and Recreation (C2SAR)</td>
<td>59</td>
</tr>
<tr>
<td>Certificate III in Sport and Recreation (C3SAR)</td>
<td>59</td>
</tr>
<tr>
<td>Humanities and Social Sciences</td>
<td>60</td>
</tr>
<tr>
<td>Certificate II in Business (C2BUS)</td>
<td>60</td>
</tr>
<tr>
<td>Certificate III in Business (C3BUS)</td>
<td>60</td>
</tr>
<tr>
<td>Technologies</td>
<td>61</td>
</tr>
<tr>
<td>Certificate II in Information, Digital Media and Technology (C2IT)</td>
<td>61</td>
</tr>
<tr>
<td>Certificate III in Information, Digital Media and Technology (C3IT)</td>
<td>61</td>
</tr>
<tr>
<td>Performing Arts</td>
<td>62</td>
</tr>
</tbody>
</table>
Certificate II in Music (C2MUS) ................................................................. 62
Certificate III in Music (C3MUS) ................................................................. 62
Endorsed Programs .................................................................................. 63
Workplace Learning (ADWPL) ................................................................. 63
Life Skills ................................................................................................. 63
Year 11 and 12 are very important years in the life of a student. It marks the end of their secondary schooling and the start of the transition from school to their post school destinations.

This handbook contains information on all courses planned for Year 11 and Year 12 and is one of a range of supports offered by the College to assist students to plan choices for their future. While course outlines make up the bulk of material in the booklet, information relating to the Western Australian Certificate of Education and St Norbert College Graduation requirements is also included in this handbook.

It is important that our young people make the most of the wonderful opportunities available in their senior years and as our College motto states be ‘Prepared for all good works’.

Mrs Annette Morey
Principal
Student Ministry

Student Ministry creates opportunities for all St Norbert College students to become leaders in the College community. Through participating in a number of retreat and Christian service experiences, students are encouraged to develop and demonstrate their love for others.

Year 11 Student Ministers discover and practice various forms of prayer and liturgy. From being involved in leading at whole school liturgical events to personal and reflective prayer opportunities. These experiences help them discover more about themselves and about God in their lives.

The “Encounter” Retreat in Year 11 is an essential component of the Year 11 Christian Service Learning program “Prepared for all Good Works”. It is the ‘reflection’ element of the program when the students are given the opportunity to spend an extended period of time reflecting on their days of Christian service. It enables them to finish their written responses to the reflection questions in their journals and to share their experiences in a variety of settings – with one peer, in small groups and in a larger group.

This reflection process is then extended whereby the students are encouraged to connect their experience with the Christian story. The final phase of this retreat calls on students to take further action – the praxis. Having made a commitment to ongoing discipleship and to “doing justice”, students leave the retreat with a determination to be ‘Prepared for all Good Works.’

Year 12 Student Ministers discover and practice various forms of prayer and liturgy; from being involved in leading whole school liturgical events to personal and reflective prayer opportunities. These experiences help Year 12 students to discover more about themselves and God.

Year 12 students participate in the Tabgha Retreat. This Retreat gives students the opportunity to bring who they are to Jesus and to grow in their relationship with him. It also provides the students an opportunity to reflect on their own gifts through personal reflection and the insights of their peers. There are also opportunities to develop a deeper sense of prayer and Eucharist as a way to enrich one’s relationship with Jesus and grow in one’s capacity to share their gifts.

KAIROS (a three day retreat) is a senior voluntary retreat offered to both Year 11 and Year 12 students. Kairos is a Greek word that means, “The Lord’s Time”. It is judged not by its succession or duration but by its value, the intensity of the experience of God’s presence in the midst of the Christian community. KAIROS aims to give students an experience of Christian community, to open the eyes of the students to their own goodness, to the goodness of God, and to develop Christian Leadership.

KAIROS aims to give the senior students an experience of Christian community, to open the eyes of the students to their own goodness, as well as to the goodness of God and to develop Christian Leadership.
Christian Service Learning

“Christian Service-Learning in Catholic schools is a critical educational activity that provides opportunities for students to reflect on and integrate the principles of Catholic Social Teachings into practical experiences of service to others in society.” WA Catholic Education Office.

At St Norbert College, all students in Years 7 to 12 are expected to complete the Christian Service Learning Program (“Prepared for All Good Works”).

The Senior Student part of this program is launched at the end of Year 10. It is expected that students complete a minimum of 20 hours service by the end of Week 1, Term 2 Year 11.

This program is a very important part of St Norbert College’s commitment to the development of young men and women as leaders in our society dedicated to service to others. Through working with people who have different abilities and experiences to themselves, students will be challenged to appreciate the gifts that others have to offer them. They will also be given the opportunity to use their skills and talents to enhance the lives of people in need. This may include for example working with the elderly, working with people who have disabilities, working with the homeless, etc.

Service to others is an excellent vehicle for bringing love and goodness alive in a person’s life. Students, at the end of Year 10 or the start of Year 11 go out into the community to discover for themselves what agencies there are which serve those less fortunate than themselves through the compulsory “Prepared For All Good Works” program.

During the service period, each student is required to complete a journal, which becomes the primary focus of the Encounter Retreat – an opportunity to reflect and learn from their service experience.

Students in Year 12 have the option of giving service to others from within a community-based agency which serves those less fortunate than themselves.

College Graduation Requirements

For a student to graduate from St Norbert College they must:

- complete 20 Hours of Christian Service Learning (with an outside agency) to be completed by the end of Week 1, Term 2, Year 11
- complete Year 11 & 12 Religion & Life Course of Study to a satisfactory standard
- have a strong attendance record
- maintain their “Good Standing”

Failure to complete the Christian Service Learning requirement by the specified time will result in exclusion from attending the Year 12 Ball and may jeopardise attendance at other College events.
<table>
<thead>
<tr>
<th>WACE Graduation Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Breadth and depth requirement</strong></td>
</tr>
<tr>
<td>• 10 units or the equivalent at Year 12</td>
</tr>
<tr>
<td>• two Year 11 units from an English course and one pair of Year 12 units from an English course</td>
</tr>
<tr>
<td>• one pair of units completed in Year 12 from each of List A (arts/languages/social sciences) and List B (mathematics/science/technology).</td>
</tr>
<tr>
<td><strong>Achievement standard requirement</strong></td>
</tr>
<tr>
<td><strong>Literacy and numeracy standard</strong></td>
</tr>
<tr>
<td><strong>Explanatory notes relating to WACE requirements</strong></td>
</tr>
<tr>
<td>2. Of the 20 units required for a WACE, up to a maximum of four Year 11 units and four Year 12 units may be substituted by VET qualifications and/or endorsed programs. A student may choose to substitute using only VET qualifications (up to a total of eight units) or using endorsed programs (up to a total of four units) or using a combination of VET and endorsed programs (up to a total of eight units but with a maximum of four units with endorsed programs).</td>
</tr>
<tr>
<td>3. Students are able to substitute the course unit requirement with unit equivalents achieved through the completion of AQF VET qualifications at Certificate I, II, III and higher (see Section 4) and/or endorsed programs (see Section 5).</td>
</tr>
<tr>
<td>4. Students can repeat units. However, those units that have the same unit code, e.g. AEENG, and are repeated, do not contribute to the WACE requirements more than once.</td>
</tr>
<tr>
<td>5. Students enrolled in Units 3 and 4 in an ATAR course must sit the external examination in that course. If students do not sit, or do not make a genuine attempt in this examination, the grades for the pair of units completed in that year will not contribute to the calculation of the achievement standard, but they will still count in the breadth-and-depth requirement. Students who do not sit the examination will not receive a course report. Year 12 students enrolled in Units 3 and 4 in a General or Foundation course must sit the EST in that course.</td>
</tr>
</tbody>
</table>
6. Both VET qualifications and endorsed programs can indirectly contribute to the WACE standard requirement of a C grade in at least 14 units. A C grade in a maximum of eight units (four in Year 11 and four in Year 12) can be replaced by unit equivalents from VET qualification and/or endorsed programs. Of these eight unit equivalents, a maximum of four can be from endorsed programs (two in Year 11 and two in Year 12).

7. The literacy and numeracy standard can be met either through the Online Literacy and Numeracy Assessment (OLNA) or by achieving Band 8 or above in the associated components of reading, writing or numeracy in the Year 9 NAPLAN assessments. Students undertaking the OLNA will be required to satisfy both the reading and writing components in order to demonstrate the minimum WACE literacy standard.

8. If students do not demonstrate the literacy and numeracy standard by the time they exit secondary school, they can apply to the Authority to re-sit the assessment at any age.
Planning Your Course

Senior School Curriculum

The curriculum provided at St Norbert College recognises that our students have different learning needs and aspirations. We therefore offer a wide and varied curriculum suited to the needs of students who are University bound, those bound for State Training Providers, and those seeking an apprenticeship or employment on graduating from Year 12.

What types of courses are there?

- **General courses** – for students aiming to enter further training or the workforce straight from school. These are not examined.
- **Foundation courses** – for those students who need extra support to meet the literacy and numeracy standard by the end of Year 12.
  - *Only students who have not demonstrated the minimum achievement in the relevant components of the OLNA may enrol in Foundation courses.*
- **Preliminary courses** – have been developed for students who have been identified as having a learning difficulty and/or an intellectual disability. They provide a relevant option for students who:
  - cannot access the ATAR or General course content with adjustment and/or disability provisions
  - require modified and/or independent education plans.
  *Preliminary courses do not contribute to achievement of the WACE.*

Vocational Education and Training Courses

Vocational Education and Training (VET) courses are nationally recognised qualifications that focus on the development of skills and competencies that are required within specific industry areas.

There are strict requirements to deliver these courses at the College. The College works in partnerships with Registered Training Organisations to develop and deliver programs that meet the national vocational competencies. In these courses a grade is not awarded; instead students achieve VET Credit Transfer towards their WACE achievement through the calculation of unit equivalents.

For all VET studies there will be a **fee** for students enrolling in the courses. This will contribute towards payments for services provided by a Registered Training Organisation (RTO), administration costs, provision of learning materials and student enrolment fees.

Vocational Courses are especially recommended for students who have a practical orientation or wish to develop industry specific skills in preparation for further study or employment.

**NEED MORE INFORMATION?**  [www.scsa.wa.edu.au](http://www.scsa.wa.edu.au)
Students need to consider a number of factors when selecting courses:

1. **Academic Ability**
   In order to achieve success in many Senior School courses, students need to have demonstrated a high degree of academic ability and achievement in courses from their previous years of study. Without this background, students invariably have difficulty with the course content. It is essential to take careful note of subject Minimum Entry Requirements (MER) and teacher recommendations when selecting courses to study.

2. **Interests**
   The course choice system gives students the opportunity to pursue their particular interests at whatever level they are able to perform.

3. **Career Aspirations**
   Whether planning to seek employment after Secondary Graduation, or to continue with further studies (Vocational Training, University or other), students should choose courses that will maximise their options for the future.

   Students should also be aware that many Vocational qualifications could lead to University entry with advanced standing (i.e. a sufficiently high ATAR is not the only avenue to University entrance).

   It should be noted that courses only run if there are sufficient numbers to justify a class.
Western Australian Certificate of Education (WACE)
This certificate is issued to Year 12 students who meet the specified requirements for WACE graduation.

Certificate of Distinction and Certificate of Merit
These certificates are awarded to students who meet the eligibility criteria listed

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, in their last three consecutive years of senior secondary school WACE enrolment, obtains:

Certificates of merit 150–189 points
Certificates of distinction 190–200 points.

Calculating points for the achievement of certificates of merit and certificates of distinction

<table>
<thead>
<tr>
<th>Points per unit</th>
<th>ATAR</th>
<th>General course</th>
<th>Foundation course</th>
<th>VET qualification</th>
<th>Maximum points per VET</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>A</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>9</td>
<td>B</td>
<td>-</td>
<td>-</td>
<td>Certificate IV+</td>
<td>54</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Replaces two Year 11 and four Year 12 units</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>-</td>
<td>A</td>
<td>-</td>
<td>Certificate III</td>
<td>48</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Replaces two Year 11 and four Year 12 units</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>6</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>Certificate II</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Replaces two Year 11 and two Year 12 units</td>
<td></td>
</tr>
</tbody>
</table>
Western Australian Statement of Student Achievement (WASSA)
A statement of student achievement is issued to all Year 12 students at the completion of their secondary schooling.
The WASSA formally records, as relevant:

- achievement of WACE requirements
- achievement of literacy (reading and writing) standard
- achievement of numeracy standard
- achievement of exhibitions and awards
- school grades, school marks, and combined scores in ATAR units *
- school grades and school marks in General and Foundation units *
- completed Preliminary units
- completed VET industry specific units
- successfully completed VET qualifications and VET units of competency
- completed endorsed programs
- number of community service hours undertaken (if reported by the school)

* In Year 12, Units 3 and 4 are reported as a year-long course. In Year 11, Units 1 and 2 are reported as a year-long course unless a student completes Unit 1 and enrols in Unit 2 in another course at the end of Semester 1. In this case, Unit 1 and Unit 2 will be reported separately.
The list of Profile Training Programs for 2016 is released by the State Training Providers in Term 2. As soon as the course handbooks are released they will be made available on SEQTA Learn. The specialised areas that students have previously applied for include:

<table>
<thead>
<tr>
<th>Polytechnic West</th>
<th>Central Institute</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cert 2 Community services – Child care</td>
<td>Cert 3 Business</td>
</tr>
<tr>
<td>Cert 2 Civil Construction</td>
<td>Cert 3 Events</td>
</tr>
<tr>
<td>Cert 2 Electronics &amp; Computer Hardware Support</td>
<td>Cert 3 Tourism</td>
</tr>
<tr>
<td>Cert 3 Events</td>
<td>Cert 2 Building Paraprofessional (residential design)</td>
</tr>
<tr>
<td>Cert 2 Applied Fashion Design</td>
<td>Cert 2 Health Support Services (nursing)</td>
</tr>
<tr>
<td>Cert 3 Media</td>
<td>Cert 2 Sampling and Measurement (Lab science)</td>
</tr>
<tr>
<td>Cert 2 Aeroskills – aircraft mechanic</td>
<td>Year 12 – Cert 3 Health Services Assistance (nursing)</td>
</tr>
<tr>
<td>Cert 2 Automotive – Heavy, Light, Plant Mechanic,</td>
<td></td>
</tr>
<tr>
<td>panel beating, spray painting</td>
<td></td>
</tr>
<tr>
<td>Cert 2 Fabrication – Heavy sheet, fitter machinist</td>
<td></td>
</tr>
<tr>
<td>Cert 3 Engineering – technical</td>
<td></td>
</tr>
<tr>
<td>Cert 4 Aeronautics - pilot</td>
<td></td>
</tr>
<tr>
<td>Year 12 - Cert 3 Aviation (Cabin Crew)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Challenger Institute</td>
<td>Fremantle Education Centre</td>
</tr>
<tr>
<td>Cert 2 Aquaculture</td>
<td>Year 11 – Cert 3 Ed Support</td>
</tr>
<tr>
<td>Cert 2 Community services</td>
<td>Year 12 – Cert 4 Ed Support / Cert 4 Business</td>
</tr>
<tr>
<td>Cert 2 Electrotechnology (Electrician)</td>
<td></td>
</tr>
<tr>
<td>Cert 2 Floristry</td>
<td></td>
</tr>
<tr>
<td>Cert 2 Hairdressing</td>
<td></td>
</tr>
<tr>
<td>Cert 3 Health Services Assistance</td>
<td></td>
</tr>
<tr>
<td>Cert 2 Hospitality</td>
<td></td>
</tr>
<tr>
<td>Cert 2 Landscaping</td>
<td></td>
</tr>
<tr>
<td>Cert 2 Outdoor Recreation</td>
<td></td>
</tr>
<tr>
<td>Cert 2 Process Plant Operations</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>MPA Skills</td>
<td>Electrical Group Training</td>
</tr>
<tr>
<td>Cert 2 Plumbing</td>
<td>Cert 2 Electrotechnology</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Ora Fitness</td>
<td>Skill Hire</td>
</tr>
<tr>
<td>Year 11 - Cert 3 Fitness</td>
<td>Cert 2 Building and Construction – Bricklaying or Carpentry (2 Year Program)</td>
</tr>
<tr>
<td>Year 12 - Cert 4 Personal Training</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring into Training</td>
<td>Hospitality Group Training or Redmako</td>
</tr>
<tr>
<td><em>School-based traineeships</em></td>
<td></td>
</tr>
<tr>
<td>Cert 2 Make-up</td>
<td><em>School-based Traineeships</em></td>
</tr>
<tr>
<td>Cert 2 Hairdressing</td>
<td>Cert 2/3 Hospitality – service</td>
</tr>
<tr>
<td>Cert 2 Business (you need to find an employer)</td>
<td>Cert 3 Commercial Cookery - chef</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Activ Foundation</td>
<td></td>
</tr>
<tr>
<td><em>School-based traineeships</em></td>
<td></td>
</tr>
<tr>
<td>Cert 3 Personal Support (Disability)</td>
<td></td>
</tr>
</tbody>
</table>

To apply for one of these courses, please complete the St Norbert Application Form and submit to Mr Openshaw by Wednesday 24th August 2016. This form will be available on SEQTA Learn.

All applications must include the State Training Provider (TAFE) Application Form, a resume, and a student statement. It is also recommended that a work / personal letter of reference and any work related certificates be included.
State Training Providers

Students wishing to leave school can apply for full-time TAFE positions through [http://tasonline.tafe.wa.edu.au/](http://tasonline.tafe.wa.edu.au/)

Applications open in May to study in Semester 2 and open in September for study in Semester 1 of the following year. There are strict cut-off dates. Please see Mr Openshaw for more details.

Applications for competitive courses (a course with more applications than places) are judged on the following selection criteria:

<table>
<thead>
<tr>
<th>AQF Qualification</th>
<th>Complete qualification in the same * field of study</th>
<th>Complete qualification in other field of study</th>
<th>Incomplete qualification in the same field of study</th>
<th>Incomplete qualification in other field of study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate I</td>
<td>20.5</td>
<td>16</td>
<td>7.5</td>
<td>4</td>
</tr>
<tr>
<td>Certificate II</td>
<td>22</td>
<td>17.5</td>
<td>9</td>
<td>5.5</td>
</tr>
<tr>
<td>Certificate III</td>
<td>24.5</td>
<td>19</td>
<td>10.5</td>
<td>7</td>
</tr>
<tr>
<td>Certificate IV</td>
<td>26</td>
<td>20.5</td>
<td>12</td>
<td>8.5</td>
</tr>
<tr>
<td>Diploma</td>
<td>27.5</td>
<td>22</td>
<td>14.5</td>
<td>10</td>
</tr>
<tr>
<td>Advanced Diploma, Associate Degree, Graduate Certificate, Graduate Diploma, Bachelor degree or above</td>
<td>29</td>
<td>24.5</td>
<td>16</td>
<td>11.5</td>
</tr>
</tbody>
</table>

**Selection criteria**

**Maximum score = 100 points**

**Qualification pathway**

**Maximum score = 29 points**

Scoring is based on an Australia Qualification Framework (AQF) qualification according to the values listed below.

<table>
<thead>
<tr>
<th>Work Experience / employment</th>
<th>Maximum score = 29 points</th>
</tr>
</thead>
</table>

Scoring is based on 0.002 points per hour worked.

Work experience/employment covers

- Paid/unpaid work
- Full-time/part-time work
- General work experience and work experience in school and VET programs and voluntary work
- Community service obligation

<table>
<thead>
<tr>
<th>Secondary education / skill development</th>
<th>Maximum score = 42 points</th>
</tr>
</thead>
</table>

Scoring is based on the **best three 2 course** **unit** combinations

One of these courses must be English, English Literature or English as an additional language/dialect

**OR**

Portfolio demonstrating evidence of skill development

**IMPORTANT**: scoring for certain qualifications within the arts and entertainment industry area is based ONLY on a specific portfolio of evidence.

* The same field of study refers to any qualification in the same occupational group as published in the TAFEWA Full-time Studies Guide.

** Course refers to a School Curriculum and Standards Authority developed course of study
Selecting a Vocational Pathway

Students who select a vocational pathway usually:

- Like to learn through observation
- Like to engage in hands-on activities and training
- Want to develop strong employability skills
- Want to study for a further one or two years when leaving school or complete on the job training

The advantages of Vocational Pathway include:

- gives students the opportunity to participate in work experience placements
- enables students to develop specific industry skills, making them more employable
- can assist students to obtain an apprenticeship
- gives students points when applying for State Training Provider (TAFE) courses
- allows students to study nationally recognised qualifications while still at school
- allows students to study job-related subjects/units of competency at school

Students selecting a vocational pathway will select a combination of General Course of Study units and VET courses. This combination may include an External Training Program through a State Training Provider (TAFE) and/or a work place learning placement.

Profile Training Programs

Profile Training Programs provide the opportunity for full time secondary school students to begin preparing themselves for a career in the industry of their choice. Profile Training Programs give the opportunity for students to attend specialised facilities to develop vocational competencies and achieve a VET qualification. They allow students to work towards secondary graduation while also gaining an industry recognised qualification. These programs can open up future career opportunities and enhance students’ employability skills.

These courses have a competitive application process often involving an interview.

Students enrolled in a Pre-Apprenticeship trade-related program usually complete their vocational learning at a State Training Provider (TAFE) two days per week with a work experience component included in the program.

Students enrolled in a non-trade related program usually complete their vocational learning at a State Training Provider (TAFE) one day per week and will need to complete their work experience component on the other day.

Cost

There are no course fees payable as students are covered through specialised funding arrangements. However, some courses may require the student to purchase PPE (Personal Protective Equipment), textbooks or contribute a resource fee.
Workplace Learning

Workplace Learning is a structured out-of-school learning program that provides students with the opportunity to develop work skills in an actual workplace, while continuing their secondary education. The program combines classroom-based learning with one day per week in a workplace industry of the students’ choice. Students undertake two work placements (one each semester).

Students completing this program will be enrolled in Career and Enterprise Course of Study units and the Workplace Learning Endorsed Program. Class time can be allocated to students who need to catch up on missed work due to their placements. However, it is the students’ responsibility to organise this with their Career & Enterprise teacher to ensure that all school work and assessments are completed on time. Students may be withdrawn from their placement if their academic standards drop.

The advantages of Workplace Learning include:

- Developing responsible work skills and assisting in career planning.
- Increasing self-esteem and confidence and developing broader skills.
- Complementing and reinforcing school courses and increasing awareness of the link between school, work and further education.
- Providing a realistic understanding of the expectations of specific industries.
- Students earning State Training provider entry points on successful completion.
- Contributing towards Graduation (WACE).
- Students may be offered apprenticeships, traineeships or employment by their host employers.

Cost

The College has appointed a Work Placement Coordinator to manage student placements. The Coordinator is responsible for employer and student inductions, building employer networks and relationships, employer Occupational Health and Safety assessments, student placement counselling and work site visits. The work placement fee is set each year to offset the costs of employing the Work Placement Coordinator.

Students interested in undertaking Workplace Learning will need to complete a student profile application form and online Work Safe Smartmove Certificate course.

Students who have completed the Workplace Learning program in Year 11 will need to submit an updated student profile form to participate in Year 12.

Application Deadline

Student Workplace Learning Application are due by 24 August.

Interested students need to see Mr Openshaw to collect an application pack or download one from CONEQT-Documents.
Changing Units

Before contemplating any change, parents and students should check that the intended set of course units meets the requirements of Secondary Graduation, Tertiary Entrance and (if appropriate) the entrance to a particular faculty. Such changes are influenced by the advice given by teachers, the Dean of Studies, the Deputy Principals, and the availability of the course unit on the grid and room in that class.

In selecting a new course unit, students should ensure that they meet the prerequisites for the course unit. Beware that changing course units is not a guarantee of success — one should examine the reasons for failure up to this point. In some cases it will be better to continue with the course unit rather than to commence an untried subject.

The relevant Deputy Principal processes the applications for those students who, having started with one course, wish to change to another. However, there is a time beyond which such changes cannot be made. Even if an application is made prior to the cut off date, it may not be possible to change due to the desired class being full.

The last day for changing courses is the first Friday in March

Endorsed Programs

An endorsed program is a significant learning program that has been developed for senior secondary students. The program may have been developed by the School Curriculum and Standards Authority, or it may have been developed by a private provider or a school and subsequently endorsed by the Authority.

Each endorsed program consists of a series of lessons, classes and/or activities designed to lead to the achievement of a common goal or set of learning outcomes. Endorsed programs can be delivered as part of the school curriculum or as extra-curricular activities.

All endorsed programs successfully completed and reported to the Authority by the school

- Western Australian Statement of Student Achievement
- may contribute towards the breadth-and-depth requirement of the WACE
- may contribute towards the C grade requirement of the WACE.

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

A student who will graduate in 2017 will be able to count a maximum of 4 unit equivalents from endorsed programs for WACE purposes, two in Year 11 and two in Year 12.

Programs are endorsed in three categories:

1. Authority-developed endorsed programs
   These endorsed programs are developed by the Authority to provide WACE recognition for students undertaking activities of a similar nature and for which no quality-assured certificate or award is issued.
   eg Community Service, Tours, College Production, Workplace Learning, Music Performance Ensembles

2. Provider-developed endorsed programs
   These endorsed programs are developed by a private provider such as a university, community organisation or training institution. Provider-developed endorsed programs recognise structured learning programs that result in the attainment of a quality-assured certificate or award. Eg Dance, Cadets, Music, Lifesaving, Red Cross, Duke of Edinburgh, Keys for Life
3. **School-developed endorsed programs**
   These endorsed programs are developed by individual schools in response to a particular need which cannot be met through a WACE course, a VET qualification or another endorsed program.

   **NEED MORE INFORMATION?**  [www.scsa.wa.edu.au](http://www.scsa.wa.edu.au)

**School Based Traineeships and Apprenticeships**

Students who impress an employer through work experience can be signed on to a school based traineeship or apprenticeship. This means they attract a wage for their work experience and also complete a national qualification. These part-time traineeships and apprenticeships can often roll into a full-time position when the student leaves school.

**Aboriginal School Based Traineeships (ASBT)**

Aboriginal School Based Training provides opportunities for Aboriginal students in Years 10, 11 and 12 to start training in school to gain a qualification, sustainable employment or go on to further education and training. Students in Year 11 and 12 can participate in a Traineeship or Apprenticeship from a range of Industry areas. Trainees are paid a wage for working on the job. With a School Based Traineeship, students may spend up to four days in school and one day in the workplace.
The main aim of the Senior Transitions Program is to provide each student with the skills necessary to assist them to minimise dependence, maximise independence, gain employment and or further education. Appropriate individualised programs will be used to help each student to reach their potential and will focus on the development of academic, social, recreational and emotional skills to enable them to lead full and productive adult lives. This is a two-year program during which students will participate in activities that will also prepare them for a successful transition to a State Training Provider (TAFE), an apprenticeship/traineeship or open employment. This program is centered around specialised support to develop core literacy and numeracy skills while also prioritising the development of employability skills.

Due to the strict criteria for WACE graduation, some students undertaking this course may not meet WACE graduation requirements.

Who can apply?

The Senior Transition Program is a 24-month transition program for Year 11 St Norbert College students. It is best suited for students who:

1. Prefer learning by doing.
2. Would benefit from a two year course at school that would allow them to mature and develop workplace skills
3. Need individualised literacy and numeracy programs
4. Need highly modified programs to suit individual needs
5. Want a combination of school and the workplace/STP
6. Want to improve their chances of successful transition to STP, open employment, or an apprenticeship/traineeship

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>English - Transitions (Preliminary, Foundation or General)</td>
<td>English - Transitions (Preliminary, Foundation or General)</td>
</tr>
<tr>
<td>Religion - Transitions (Preliminary or General)</td>
<td>Religion - Transitions (Preliminary or General)</td>
</tr>
<tr>
<td>Maths - Transitions (Preliminary, Foundation or Essential)</td>
<td>Maths - Transitions (Preliminary, Foundation or Essential)</td>
</tr>
<tr>
<td>Career and Enterprise – (Foundation or General) including Workplace Learning Program: students complete an individual placement or a supported placement through the College’s Specialised Supported Workplace Program</td>
<td>Career and Enterprise – (Foundation or General) including Workplace Learning Program: students complete an individual placement or a supported placement through the College’s Specialised Supported Workplace Program</td>
</tr>
<tr>
<td>Life Skills</td>
<td>Life Skills</td>
</tr>
<tr>
<td>VET or STP VET</td>
<td>VET or STP VET</td>
</tr>
</tbody>
</table>

Note: The Senior Transition Program is subject to refinement depending upon the needs of individual students.
YEAR 11

There are four programs of study available to Year 11 Vocational Pathway students. All students must select at least ONE VET course and may select no more than two.

**Vocational Pathway A** – You will attend the College for *5 days a week*. You will select six subjects that must include English, Religious Education, a List B Subject (Mathematics - if you are OLNA category 1 or 2) and at least one VET Certificate.

**Vocational Pathway B** – You will attend the College for *4 days a week* and spend 1 day attending an Out of School Learning (OSL) “on the job” training program. You will select six subjects that must include English, Religious Education, a List B Subject (Mathematics - if you are OLNA category 1 or 2) and at least one VET Certificate.

**Vocational Pathway C** - You will attend the College for *3 days a week* and spend two days attending Out of School Learning (OSL) programs that must include an “on the job” training program. You will select five subjects including English, Religious Education, Career and Enterprise and a List B Subject (Mathematics - if you are OLNA category 1 or 2).

*NOTE: Enrolment is not guaranteed in some of the programs on offer. TAFE courses are competitive entry and there are limited places available. Applications must include a student statement and a resume. A letter of reference is also recommended to improve your applications chance of success. Applications must be submitted to Mr Openshaw by Wednesday 24th August 2016.*

**Vocational Pathway D** – This program is by invitation only. You will be involved in a flexible transitions program designed to meet your individual needs. Subjects may change based upon the needs of the students enrolled in the program. Please note: the focus for this program is to develop life and work skills rather than to achieve WACE graduation.

<table>
<thead>
<tr>
<th>Subject Choice 1</th>
<th>Vocational Pathway A 5 days at school</th>
<th>Vocational Pathway B 4 days at school</th>
<th>Vocational Pathway C 3 days at school</th>
<th>Vocational Pathway D – Transition 3 or 4 days at school</th>
</tr>
</thead>
<tbody>
<tr>
<td>English General or Foundation</td>
<td>English General or Foundation</td>
<td>English General or Foundation</td>
<td>English General or Foundation</td>
<td>English - General, Foundation or Preliminary</td>
</tr>
<tr>
<td>Subject Choice 2</td>
<td>Religious Education General</td>
<td>Religious Education General</td>
<td>Religious Education General</td>
<td>Religious Education - General or Preliminary</td>
</tr>
<tr>
<td>Mathematics - Essential or Foundation (OLNA Category 1 or 2) or List B</td>
<td>Mathematics - Essential or Foundation (OLNA Category 2 or 3) or List B</td>
<td>Mathematics - Essential or Foundation (OLNA Category 2 or 3) or List B</td>
<td>Mathematics - Essential or Foundation (OLNA Category 2 or 3) or List B</td>
<td></td>
</tr>
<tr>
<td>Subject Choice 4</td>
<td>List A or List B General</td>
<td>Career and Enterprise General (OSL)</td>
<td>Career and Enterprise General - General (OSL)</td>
<td>Career and Enterprise - General or Foundation (OSL)</td>
</tr>
<tr>
<td>Subject Choice 5</td>
<td>List A or List B General or VET</td>
<td>List A or List B General or VET</td>
<td>Structured Study Period</td>
<td>Life Skills</td>
</tr>
<tr>
<td>Subject Choice 6</td>
<td>VET</td>
<td>VET</td>
<td>List A or List B General or VET or Structured Study Period (Approval Required)</td>
<td>List A or List B General or VET or Structured Study Period (Approval Required)</td>
</tr>
<tr>
<td>Vocational Pathway A</td>
<td>Vocational Pathway B</td>
<td>Vocational Pathway C</td>
<td>Vocational Pathway D – Transition</td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>---------------------</td>
<td>---------------------</td>
<td>-------------------------------</td>
<td></td>
</tr>
<tr>
<td>5 days at school</td>
<td>4 days at school</td>
<td>3 days at school</td>
<td>3 or 4 days at school</td>
<td></td>
</tr>
</tbody>
</table>

**External**

Out of School Learning Program (OSL) options:
1. WorkPrep WPL
2. School-based Traineeship
3. Approved “on the job” training program

Out of School Learning Program (OSL) options:
1. One day TAFE/Private Training VET certificate AND WorkPrep WPL
2. Two day TAFE Program
3. An approved combination that includes an “on the job” training program and VET.

**Year 11: VOCATIONAL**

**List A (arts/languages/social science)**
- **CAE** Career and Enterprise and Foundation
  - G1CAE, G2CAE
- **CFC** Children, Family and the Community
  - G1CFC, G2CFC
- **DAN** Dance
  - G1DAN, G2DAN
- **DRA** Drama
  - G1DRA, G2DRA
- **ENG** English
  - PRELIMINARY, P1ENG, P2ENG
  - FOUNDATION, F1ENG, F2ENG
  - GENERAL, G1ENG, G2ENG
- **HEA** Health Studies
  - G1HEA, G2HEA
- **REL** Religion and Life
  - PRELIMINARY, P1REL, P2REL
  - GENERAL, G1REL, G2REL
- **VAR** Visual Art
  - G1VAR, G2VAR

**List B (mathematics/science/technology)**
- **DES** Design
  - G1DES, G2DES
- **EST** Engineering Studies
  - G1ESTM, G2ESTM
- **FST** Food Science and Technology
  - G1FST, G2FST
- **ISC** Integrated Science
  - G1ISC, G2ISC
- **MAT** Mathematics
  - PRELIMINARY, P1MAT, P2MAT
  - FOUNDATION, F1MAT, F2MAT
  - ESSENTIAL, G1MAE, G2MAE
- **MDT** Materials Design and Technology - Textiles
  - G1MDTT, G2MDTT
- **MDT** Materials Design and Technology - Wood
  - G1MDTW, G2MDTW

**VET Courses (at school)**
- Certificate II in Sport & Recreation
- Certificate II in Business
- Certificate I in Information, Digital Media and Technology (Option D only)
- Certificate II in Information, Digital Media and Technology
- Certificate II in Music

**Endorsed Programs**
- Workplace Learning
- Life Skills (Vocational Pathway D) – may contain an Endorsed Program
YEARS 12

There are four programs of study available to Year 12 Vocational Pathway students. New Vocational Pathway student must select at least ONE VET course. No students may select more than two VET courses.

**Option A** – You will attend the College for 5 days a week. You will select six subjects that must include English, Religious Education, a List B Subject (Mathematics - if you are OLNA category 1 or 2) and three other courses (including a VET Certificate if not completed in Year 11).

**Option B** – You will attend the College for 4 days a week and spend 1 day attending an Out of School Learning (OSL) “on the job” training program. You will select six subjects including English, Religious Education, Career and Enterprise, a List B Subject (Mathematics - if you are OLNA category 1 or 2) and two other courses (including a VET Certificate if not completed in Year 11).

**Option C** - You will attend the College for 3 days a week and spend two days attending Out of School Learning (OSL) programs that must include an “on the job” training program. You will select five subjects including English, Religious Education, Career and Enterprise and a List B Subject (Mathematics - if you are OLNA category 1 or 2).

*NOTE: Enrolment is not guaranteed in some of the programs on offer. TAFE courses are competitive entry and there are limited places available. Applications must include a student statement and a resume. A letter of reference is also recommended to improve your applications chance of success. Applications must be submitted to Mr Openshaw by Wednesday 24th August 2016.*

**Vocational Pathway D** – This program is by invitation only. You will be involved in a flexible transitions program designed to meet your individual needs. Subjects may change based upon the needs of the students enrolled in the program. Please note: the focus for this program is to develop life and work skills rather than to achieve WACE graduation.

<table>
<thead>
<tr>
<th>Subject Choice 1</th>
<th>Vocational Pathway A 5 days at school</th>
<th>Vocational Pathway B 4 days at school</th>
<th>Vocational Pathway C 3 days at school</th>
<th>Vocational Pathway D – Transition 3 or 4 days at school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Choice 2</td>
<td>English General or Foundation</td>
<td>English General or Foundation</td>
<td>English General or Foundation</td>
<td>English - General, Foundation or Preliminary</td>
</tr>
<tr>
<td>Subject Choice 3</td>
<td>Religious Education General</td>
<td>Religious Education General</td>
<td>Religious Education General</td>
<td>Religious Education - General or Preliminary</td>
</tr>
<tr>
<td>Subject Choice 4</td>
<td>Mathematics - Essential or Foundation (OLNA Category 1 or 2) or List B</td>
<td>Mathematics - Essential or Foundation (OLNA Category 2 or 3) or List B</td>
<td>Mathematics - Essential or Foundation (OLNA Category 2 or 3) or List B</td>
<td>Mathematics - Essential or Foundation (OLNA Category 2 or 3) or List B</td>
</tr>
<tr>
<td>Subject Choice 5</td>
<td>List A or List B General</td>
<td>Career and Enterprise General (OSL)</td>
<td>Career and Enterprise General (OSL)</td>
<td>Career and Enterprise - General or Foundation (OSL)</td>
</tr>
<tr>
<td>Subject Choice 6</td>
<td>VET</td>
<td>VET</td>
<td>Structured Study Period</td>
<td>Life Skills</td>
</tr>
<tr>
<td>Vocational Pathway A</td>
<td>Vocational Pathway B</td>
<td>Vocational Pathway C</td>
<td>Vocational Pathway D – Transition</td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>---------------------</td>
<td>---------------------</td>
<td>----------------------------------</td>
<td></td>
</tr>
<tr>
<td>5 days at school</td>
<td>4 days at school</td>
<td>3 days at school</td>
<td>3 or 4 days at school</td>
<td></td>
</tr>
</tbody>
</table>

**External**

Out of School Learning Program (OSL) options:
1. WorkPrep WPL
2. School-based Traineeship
3. Approved “on the job” training program

Out of School Learning Program (OSL) options:
1. One day TAFE/Private Training VET certificate AND WorkPrep WPL
2. Two day TAFE Program
3. An approved combination that includes an “on the job” training program and VET.

Out of School Learning Program (OSL) options:
See Vocational Option B or C options

---

**Year 12 VOCATIONAL**

Select your List A /B / VET options from the following tables. Options A and B can select a maximum of 2 VET certificates.

<table>
<thead>
<tr>
<th>List A (arts/languages/social science)</th>
<th>List B (mathematics/science/technology)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAE  Career and Enterprise</td>
<td>DES  Design</td>
</tr>
<tr>
<td>G3CAE, G4CAE</td>
<td>G3DES, G4DES</td>
</tr>
<tr>
<td>ENG  English</td>
<td>EST  Engineering Studies</td>
</tr>
<tr>
<td>G3ENG, G4ENG</td>
<td>G3ESTM, G3ESTM</td>
</tr>
<tr>
<td>HEA  Health Studies</td>
<td>ISC  Integrated Science</td>
</tr>
<tr>
<td>G3HEA, G4HEA</td>
<td>G3ISC, G4ISC</td>
</tr>
<tr>
<td>REL  Religion and Life</td>
<td>MAT  Mathematics</td>
</tr>
<tr>
<td>G3REL, G4REL</td>
<td>G3MAE, G4MAE</td>
</tr>
<tr>
<td>VAR  Visual Art</td>
<td>MDT  Materials Design and Technology - Wood</td>
</tr>
<tr>
<td>G3VAR, G4VAR</td>
<td>G3MDTW, G4MDTW</td>
</tr>
</tbody>
</table>

**VET Courses (at school)**

- Certificate II in Sport and Recreation
- Certificate III in Sport and Recreation
- Certificate II in Business
- Certificate III in Business
- Certificate II in Information, Digital Media and Technology
- Certificate III in Information, Digital Media and Technology
- Certificate II in Music
- Certificate III in Music

**Endorsed Programs**

- Workplace Learning
Courses of Study

Religious Education
Head of Learning Area:  Miss Michelle Ronchi
Phone: 9350 5433 / Email: mronchi@norbert.wa.edu.au

Unit 1 Religion and Life Preliminary (P1 REL)

Minimum Entry Requirements
By Invitation only (Option D)

Description
The focus for this unit is experiences of religion. This unit helps students develop a basic understanding of religion and how it is present in society. Through drawing on personal experience and examples, they familiarise themselves with some of the main features of religion.

Future Pathways
Religion and Life Preliminary Unit 2 (P2REL)

Unit 2 Religion and Life Preliminary (P2REL)

Minimum Entry Requirements
By Invitation only (Option D)

Description
The focus for this unit is people and religion. This unit helps students further develop a basic understanding of religion. Through drawing on personal experience and examples, they familiarise themselves with some of the main features of religion, including how people express religion in their own lives and ways people participate in religion.

Future Pathways
Religion and Life Preliminary Unit 3 (P3REL) in Year 12
Unit 3 Religion and Life Preliminary (P3REL)

Minimum Entry Requirements
By Invitation only (Option D)

Description
The focus for this unit is belonging to a religion. The unit explores some of the features and roles of religions communities. Through drawing on personal experience and examples, students familiarise themselves with the work of religious communities, and how these communities contribute to society.

Future Pathways
Religion and Life Preliminary Unit 4 (P4REL)

Unit 4 Religion and Life Preliminary (P4REL)

Minimum Entry Requirements
By Invitation only (Option D)

Description
The focus for this unit is the role of religion in society. This unit explores some of the ways religion participates in, and contributes to, society. Through drawing on personal experience and examples, students familiarise themselves with the role of religion in society, including ways in which people contribute to the work of religion.

Future Pathways
Studies in Year 12 can lead to post high school courses in a number of different areas. Courses are offered in theology, teaching and Social Justice at Notre Dame, Murdoch and Edith Cowan Universities. Various Schools of Theology also offer Certificate IV Courses in Christian Ministry, Theology and Christian Counselling.

Unit 1 Religion and Life General (G1REL)

Minimum Entry Requirements
No Minimum Entry Requirement

Description
The focus of this unit is religion as a human activity. It explores how people search for meaning in life and the characteristics of religion. Students conduct research and develop the skills required for processing information and communicating findings about religion and life.

Future Pathways
Religion and Life General Unit 2 (G2REL)
Unit 2 Religion and Life General (G2REL)

Minimum Entry Requirements
No Minimum Entry Requirement

Description
The focus of this unit is the role religion plays in society. It considers the responses offered by religion to issues that exist in society. Students conduct research and develop the skills required for processing information and communicating findings about religion and life.

Future Pathways
Religion and Life General Units 3 and 4 in Year 12

Unit 3 Religion and Life General (G3REL)

Minimum Entry Requirements
No Minimum Entry Requirement

Description
The focus of this unit is the role religion plays in the life of people. It explores how people interact with and respond to religion. Students consolidate the skills required for conducting an inquiry, processing information and communicating findings about religion and life.

Future Pathways
Religion and Life General Unit 4 (G4REL)

Unit 4 Religion and Life General (G4REL)

Description
The focus for this unit is the interplay between religion and life. Students explore how religion responds to, and interacts with issues that arise within society. They further develop research skills for conducting an inquiry, processing information and communicating findings about the interplay between religion and life.

Future Pathways
Studies in Year 12 can lead to post high school courses in a number of different areas. Courses are offered in theology, teaching and Social Justice at Notre Dame, Murdoch and Edith Cowan Universities. Various Schools of Theology also offer Certificate IV Courses in Christian Ministry, Theology and Christian Counselling.
Unit 1 Preliminary English (P1ENG)

Minimum Entry Requirements
By Invitation only (Vocational Pathway D)

Description
The focus for these units is independence. Students develop and apply language skills within their family, school, social and community contexts.

Through the use of verbal and non-verbal language, they express their opinions, meet their specific needs and achieve relevant goals. They receive personalised support in the development and use of their individual communication approaches.

Students engage with a variety of personally relevant and familiar print, visual, oral and/or multimodal texts to develop and extend their communication skills and enhance their social interactions.

Future Pathways
P2 English (P2ENG) or General Foundation Unit 1 (F1ENG)

Unit 1 English Foundation (F1ENG)

Minimum Entry Requirements
Category 1 Year 10 OLNA Reading and Writing

Description
The English Foundation Course aims to develop students’ skills in reading, writing, viewing and speaking and listening in work, learning, community and everyday personal contexts.

By the end of this unit, students will:

- develop skills in functional literacy, including appropriate spelling, punctuation and grammar.
- develop skills in reading (understanding, comprehending, interpreting, analysing) texts for work, learning, community and/or everyday personal contexts
- develop skills in producing (constructing, creating, writing) texts for work, learning, community and/or everyday personal contexts
- develop skills in speaking and listening for work, learning, community and everyday personal contexts

Future Pathways
English Foundation 2 (F2ENG) or English General Unit 1 (G1ENG) or Unit 2 (G2ENG)
Unit 2 English Foundation (F2ENG)

Minimum Entry Requirements
By Invitation only (Vocational Pathway D)

Description
The English Foundation Course aims to develop students’ skills in reading, writing, viewing and speaking and listening in work, learning, community and everyday personal contexts.

By the end of this unit, students will:
- develop skills in functional literacy, including appropriate spelling, punctuation and grammar.
- develop skills in reading (understanding, comprehending, interpreting, analysing) texts for work, learning, community and/or everyday personal contexts
- develop skills in producing (constructing, creating, writing) texts for work, learning, community and/or everyday personal contexts
- develop skills in speaking and listening for work, learning, community and everyday personal contexts

Future Pathway
English Foundation Unit 3 (F3ENG) and Unit 4 (F4ENG) or English General Unit 1 (G1ENG) or Unit 2 (G2ENG) in Year 12

Unit 1 English General (G1ENG)

Minimum Entry Requirements
Level 2 in OLNA Reading and Writing

Description
Unit 1 focuses on students comprehending and responding to the ideas and information presented in texts. Students:
- employ a variety of strategies to assist comprehension
- read, view and listen to texts to connect, interpret and visualise ideas
- learn how to respond personally and logically to texts by questioning, using inferential reasoning and determining the importance of content and structure
- consider how organisational features of texts help the audience to understand the text
- learn to interact with others in a range of contexts, including 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.

Future Pathways
English General Unit 2 (G2ENG)
Unit 2 English General (G2ENG)

Minimum Entry Requirements
50% in English General Unit 1 (G1ENG) or Level 2 in OLNA Reading and Writing

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

Students:
- analyse text structures and language features and identify the ideas, arguments and values expressed
- consider the purposes and possible audiences of texts
- examine the connections between purpose and structure and how a text’s meaning is influenced by the context in which it is created and received
- integrate relevant information and ideas from texts to develop their own interpretations
- learn to interact effectively in a range of contexts
- create texts using persuasive, visual and literary techniques to engage audiences in a range of modes and media.

Future Pathways
English General Units 3 and 4

Unit 3 English General (G3ENG)

Minimum Entry Requirements
A mark of 50% in English General Units 1 and 2

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

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

Learning outcomes
By the end of this unit, students:
- examine the ways that perspectives are presented in literary, everyday and workplace texts
- understand how language choices influence specific audiences
- create oral, written and multimodal texts that convey a perspective.

Future Pathways
English General Unit 4 (G4ENG)
Minimum Entry Requirements
50% in English General Unit 3 (G3ENG)

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

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

Learning outcomes
By the end of this unit, students:
- investigate the way language is used to present issues and attitudes
- understand ways in which language is used to influence and engage different audiences
- create oral, written and multimodal texts that communicate ideas and perspectives on issues and events.

Future Pathways
Employment or further study
Unit 1 Health Studies General (G1HEA)

Minimum Entry Requirements
No Minimum Entry Requirements

Description
This unit provides a general introduction to personal health and wellbeing and what it means to be healthy. Students explore factors which influence their health in positive and negative ways, and devise action plans which focus on achieving identified goals designed to improve health. Key consumer health skills and concepts are introduced, including the role and features of components of the Australian healthcare system. The relationship between beliefs, attitudes, values and health behaviour, and the impact of social and cultural norms is examined. Key self-management and interpersonal skills required to positively influence health and build effective relationships are explored. Health inquiry skills are developed and applied to investigate and report on health issues.

Future Pathways
Unit 2 General Health Studies (G2HEA)

Unit 2 Health Studies General (G2HEA)

Minimum Entry Requirements
No Minimum Entry Requirements

Description
This unit continues to build students’ knowledge and understandings about personal health and introduces the multiple determinants which influence health. These influences are explored in terms of how they interact and contribute to personal and community health status. The notion of prevention is central to this unit, and students explore personal actions and skills to cope with health influences and devise strategies for communities to promote and improve health. In addition to health determinants, the influence of cognitive dissonance on behaviour and the role of communities in shaping social and cultural norms are explored. Self-management and cooperative skills essential to improve personal communication are examined. Students continue to develop health inquiry skills, including applying the steps in the inquiry process to explore relevant health issues.

Future Pathways
Unit 3 and Unit 4 General Health Studies in Year 12
Unit 3 Health Studies General (G3HEA)

Minimum Entry Requirements
No Minimum Entry Requirements

Description
This unit builds students’ knowledge and understandings of health determinants and their interaction and contribution to personal and community health. Students define and consolidate their understandings of health promotion, and are introduced to a personal behaviour change model and a framework for health promotion action. Health literacy skills, which support positive health consumer practices, and a range of factors influencing the use of health products and services, are examined. Students expand on their understanding of the impact of beliefs on health behaviour by exploring the elements of the health belief model. Personal skills and strategies which support the development of self-management and interpersonal skills are also a focus. Students consolidate and continue to develop inquiry skills, including the ability to identify trends and patterns in data and apply this information to support conclusions.

Future Pathways
Unit 4 General Health Studies

Unit 4 Health Studies General (G4HEA)

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

Future Pathways
This course will prepare students for career and employment pathways in a range of health and community service industries. It teaches students to adapt to current and future studies and work environments.
Unit 1 Mathematics Preliminary (P1MAT)

Minimum Entry Requirements
By Invitation only

Description
In this unit, students use whole numbers for purposes to meet their daily needs, including money matters and reading the time. They connect the idea of quantity with subitising and counting, and with reading and writing the numerals, and progress to simple cases of addition and subtraction to solve basic everyday maths problems. They learn to recognise and name familiar notes and coins and connect these with the written symbols. They count one dollar coins to say how much money, and solve simple addition and subtraction problems involving small amounts of money. Students learn to use basic concepts and terminology related to the measurement of time, length, mass and capacity attributes. They develop a sense of space and location through drawing simple objects and using appropriate spatial language.

Future Pathways
Mathematics Preliminary - Unit 2 (P2MAT)

Unit 2 Mathematics Preliminary (P2MAT)

Minimum Entry Requirements
By Invitation only

Description
In this unit, students further develop their use of whole numbers for purposes to meet their daily needs, including money matters. They continue to work with addition and subtraction and progress to multiplication and division. The students respond to terms about comparative measurement and the passing of time, follow directions and recognise familiar shapes.

Future Pathways
Mathematics Preliminary - Unit 3 and 4 (P3MAT / P4MAT) in Year 12
Unit 3 Mathematics Preliminary (P3MAT)

Minimum Entry Requirements
By Invitation only, (Pathway D)

Description
In this unit, students continue develop their various computational skills with whole numbers for purposes to meet their daily needs and money matters. They continue to work with money problems and learn to use banking services. The students read scales on measuring devices, such as kitchen scales, jugs and analogue clocks. They examine timetables and estimate the passing of time for various activities. They also use the language of chance and consider the likelihood of certain events happening.

- Whole number
- Addition and subtraction of whole numbers
- Money
- Addition and subtraction of money
- Multiplication and division of whole numbers
- Multiplication and division of money
- Time
- Measurement
- Chance and data.

Future Pathways
This unit will be studied sequentially with Unit 4 Mathematics Preliminary (P4MAT)

Unit 4 Mathematics Preliminary (P4MAT)

Minimum Entry Requirements
By Invitation only

Description
In this unit, students use whole numbers for purposes to meet their daily needs, including money matters. They respond to terms about comparative measurement and the passing of time, follow simple directions and recognise familiar shapes. They engage in counting and sort familiar objects or events.

This unit contains the following content areas:

- Whole numbers
- Addition and subtraction of whole numbers
- Money
- Addition and subtraction of money
- Multiplication and division of whole numbers
- Multiplication and division of money
- Chance and data

Future Pathways
Direct entry into the workforce or application to State Training Providers (STP).
Unit 1 Mathematics Foundation (F1MAT)

Minimum Entry Requirements
Category 1 in OLNA

Description
This unit provides students with the mathematical knowledge, understanding and skills to solve problems relating to addition and subtraction, length, mass, capacity and time, and involving the extraction of information from, and the interpretation of, various simple forms of data representation used in everyday contexts. Teachers are encouraged to apply the content of this unit in contexts which are meaningful and of interest to their students. The number formats for the unit are whole numbers and money. This unit includes five content areas.

- Whole numbers and money
- Addition and subtraction with whole numbers and money
- Length, mass and capacity
- Time
- Data, graphs and tables

Future Pathways
Mathematics Foundation - Unit 2 (F2MAT)

Unit 2 Mathematics Foundation (F2MAT)

Minimum Entry Requirements
Category 1 in OLNA

Description
This unit provides students with the mathematical knowledge, understanding and skills relating to fractions and decimals, solving problems relating to multiplication and division, perimeter, area and volume and qualitative probability from everyday contexts. Teachers are encouraged to apply the content of this unit in contexts which are meaningful and of interest to their students. The number formats for this unit are whole numbers, money, fractions and decimals. This unit includes five content areas.

- Understanding fractions and decimals
- Multiplication and division with whole numbers and money
- Metric relationships
- Perimeter, area and volume
- The probability of everyday events

Future Pathways
Mathematics Foundations - Units 3 and 4 in Year 12
Unit 3 Mathematics Foundation (F3MAT)

Minimum Entry Requirements
Category 1 in OLNA must choose this course.

Description
This unit provides students with the mathematical knowledge, understanding and skills relating to percentages and the link to fractions and decimals, and the solving of problems relating to the four operations using whole number, fractions and decimals. Location, time and temperature, and shape and its relationship to design, are also covered in this unit.

This unit includes five content areas.

- The four operations: whole numbers and money
- Percentages linked with fractions and decimals
- The four operations: fractions and decimals
- Location, time and temperature
- Space and design

Future Pathways
This unit will be studied sequentially with Unit 4 Mathematics Foundation (F4MAT)

Unit 4 Mathematics Foundation (F4MAT)

Minimum Entry Requirements
Category 1 in OLNA must choose this course.

Description
This unit provides students with the mathematical knowledge, understanding and skills relating to rates and ratios, and the further development of their understanding of probability and the close link with statistics.

Students come to independently solve everyday problems which are met in personal, work and community contexts by integrating the thinking process and mathematics from content areas in previous units.

It is intended the content be integrated to encourage engagement and, at the same time, interest and meaning for the students. The combination of skills helps students see that mathematical skills are not isolated when applied in the real world, and provides opportunity for students to consolidate and enhance fluency for a range of skills.

This unit includes three content areas.

- Rates and ratios
- Statistics and probability
- Application of the mathematical thinking process

Future Pathways
Direct entry into the workforce or application to State Training Providers (STP).
Unit 1 Mathematics Essential (G1MAE)

Minimum Entry Requirements
Students who have achieved a Category 2 or 3 in OLNA must choose this course.

Description
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. Throughout this unit, students use the mathematical thinking process. This process should be explicitly taught in conjunction with the unit content. Teachers are advised to apply the content of the four topics in this unit: Basic calculations, percentages and rates; Algebra; Measurement; and Graphs, in contexts which are meaningful and of interest to their students. 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. The number formats for the unit are whole numbers, decimals, common fractions, common percentages, square and cubic numbers written with powers.

Future Pathways
Mathematics Essential - Unit 2 (G2MAT)

Unit 2 Mathematics Essential (G2MAE)

Minimum Entry Requirements
Students who have achieved a Category 2 or 3 in OLNA must choose this course.

Description
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. The statistical investigation process should be explicitly taught in conjunction with the statistical content within this unit. Teachers are advised to apply the content of the four topics in this unit: Representing and comparing data; Percentages; Rates and ratios; and Time and motion, in a context which is meaningful and of interest to their students. Possible contexts for this unit are Transport and Independent living. 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.

The number formats for the unit are whole numbers, decimals, fractions and percentages, rates and ratios.

Future Pathways
Mathematics Essential - Units 3 and 4 in Year 12
Unit 3 Mathematics Essential (G3MAE)

Minimum Entry Requirements
Students who have achieved a Category 2 or 3 in OLNA must choose this course.

Description
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. Teachers are encouraged to apply the content of the four topics in this unit: Measurement; Scales, plans and models; Graphs in practical situations; and Data collection, in a context which is meaningful and of interest to the students. A variety of approaches could be used to achieve this purpose. Possible contexts for this unit are Construction and design, and Medicine.

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

The number formats for the unit are positive and negative numbers, decimals, fractions, percentages, rates, ratios, square and cubic numbers written with powers and square roots.

Future Pathways
This unit will be studied sequentially with Unit 4 Mathematics Essential. (G4MAE)

Unit 4 Mathematics Essential (G4MAE)

Description
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. Teachers are advised to apply the content of the three topics in this unit: Probability and relative frequencies; Earth geometry and time zones; and Loans and compound interest, in a context which is meaningful and of interest to the students. Possible contexts for this unit are Finance, and Travel.

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

The number formats for the unit are positive and negative numbers, decimals, fractions, percentages, rates, ratios and numbers expressed with integer powers.

Future Pathways
Direct entry into the workforce or application to State Training Providers (STP).
Integrated Science

Unit 1 Integrated Science General (G1ISC)

Minimum Entry Requirements
‘C’ grade and a mark of 50% in Science Extension, Mainstream or Enrichment

Description
This course covers marine science. In this unit, students develop an understanding of the processes involved in the functioning of systems from the macro level (cycles in nature and Earth systems) to systems at the organism, cellular and molecular level. They investigate and describe the effect of human activity on the functioning of cycles in nature. By integrating their understanding of Earth and biological systems, students come to recognise the interdependence of these systems.

Future Pathways
Unit 2 General Integrated Science

Unit 2 Integrated Science General (G2ISC)

Minimum Entry Requirements
‘C’ grade and a mark of 55% in General Integrated Science Unit 1 (G1ISC)

Description
This course covers forensic science. In this unit, students develop an understanding of the processes involved in the transformations and redistributions of matter and energy in biological, chemical and physical systems, from the atomic to the macro level. Students will investigate the properties of elements, compounds and mixtures, and how substances interact with each other in chemical reactions to produce new substances. They explore the concepts of forces, energy and motion and recognise how an increased understanding of scientific concepts has led to the development of useful technologies and systems.

Future Pathways
General Integrated Science Units 3 and 4
Unit 3 Integrated Science General (G3ISC)

Minimum Entry Requirements
55% in Units 1 and 2 General Integrated Science

Description
This course covers sustainability and students examine this theme in the context of local ecological systems and aquaculture. In this unit, students integrate ideas relating to the processes involved in the movement of energy and matter in ecosystems. They investigate and describe a number of diverse ecosystems, exploring the range of living and non-living components, to understand the dynamics, diversity and interrelationships of these systems.

Future Pathways
Unit 4 General Integrated Science (G4ISC)

Unit 4 Integrated Science General (G4ISC)

Description
This course covers two topics, kitchen chemistry and rockets. Students will explore the properties of chemical substances that determine their use, and the techniques involved in separating mixtures and solutions. They will investigate forces acting upon an object and the effects of kinetic, potential and heat energy on objects. Students will discover the way in which increases in the understanding of scientific concepts have led to the development of useful technologies and systems.

Future Pathways
The Integrated Science course is inclusive and aims to be attractive to students with a wide variety of backgrounds, interest and career aspirations. The course will equip students for entry into a State Training Provider.
Unit 1 Children, Family and Community General (G1CFC)

Minimum Entry requirements
No Minimum Entry Requirement

Description
Families and Relationships

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

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

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.

Future Pathway
Children, Family and Community General Unit 2
Minimum Entry requirements
Completion of Children, Family and Community General Unit 1 (G1CFC) recommended.

Description
Our Community

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.

Future Pathway
General Units 3 and 4 Children, Family and Community
Unit 1 Design General - Graphics (G1DESG)

Minimum Entry requirements
No Minimum Entry Requirement

Description
Design Fundamentals
The focus of this unit is to introduce design process and practice. Students learn that design can be used to provide solutions to design problems and communication needs. They are introduced to basic design skills and a range of techniques within a defined context to demonstrate control over the elements and principles of design.

Future Pathway
Design General Unit 1

Unit 2 Design General - Graphics (G2DESG)

Minimum Entry requirements
Completion of Design General Unit 1 (G1DES) recommended

Description
Personal Design
The focus of this unit is personal design. Students learn that they visually communicate aspects of their personality, values and beliefs through their affiliations and their manipulation of personal surroundings and environments. Students explore design elements and principles and the design process in a project communicating something of themselves. Students increase familiarity with basic production skills and processes, materials and technologies.

Future Pathway
Design General Units 3 and 4
Unit 3 Design General - Graphics (G3DESG)

Minimum Entry requirements
No Minimum Entry Requirement. Completing Design General Unit 2 (G2DESG) is recommended

Description
Product Design
The focus of this unit is product design. Students learn that the commercial world is comprised of companies, requiring consumer products, services and brands for a particular audience. They are introduced to the concept of intellectual property. Using the design process, they create products/services, visuals and/or layouts with an awareness of codes and conventions. They use relevant and appropriate production skills and processes, materials and technologies relevant to the design.

Future Pathway
Design General Unit 4

Unit 4 Design General - Graphics (G4DESG)

Description
Cultural Design
The focus of this unit is cultural design. Students learn that society is made up of different groups of people who share diverse values, attitudes, beliefs, behaviours and needs, and that different forms of visual communication transmit these values and beliefs. Students are encouraged to create designs that link to a culture or sub-culture and are introduced to ethical issues concerning representation. Students develop a design process with an understanding of codes and conventions. They consider communication strategies and audience. They define and establish contemporary production skills and processes, materials and technologies.

Future Pathway
This course leads to various TAFE courses including; Photography, Graphic Design, Media, Interior Design, Industrial Design and Visual Art. Students who complete the course will build a folio that can be used to gain entry to TAFE’s and further training facilities nationwide.
Unit 1 Engineering Studies General - Mechanical (G1ESTM)

Minimum Entry requirements
No Minimum Entry Requirement

Description
Engineers are involved in the design, manufacture and maintenance of a diverse range of products and infrastructure integral to the functioning of society, business and industry. They rely strongly on their creativity and problem solving to turn ideas into reality by applying lateral thinking and mathematical and scientific principles, to develop solutions to problems, needs and opportunities. An engineer also needs to be socially aware and involved in broader community issues; impacts on the environment, sustainable energy, health and safety, and consultation processes to understand social attitudes and opinion.

Future Pathway
Engineering Studies General Unit 2

Unit 2 Engineering Studies General - Mechanical (G2ESTM)

Minimum Entry requirements
Completion of Engineering Studies Unit 1 (G1ESTM) is recommended.

Description
The Engineering Studies General course provides opportunities for students to investigate, research and present information, design and make products and undertake project development. These opportunities allow students to apply engineering processes, understand underpinning scientific and mathematical principles, develop engineering technology skills and explore the interrelationships between engineering and society.

Future Pathway
Engineering Studies General Units 3 and 4
Unit 3 Engineering Studies General - Mechanical (G3ESTM)

Minimum Entry requirements
No Minimum Entry Requirement. Completing Engineering Studies General Unit 2 (G2ESTM) is recommended

Description
In the development of an engineering project, students study core engineering theory and theory in their chosen specialist area. They develop an understanding of the different forms of energy, uses of these different forms and sources of renewable and non-renewable energy. In this unit, students also develop a greater understanding of the engineering design process and learn and apply more complex theory and understanding to a student developed design brief. Given guidelines and a context, students develop and respond to the design brief, through a process that requires them to investigate existing products, construction materials and components. Design ideas are developed through annotated sketches and concept drawings. Students select and analyse the most suitable concept for production as a prototype or working model.

Students finalise their chosen design by documenting its specifications in the form of appropriate orthographic drawings and lists of materials and components. They calculate the cost of the prototype or model. They then follow a given timeline to undertake the tasks required to produce, test and evaluate the product.

Future Pathway
Engineering Studies General Unit 4

Unit 4 Engineering Studies General - Mechanical (G4ESTM)

Description
In this unit, students develop their understanding of core and specialist area theory to better understand the scientific, mathematical and technical concepts that explain how engineered products function. They study the impact of the different forms of obsolescence in engineering products on society, business and the environment.

Students refine their understanding of the engineering design process. Students develop a design brief and respond to the brief through a process that requires them to engage in a range of activities, and investigate construction constraints, materials and components. Design ideas are developed through annotated sketches and concept drawings. Students select and analyse the most suitable concept for production as a prototype or working model.

Future Pathway
The Engineering Studies General course aims to prepare students for a future in an increasingly technological world, by providing the foundation for life-long learning about engineering. It is particularly suited to those students who are interested in engineering and technical industries as future careers. Engineering is offered as a course at TAFE.
Unit 1 Food Science and Technology General (G1FST)

Minimum Entry requirements
No Minimum Entry Requirement

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

Students devise food products, interpret and adapt recipes to prepare healthy meals and snacks that meet individual needs. They demonstrate a variety of mise-en-place and precision cutting skills, and processing techniques to ensure that safe food handling practices prevent food contamination. Students recognise the importance of using appropriate equipment, accurate measurement and work individually, and in teams, to generate food products and systems.

Future Pathway
Food Science and Technology General Unit 2

Unit 2 Food Science and Technology General (G2FST)

Minimum Entry requirements
Completion of Food Science and Technology General Unit 1 (G1FST) is recommended.

Description
Food for Communities
This unit focuses on the supply of staple foods and the factors that influence adolescent food choices and ethical considerations. Students recognise factors, including processing systems that affect the sensory and physical properties of staple foods. They explore food sources and the role of macronutrients and water for health, and nutrition-related health conditions, such as coeliac and lactose intolerance, which often require specialised diets. Students consider how food and beverage labelling and packaging requirements protect consumers and ensure the supply of safe, quality foods.

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

Future Pathway
Food Science and Technology General Units 3 and 4
Unit 1 Materials, Design and Technology General - Textiles
\textit{(G1MDTT)}

\textbf{Minimum Entry requirements}
No Minimum Entry Requirement

\textbf{Description}
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.

\textbf{Future Pathway}
Materials Design and Technology - Textiles General Unit 2

Unit 2 Materials, Design and Technology General – Textiles
\textit{(G2MDTT)}

\textbf{Minimum Entry requirements}
Completion of Materials Design and Technology – Textiles General Unit 1 (G1MDTT) is recommended.

\textbf{Description}
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 a range of technology skills and are encouraged to generate ideas and realise them through the production of their design projects. They work within a defined environment and learn to use a variety of relevant technologies safely and effectively.

Students, in consultation with teachers, select projects of interest and then design and make products suitable for a specific market.

\textbf{Future Pathway}
Materials Design and Technology - Textiles General Units 3 and 4
Unit 1 Materials, Design and Technology General – Wood (G1MDTW)

Minimum Entry requirements
No Minimum Entry Requirement

Description
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.

Future Pathway
Materials Design and Technology - Wood General Unit 2

Unit 2 Materials, Design and Technology General - Wood (G2MDTW)

Minimum Entry requirements
Completion of Materials Design and Technology - Wood, General Unit 1 (G1MDTW) is recommended

Description
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 a range of technology skills and are encouraged to generate ideas and realise them through the production of their design projects. They work within a defined environment and learn to use a variety of relevant technologies safely and effectively.

Students, in consultation with teachers, select projects of interest and then design and make products suitable for a specific market.

Future Pathway
Materials Design and Technology - Wood, General Units 3 and 4
Unit 3 Materials, Design and Technology General – Wood (G3MDTW)

Minimum Entry requirements
No Minimum Entry Requirement

Description

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.

Future Pathway
Materials Design and Technology - Wood General Unit 4

Unit 4 Materials, Design and Technology General – Wood (G4MDTW)

Minimum Entry requirements
No Minimum Entry Requirement

Description

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.

Future Pathway
Careers involving design solutions, such as Building, Carpentry and Manufacturing
Unit 1 Dance General (G1DAN)

Minimum Entry requirements
Year 10 Dance or Senior Dance Club

Description
Within the broad focus of popular culture, this unit builds upon the understandings that they have already acquired. The exploration of dance in popular culture leads to a wider understanding of the diverse contexts and functions of dance in our society. Students understand and value the way dance is subject to different interpretations, and appreciate that informed responses should take into account the varying contexts within which dance works are created.

Future Pathway
Dance General Unit 2 (G2DAN)

Unit 2 Dance General (G2DAN)

Minimum Entry requirements
Drama General Unit 2 (G2DAN)

Description
The focus for this unit is Australian Dance. An understanding of the diverse range of functions and contexts of dance in Australia allows students to make relevant comparisons between their own dance and the dance of others. They analyse critically their own cultural beliefs and values in relation to traditional and contemporary dance forms and styles, and develop deeper understandings of their own personal dance heritage. They understand that dance may give form to ideas and issues that concern the wider community.

Future Pathway
Dance General Units 3 and 4
Unit 1 Drama General (G1DRA)

Minimum Entry requirements
No Minimum Entry Requirements, but previous experience in Drama recommended

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

Future Pathway
Drama General Unit 2 (G2DRA)

Unit 2 Drama General (G2DRA)

Minimum Entry requirements
Drama General Unit 1 (G1DRA)

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

Future Pathway
Drama General Units 3 and 4
Unit 1 Visual Arts General (G1VAR)

Minimum Entry requirements
No Minimum Entry Requirements

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

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

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

Future Pathway
Visual Arts General Unit 2

Unit 2 Visual Arts General (G2VAR)

Minimum Entry requirements
Completion of Visual Art General Unit 1 (G1VAR) is recommended

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

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

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

Future Pathway
Visual Arts General Units 3 and 4
Unit 3 Visual Arts General (G3VAR)

Minimum Entry requirements
Completion of Visual Art General Unit 1 and Unit 2 (G1&2VAR) is recommended but not essential.

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

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

Students, through research and/or firsthand experience of artworks and art making, actively engage in perception, research, reflection and response and consider the ways in which artists, past and present, have been inspired to develop artworks. They are given opportunities to present or exhibit their work, to describe their source(s) of inspiration and to evaluate the process and success of their finished artworks.

Future Pathway
Visual Arts General Unit 4

Unit 4 Visual Arts General (G4VAR)

Minimum Entry requirements
Completion of Visual Art General Unit 3 (G3VAR).

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

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

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

Future Pathways
This course could lead to further studies at TAFE in areas such as Visual Arts, Graphic Design, Web Design or Fashion.
Unit 1 Career and Enterprise Foundation (F1 CAE)

Minimum Entry Requirements
By Invitation Only

Description
The Career and Enterprise Foundation course is designed to develop students’ employability, enterprise and pathways planning skills, and to establish an appreciation of lifelong learning, responsible community participation and increased self-awareness. The knowledge, understandings, skills and strategies developed in this course will allow students to experience a successful transition from school to work or further education and training.

Future Pathways
Career and Enterprise Year 12 Foundation

Unit 1 Career and Enterprise General (G1 CAE)

Minimum Entry Requirements
No Minimum Entry Requirements, but successful application for Workplace Learning is required

Description
The focus of this unit is exploring my world and its connections. Students recognise themselves as part of a network of people and organisations and identify who can help with school-to-work transitions. Students realise that employment is connected with responsibility for self and others. Aspects of work such as part-time, full-time, flexi hours, volunteer work and unemployment are explored. Students understand that transitions can be facilitated by resources made available through the family, school, workplace and community and that these groups assist young people to learn what is expected of them as workers.

Future Pathways
Career and Enterprise General Unit 2
Unit 2 Career and Enterprise General (G2CAE)

Minimum Entry Requirements
No Minimum Entry Requirements, but successful application for Workplace Learning is required.

Description
The focus of this unit is entry-level work readiness. Students explore the attributes and skills necessary for employment, and identify their personal strengths and interests, and the impact these have on career development opportunities and decisions. Students examine the organisation of workplaces within a chosen industry area and learn about the rights and responsibilities of employees and employers in entry-level jobs. An audit is conducted of career competencies, knowledge, behaviours, values and attitudes, and an autobiographical profile is developed. This profile is used, together with simple work search tools and techniques, to commence planning career development options. A record of work, training and learning experiences is required for inclusion in a career portfolio.

Future Pathways
Career and Enterprise General Units 3 and 4

Unit 3 Career and Enterprise General (G3CAE)

Minimum Entry Requirements
No Minimum Entry Requirements, but successful application for Workplace Learning is required

Description
This unit focuses on adopting a proactive approach to securing and maintaining work. It involves self-management, using work search tools and techniques, developing career competencies, and accessing learning opportunities which are essential for career building. An assessment is made of the multidimensional operation and organisation of workplaces. The legal, ethical and financial considerations underpinning corporate and individual rights and responsibilities and the resolution of conflict are examined. An exploration is made of the implications of organisational reviews due to influences and trends, and how they impact on individual opportunities to secure and maintain work.

Future Pathways
Career and Enterprise General Unit 4

Unit 4 Career and Enterprise General (G4CAE)

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

Future Pathways
Completion of this course will equip students with the necessary employability skills for transition into the workforce.
VET Courses

Health and Physical Education
Head of Learning Area: Mr Mark Pavy
Phone: 9350 5433 / Email: mpavy@norbert.wa.edu.au

Certificate II in Sport and Recreation (C2SAR)

Minimum Entry Requirements
No Minimum Entry Requirements, but an enjoyment of physical activity expected

Description
This course will develop a working knowledge of the sport and recreation industry. Planning and implementing physical activity programs for various participants will be the focus to allow the development of communication skills. Physical activity contexts designed to develop skills and coaching techniques include triathlon and athletics, along with a wide range of community recreational sports chosen by the students and applied within the Sport Education in Physical Education Program.

Future Pathways
Certificate III in Sport and Recreation in Year 12

Certificate III in Sport and Recreation (C3SAR)

Minimum Entry Requirements
Completion of Certificate II in Sport and Recreation

Description
This course will further develop a working knowledge of the sport and recreation industry. Planning and implementing physical activity programs for various participants will be the focus to allow the development of self management and interpersonal skills. Assisting College junior sports teams in various officials roles with broaden knowledge of running sports clubs. Physical activity contexts designed to develop organisation skills and coaching techniques include triathlon and athletics, along with a wide range of community recreational sports chosen by the students and applied within the Sport Education in Physical Education Program.

Future Pathways
STP (TAFE) courses and employability skills in sport, recreation and fitness industries
Certificate II in Business (C2BUS)

Minimum Entry Requirements
No Minimum Entry Requirements

Description
The focus of this course is the office environment. Students will learn to use essential office software such as word processors, spread sheets and databases as well as office-based communication via email and internet. They will also learn basic office procedures and to design and manage projects based on clients’ requirements. The research component will include the legal and moral issues involved in running a business in a modern environment.

Future Pathways
Certificate III in Business

Certificate III in Business (C3BUS)

Minimum Entry Requirements
Completion of Certificate II in Business

Description
The course will build on the Certificate II course. Students will extend their learning in the use of essential office software such as word processors, spread sheets and databases as well as office-based communication via email and internet. They will also learn office procedures and to design and manage projects based on clients’ requirements. The research component will include the legal and moral issues involved in running a business in a modern environment.

Future Pathways
Certificate IV in Business or other post school course
Certificate II in Information, Digital Media and Technology (C2IT)

Minimum Entry Requirements
No Minimum Entry Requirements

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

Future Pathways
Certificate III in Information, Digital Media and Technology

Certificate III in Information, Digital Media and Technology (C3IT)

Minimum Entry Requirements
Completion of Certificate II in Information, Digital Media and Technology or by invitation

Description
This qualification provides the skills and knowledge for an individual to be competent in a wide range of general information and communications technology (ICT) technical functions and to achieve a degree of self-sufficiency as an advanced ICT user. Persons working at this level will support information technology activities in the workplace across a wide range of ICT areas, including technical support, network administration, web technologies, software applications and digital media technologies.

Future Pathways
Certificate IV Networking, Software Development or other post school course
Certificate II in Music (C2MUS)

Minimum Entry Requirements
‘C’ grade and a mark of 50% in 10 Music or audition/interview - Selection requires Head of Learning Area approval.
Students must currently be learning an instrument of their choice. Lessons can be taken at St Norbert College or with a private tutor outside of school. Participation in at least one school choir, bands or ensemble is also compulsory and will enhance student understanding of the concepts studied in class.

Description
This is a practical music course for students who wish to further develop their skills in creating, performing and recording music. They will improve their creative and performance skills by working on individual and group projects and also gain a better understanding of key elements of the music industry, such as recording and current trends and advances in music technology. Other major areas of study include OHS procedures; developing technical skills for playing or singing; understanding copyright law; creating and using arts industry knowledge when working in the music industry; and notating music.

Future Pathways
The Certificate II in Music is a nationally accredited qualification, which leads into the Certificate III, Certificate IV and Diploma courses at TAFE. It may also help in gaining entrance to music courses at WAAPA.

Certificate III in Music (C3MUS)

Minimum Entry Requirements
Completion of Certificate II in Music or audition/Interview - Selection requires Head of Learning Area approval.

Students must currently be learning an instrument of their choice. Lessons can be taken at St Norbert College or with a private tutor outside of school. Participation in at least one school choir, bands or ensemble is also compulsory and will enhance student understanding of the concepts studied in class.

Description
This is a practical music course for students who wish to further develop their skills in creating, performing and recording music. They will improve their creative and performance skills by working on individual and group projects and also gain a better understanding of key elements of the music industry, such as recording and current trends and advances in music technology. Other major areas of study include OHS procedures; developing technical skills for playing or singing; understanding copyright law; developing music using electronic media; creating a music demo; working in the music industry; providing sound reinforcement; setting up audio equipment and notating music.

Future Pathways
The Certificate III in Music is a nationally accredited qualification which leads into the Certificate IV and Diploma courses at a State Training Provider. It may also help in gaining entrance to music courses at WAAPA.
Endorsed Programs

Workplace Learning (ADWPL)

Minimum Entry Requirements
Acceptance into a Workplace Learning program

Description
Workplace Learning is an Authority-developed endorsed program that is managed by individual schools. To complete this endorsed program, a student works in one or more real workplace/s to develop a set of transferable workplace skills. The student must record the number of hours completed and the tasks undertaken in the workplace in the Authority’s Workplace Learning Logbook. The student must also provide evidence of his/her knowledge and understanding of the workplace skills by completing the Authority’s Workplace Learning Skills Journal after each 55 hours completed in the workplace.

Future Pathways
Workplace Learning, part time or full time work.

Life Skills

Minimum Entry Requirements
By Invitation only (Option D)

Description
The focus of this course is Health, Independent Living Skills and leisure activities targeted towards the individual student’s need. This is achieved through a functional, relevant curriculum where students are prepared for real-life practices using endorsed personal development programs.

Student activities are aimed at preparing students for lifelong learning and focuses on providing students with an effective transition from school to work life. Teaching and Learning in this course focuses on the whole person and strives to bring out the best in each individual using a combination of learning environments best suited to specific needs of each child whilst encouraging inclusivity.

Future Pathways
Completion of this course will equip students with the necessary skills for transition into adult life.