



# St Norbert College Curriculum Handbook Vocational Pathway

St Norbert  
College



**2024 EDITION**

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# Senior School at St Norbert College



Dear Parents and Students,

From our somewhat humble beginnings in 1965, St Norbert College has always strived to offer a rich educational program within the context of a Christian environment, based on respect for the dignity of the individual. An education at St Norbert College will equip our students to be life-long learners, able to meet future challenges with increased confidence.

As our senior students embark on the final years of their secondary school life, their journey and thinking towards post school destinations begins in earnest.

This handbook and the accompanying course selection process is prepared to ensure that each student has the very best opportunity to select an appropriate pathway that will be of personal benefit to them into the future. To ensure the best outcomes, the subject selection process requires a significant partnership between staff, students and families.

Please take the time to read through this handbook together, as a resource for information, covering the Western Australian Certificate of Education (WACE) and the St Norbert College Graduation requirements.

Our College prides itself on offering a breadth and depth of course options to allow our students to choose courses that best suit their gifts, talents, interests and abilities, all key ingredients that lead to achievement at their highest potential.

I wish all of our students well and challenge them always, as our College motto states, to be 'Prepared for all good works'.

Sharon Rainford  
Principal



# Student Life at St Norbert College

## 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 10-11 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 a Retreat Day run by the Youth Mission Team. The theme of this Retreat is Religion and people’s lives. Students will reflect on the lives of those around us and the role that religion plays in their life. They will also have an opportunity to participate in a prayerful reflection at the conclusion of the day.

KAIROS (a three-day retreat) is a senior voluntary retreat offered twice to students in Year 11 and Year 12. 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 **above 90%** over Year 11 and Year 12
- 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.

# WACE Graduation Requirements 2021 and Beyond

<p><b>General requirements</b></p>	<p>You must:</p> <ul style="list-style-type: none"> <li>• demonstrate a minimum standard of literacy (reading and writing) and a minimum standard of numeracy</li> <li>• complete a minimum of 20 units, or equivalents</li> <li>• complete             <ul style="list-style-type: none"> <li>- at least four Year 12 ATAR courses OR</li> <li>- at least five Year 12 General courses and/or ATAR courses or equivalent OR</li> <li>- a Certificate II (or higher) VET qualification in combination with ATAR, General or Foundation courses.</li> </ul> </li> </ul>
<p><b>Literacy and numeracy standard</b></p>	<p>For the WACE literacy and numeracy standard you may:</p> <ul style="list-style-type: none"> <li>• pre-qualify through achieving Band 8 or higher in the reading, writing and numeracy tests of the Year 9 National Assessment Program – Literacy and Numeracy (NAPLAN), or;</li> <li>• demonstrate the minimum standard of literacy and numeracy by successfully completing the relevant components of the Online Literacy and Numeracy Assessment (OLNA) in Year 10, 11 or 12.</li> </ul>
<p><b>Breadth and depth</b></p>	<p>You must complete a minimum of 20 units, which may include unit equivalents attained through VET and/or endorsed programs. This requirement must include at least:</p> <ul style="list-style-type: none"> <li>• a minimum of ten Year 12 units, or the equivalent</li> <li>• four units from an English course, post-Year 10, including at least one pair of Year 12 units from an English learning area course</li> <li>• one pair of Year 12 units from each of List A (arts/languages/social sciences) and List B (mathematics/science/technology) subjects.</li> </ul>
<p><b>Achievement standard requirement</b></p>	<p>You must achieve at least 14 C grades or higher (or equivalents) in Year 11 and Year 12 units, including at least six C grades (or equivalents) in Year 12 units.</p>
<p><b>Unit Equivalents</b></p>	<p>Unit equivalents can be obtained through VET qualifications and/or endorsed programs. The maximum number of unit equivalents available through VET and endorsed programs is four Year 11 units and four Year 12 units with a maximum of four units with endorsed programs – two in Year 11 and two in Year 12.</p>



# 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.

Senior school courses are delivered based on the requirements of the course and the resource considerations of the College. Some courses have practical components and students will be required to both study appropriate theory as well as demonstrate their skills through practical tasks. Some courses may be delivered using an online methodology. This may be done through our partnership with the Virtual School Network through Catholic Education Western Australia or through arrangements with Registered Training Organisations for certificate courses.

### What types of courses are there?

- **ATAR courses:** ATAR courses are designed for students who are typically aiming to enrol in a university course directly from school. These courses will be examined by the Authority and contribute to the achievement of an ATAR. You must sit the final examination to complete the course.
- **General courses:** General courses are designed for students who are typically aiming to enter vocationally based training or the workforce directly from school. These courses will not be examined by the Authority. However, they each have an externally set task (EST) in Year 12 which is set by the Authority.
- **Vocational Education and Training (VET) industry specific courses:** These courses are designed for students typically aiming to enter further vocationally based training or the workforce directly from school. They include a full Australian Qualifications Framework (AQF) qualification, mandatory workplace learning and contribute to the Certificate II requirement for a WACE. VET industry specific courses count towards your WACE as course unit credit, which allows you to include more VET in your secondary education program.
- **Foundation courses:** Foundation courses are designed for students who have not been able to demonstrate the minimum standard of literacy and/or numeracy before Year 11 and are unlikely to do so before the end of Year 12 without significant levels of support. These courses are not designed, nor intended, to be an alternative senior secondary pathway. They are not externally examined. However, they each have an EST in Year 12 which is set by the Authority.
- **Preliminary courses:** These 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.***

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

## 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. 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.

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.

## 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 are reported to the Authority by the school. They:

- Appear on the 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 2024 or 2025 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.

E.g. 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. E.g. 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.

## General advice for students

### Seek sound advice

- Collect relevant information about university, training and career options post-school. Find out about the courses and careers that interest you and check whether there are any prerequisites that you need to factor into your course selection.
- Talk with the people who know your skills, abilities and interests, as well as those who have a sense of your goals and aspirations. Your subject teachers, Homeroom teacher, Head of House, relevant Heads of Learning Area, Deputy Principal, parents, family and friends are all useful sounding boards. Take the time you need to talk about the decisions you are making.

### Make wise choices

- Play to your strengths and build on your talents and skills. Choosing a subject on the basis of how you think it is scaled at the expense of one that you are good at or really enjoy doing may not pay the dividend you hope it will in the long run.
- Be passionate about what you are doing and work hard. It is worth bearing in mind that an easy option is not always the best option. When selecting your courses, balance being kind to yourself with offering yourself a challenge.
- Be positive and clear about your goals from the outset. You should review your goals from time to time to check how you are going in making progress.

### Establish good routines

- It is important to get into good habits early. Develop an effective routine that works for you and remember that you will need to be flexible as well as committed to it. Set yourself a regular schedule and map out your longer-term commitments.
- Strike a balance between your commitments and priorities, including study, family, friends, extra-curricular activities and part-time work. It is important to stay connected with your family and friends. Share your schedule and plans with your family and friends, so they understand your commitments and priorities.
- Remember healthy habits are part of good routines. Keep your energy levels in check by starting the day with a healthy breakfast and having regular mealtimes with a balanced and nutritious diet. Stay hydrated by drinking around two litres of water a day and avoiding caffeinated, sugary and energy drinks. Exercise to energise your body and mind, and take part in activities that will reduce stress and add balance to your life.

Source: [SCSA Year 10 Information Handbook](#)

## 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.**

## 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 may be influenced by the advice given by teachers, the Head of Careers & Transition, the Deputy Principals, and the availability of the course unit on the timetable grid and room in that class.

In selecting a new course unit, students should ensure that they meet the Minimum Entry Requirements (MER) for the course. Beware that changing courses 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 rather than to commence an untried subject.

The 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 Friday of Week 4, Term 1 in 2024.**

# Certification of Student Achievement

## Western Australian Certificate of Education (WACE)

This certificate is issued to Year 12 students who meet the specified requirements for WACE graduation.

### Certificates of Merit and Certificates of Distinction

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

A Certificate of Merit or a Certificate of Distinction is to be awarded to each eligible student who, in their last three consecutive years of senior secondary school WACE enrolment, accumulates:

- 150–189 points = a Certificate of Merit
- 190–200 points = a Certificate of Distinction

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

Points per unit	ATAR course	General course	Foundation course	VET industry qualification	Maximum points per VET qualification
10	A				
9	B			Certificate IV+ Replaces two Year 11 and four Year 12 units	54
8		A		Certificate III Replaces two Year 11 and four Year 12 units	48
7					
6				Certificate II Replaces two Year 11 and two Year 12 units	24

### NEED MORE INFORMATION ON AWARDS?

<https://senior-secondary.scsa.wa.edu.au/certification/exhibitions-and-awards>

## **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 lists all courses and programs that a student has completed and the grades and marks achieved.

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 enrolls in Unit 2 in another course at the end of Semester 1. In this case, Unit 1 and Unit 2 will be reported separately.*



# Selecting a Vocational Pathway

Students who select a Vocational Pathway usually:

- Like to learn through practical tasks and observation.
- Like to engage in hands-on activities and training.
- Want to develop strong employability skills.

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 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/or VET certificate courses. This combination may include a WorkPrep program for Work Experience.



## WorkPrep Programs

Students at St Norbert College can access a range of WorkPrep programs including: external VET in Schools Profile courses and fee for service courses, school-based traineeships and apprenticeships; and, Workplace Learning placements.

### VET Courses

Students may access a range of VET courses through the College's partnership arrangements. These courses provide the opportunity for full time secondary school students to begin preparing themselves for a career in the industry of their choice. Students go off campus to attend specialised facilities to develop vocational competencies and achieve a VET qualification. These courses allow students to work towards Secondary Graduation while also gaining an industry recognised qualification and can open up future career opportunities and enhance students' employability skills.

## **VET Profile Courses (TAFE)**

These courses have a competitive application process as they are accessible by all school students in Western Australia.

Students applying for a Pre-Apprenticeship trade-related program usually complete their vocational training at a TAFE two days per week with a compulsory work experience component included in the program.

Students enrolled in a non-trade related program usually complete their vocational training at a TAFE one day per week and will need to complete their work experience component on the other day through the College's Workplace Learning program.

There are no TAFE course fees payable as students are covered through specialised Government funding arrangements. However, some courses may require the student to purchase PPE (Personal Protective Equipment), textbooks or contribute a resource fee. There is also an additional fee associated with workplace learning placements.

## **VET Fee for Service courses (Private Registered Training Organisations)**

Private RTO's offer a range of courses that students may be interested in. Parents pay directly to the RTO the course fees. These courses are usually one day per week and students can complete a work experience component on the other day through the College's Workplace Learning program.

## **School Based Traineeships and Apprenticeships**

Students who connect with an employer through their network or impress their employer on work experience may 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 turn 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.

## **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 the Career and Enterprise course units and the Workplace Learning Endorsed Program. The program includes a combination of classroom learning and experience in the workplace.

The advantages of Workplace Learning include:

- Developing responsible work skills and assisting in career planning.
- Increasing self-esteem and confidence, whilst 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 can earn TAFE entry points on successful completion.
- Contributes 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 as well as administration and insurance costs.

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.

### **WorkPrep Program Application Deadline**

Student WorkPrep Program applications are to be **submitted before Friday 1<sup>st</sup> September**. The College WorkPrep Application and additional forms will be provided to students after their online subject selection has been completed.

## Out of School Learning – Vocational, Education & Training Course Snapshot

<b>Profile Courses – South Metro and North Metro TAFE</b>	
<i>Below is a list of previous course offerings – courses are subject to change (please check latest TAFE course offerings when available)</i>	
<ul style="list-style-type: none"> <li>• Cert II Aeroskills – aircraft mechanic</li> <li>• Cert II Automotive – heavy, light, panel beating, spray painting, servicing technology</li> <li>• Cert II Engineering – sheet metal, fitter machinist,</li> <li>• Cert III Engineering – technical (theory)</li> <li>• Cert III Aviation - airport operations, cabin crew</li> <li>• Cert II Paraprofessional - Construction Business</li> <li>• Cert II Building &amp; Construction (trades)</li> <li>• Cert II Data &amp; Voice Communications, Electrotechnology</li> </ul>	<ul style="list-style-type: none"> <li>• Cert III Tourism</li> <li>• Cert III Population Health</li> <li>• Cert II Sampling and Measurement (Lab science)</li> <li>• Cert II Salon Assisting</li> <li>• Cert II Electronics, Cert II Automation</li> <li>• Cert III Events</li> <li>• Cert II Applied Fashion Design</li> <li>• Cert III Screen and Media</li> <li>• Cert III Business – medical, legal</li> <li>• Cert III Cyber Security</li> </ul>

<b>Private Training Organisations</b>	
<i>Below is a list of likely 2024 course offerings – courses / prices are approximate and subject to change.</i>	
<b>MPA Skills / Skill Hire</b>	<b>Electrical Group Training</b>
<ul style="list-style-type: none"> <li>• Cert II Plumbing (Govt funded)</li> <li>• Cert II Building and Construction – Bricklaying or Carpentry (Govt funded - CTF)</li> </ul>	<ul style="list-style-type: none"> <li>• Cert II Electrotechnology (Govt funded)</li> </ul>
<b>Australian Health and Fitness Federation</b>	<b>ITWS</b>
<ul style="list-style-type: none"> <li>• Year 11 - Cert 3 Fitness (\$1500)</li> <li>• Year 12 - Cert 4 Fitness (\$1800)</li> </ul>	<ul style="list-style-type: none"> <li>• Cert II Automotive Technology (Govt funded)</li> <li>• Cert II Engineering (Govt funded)</li> </ul>
<b>Fremantle Education Centre</b>	<b>Austraining</b>
<ul style="list-style-type: none"> <li>• Year 11 - Cert III Education Support (\$1300); Cert III Early Childhood and Care (\$1700); Cert III Community Services (\$1300); Cert III Business (\$1300)</li> <li>• Year 12 – Cert IV Education Support (\$1600); Cert IV Community Services (\$1600); Cert IV Business (\$1400)</li> </ul>	<ul style="list-style-type: none"> <li>• Year 12 - Cert IV Accounting and Bookkeeping (\$1500)</li> <li>• Year 12 – Cert IV Business (\$1500)</li> </ul> <p><i>Courses will be delivered on the St Norbert College campus in partnership with Austraining.</i></p>
<b>Health Science Hub</b>	
Year 11 /12: <ul style="list-style-type: none"> <li>• Cert IV Nursing Preparation (\$2500);</li> <li>• Cert IV Science (Biology) - variety of streams including Exercise Science, Forensics, Animal Studies and Psychology (\$2500)</li> </ul>	<ul style="list-style-type: none"> <li>• Cert III Health Services Assistance (\$2200)</li> <li>• Cert III Animal Studies / Marine Science (\$2200)</li> <li>• Cert III Laboratory Skills (\$2200)</li> </ul>
	<b>DNA Kingston</b>
<ul style="list-style-type: none"> <li>• Cert IV Design (\$4000) - Graphic Design or Game Design</li> <li>• Cert IV Music – Sound Production (\$4000)</li> </ul>	<ul style="list-style-type: none"> <li>• Cert III Dental Assistance (\$6000)</li> <li>• Cert IV Allied Health (\$6000)</li> </ul>
<b>School-based Traineeships / Apprenticeships</b>	
<i>Subject to a job interview and employer endorsement</i>	
<b>Hospitality Group Training</b>	<b>SMYL / Maxima</b>
<ul style="list-style-type: none"> <li>• Cert II Hospitality – customer service</li> <li>• Cert III Commercial Cookery - chef</li> </ul>	<ul style="list-style-type: none"> <li>• Aboriginal School-based Programs – multiple options available</li> </ul>
<b>Hungry Jacks</b>	<b>McDonalds RTO</b>
<ul style="list-style-type: none"> <li>• Cert III Hospitality – customer service</li> </ul>	<ul style="list-style-type: none"> <li>• Cert II Retail services</li> </ul>
<b>The Apprenticeship Community</b>	<b>SM TAFE / NM TAFE</b>
<ul style="list-style-type: none"> <li>• Cert II/III Business – find your own employer through work experience, your network or family business.</li> </ul>	<ul style="list-style-type: none"> <li>• Multiple qualifications – find your own employer through work experience, your network or family business.</li> </ul>

# Curriculum Overview

## Year 11

There are three programs of study available to Year 11 Vocational Pathway students.

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

**Vocational Pathway B** – You will attend the College for *4 days a week* and spend 1 day attending a WorkPrep – Industry based program (this can include Industry Experience or Industry Training). You will select six subjects that must include English, Religious Education, a List B Subject (Mathematics Essentials - if you are OLN Category 1 or 2) and Career & Enterprise if undertaking Industry Experience (Workplace Learning).

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

INTERNAL STUDIES	Vocational Pathway A 5 days at school	Vocational Pathway B 4 days at school		Vocational Pathway C 3 days at school
		INDUSTRY EXPERIENCE WorkPrep	OR INDUSTRY TRAINING External TAFE Course (Limited Options)	INDUSTRY EXPERIENCE & TRAINING
Subject Choice 1	English General or English Foundation	English General or English Foundation	English General or English Foundation	English General or English Foundation
Subject Choice 2	Religious Education General	Religious Education General	Religious Education General	Religious Education General
Subject Choice 3*	Mathematics Essential or Mathematics Foundation (OLN Category 1) or List B	Mathematics Essential or Mathematics Foundation (OLN Category 1) or List B	Mathematics Essential or Mathematics Foundation (OLN Category 1) or List B	Mathematics Essential or Mathematics Foundation (OLN Category 1) or List B
Subject Choice 4	List A or List B General	Career and Enterprise General ( <b>WorkPrep</b> )	List A or List B General or VET Certificate	Career and Enterprise General ( <b>WorkPrep</b> )
Subject Choice 5	List A or List B General or VET Certificate	List A or List B General or VET Certificate	List A or List B General or VET Certificate	List A or List B General or VET Certificate
Subject Choice 6	List A or List B General or VET Certificate or Foundation Skills	List A or List B General or VET Certificate or Foundation Skills	List A or List B General or VET Certificate or Foundation Skills	List A or List B General or VET Certificate or Foundation Skills

**\*NOTE:** For Subject Choice 3, any student who has achieved Category 2 OLN for Numeracy must select Mathematics Essential as party of their program of study. Any student who has achieved Category 1 OLN for Numeracy Enrolment must select Mathematics Foundation as part of their program of study.

<b>EXTERNAL STUDIES</b>	<b>Vocational Pathway A</b> 5 days at school	<b>Vocational Pathway B</b> 4 days at school	<b>Vocational Pathway B</b> 4 days at school	<b>Vocational Pathway C</b> 3 days at school
		<b>INDUSTRY EXPERIENCE</b> WorkPrep	OR <b>INDUSTRY TRAINING</b> External TAFE Course (Limited Options)	<b>INDUSTRY EXPERIENCE &amp; TRAINING</b>
	N/A	<b>WorkPrep options:</b> 1. Workplace Learning 2. School-based Traineeship 3. Approved "on the job" training program	<b>Training options:</b> 1. One day TAFE/Private Training course (Limited to courses where no practical/workplace experience is required.)	<b>WorkPrep options:</b> 1. One day TAFE/Private Training course AND Workplace Learning 2. Two day TAFE Program 3. An approved combination that includes an "on the job" training program and VET.

## Year 11: Vocational Choices

List A (arts/languages/social science)	List B (mathematics/science/technology)
<b>BME Business Management and Enterprise</b> G1BME, G2BME	<b>DES Design - Graphics</b> G1DES, G2DES
<b>CAE Career and Enterprise</b> G1CAE, G2CAE	<b>EST Engineering Studies - Mechanical</b> G1ESTM, G2ESTM
<b>CFC Children, Family and Community</b> G1CFC, G2CFC	<b>FST Food Science and Technology</b> G1FST, G2FST
<b>DAN Dance</b> G1DAN, G2DAN	<b>SIP Science in Practice</b> G1SIP, G2SIP
<b>DRA Drama</b> G1DRA, G2DRA	<b>MAT Mathematics</b> FOUNDATION: F1MAT, F2MAT ESSENTIAL: G1MAE, G2MAE
<b>ENG English</b> FOUNDATION: F1ENG, F2ENG GENERAL: G1ENG, G2ENG	<b>MDTT Materials Design and Technology - Textiles</b> G1MDTT, G2MDTT
<b>GEO Geography</b> G1GEO, G2GEO	<b>MDTW Materials Design and Technology - Wood</b> G1MDTW, G2MDTW
<b>REL Religion and Life</b> G1REL, G2REL	
<b>VAR Visual Art</b> G1VAR, G2VAR	

### VET Courses (at school)

- Certificate III in Sport, Aquatics & Recreation (**C3SAR**) over 2 years
- Certificate III in Sport, Aquatics & Recreation – Specialised (**C3SARS**) over 2 years
- Certificate II in Community Services (**C2CSV**)
- Certificate II in Certificate II in Applied Digital Technologies (**C2ICT**)
- Certificate III in Music (**C3MUS**) over 2 years

### Endorsed Programs

- Workplace Learning (integrated with Careers & Enterprise – G1CAE)



## Year 12

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

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

**Vocational Pathway B** – You will attend the College for *4 days a week* and spend 1 day attending a WorkPrep – Industry based program (this can include Industry Experience or Industry Training). You will select six subjects that must include English, Religious Education, a List B Subject (Mathematics Essentials - if you are OLN Category 1 or 2) and Career & Enterprise if undertaking Industry Experience (Workplace Learning).

**Vocational Pathway C** – You will attend the College for *3 days a week* and spend two days attending WorkPrep programs that must include an “on the job” training program. You will select five or six subjects including English, Religious Education, Career and Enterprise and a List B Subject (Mathematics - if you are OLN Category 1 or 2). You may opt for a study line instead of a sixth subject.

\*NOTE: Enrolment is not guaranteed in some of the programs on offer. TAFE courses are competitive entry and there are limited places available.

INTERNAL STUDIES	Vocational Pathway A 5 days at school	Vocational Pathway B 4 days at school		Vocational Pathway C 3 days at school
		INDUSTRY EXPERIENCE WorkPrep	OR INDUSTRY TRAINING External TAFE Course (Limited Options)	INDUSTRY EXPERIENCE & TRAINING
Subject Choice 1	English General or English Foundation	English General or English Foundation	English General or English Foundation	English General or English Foundation
Subject Choice 2	Religious Education General	Religious Education General	Religious Education General	Religious Education General
Subject Choice 3*	Mathematics Essential or Mathematics Foundation (OLN Category 1) or List B	Mathematics Essential or Mathematics Foundation (OLN Category 1) or List B	Mathematics Essential or Mathematics Foundation (OLN Category 1) or List B	Mathematics Essential or Mathematics Foundation (OLN Category 1) or List B
Subject Choice 4	List A or List B General	Career and Enterprise General ( <b>WorkPrep</b> )	List A or List B General or VET Certificate	Career and Enterprise General ( <b>WorkPrep</b> )
Subject Choice 5	List A or List B General or VET Certificate	List A or List B General or VET Certificate	List A or List B General or VET Certificate	List A or List B General or VET Certificate
Subject Choice 6	List A or List B General or VET Certificate or Foundation Skills	List A or List B General or VET Certificate or Foundation Skills	List A or List B General or VET Certificate or Foundation Skills	Structured Study or Foundation Skills

\*NOTE: For Subject Choice 3, any student who has achieved Category 2 OLN for Numeracy must select Mathematics Essential as party of their program of study. Any student who has achieved Category 1 OLN for Numeracy Enrolment must select Mathematics Foundation as part of their program of study.

<b>EXTERNAL STUDIES</b>	<b>Vocational Pathway A</b> 5 days at school	<b>Vocational Pathway B</b> 4 days at school	<b>Vocational Pathway B</b> 4 days at school	<b>Vocational Pathway C</b> 3 days at school
		<b>INDUSTRY EXPERIENCE</b> WorkPrep	OR <b>INDUSTRY TRAINING</b> External TAFE Course (Limited Options)	<b>INDUSTRY EXPERIENCE &amp; TRAINING</b>
	N/A	<b>WorkPrep options:</b> 1. Workplace Learning 2. School-based Traineeship 3. Approved "on the job" training program	<b>Training options:</b> 1. One day TAFE/Private Training course (Limited to courses where no practical/workplace experience is required.)	<b>WorkPrep options:</b> 1. One day TAFE/Private Training course AND Workplace Learning 2. Two day TAFE Program 3. An approved combination that includes an "on the job" training program and VET.

## Year 12: Vocational Choices

List A (arts/languages/social science)	List B (mathematics/science/technology)
BME Business Management and Enterprise GTBME	EST Engineering Studies - Mechanical GTESTM
CAE Career and Enterprise GTCAE	ISC Integrated Science GTISC
CFC Children, Family and Community GTCFC	MAT Mathematics FOUNDATION: FTMAT ESSENTIAL: GTMAE
ENG English GTENG	MDTT Materials, Design and Technology - Textiles GTMDTW
REL Religion and Life GTREL	MDTW Materials, Design and Technology - Wood GTMDTW

### VET Courses (at school)

- Certificate III in Sport, Aquatics & Recreation (C3SAR)
- Certificate III in Sport, Aquatics & Recreation – Specialised (C3SARB)
- Certificate II in Community Services (C2CSV)
- Certificate III in Health Services Assistance (C3HSA) - pre-requisite Certificate II Community Services
- Certificate III in Music – Performance (C3MUS)
- Certificate III in Information Technology (C3ICT)

### Endorsed Programs

- Workplace Learning (integrated with Careers & Enterprise – GTCAE)

### Supported Study

- **Foundation Skills:** By invitation only – this class is designed to provide additional support to students who have not achieved OLNA or who have specific education plans designed for them.
- **Structured Study:** Year 12 students on *Vocational Pathway C* who are participating in out of school programs two days per week will be given a study line to help them manage their studies. This is also available to students completing an approved online Certificate program.

# Courses of Study

## Religious Education

**Head of Learning Area: Mrs Lindsay Kippen**

Phone: 9350 5433 / Email: [Lindsay.Kippen@norbert.wa.edu.au](mailto:Lindsay.Kippen@norbert.wa.edu.au)

The General Religion and Life course provides students with opportunities to learn about religion and explores the relationships between religion, society and individuals. It examines the nature of religion and how it offers individuals and their communities an understanding of the world around them.

Students develop an understanding of ways in which people discover, understand and express their religious beliefs. They explore one or more religions and investigate the characteristics of religion, origins, foundations, cultural influences and development over time. They analyse the role religion has played in human affairs and explore issues of concern to religion.

Through the General Religion and Life course, students learn skills that will enable them to understand the role religion plays in society and in the lives of people. They use a range of primary and secondary sources and employ a variety of methods to investigate information. These methods include research, observation, analysis, and discussion.

### 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 Pathway

Religion and Life General Unit 2 (G2REL)

### Unit 2 Religion and Life General (G2REL)

#### 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 (GTREL)

## **Unit 3 Religion and Life General (GTREL)**

### **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.

## **Unit 4 Religion and Life General (GTREL)**

### **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.

# English

**Head of Learning Area: Mrs Corrina Markich**

Phone: 9350 5433 / Email: [Corrina.Markich@norbert.wa.edu.au](mailto:Corrina.Markich@norbert.wa.edu.au)

English is the study of universal, controversial and challenging issues in both Australia and the world we live in. Through the study of written and visual text forms, relevant to students' everyday lives, students are encouraged to explore their values and attitudes and create an understanding of texts and the world they live in. Students will compare their views to others and build an understanding of how to participate meaningfully in creating their future. Standard Australian English is a basis for all means of communication in post school study or employment.

## English Foundation

### Unit 1 English Foundation (F1ENG) & Unit 2 English Foundation (F2ENG)

#### Minimum Entry Requirements

Students who have achieved Category 1 Year 10 OLNA Reading and Writing must choose this course.

#### 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

Students who achieve Category 2 or Category 3 in OLNA will be enrolled in English General Unit 1 (G1ENG) or Unit 2 (G2ENG). Students who remain at Category 1 in OLNA will move onto English Foundation Unit 2 (F2ENG) in Year 11 and English Foundation Unit 3 and Unit 4 in Year 12 (FTENG).

## English General

### Unit 1 English General (G1ENG)

#### Minimum Entry Requirements

Category 2 or Category 3 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 every day, 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 Pathway

English General Unit 2 (G2ENG)

### Unit 2 English General (G2ENG)

#### 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 in Year 12 (GTENG)



## Unit 3 English General (GTENG)

### Minimum Entry Requirements

No Minimum Entry Requirement, however, students must have achieved either Category 2 or Category 3 for OLNA Reading and Writing.

### 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.

## Unit 4 English General (GTENG)

### 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 and 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.

### Future Pathways

Employment or further study

# Health and Physical Education

**Head of Learning Area: Mrs Melanie Robinson**

Phone: 9350 5433 / Email: [Melanie.robinson@norbert.wa.edu.au](mailto:Melanie.robinson@norbert.wa.edu.au)

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

## **SIS30122 Certificate III in Sport, Aquatics and Recreation (C3SAR)**

**Delivered through partnership with IVET Institute RTO code 40548**

### **Minimum Entry Requirements**

No Minimum Entry Requirements, but an enjoyment of physical activity and an interest in events management is expected.

### **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 officiating roles with a broad knowledge of running sports clubs. Physical activity contexts designed to develop organisation skills and coaching techniques including primary school coaching clinics, officiating and delivering in a wide range of recreational sports chosen by the students.

### **Future Pathways**

TAFE courses and employability skills in sport, recreation and fitness industries.

## **CHC22015 Certificate II in Community Services (C2CSV)**

**Delivered through partnership with IVET Institute RTO code 40548**

### **Minimum Entry Requirements**

No Minimum Entry Requirements, but an interest in the Health Services Industry is expected

### **Description**

The Certificate II in Community Services qualification allows students to develop the skills and knowledge to undertake community services work such as providing support and assistance to a variety of clients including health promotion, childcare, the elderly and the disability sector. The focus of this program will be to learn the skills to promote healthy lifestyle choices to the community and to engage with key stakeholders in the Health industry.

This program is perfect for students looking to move into a range of areas of the community services sector and is the perfect building block for developing a sound educational base specific to the fastest growing sector in Australia.

Areas of study include:

- An introduction to the community services industry.
- Working with diverse people.
- Communication in the workplace.
- Work health and safety.
- Working with clients and providing first point of contact.
- Industry areas, childcare, aged care and disability services.
- Health Promotion.

### **Future Pathways**

Certificate III in Health Services Assistance in Year 12 (C3HSA).

Examples of career pathways include; Assistant community services workers, Assistant child care worker, Assistant disability worker, Elderly assistant, Care service employee, Customer service staff, Health promotion.

## **HLT33115 Certificate III in Health Services Assistance (C3HSA)**

**Delivered through partnership with IVET Institute RTO code 40548**

### **Minimum Entry Requirements**

Completion of Certificate II in Community Services (C2CSV)

### **Description**

The Certificate III in Health Services Assistance qualification allows students to be educated and engaged in the health services industry. This qualification reflects the role of a variety of workers who use a range of factual, technical and procedural knowledge to provide assistance to health professional staff for the care of clients and promotion of health. The focus of this program will be to engage clients in the community to promote healthy lifestyle choices and to engage with key stakeholders in the Health industry.

Throughout the learning process students will be immersed in current industry practice, regulations and policies that are implemented in the Health Service Industry. Areas of study include:

- Australian health care system
- Interpreting and applying medical terminology
- Healthy body systems
- Assisting with movement
- Communicating with clients
- Health Promotion

### **Future Pathways**

Examples of career pathways include; Assistant community services workers, Assistant child care worker, Assistant disability worker, Elderly assistant, Care service employee, Customer service staff, Health Promotion.

## **Specialised Program – Year 11 & Year 12**

### **SIS30122 Certificate III in Sport, Aquatics and Recreation – Basketball and Football Context (Year 11: C3SARS; Year 12: C3SARB)**

**Delivered through partnership with IVET Institute RTO code 40548**

#### **Minimum Entry Requirements**

Students must apply and be accepted into the Specialised Basketball or Football Program through the standard application process. Students undertaking this course should hold a scholarship with an institute of sport, be member of a state, territory or national team, squad or development program, a state, territory or national talent development program or a member of a second-tier state or national competition.

#### **Description**

Students select Certificate III in Sport and Recreation (Specialised Basketball and Football) as a subject and complete five classes per week inside their timetable. Practical training sessions will have a focus of skill development, team play and strength and conditioning with the intention to excel at the Australian National Schools Tournament. This course is compiled of 15 units completed over two years.

The theory component of the course will develop a practical and working knowledge in the sport of Basketball and Football. Students will complete a Certificate III in Sport and Recreation. This course will develop a working knowledge of the sport and recreation industry within the specialised sporting context. Planning and implementing physical activity programs for various participants will be the focus to allow the development of communication skills. At the completion of this qualification students will develop their communication, teamwork, problem solving, planning, and self-management and technology skills to help gain further employability skills.

#### **Future Pathways**

Students will be able to submit applications to various NCAA Colleges or semi-professional basketball and football teams interstate or overseas. TAFE courses and employability skills in sport, recreation and fitness industries

# Humanities and Social Sciences

Head of Learning Area: Mr Bronson Gherardi

Phone: 9350 5433 / Email: [bronson.gherardi@norbert.wa.edu.au](mailto:bronson.gherardi@norbert.wa.edu.au)

## Geography

The study of geography draws on students' curiosity about the diversity of the world's places and their peoples, cultures and environments. It enables them to appreciate the complexity of our world and the diversity of its environments, economies and cultures and use this knowledge to promote a more sustainable way of life and awareness of social and spatial inequalities.

In the senior secondary years, the Geography General course provides a structured, disciplinary framework to investigate and analyse a range of challenges and associated opportunities facing Australia and the global community. These challenges include rapid change in biophysical environments, the sustainability of places, dealing with environmental risks and the consequences of international integration.

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

## Unit 1 Geography (G1GEO)

### Minimum Entry Requirements

'C' grade and mark of 50% in Year 10 Humanities Mainstream and 'C' grade and mark of 50% in Year 10 English Mainstream

### Description

**Geography:** This unit explores the spatial patterns and processes related to environments at risk, and to the protection of such environments through management at local, regional and global levels. In the local area, in specific regions and globally, people pose threats to the environment as they attempt to meet their needs. Individuals and/or groups can have conflicting viewpoints about particular environments. This can place environments at risk. Sustainable solutions need to be developed for these environments.

Students develop the knowledge, understandings and skills in this unit that are relevant to the world in which they live and which are also appropriate to careers in the environmental protection/rehabilitation, urban and regional development, and tourism industries.

### Future Pathways

Unit 2 Geography (G2GEO)

## Unit 2 Geography (G2GEO)

### Description

**Geography:** This unit explores the natural and cultural characteristics of a region, the processes that have enabled it to change over time and the challenges it may face in the future. Students develop the knowledge, understanding and skills that will enable them to understand and apply the concept of a region to other regions in different scales.

### Future Pathways

Unit 3 and 4 Geography in Year 12 (GTGEO)

# Mathematics

**Head of Learning Area: Mrs Colette Miranda**

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## Mathematics Foundation

Mathematics Foundation course is for students who have not demonstrated the numeracy standard in the OLNA and who achieved Category 1. This course provides students with the knowledge, skills and understanding to solve problems across a range of contexts including personal, community, workplace, and employment.

### Unit 1 Mathematics Foundation (F1MAT)

#### Minimum Entry Requirements

Students who have achieved Category 1 Year 10 OLNA Numeracy must choose this course.

#### 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

Students who achieve Category 2 or Category 3 in OLNA will be enrolled in Mathematics Essential Unit 1 (G1MAE) or Unit 2 (G2MAE). Students who remain at Category 1 in OLNA will move onto Mathematics Foundation Unit 2 (F2MAT).

### Unit 2 Mathematics Foundation (F2MAT)

#### 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

Students who remain at Category 1 in OLNA will move on to Mathematics Foundations - Units 3 and 4 in Year 12 (FTMAT)



## Unit 3 Mathematics Foundation (FTMAT)

### Minimum Entry Requirements

Students who have achieved Category 1 Year 10 OLNA Numeracy must choose this course.

### Description

This unit provides students with 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

## Unit 4 Mathematics Foundation (FTMAT)

### Description

This unit provides students with 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 an 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, application to State Training Providers (STP) or TAFE

## Mathematics Essential

This course enables a student to use Mathematics effectively, efficiently, and critically to make daily life decisions. This course provides students the knowledge, skills and understanding to solve Mathematical problems in real life situations. It also aims to develop the ability to understand, solve, reason and interpret applied problems in Mathematical and Statistical contexts. This subject provides the opportunity to prepare for further courses in TAFE or employment.

### Unit 1 Mathematics Essential (G1MAE)

#### Minimum Entry Requirements

Category 2 or 3 in OLNA Numeracy

(Students who have achieved Category 2 in Numeracy must choose this course).

#### Description

This unit provides students with 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. 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 Pathway

Mathematics Essential Unit 2 (G2MAE)

### Unit 2 Mathematics Essential (G2MAE)

#### Description

This unit provides students with mathematical skills and understanding to solve problems related to representing and comparing data, percentages, rates, ratios, 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. 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 (GTMAE)

## Unit 3 Mathematics Essential (GTMAE)

### Minimum Entry Requirements

Category 2 or 3 in OLNA

(Students who have achieved Category 2 in Numeracy must choose this course).

### Description

This unit provides students with 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. 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.

## Unit 4 Mathematics Essential (GTMAE)

### Description

This unit provides students with 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. 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, application to State Training Providers (STP) or TAFE.

# Science

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## Science in Practice

The Science in Practice course enables students to investigate science issues, in the context of the world around them. It incorporates aspects of biology, chemistry, earth and space science and physics and can also include less traditional areas such as environmental science, sustainability and aeronautics. Science in Practice encourages students to be questioning, reflective and critical thinkers about scientific issues. The course develops students’ skills of questioning, investigating and critical thinking. These will be applied to develop scientific knowledge in areas such as earth systems, the management of water resources and sustainable use of energy. Students conduct practical investigations that encourage them to apply what they have learnt in class to real-world situations and systems.

## Unit 1 Science in Practice General (G1SIP)

### Minimum Entry Requirements

‘C’ grade and a mark of 50% in Year 10 Science Advanced, General 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 Pathway

Science in Practice General Unit 2 (G2ISC)

## Unit 2 Science in Practice General (G2SIP)

### 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 Science in Practice Units 3 and 4 in Year 12 (GTISC)

## Unit 3 Integrated Science (Science in Practice) General (GTISC)

### Minimum Entry Requirements

Completion of Units 1 and 2 of General Integrated Science (Science in Practice) is recommended but not essential.

### 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.

## Unit 4 Integrated Science (Science in Practice) General (GTISC)

### 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 (Science in Practice) 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 TAFE.

# Technologies

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## Children, Family and Community

**Mrs Samantha Mark**  
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Prepare to explore the captivating world of the Children, Family, and the Community General course. This course focuses on factors that influence human development, well-being, and the secrets to thriving as individuals, families, and communities.

In this interactive course, we'll dive into the health of individuals and communities. We'll uncover the powerful protective and preventative strategies that fuel growth and development. Through shared research and practical activities, we'll sharpen our skills in goal setting, self-management, decision making, communication, and cooperation.

Stay tuned for exciting discussions on contemporary Australian issues and trends related to families and communities. Together, we'll find practical ways to tackle these challenges and make a positive impact. This course is a perfect fit for those seeking careers in education, nursing, community services, childcare, and health. Join us on this incredible journey where we'll unlock your potential and equip you to create a brighter future for individuals, families, and communities. Let's make a difference together!

## Unit 1 Children, Family and Community General (G1CFC)

### Minimum Entry Requirements

No Minimum Entry Requirement

### Description

**Families and Relationship:** 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 Unit 2 (G2CFC)

## Unit 2 Children, Family and Community General (G2CFC)

### 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 in Year 12 (GTCFC)

## Unit 3 Children, Family and Community General (GTCFC)

### Minimum Entry requirements

Completion of Children, Family and Community General Units 1 and 2 recommended.

### Description

#### Building on relationships

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

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

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

## Unit 4 Children, Family and Community General (GTCFC)

### Description

#### My place in the community

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

Students examine developmental theories and their influence on cognitive development.

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

### Future Pathway

This course caters for students seeking career pathways in areas, such as education, nursing, community services, childcare and health.

## Engineering Studies – Mechanical

**Mr Andrew Frick**

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The Engineering Studies General course is essentially a practical course focusing on real-life contexts. Students apply a design process to research and present information about materials, engineering principles, concepts and ideas, and design proposals. Students develop their engineering technology skills in planning and implementing a process to manipulate tools and machines to produce a prototype of their designed solution.

This course is particularly suited to those students who are interested in engineering and technical industries as future careers.

### Unit 1 Engineering Studies General - Mechanical (G1ESTM)

#### Minimum Entry Requirements

'C' grade and a mark of 50% in Year 10 Engineering Studies or Year 9 Metalwork. Students who do not automatically qualify will need to be approved by the Head of Learning Area.

#### Description

Students develop an understanding of the engineering design process. They study and interpret a given design brief, learn a range of research skills and devising methods to develop concepts, then plan and communicate proposed solutions to the given design brief. They study core engineering theory and relevant theory of their chosen specialist area, and learn to integrate and use this knowledge to develop and present proposals for practical solutions.

Students calculate requirements, prepare drawings and produce lists of materials and components and then follow a given timeline to produce, test and evaluate the finished product.

#### Future Pathway

Engineering Studies General Unit 2 (G2ESTM)

### Unit 2 Engineering Studies General - Mechanical (G2ESTM)

#### Description

Students focus on the topics of automation and technical innovation. They investigate engineering examples within these themes and the impact these technologies have on society. Students study and interpret a given design brief. They develop responses to the brief through a process that requires them to engage in a range of activities including: researching similar existing engineered products; sketching, drawing and annotating concepts; and choosing the preferred concept for production as a prototype or working model. Students finalise their chosen design by documenting its specifications in the form of appropriate drawings and lists of materials and components. They follow a given timeline to undertake tasks required to produce, test, and evaluate the product. Core and specialist area theory continues to be studied to forge greater understanding of the scientific, mathematical and technical concepts that explain how engineered products function.

#### Future Pathway

Engineering Studies General Units 3 and 4 in Year 12 (GTESTM)



## Unit 3 Engineering Studies General - Mechanical (GTESTM)

### Minimum Entry Requirements

Completion of Engineering Studies Units 1 and 2 is recommended. New students must be approved by the Head of Learning Area.

### 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.

## Unit 4 Engineering Studies General - Mechanical (GTESTM)

### 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

This course is particularly suited to those students who are interested in engineering and technical industries as future careers.

## Food Science and Technology

Mrs Leon Rogers

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

This course may enhance employability and career opportunities in areas that include nutrition, health, food and beverage manufacturing, food processing, community services, hospitality and retail.

### Unit 1 Food Science and Technology General (G1FST)

#### Minimum Entry Requirements

'C' grade and a mark of 50% in Year 9 or 10 Food Science. Students who do not automatically qualify will need to be approved by the Head of Learning Area.

#### 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 (G2FST)

### Unit 2 Food Science and Technology General (G2FST)

#### 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 in Year 12 (GTFST)

## **Materials, Design and Technology - Textiles**

**Mrs Samantha Mark**

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The Materials Design and Technology General course is a practical course, for students who love to design and make things with fabric. Students can develop and practise skills that contribute to creating a physical product, while acquiring an appreciation of the application of a design process, and an understanding of the need for materials sustainability. Students will learn and practise manufacturing processes and technologies, including principles of design, planning and management. The Materials Design and Technology General course aims to prepare all students for a future in a technological and material world by providing the foundation for lifelong learning about how products are designed and how materials are developed and used.

### **Unit 1 Materials, Design and Technology General - Textiles (G1MDTT)**

#### **Minimum Entry Requirements**

'C' grade and a mark of 50% in Year 9 or 10 Materials-Textiles. Students who do not automatically qualify will need to be approved by the Head of Learning Area.

#### **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 - Textiles General Unit 2 (G2MDTT)

### **Unit 2 Materials, Design and Technology General – Textiles (G2MDTT)**

#### **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 - Textiles General Units 3 and 4 in Year 12 (GTMDTT)

## **Unit 3 Materials, Design and Technology General – Textiles (GTMDTT)**

### **Minimum Entry Requirements**

Completion of Materials Design and Technology General - Textiles Units 1 and 2 is recommended. New students must be approved by the Head of Learning Area.

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

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

## **Unit 4 Materials, Design and Technology General – Textiles (GTMDTT)**

Students learn about the nature of designing for a client, target audience or market. Students learn about the nature, properties and environmental impacts related to a variety of materials, and production techniques. Students apply an understanding of the elements and fundamentals of design and consider human factors involved in their design projects. 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**

This course is particularly suited to those students who are interested in any future creative pursuits, where interaction with materials, technology, and other people's ideas are factors to consider. Future careers could include fashion designer, textile designer, stylist, visual merchandiser, illustrator, retail worker, own business owners, product developer, garment technologist, and designer in general.

## Materials, Design and Technology - Wood

Mr Scott Arnold

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The Materials Design and Technology General course is a practical course, for students who love to design and build products from a variety of timber materials. Students have the opportunity to develop and practise skills that contribute to creating a physical product, while acquiring an appreciation of the application of a design process, and an understanding of the need for materials sustainability. Students will learn and practise manufacturing processes and technologies, including principles of design, planning and management. The Materials Design and Technology General course aims to prepare all students for a future in a technological and material world by providing the foundation for lifelong learning about how products are designed and how materials are developed and used.

### Unit 1 Materials, Design and Technology General – Wood (G1MDTW)

#### Minimum Entry Requirements

'C' grade and a mark of 50% in Year 9 or 10 Materials-Wood. Students who do not automatically qualify will need to be approved by the Head of Learning Area.

#### 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 (G2MDTW)

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

#### 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 in Year 12 (GTMDTW)

## Unit 3 Materials, Design and Technology General – Wood (GTMDTW)

### Minimum Entry requirements

Completion of Materials, Design and Technology General – Wood Units 1 and 2 is recommended. New students must be approved by the Head of Learning Area.

### 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.

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

### 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.

## **ICT20120 Certificate II in Applied Digital Technologies**

**Delivered through partnership with IVET Institute - RTO code 40548**

### **Minimum Entry Requirements**

No Minimum Entry Requirements. However, an interest in ICT is recommended.

### **Description**

This pathways qualification provides the foundation skills and knowledge to use basic applied digital technologies in varied contexts. The qualification is designed for those students developing the necessary digital and technology skills in preparation for work.

Students will carry out a range of basic procedural and operational tasks that require digital and technology skills. They perform a range of mainly routine tasks using limited practical skills and knowledge in a defined context. The qualification is suitable for someone generally performing under direct supervision.

### **Future Pathways**

ICT30120 Certificate III in Information Technology

## **ICT30120 Certificate III in Information Technology**

**Delivered through third party arrangement with IVET Institute RTO code 40548**

### **Minimum Entry Requirements**

Completion of the Certificate II in Information, Digital Media and Technology

### **Description**

This qualification reflects the role of people who are competent in a range of Information and Communications Technology (ICT) roles, including animation, basic cloud computing, basic cyber awareness, digital media skills, generalist IT support services, networking, programming, systems and web development.

Individuals who work in these fields apply broad sets of skills, including foundational knowledge in critical thinking and customer service skills, to support a range of technologies, processes, procedures, policies, people and clients in a variety of work contexts.

### **Future Pathways**

Certificate IV or Diploma in IT at TAFE or an RTO

# The Arts

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## Dance

**Mrs Kathryn Crocker**

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The Dance General course allows students to develop technical, design and expressive skills and present ideas through a variety of genres, styles and forms. It provides a unique way in which to express our cultural view and understanding of the world. Through critical decision-making in individual and group work, movement is manipulated and refined to reflect the choreographer's intent. Students use a wide range of creative processes, and draw on their own physicality and the interpretation of existing work of others to create dance works.

Throughout the course, students gain experience in the audition process to prepare them for professional or amateur auditions and develop personal confidence and skills to become involved in community dance schools in teaching and/or performing. In addition, the Dance General course encourages an appreciation of the Performing Arts which can lead to further studies or involvement in the Theatre such as ushering, backstage, marketing and communications.

## Unit 1 Dance General (G1DAN)

### Minimum Entry Requirements

Completion of Year 10 Dance or member of the Senior Dance Team or audition/interview with the Dance Teacher and Head of Learning Area (The Arts)

### Description

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

Within the broad focus of exploring the components of dance, teachers select learning contexts that relate to the interests of their students and build upon the understandings that they have already acquired. The elements of dance and processes of choreography are explored and students solve structured choreographic tasks to produce dance works for performance. They have first-hand experience of dance-making which actively engages them in exploration, improvisation, research, reflection and response. Technologies and design concepts are introduced to the planning stage of dance creation. A broad introduction to dance genres enables students to place dance in its time and place and then begin to understand its functions within this context.

### Future Pathway

Dance General Unit 2 (G2DAN)



## **Unit 2 Dance General (G2DAN)**

### **Description**

In this unit, students explore the entertainment potential of dance and choreography.

Within the broad focus of dance as entertainment, teachers select learning contexts that relate to the interests of students and build upon the understandings that they have already acquired. Students explore the entertainment potential of dance and choreography. In practical lessons, they improve safe dance practices and their physical competencies while acquiring genre-specific technique. They explore and experiment with the elements of dance and processes of choreography to solve choreographic tasks for performance. Students identify and select technologies and design concepts which enhance the entertainment value of the dance and place it in its social, historical and economic context

### **Future Pathway**

Dance General Units 3 and 4 in Year 12 (GTDAN)

## Design - Graphics

Mr Craig Mecham

Phone: 9350 5433 / Email: [Craig.Mecham@norbert.wa.edu.au](mailto:Craig.Mecham@norbert.wa.edu.au)

Design involves the strategic development, planning and production of visual and tactile communication. It deals with the effective and efficient communication of ideas, values, beliefs, attitudes, messages and information to specific audiences for specific purposes and with specific intentions. Design projects allow students to demonstrate their skills and understandings of design principles and processes; to analyse problems and possibilities; and to devise innovative strategies within design contexts. There is potential for students to develop transferable skills and vocational competencies while devising innovative designs. In this course, students develop a competitive edge for current and future industry and employment markets. This course also emphasises the scope of design in professional and trade-based industries allowing students to maximise vocational and/or university pathways.

### Unit 1 Design General - Graphics (G1DESG)

#### Minimum Entry Requirements

No Minimum Entry Requirement but 50% result in Year 10 Media Arts or Year 10 Visual Arts is advised.

#### Description

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 2 (G2DES)

### Unit 2 Design General - Graphics (G2DESG)

#### Description

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 in Year 12 (GTDES)

## **Drama**

**Ms Karen Cassidy**

Phone: 9350 5433 / Email: [Karen.Cassidy@norbert.wa.edu.au](mailto:Karen.Cassidy@norbert.wa.edu.au)

In this course, students engage in both Australian and world drama practice. Through the General Drama course, they can understand the experience of other times, places and cultures in an accessible, meaningful and enjoyable way. They understand the economic factors that affect drama practice and explore the vocational opportunities that drama offers. Students studying Drama will gain skills that can be transferred into all workplace environments, in particular towards careers in Acting, the Entertainment industry, Public Relations, Hospitality, Teaching, and any number of careers that involve dealing with others.

### **Unit 1 Drama General (G1DRA)**

#### **Minimum Entry Requirements**

No Minimum Entry Requirement, 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. Students work with others in collaborative ways to create drama and to explore all facets of drama. Students will examine their work through other's eyes and develop a critical way of approaching work.

#### **Future Pathway**

Drama General Unit 2 (G2DRA)

### **Unit 2 Drama General (G2DRA)**

#### **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. Students work collaboratively and develop an understanding of all facets of drama production, including direction, acting, backstage, publicity and front of house amongst others.

#### **Future Pathway**

Drama General Units 3 and 4 in Year 12 (GTDR)

## Visual Arts

Ms Amanda Marsh

Phone: 9350 5433 / Email: [Amanda.Marsh@norbert.wa.edu.au](mailto:Amanda.Marsh@norbert.wa.edu.au)

General Visual Arts is a valuable choice for a student who is interested in pursuing a career in Creative Industries or a creative role within a business environment. It is particularly relevant for those seeking higher education in Visual Arts both at a tertiary or TAFE institution and need to produce a folio of work. In addition to this, the practical elements of this course best suit those who enjoy producing artworks, and are interested in public art, freelance art and design, curating municipal or private collections or running an Arts Residency. This qualification reflects the role of individuals who apply a range of competencies in a varied work context in the Visual Arts Industry.

### Unit 1 Visual Arts General (G1VAR)

#### Minimum Entry Requirements

No Minimum Entry Requirement but 50% result in Year 10 Media Arts or Year 10 Visual Arts is advised.

#### Description

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 acquire various skills using processes of experimentation and discovery. Imaginative picture making is primarily concerned with experiences of the self and/or social issues of the day, 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 (G2VAR)

### Unit 2 Visual Arts General (G2VAR)

#### Description

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. The production of work of students at this point becomes more student directed, with the teacher becoming more of a facilitator, helping students to find the best way of expressing their ideas.

#### Future Pathway

Visual Arts General Units 3 and 4 in Year 12 (GTVAR)

## Music

**Mr. Luke Di Labio**

Phone: 9350 5433 / Email: [Luke.DiLabio@norbert.wa.edu.au](mailto:Luke.DiLabio@norbert.wa.edu.au)

Certificate Music is a valuable choice for a student who is passionate about performing or creating music, and is particularly relevant for those pursuing a career in the Music Industry or seeking higher education in Music both at a tertiary or TAFE institution. In addition to this, the practical elements of this course best suit those who enjoy playing an instrument, singing and performing and are interested in a job in a band, as a sound engineer or in teaching amongst others. This qualification reflects the role of individuals who apply a range of competencies in a varied work context in the Music Industry, using discretion and judgment and theoretical knowledge.

### **CUA30920 Certificate III in Music - Performance (C3MUS)**

**Delivered through partnership with COSAMP - RTO Code 41549**

#### **Minimum Entry Requirements**

'B' grade and a mark of 68% in Year 10 Music or audition/interview - Selection requires approval of the Head of Learning Area (The Arts). Students must currently be learning an instrument of their choice. Lessons can be taken at St Norbert College or with an approved private tutor outside of school.

#### **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 a music demo; working in the music industry; maintaining interactive content; and song writing.

#### **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 and UWA.

# Careers

**Head of Careers and Transitions: Mrs Karen Gonsalves**

Phone: 9350 5433 / Email: [karen.gonsalves@norbert.wa.edu.au](mailto:karen.gonsalves@norbert.wa.edu.au)

Career education involves learning about how your interests, values, skills and preferences impact on your career planning and exploring the life, work and learning options available to you. It provides a focus on experiential learning through out of school learning programs such as workplace learning and VET programs to ensure that your career decisions fit in with your personal circumstances. These experiences develop a range of enterprise and technical skills while also giving you the confidence that you are making the right decisions. Career development is about continuously fine-tuning your work and learning plans to help you manage the changes in your life and the world of work. Investing your time and effort into career education will set you up for a rewarding future.

## Career and Enterprise

### Unit 1 Career and Enterprise General (G1CAE)

#### 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 (G2CAE)

### Unit 2 Career and Enterprise General (G2CAE)

#### 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 in Year 12 (GTCAE)

## **Unit 3 Career and Enterprise General (GTCAE)**

### **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.

## **Unit 4 Career and Enterprise General (GTCAE)**

### **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.

## **Business Management and Enterprise**

**Director of VET - Mrs Monica Stirling**

Phone: 9350 5433 / Email: [monica.stirling@norbert.wa.edu.au](mailto:monica.stirling@norbert.wa.edu.au)

Business enterprise education focusses on the skills needed to create and run your own business. The global and Australian business landscape is explored including legal aspects and rights and responsibilities of employees and employers. The latest thinking on business innovation and processes for creating your own start-up or small business venture are used to provide the skills needed to create and sustain a successful business venture. Opportunities for collaboration with local business and community are encouraged to provide networking and mentorship.

### **Unit 1 Business Management and Enterprise General (G1BME)**

#### **Minimum Entry Requirements**

No Minimum Entry Requirements, but an interest in learning how to start your own business is recommended

#### **Description**

The focus of this unit is on establishing a small business in Australia. Opportunities are provided to explore business start-ups and to recognise the factors that contribute to business success. Entrepreneurship and innovative thinking are introduced, generating ideas and proposals that may be suitable for business ventures. These proposals are then developed into a business plan.

#### **Future Pathways**

Unit 2 Business Management and Enterprise General (G2BME)

### **Unit 2 Business Management and Enterprise General (G2BME)**

#### **Description**

The focus of this unit is on operating a small business in Australia. The unit is suited to the running of a small business in the school or local environment, or to the use of business simulations. The concepts of innovation, marketing and competitive advantage and the key factors that influence consumer decision making are introduced. Legal aspects of running a small business, including rights and responsibilities of employer and employee, are investigated.

#### **Future Pathways**

Unit 3 & 4 Business Management and Enterprise General in Year 12 (GTBME)

### **Unit 3 Business Management and Enterprise General (GTBME)**

#### **Minimum Entry Requirements**

No Minimum Entry Requirements, but an interest in learning how to start your own business is recommended

#### **Description**

The focus of this unit is on success in business at a national level. It explores what it takes to be successful beyond the initial start-up stage. Students investigate the features of successful marketing campaigns and report on how businesses succeed and prosper through methods, such as expansion in products, market share or diversification. The unit explores how the marketing plan contributes to the overall business plan.



## **Unit 4 Business Management and Enterprise General (GTBME)**

### **Description**

The focus of this unit is on business growth and the challenges faced by businesses expanding at a national level. The unit explores issues in the business environment, including the importance of intellectual property in protecting business ideas. The unit addresses the significance of employee motivation and the development of a business plan in the overall success of expansion.

### **Future Pathways**

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

## Other Courses & Endorsed Programs

### Foundation Skills (11FSK & 12FSK)

**Head of Learning Support: Mrs Bridget Kamazizwa**

Phone: 9350 5433 / Email: [bridget.kamazizwa@norbert.wa.edu.au](mailto:bridget.kamazizwa@norbert.wa.edu.au)

#### Minimum Entry Requirements

The Foundation Skills course is by invitation only. It is made available to those students who either:

- Are enrolled in a Foundation level course,
- Are yet to achieve OLN Category 3 for Reading/Writing/Numeracy and require additional support to achieve this,
- Have had an Education Plan developed by the College to assist them with their academic progress.

#### Description

The focus of this course is to prepare students for their Secondary Graduation and for the post-school challenges that lie beyond Graduation. 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.

A major focus of the program is to provide students with the individual support they require to achieve Category 3 in OLN. Students are also given additional opportunities to work on outstanding school-based assessments under the guidance of teaching staff. During the program, students will participate in activities that will also prepare them for a successful transition to 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.

#### Future Pathways

Transition into post school employment or study.

### Workplace Learning (ADWPL)

**Director of VET: Mrs Monica Stirling**

Phone: 9350 5433 / Email: [monica.stirling@norbert.wa.edu.au](mailto:monica.stirling@norbert.wa.edu.au)

#### Minimum Entry Requirements

Acceptance into the 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.