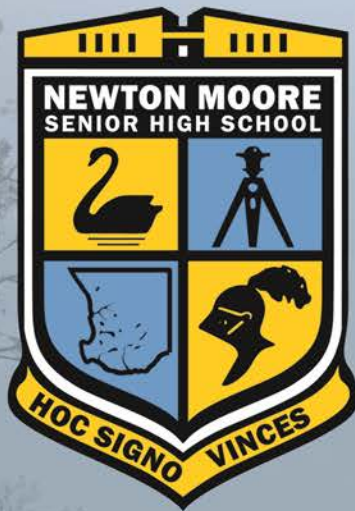


NEWTON MOORE SENIOR HIGH SCHOOL

Achieving Today for Tomorrow



**Senior School Course Selection Handbook
2018**

Newton Moore Senior High School

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NEWTON MOORE SENIOR HIGH SCHOOL

‘The School of Choice’

PRINCIPAL’S WELCOME

Making your choice of Senior School courses is an important step towards determining your future pathway. As parents and students you are about to go on a journey in which you should ask many questions of yourselves and others to ensure that you make informed decisions about what are the right courses for you. It is both exciting and overwhelming but we look forward to supporting you on that journey. Individual care for students to help them “Achieve Today for Tomorrow” is at the core of how we work at Newton Moore Senior High School.

We ask that our Year 10 students and their parents look closely at the information in this book so that informed and realistic decisions are made.

This book contains information to help you to decide which pathway to take after Year 10. It’s essential that you select a program which provides you with:

- A reasonable likelihood of success.
- Clearly defined opportunities to enter employment, training or higher education (University or Registered Training Organisation (RTO) in your preferred career).

Before selecting courses, students, with their parents’ assistance, should:

- Seek advice from their teachers and seriously consider their recommendations.
- Consider their academic performance in Lower School courses including National Assessment Program for Literacy and Numeracy (NAPLAN) and Online Literacy and Numeracy Assessment, (OLNA) results.
- Become informed about what requirements are for entry into post-secondary courses – Australian Tertiary Admission Rank (ATAR) minimum scores for entry into courses at various Western Australian universities or results required to gain entry into Registered Training Organisations such as the South Regional TAFE or the Bunbury Regional Trade Training Centre (BRTTC). Research online or contact the relevant organisation.
- Consider carefully how much personal satisfaction and enjoyment you have gained from various subjects in Lower School. You are more likely to have success in subjects that you enjoy.
- Be realistically aware of your capabilities since the study of a subject beyond the scope of your ability will most likely not result in success, regardless of the effort you put into it.

In Term Two 2016 students and their parents/guardians will be invited to attend a course counselling interview with a Deputy Principal or the Principal. These interviews are the opportunity to receive specific information about the Senior School courses offered by Newton Moore Senior High School. It is essential that parents and students attend a course counselling interview.

These are challenging times for our Year 10 students. They are advised to spend time and effort assessing their own abilities, interests and values; seeking accurate, up-to-date information; examining all of the alternatives and discussing them with others.

Newton Moore Senior High School has an impressive history of student achievement. We pride ourselves on delivering comprehensive learning programs to meet the educational needs of our students. Each staff member is committed to supporting every student to achieve their potential.

Parents can rest assured that their child will be nurtured and cared for while completing their final years of secondary education at Newton Moore Senior High School. I look forward to working with you and your child in ensuring their success in Senior School.

Susan Kerr (M.Ed. Admin, B.Ed. Dip Teach)
Principal



WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION (WACE)

THE WESTERN AUSTRALIAN STATEMENT OF STUDENT ACHIEVEMENT (WASSA)

A WASSA is issued to all Year 12 students who complete any study at Year 11 and 12 level. It lists all courses and programs students have completed in Year 11 and 12 (including VET/endorsed programs at Year 10 level).

THE WACE REQUIREMENTS

Achievement of the WACE acknowledges that at the end of your compulsory schooling you have achieved or exceeded the required minimum standards in an educational program that has suitable breadth and depth.

To achieve a WACE, a student must satisfy the following:

General requirements:

- Demonstrate a minimum standard of literacy and numeracy through meeting the OLN standard.
- Complete a minimum of 20 units or equivalents.
- Complete at least four Year 12 ATAR courses (excluding unacceptable combinations) or achieve a Certificate II (or higher) VET qualification. The partial completion of a Certificate III or higher VET qualification may meet this requirement according to predetermined criteria.

Breadth and depth requirements

Students must complete:

- A minimum of 10 Year 12 units or the equivalent
- Two Year 11 units from an English course and one pair of Year 12 units from an English course
- One pair of Year 12 course units from List A (arts /languages/social sciences) and List B (mathematics/ science/technology) courses.

Achievement standard

Students must achieve fourteen C grades (or equivalents, see below) in Year 11 and Year 12 units, including at least six C grades in Year 12 units (or equivalents).

Unit equivalence can be obtained through Vocational Education and Training (VET) qualifications and/or endorsed programs. The maximum unit equivalence available through these programs is 8 units – four Year 11 units and four Year 12 units. Students may obtain unit equivalence through a combination of VET certificates or endorsed programs with endorsed programs contributing a maximum of 4 unit equivalence.

- A Certificate I is equivalent to two Year 11 units
- A Certificate II is equivalent to two Year 11 and two Year 12 units
- A Certificate III or higher is equivalent to two Year 11 and four Year 12 units
- A partially completed Certificate III or higher is equivalent to two Year 11 and two Year 12 units provided 220 nominal hours have been met.
- Every 55 hours of Workplace Learning is equivalent to one unit.

The complete list of Endorsed programs and their unit equivalence can be found on the School Curriculum and Standards Authority (SCSA) website at <http://senior-secondary.scsa.wa.edu.au/vet/endorsed-programs>. Opportunities exist for unit equivalence through part time/casual work, community sports, Country week etc.

Further information about WACE achievement can be found at <http://www.scsa.wa.edu.au>

MAKING YOUR COURSE SELECTIONS

At Newton Moore Senior High School we pride ourselves on offering flexible pathways and a demonstrated commitment to working with students one on one to create a course load that best suits their skills and post-school aspirations.

The following pathways are available:

ATAR Pathway

Students who wish to gain direct university entrance will study an ATAR pathway. This consists of 4 or more ATAR level courses with 1-2 General/Foundation/VET/Endorsed programs. It is expected that students will also complete a certificate II qualification. A student's best 4 ATAR scores are used in determining the ATAR rank for entrance into university. More information is available at the TISC website at <http://www.tisc.edu.au>.

VET Pathway

Students who are work ready may choose this option. Typically students will attend school 3-4 days per week and attend 1 day per week in a work placement. Students will complete general courses (Mathematics, English and one other), an endorsed program (workplace learning) and a certificate course at NMSHS or through an outside registered training organization. Other VET pathways include School Based Traineeships and Aboriginal School Based Traineeships.

General Pathway

Students are enrolled in a combination of general courses, certificate qualifications and/or endorsed programs. This is a suitable pathway for students who do not wish to be involved in a weekly work placement.

Alternate options

Students may leave school provided they secure employment or training (minimum of 35 hours per week). In this situation student must complete a Notice of Arrangement and have this approved by the Department of Education. The school and training organisations can assist you with this.

It is really important that you consider your career goals before selecting your Senior School Pathway. Many careers have specific educational requirements. It is essential that you consider these before making pathway and course choices. Using the information that you have learnt in Career Education will support you in making selections that are best for you.

MINIMUM ENTRY REQUIREMENT

In the following pages you will find details about individual courses and certificates. Some will show 'Minimum Entry Requirements'. 'Minimum Entry Requirement' refers to the standard of academic performance that students need to demonstrate for a particular course. Minimum Entry Requirements for specific courses are determined through the analysis of historical data, case studies and consideration of the complexity of course content.

- The purpose of Minimum Entry Requirements is to clearly indicate the rigor and academic standards of each course. They serve to guide students and parents in the course selection process, so that students choose courses that are appropriate for their academic abilities. The Minimum Entry Requirements are provided to support students to be successful in their Year 11 and 12 studies.

COURSES AND CERTIFICATES

School and RTO Assessment		School assessment only		50% external examination, 50% school assessment
Certificates	List A / B	General/Foundation Courses (moderated with externally set task)	List A / B	ATAR Courses
Certificate II Community Services (Childcare)	A	Children, Family and the Community	B	Biology
Certificate II Sport Coaching	B	Design - Photography	B	Chemistry
Certificate II Skills for Work and Vocational Pathways	A	English	B	Engineering Studies
Certificate II Aquaculture	A	English: Foundation	A	English
Certificate II Building and Construction Pathways	B	Food Science and Technology	A	Geography
	B	Materials Design and Technology - Wood	B	Human Biology
	B	Mathematics: Essential	A	Indonesian: Second Language *
Many other certificates are available through external Registered Training Organisations. Please refer to the VET section at the end of this booklet.	B	Physical Education Studies	A	Japanese: Second Language *
	A	Visual Arts	B	Mathematics Methods
			B	Mathematics Applications
			B	Mathematics Specialist
			B	Physical Education Studies
			B	Physics
			B	Psychology

***Flexible Delivery Model:** Newton Moore Senior High School is committed to ensuring that our students have access to as many course options that we can flexibly offer to our students. Some courses are offered as part of our Flexible Delivery Model – this may include courses delivered via e-learning (on-line) or off-grid (before or after school). Some off-grid courses are delivered at other local schools.

- Throughout semester two 2016 we are made aware of further course option available through this mode of delivery and will keep students informed.
- Some of the Flexible Delivery Model courses may not be available from late 2016 depending on the student enrolment numbers.

ENGLISH

Pathway	Course	Minimum Entry Requirement	List	Year 11	To	Year 12
ATAR	English	B Grade in Yr 10 English	A	AEENG	→	ATENG
General	English	Completed Yr 10 English	A	GEENG	→	GTENG
Foundation	English	Category 1 or 2 in OLNA Reading and Writing	A	FEENG	→	FTENG

English ATAR (AEENG)

The English ATAR course focuses on developing students' analytical, creative, and critical thinking and communication skills in all language modes, encouraging students to critically engage with texts from their contemporary world, the past, and from Australian and other cultures. Through close study and wide reading, viewing and listening, students develop the ability to analyse and evaluate the purpose, stylistic qualities and conventions of texts and to enjoy creating imaginative, interpretive, persuasive and analytical responses in a range of written, oral, multimodal and digital forms. The course is designed for students who have a wide range of educational and employment aspirations primarily focused on continuing their studies at university.

English General (GEENG)

The English General course focuses on consolidating and refining the skills and knowledge needed by students to become competent, confident and engaged users of English in everyday, community, social, further education, training and workplace contexts. The course is designed to provide students with the skills to succeed in a wide range of post-secondary pathways by developing their language, literacy and literary skills. Students comprehend, analyse, interpret, evaluate and create analytical, imaginative, interpretive and persuasive texts in a range of written, oral, multimodal and digital forms.

English Foundation (FEENG)

The English Foundation course aims to develop students' skills in reading, writing, viewing, speaking and listening in work, learning, community and everyday personal contexts. This course is for students who have not demonstrated the literacy standard in the OLNA. Such development involves an improvement in English literacy, where literacy is defined broadly to include reading ability, verbal or spoken literacy, the literacy involved in writing, and visual literacy. Students undertaking this course will develop skills in the use of functional language conventions, including spelling, punctuation and grammar. Good literacy skills are required for comprehending and producing texts; for communicating effectively in a learning or working environment, or within a community; or for self-reflection; and for establishing one's sense of individual worth.

HEALTH & PHYSICAL EDUCATION

Pathway	Course	Minimum Entry Requirement	List	Year 11	To	Year 12
Certificate	Cert II Sport Coaching	No prerequisite required	B	CERT II A	→	CERT II B
ATAR	Physical Education Studies	B Grade in Yr 10 PE	B	AEPES	→	ATPES
General	Physical Education Studies	C Grade in Yr 10 PE	B	GEPES	→	GTPES

Certificate II Sport Coaching (SIS20513)

This qualification reflects the role of individuals who apply the skills and knowledge to be competent in delivering a basic instruction session for a sport. Work may be undertaken as part of a team and would be performed under supervision or independently in a structured environment such as a sporting club or school. Individuals wishing to undertake this qualification should be current or past participants in the respective sport specialisation chosen as part of this qualification.

Physical Education Studies ATAR (AEPES)

Physical Education Studies contributes to the development of students' physical, social and emotional growth. In the Physical Education Studies ATAR course students learn about physiological, psychological and biomechanical principles, and apply these to analyse and improve personal and group performances in physical activities. Throughout the course, students learn through integrated written, oral and active learning experiences. The course also provides students with opportunities to develop skills that will enable them to pursue personal interests and potential in physical activity as athletes, coaches, officials, administrators and/or volunteers.

Physical Education Studies General (GEPES)

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

HUMANITIES AND SOCIAL SCIENCES

Pathway	Course	Minimum Entry Requirement	List	Year 11	To	Year 12
Certificate	Cert II Skills for Work	No prerequisite required	B	CERT II A	➔	CERT II B
ATAR	Psychology	B grade in Year Ten HASS	B	AEPSY	➔	ATPSY
ATAR	Geography	B grade in Year Ten HASS	A	AEGEO	➔	ATGEO

CERTIFICATE II SKILLS FOR WORK – FSK20113

This is a great introduction into the ‘World of Work’ and the expectations young people face with commencing a job. This qualification enables students to investigate what makes a workplace operate well, identify the maths and literacy skills important to succeed, how to effectively work in a team environment while developing employability skills. The content and activities are considered a foundation for success.

Students are provided with opportunities to obtain work placements and school-based traineeships if they are work ready and interested.

Psychology ATAR (AEPSY)

In the Psychology ATAR course students will be introduced to psychological knowledge which supports an understanding of the way individuals function in groups. Students learn about major psychological models and theories, and the methods used to conduct scientific investigations in the discipline of psychology. Students apply research methods and ethical principles as they analyse data to illustrate how empirical procedures are used to examine phenomena, such as memory, attention, attitudes, personality and group behaviour. Acquiring this foundation of scientific method and critical thinking is a valuable skill which students can apply throughout their study, work and everyday lives.

Geography ATAR (AEGEO)

The study of the Geography ATAR course draws on students’ curiosity about the diversity of the world’s places and their peoples, cultures and environments. It provides students with the knowledge and understanding of the nature, causes and consequences of natural and ecological hazards, international integration in a range of spatial contexts, land cover transformations, and the challenges affecting the sustainability of urban places. In the ATAR course, students learn how to collect information from primary and secondary sources, such as field observation and data collection, mapping, monitoring, remote sensing, case studies and reports.

LANGUAGES

Pathway	Course	Minimum Entry Requirement	List	Year 11	To	Year 12
ATAR	Indonesian	B Grade in Yr 10 Indonesian	A	AEIND	→	ATIND
General	Japanese	No prerequisite required	A	GEJAP	→	GTJAP
ATAR	Japanese	B Grade in Yr 10 Japanese	A	AEJSL	→	ATJSL

Enrolment in a WACE Language

If you wish to study a WACE language course, you will need to complete an Application for Permission to Enrol which can be obtained from the school or the SCSA website. Enrolment criteria considerations include education, residency and time spent in the country where that language is spoken and use of that language outside of the classroom. It is your responsibility to ensure the form is fully and accurately completed before it is submitted.

Your enrolment in a Language should be discussed with a Deputy Principal and the relevant language teacher before submission of an application.

Indonesian: Second Language ATAR (AEIND)

The Indonesian: Second Language ATAR course is designed to further develop students' knowledge and understanding of the culture and the language of Indonesian-speaking communities, providing them with opportunities to gain a broader and deeper understanding of Indonesian and extend and refine their communication skills. The course focuses on the interrelationship of language and culture, and equips students with the skills needed to function in an increasingly globalised society, a culturally and linguistically diverse local community, and provides them with the foundation for life-long language learning. Relevant and engaging tasks, delivered through a range of appropriate contexts and topics, develop literacy in the Indonesian language as well as extend literacy development in English.

Japanese: Second Language ATAR (AEJSL)

The Japanese: Second Language ATAR course is designed to further develop students' knowledge and understanding of the culture and language of Japanese-speaking communities, providing them with opportunities to gain a broader and deeper understanding of Japanese and extend and refine their communication skills. This course is aimed at students who have typically studied Japanese for 200–400 hours at the commencement of Year 11, and may have experienced some short stays or exchanges in a country where the language is a medium of communication. Students will extend their knowledge through learning contexts based on the individual, Japanese-speaking communities and the changing world. The overall course focus is on the interrelationship between language and culture and equips students with the skills needed to function in an increasingly globalized society, a culturally and linguistically diverse local community, and provides them with the foundation for life-long language learning.

MATHEMATICS

Pathway	Course	Minimum Entry Requirement	List	Year 11	To	Year 12
ATAR	Mathematics Specialist	A Grade in Yr 10 Math	B	AEMAS	→	MAS
ATAR	Mathematics Methods	B Grade in Yr 10 Math	B	AEMAM	→	MAM
ATAR	Mathematics Applications	High C Grade in Yr 10 Math	B	AEMAA	→	MAA
General	Mathematics Essential	Passed Yr 10 Math	B	GEMAE	→	MAE

Mathematics Specialist ATAR (AEMAS)

This course provides opportunities, beyond those presented in the Mathematics Methods ATAR course, to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. Mathematics Specialist contains topics in functions and calculus that build on and deepen the ideas presented in the Mathematics Methods course, as well as demonstrate their application in many areas. The Mathematics Specialist course also extends understanding and knowledge of statistics and introduces the topics of vectors, complex numbers and matrices. Mathematics Specialist is the only ATAR mathematics course that should not be taken as a stand-alone course and it is recommended to be studied in conjunction with the Mathematics Methods ATAR course as preparation for entry to specialised university courses such as engineering, physical sciences and mathematics.

Mathematics Methods ATAR (AEMAM)

This course focuses on the use of calculus and statistical analysis. The study of calculus provides a basis for understanding rates of change in the physical world, and includes the use of functions, their derivatives and integrals, in modelling physical processes. The study of statistics develops students' ability to describe and analyse phenomena that involve uncertainty and variation. Mathematics Methods provides a foundation for further studies in disciplines in which mathematics and statistics have important roles. It is also advantageous for further studies in the health and social sciences. In summary, this course is designed for students whose future pathways may involve mathematics and statistics and their applications in a range of disciplines at the tertiary level.

Mathematics Applications ATAR (AEMAA)

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

Mathematics Essential General (GEMAE)

The Mathematics Essential General course focuses on using mathematics effectively, efficiently and critically to make informed decisions. It provides students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning and community settings. This course provides the opportunity for students to prepare for post-school options of employment and further training.

SCIENCE

Pathway	Course	Minimum Entry Requirement	List	Year 11	To	Year 12
Certificate	Certificate II Aquaculture	No prerequisite required	B	Cert II Aqua (Part A)	→	Cert II Aqua (Part B)
ATAR	Biology	High C grade in Year 10 Science	B	AEBIO	→	ATBIO
ATAR	Chemistry	B grade in Year 10 Science	B	AECHE	→	ATCHE
ATAR	Engineering Studies	High C grade in Year 10 Science	B	AEEST	→	ATEST
ATAR	Human Biology	B grade in Year 10 Science	B	AEHBS	→	ATHBS
General	Integrated Science	C grade in Year 10 Science	B	GEISC	→	GTISC
ATAR	Physics	B grade in Year 10 Science	B	AEPHY	→	ATPHY

Certificate II Aquaculture (SF120111)

This nationally recognised qualification represents the entry point into Aquaculture and Marine Science and provides people with a range of hands on skills and knowledge relevant to work as a field hand. It runs over two years. The qualification will have application for people working:

- on aquaculture farms or fish out/put-and-take operations
- in hatcheries and nurseries
- in live post-harvest holding facilities, such as processing plants, wholesalers or transporters
- in pet shops, public aquaria, zoos or other facilities with aquatic animals
- for companies providing contract specialist services for aquaculture operations

Content of Units of competency include:

- monitoring and maintaining aquatic systems and wetlands
- growing barramundi, marron and silver perch

Biology ATAR (AEBIO)

A unique appreciation of life and a better understanding of the living world are gained through studying the nationally recognised Biology ATAR course. This course encourages students to be analytical, to participate in problem-solving and to systematically explore fascinating and intriguing aspects of living systems, from the microscopic level through to ecosystems. Students develop a range of practical skills and techniques through investigations and fieldwork in authentic contexts, such as marine reefs, endangered species, ecology, medical and health sciences or biotechnology. Scientific evidence is used to make informed decisions about controversial issues.

Chemistry ATAR (AECHE)

The Chemistry ATAR course is nationally recognised and equips students with the knowledge, understanding and opportunity to investigate properties and reactions of materials. Theories and models are used to describe, explain and make predictions about chemical systems, structures and properties. Students recognise hazards and make informed, balanced decisions about chemical use and sustainable resource management. Investigations and laboratory activities develop an appreciation of the need for precision, critical analysis and informed decision making. This course prepares students to be responsible and efficient users of specialised chemical products and processes at home or in the workplace. It also enables students to relate chemistry to other sciences, including biology, geology, medicine, molecular biology and agriculture, and prepares them for further study in the sciences.

Engineering Studies ATAR (AEEST)

The Engineering Studies ATAR course provides opportunities for students to investigate, research and present information through a design process, and then undertake project management to make a functioning product. These activities provide students with opportunities to apply engineering processes, understand underpinning scientific and mathematical principles, develop engineering technology skills and to understand the interrelationships between engineering projects and society.

Engineering Studies General GEEST (GTEST)

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.

Human Biology ATAR (AEHBS)

The Human Biology ATAR course gives students a chance to explore what it is to be human—how the human body works, the origins of human variation, inheritance in humans, the evolution of the human species and population genetics. Through their investigations, students research new discoveries that increase our understanding of human dysfunction, treatments and preventative measures. Practical tasks are an integral part of this course and develop a range of laboratory skills; for example, biotechnology techniques. Students learn to evaluate risks and benefits to make informed decisions about lifestyle and health topics, such as diet, alternative medical treatments, use of chemical substances and the manipulation of fertility.

Integrated Science GENERAL (GEISC)

The Integrated Science General course is a course grounded in the belief that science is, in essence, a practical activity. This course seeks to reflect this creative element of science as inquiry and enables them to investigate science issues in the context of the world around them.

The Integrated Science General course is inclusive and aims to be attractive to students with a wide variety of backgrounds, interests and career aspirations.

Practical experiences form an important part of this course. The context used is to engage students, have local real-life application, and be relevant to the student's everyday life.

In unit 1, 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.

In unit 2, 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.

The concepts can be covered in a range of possible topics such as

Environment studies

Marine biology

Biotechnology

Forensic science

Rocketry

Kitchen chemistry

Physics ATAR (AEPHY)

In the nationally recognised Physics ATAR course students will learn how energy and energy transformations can shape the environment from the small scale, in quantum leaps inside an atom's electron cloud, through the human scale, in vehicles and the human body, to the large scale, in interactions between galaxies. Students have opportunities to develop their investigative skills and use analytical thinking to explain and predict physical phenomena. Students plan and conduct investigations to answer a range of questions, collect and interpret data and observations, and communicate their findings in an appropriate format. Problem-solving and using evidence to make and justify conclusions are transferable skills that are developed in this course.

TECHNOLOGY AND ENTERPRISE

Pathway	Course	Minimum Entry Requirement	List	Year 11	To	Year 12
General	Children, Family and Community	No prerequisite required	A	GECFS	→	GTCFS
General	Food, Science and Technology	No prerequisite required	B	GEFST	→	GTFST
General	Materials Design Technology- Wood	No prerequisite required	B	GEMDTW	→	GTMDTW
General	Media Production & Analysis	No prerequisite required	A	GEMPA	→	GTMPA

Children, Family and the Community General (GECFS)

The Children, Family and the Community General course focuses on factors that influence human development and the wellbeing of individuals, families and communities. Students explore the health of individuals and communities and the protective and preventative strategies that impact on growth and development. Students will be involved in the planning and running of a school based playgroup once a week for children aged between 1-5 years. This will give students a chance to experience working with children and communicating with parents and others in our local community.

Food Science and Technology General (GEFST)

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.

Materials Design and Technology General – Wood (GEMDTW)

Students interact with wooden products that have been specifically designed to meet certain needs and markets. Students will gather information about existing products and will then construct and conceptualise their own product ideas.

Throughout the process, students learn about the origins, classifications, properties and suitability of a variety of wood, and are introduced to a range of production equipment and techniques. They develop wood handling skills and production management strategies, and are given the opportunity to create their design ideas through the production of their own project.

Media Production and Analysis General (GEMPA)

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

THE ARTS

Pathway	Course	Minimum Entry Requirement	List	Year 11	To	Year 12
ATAR	Dance	Background in Dance	A	AEDAN	→	ATDAN
General	Visual Art	C grade in Yr 10 Art	A	GEVIS	→	GTVIS

Dance ATAR (AEDAN) – delivered afterschool at Manea Senior College (Wed/Thurs 3:20-5:20pm)

The Dance ATAR course acknowledges the interrelationship between practical and theoretical aspects of dance – the making and performing of movement and the appreciation of its meaning. 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, such as improvisation and the use of choreographic elements and devices and draw on their own physicality and the interpretation of existing works. They investigate how technologies are used to extend and enhance dance design. They also learn how dance studies and forms are historically derived and culturally valued. Through dance, students experience an intrinsic sense of enjoyment and have an opportunity to achieve a high level of movement skills.

Visual Arts General (GEVAR)

In the Visual Arts General course, students engage in traditional, modern and contemporary media and techniques. The course promotes innovative practice. Students are encouraged to explore and represent their ideas and gain an awareness of the role that artists and designers play in reflecting, challenging and shaping societal values. Students are encouraged to appreciate the work of other artists and engage in their own art practice.

VOCATIONAL EDUCATION AND TRAINING (VET)

Newton Moore SHS offers discrete VET programs allowing students to gain full qualifications or statements of attainment for Units of Competency from nationally endorsed Training Packages.

Newton Moore SHS is a Registered Training Organisation (RTO) and the school's offerings are subject to registration under the requirements of the Australian Quality Training Framework (AQTF).

VET programs combine SCSA courses, qualifications from national endorsed training packages and endorsed program (Workplace Learning). These programs are suitable for those students who have a career focus. It is highly recommended that students selecting a VET program complete one week of work experience in the area of their interest while they are in Year 10.

VET programs are designed to allow students to continue working towards graduation as well as to equip them with entry-level training qualifications and extended time in industry.

VET programs comprise of:

- Workplace Learning – Endorsed Program
- Certificate II (minimum) Qualification. Possible alternative / training at South Regional TAFE or Bunbury Regional Trade Training Centre (BRTTC).
- Courses delivered at school

The following VET programs may be offered at NMSHS (please note that programs only run if there are insufficient numbers):

- Certificate II Business (over two years)
- Certificate II Community Services (over two years)
- Certificate II Construction Pathways (over two years)
- Certificate II Sports Coaching (over two years)

At the successful completion of the certificate course, students will be presented with a certificate level qualification. This certificate is recognised nationally. This certificate gives advanced standing for specific Training WA courses as well as providing practical learning in the particular industry area.

Students choosing a VET program will be required to sit a formal interview during Term Four. The interview is to ascertain the work readiness of the student as well as the readiness to study in an adult learning environment.

Workplace Learning (ADWPL)

Workplace Learning is an Authority-developed endorsed program that is managed by individual schools and open to students in Years 11 and 12. 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. Unit equivalence is allocated on the basis of 1 unit equivalent for each 55 hours completed in the workplace, to a maximum of 4 units. The total number of hours completed in the workplace is reported on the student's WASSA.

Certificate II Community Services – CHC22015

This qualification will provide students with the practical skills and knowledge to prepare for work with children or community work. These could include elderly care, disability care, nursing, childcare work or assistant teaching. Successful completion of this qualification will enhance employment prospects in the community services industry.

Pathways in Community Services:

Employment:	Training:	University:
Child Care Worker Aged Care Worker Teacher's Aide Special Needs Carer Youth Worker	Certificate III and IV in Community Services in: Aged Care Alcohol and Drug Work Disability Work Enrolled nursing Teacher's Assistant Aboriginal Health Work Diploma in Community Services (Children's Services)	Aboriginal Foundation Studies Registered Nursing Bachelor of Health Sciences Information & Communication Technology Bachelor of Nursing Bachelor of Social Science (Youth Work) Bachelor of Education Early Childhood Studies Associate Degree of Social Science (Children & Family Studies)

How will this course help students in the future?

The VET industry specific Community Service course provides for the completion of Certificate II qualifications. It offers opportunities for students to access both long and short term employment opportunities. Students develop relevant technical, vocational and interpersonal competencies suitable for employment and further training in community services as well as skills, knowledge and experiences that are transferable to other industry areas.

Certificate II Building and Construction Pathways – 52443WA

This qualification will provide students with the practical skills and knowledge to undertake a range of manual labouring tasks on building and construction sites. Students learn about safe work practices, using equipment and tools and effective communication. Students also learn skills that will enable them to read plans, take measurements, concrete surfaces, prepare surfaces, prepare for various construction stages and organise their work.

Successful completion of this qualification provides them with the opportunity to gain an apprenticeship in the building trade.

Building and Construction Pathways:

Employment / Apprenticeships	Training
Bricklayer Wall and floor tiler Plasterer Wall and ceiling fixer Stonemason Paver Concreter Carpenter	Certificate II in a range of pre-apprenticeship courses

How will this course help students in the future?

The VET industry specific Building and Construction Pathways course provides programs for the completion of a Certificate II qualification. It offers opportunities for students to access both long and short-term employment opportunities. Students develop relevant technical, vocational and interpersonal competencies suitable for employment and further training in construction, as well as skills, knowledge and experiences that are transferable to other industry areas.

Certificate II Skills for Work – FSK20113

This is a great introduction into the 'World of Work' and the expectations young people face with commencing a job. This qualification enables students to investigate what makes a workplace operate well, identify the maths and literacy skills important to succeed, how to effectively work in a team environment while developing employability skills. The content and activities are considered a foundation for success.

Students are provided with opportunities to obtain work placements and school-based traineeships if they are

work ready and interested.

Successful completion of this qualification provides them with the opportunity to gain employment or move into other qualifications at TAFE

Pathways in Skills for Work Pathways:

Employment / Apprenticeships	Training
A range of industries that would interest students. This qualification enables students to explore and obtain entry into all forms of employment and/or apprenticeships.	Certificate II or Certificate III in a range of pre-apprenticeship courses

How will this course help students in the future?

The SKILLS FOR WORK course provides programs for the completion of a Certificate II qualification. It offers opportunities for students to access both long and short-term employment opportunities. Students develop relevant vocational and interpersonal competencies suitable for employment and further training in a range of different types of industries. The skills, knowledge and experiences are transferable to any industry area.

South Regional TAFE Offerings

PreApprenticeship in Schools (PAIS) and VET in Schools (VETIS) programs are available from outside trainers. These programs are highly competitive and involve an application/interview process. Selection will be based on student achievement, attendance, attitude, performance at an interview, preparation of a resume portfolio and genuine interest in the industry area. Applications are typically due July/August of the year prior to commencement. Students remain enrolled at the school but are typically required to attend an external trainer 1-2 days per week.

Below are the proposed offering by South Regional TAFE. The availability of these qualifications cannot be guaranteed as they are influenced by factors such as: student demand, availability of staff and funding.

Some course are offered free of charge, others have course fees. Where course fees exist a 50% deposit is required before a student is enrolled in the course. For some specialist courses fees can be significant (up to \$2500 per course).

SOUTH REGIONAL TAFE - QUALIFICATIONS
Certificate III Accounts Administration
Certificate II Conservation & Land Management
Certificate II Engineering (Pathways)
Certificate II Financial Services
Certificate II Hospitality
Certificate II Information, Digital Media & Technology
Certificate II Retail Cosmetics
Certificate II Retail Services
Certificate II Salon Assistant
Certificate II Sport and Recreation
PAIS – Pre Apprenticeship in Schools
Certificate II Automotive Servicing Technology (Heavy)
Certificate II Automotive Servicing Technology (Light)
Certificate II Building & Construction (Trades Pathway)

Certificate II Electrotechnology (Electrical – Career Start)
Certificate II Engineering Pathways (Fitting and Machining, Metals)
Certificate II Kitchen Operations

NOTE: Once the new enrolment year commences, any student who desires to enter or change a course delivered by South Regional TAFE must do so before the end of Week Three as there is a cut-off date.

School Based Traineeships/Apprenticeships

School Based Apprenticeship, School Based Traineeship or Aboriginal School Based Traineeship enables students to begin a training qualification in Year Eleven and Twelve at the same time as completing the Western Australian Certificate of Education. Students attend a workplace, for on-the-job training, and/or a registered training organisation for off-the-job training on Thursdays and/or Fridays of each week.

School Based Apprenticeships (SBA)

School based apprenticeships allow students in Year Eleven and Twelve to start an apprenticeship while still at school. Students enter into a legal binding contract between the employer, the student and parent/guardian to complete the apprenticeship. Apprentices enter into a contract with an employer who teaches all aspects of a trade. Apprenticeships are structured programs where students learn on the job and attend training with a registered training provider.

School Based Traineeships (SBT)

School based traineeships allow students in Year Eleven and Twelve to develop skills and get paid while they prepare for a career in the workforce. Students work towards secondary graduation and an industry recognised qualification. Students enter into a legally binding contract between the employer, the student and parent/guardian to complete the traineeship and gain hands-on skills and work experience while earning a wage.

The benefits of a School Based Traineeship are:

- Students enjoy a combination of school and paid employment and make an early start on a career
- An opportunity to graduate and achieve the West Australian Certificate of Secondary Education (WACE)
- Complete a nationally recognised industry qualification

Please note: The student may be required to complete work placements on weekends, during holidays and after school hours.

The following SBTs are often available.

- Certificate III Individual Support (eg: Active Foundation)
- Certificate II Retail (eg: City Beach, McDonalds, Hungry Jacks, KFC, Chicken Treat)
- Certificate II Hospitality (eg: McDonalds, Hungry Jacks, KFC, Chicken Treat)
- Certificate III Retail (eg: City Beach)