

Leeming Senior High School

**2019
SENIOR DIRECTORY**



LEEMING SHS

H A R M O N Y ~ E X C E L L E N C E

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Dear Parents/Guardians,

WELCOME TO THE SUBJECT CHOICES FOR YEAR 11 IN 2019

Thank you for considering Leeming Senior High School for your child's senior school education. This is a very important time and decisions need to be carefully considered.

The 2019 Senior Directory will outline the extensive range of courses and qualifications available for selection at Leeming Senior High School in 2019. It is extremely important that families fully discuss a student's intentions for Year 11 and 12 and beyond. As you consider the information that is listed within the 2019 Senior Directory, please take into account the following key points:

- The fixed 2019 course and qualification grid is located on page 9 along with a Pathway Guide on page 10.
- Students must select ONE course or qualification from EACH of the six horizontal gridlines (one from gridline 1, one from gridline 2, one from gridline 3).
- A student that is considering applying for direct University entrance at the end of Year 12 MUST select a minimum of four ATAR courses (five ATAR courses is the recommended maximum).
- Assess the minimum grade prerequisites in considering what course (ATAR or General or Foundation) or which qualification is academically appropriate for your child – PREREQUISITES ARE DEFINITIVE. Any discussions regarding minimum grade prerequisites must be directed (in a formalised meeting) to Damon Atthowe.
- Courses are organised into a Year 11 and Year 12 syllabus. The cognitive complexity of the syllabus content increases from Year 11 to Year 12.
- Courses and qualifications will only run with a minimum of 16 enrolled students.
- A student must have at least one "List A" and one "List B" course ("List A" courses are coloured BLUE and "List B" courses are coloured RED).
- Certificate II qualifications DO NOT count as "List A" or "List B" courses.
- It is recommended that all students select ONE Certificate II qualification as a strategy in creating a balanced enrolment (especially for students considering a TAFE enrolment at the end of Year 12).
- A student can select a MAXIMUM of two Certificate II qualifications.

The course counsellor that you will meet with in Week 3 of Term 3 will have access to your child's latest report, all secondary school results, teacher recommendations plus numerous forms of course and pathway information to assist you in making your final course and qualification selections for the 2019 academic year.

Kind regards,

Brendon Wallwork

Principal

Leeming Senior High School

Damon Atthowe

Deputy Principal

Leeming Senior High School

2019 Course & Qualification Grid

Line 1	ATAR Maths Methods	ATAR Maths Applications	ATAR Geography	GENERAL Drama	GENERAL English	ATAR Music	ATAR Visual Arts	General Integrated Science	Cert II Engineering	Cert II Dance
Line 2	ATAR Politics & Law	ATAR Chemistry	GENERAL English	GENERAL Phys Ed Studies	GENERAL Visual Arts	ATAR English	GENERAL & Foundation Maths Essentials	Cert II Information Technology	ATAR Phys Ed Studies	ATAR & General EALD
Line 3	ATAR Drama	ATAR English Literature	General Ancient History	ATAR Psychology	GENERAL Design Technical Graphics	Cert II Creative Industries Media	Cert II Outdoor Recreation	GENERAL Children Family & Community	GENERAL English	ATAR Applied Information Technology
Line 4	ATAR Health Studies	ATAR Modern History	ATAR Maths Methods	ATAR Maths Applications	GENERAL Materials Design and Tech - Wood	Cert II Community Service	GENERAL Design Photo	GENERAL Auto Engineering and Technology	ATAR Maths Specialist	
Line 5	General English	ATAR English	ATAR Biology	General ESSENTIAL Maths	ATAR Physics	GENERAL Business Management	ATAR Economics	Cert II Music	GENERAL Careers and Enterprise	GENERAL Food Science
Line 6	ATAR & General Japanese, as a Second Language	ATAR & General French as a Second Language	ATAR Accounts and Finance	ATAR Human Biology	ATAR Media	General Maths Essentials	Cert II Sports Coaching	Cert II Automotive	GENERAL English	General Design Photo

- Pick one (1) subject on each line horizontally across the page
- You must pick one (1) English course
- You must have at least 1 subject in blue and 1 subject in red
- If you are aiming for University you must pick a minimum of four (4) ATAR courses
- If you pick four (4) ATAR courses you must pick at least one (1) Certificate II course
- You cannot pick more than two (2) Certificate II courses.

YEAR 11 IN 2019 SUBJECT PATHWAY GUIDE

The subject pathway guide shown below is a simple way for families to assess which Leeming Senior High School subjects are appropriate to select in 2019.

Be aware that if a student is not meeting the minimum grade requirements for a pathway then they **CANNOT** select this pathway within a subject area eg. if a student is achieving a “C” grade in Year 10 English then they **CANNOT** select ATAR English in Year 11 (the General English course would be the appropriate selection).

	TYPES OF COURSES			
	“ATAR” COURSES	“GENERAL” COURSES	“FOUNDATION” COURSES	“CERTIFICATE II” QUALIFICATIONS
Grade Requirement in Year 10 subject area to select subjects	“A” OR “B” GRADE	“C” GRADE	“D” OR “E” GRADE	PREFERRED “C” GRADE IN RELATED AREA
Year 10 Teacher recommendation to select subjects	YES	YES	NO	YES
University or TAFE pathway	UNIVERSITY	TAFE	TAFE	TAFE
Compulsory school- based and University exams in Year 11/12	YES	NO	NO	NO
OLNA (Online Literacy and Numeracy Assessment) completion pre-requisite to select subjects	YES	YES	NO	NO
Can I choose this pathway if I have completed OLNA successfully?	YES	YES	NO	YES



LEEMING SHS

HARMONY ~ EXCELLENCE

Chapter 1

ARTS

(List A Courses)

- ATAR Drama
- ATAR Media Production & Analysis
- ATAR Music
- ATAR Visual Art
- General Drama
- General Media Production & Analysis
- **Certificate II Music Industry**
- General Visual Art
- **Certificate II Dance**
- **Certificate II Media**

ATAR Drama

Rationale

Students achieve outcomes through the key activities of creation, performance and reflection. They explore and communicate ideas and learn particular processes and skills to enable them to work with drama forms, styles, conventions and technologies. They reflect, respond and evaluate drama and become critical, informed audiences, understanding drama in the context of their own society and culture, drawing on a diverse range of drama from other cultures, places and times to enrich their inter cultural understanding.

The ATAR Drama course focuses on aesthetic understanding and drama in practice as students integrate their knowledge and skills. They use the elements and conventions of drama to develop and present ideas and explore personal and cultural issues. They engage in drama processes such as improvisation, play building, text interpretation, playwriting and dramaturgy which allow them to create original drama and interpret a range of texts written or devised by others. Their work in this course includes production and design aspects involving sets, costumes, makeup, props, promotional materials, and sound and lighting. Increasingly, students use technologies such as digital sound and multimedia. They present drama to a range of audiences and work in different performance settings.

While some students intend to make a career in drama and related fields, they also participate in drama for enjoyment and satisfaction. They experience the pleasure that comes from developing personal skills, knowledge and understandings that can be transferred to a range of careers and situations. The Drama ATAR course builds confidence, empathy, understanding about human experience, and a sense of identity and belonging. These are invaluable qualities for contemporary living.

Aims

The Drama ATAR course is designed to facilitate achievement of the following outcomes.

Outcome 1 – Drama ideas

Students create, interpret, explore, develop and present drama ideas. In achieving this outcome, students:

- Articulate their own ideas and interpret the ideas of others to make drama.
- Explore and experiment to develop ideas in drama.
- Present drama ideas for specific purposes, audiences and spaces.

Outcome 2 – Drama skills and processes

Students apply drama skills, techniques, processes, conventions and technologies. In achieving this outcome, students:

- Apply specific skills, techniques and processes.
- Apply knowledge and conventions of drama.
- Use technologies and undertake production roles and responsibilities.

Outcome 3 – Drama responses

Students respond to, reflect on and evaluate drama. In achieving this outcome, students:

- Respond to drama using processes of engagement and enquiry.
- Reflect on the process of producing and performing drama.
- Evaluate drama using critical frameworks and cultural perspectives.

Outcome 4 – Drama in society

Students understand the role of drama in society. In achieving this outcome, students:

- Understand the interrelationships between drama and its historical and cultural contexts.
- Understand the social and cultural value and purpose of drama.
- Understand economic considerations related to drama.

Structure of the syllabus

Unit 1 – Representational, realist drama

This unit focuses on representational, realistic drama forms and styles. Students explore techniques of characterisation through different approaches to text interpretation, particularly those based on the work of Stanislavski and other representational drama.

Unit 2 – Presentational, non-realist drama

This unit focuses on presentational, non-realist drama. Students explore techniques of role and/or character through different approaches to text interpretation, particularly those based on the work of Brecht and other presentational drama.

ATAR Media Production & Analysis

Rationale

The ATAR Media Production and Analysis course aims to prepare all students for a future in a digital and interconnected world by providing the skills, knowledge and understandings to tell their own stories and interpret others' stories. Students learn the languages of media communication and how a story is constructed using representations. Students are encouraged to explore experiment and interpret their world, reflecting and analysing contemporary life while understanding that this is done under social, cultural and institutional constraints. Students as users and creators of media products, consider the important role of audiences and their context.

The production of media work enables students to demonstrate their understanding of the key concepts of media languages, representation, audience, production, skills and processes as well as express their creativity and originality. When producing media work, students learn to make decisions about all aspects of production, including creative choices across pre-production, production and post-production phases. This provides an opportunity for students to reflect on and discuss their own creative work, intentions and outcomes. Within this process, skills are developed enabling students to manipulate technologies which simulate industry experiences.

Aims

The ATAR Media Production and Analysis course is designed to facilitate achievement of the following outcomes.

Outcome 1 – Media ideas

Students use critical awareness and cultural understandings to explore and develop media ideas. In achieving this outcome, students:

- Understand how media communicate ideas in particular contexts and for different audiences and purposes.
- Explore technologies, codes and conventions to create meaning and develop ideas.
- Present ideas, designs and production plans.

Outcome 2 – Media production

Students use skills, techniques, processes, conventions and technologies to create media work for audience, purpose and context. In achieving this outcome, students:

- Use media skills, process and technologies.
- Use media codes and conventions for audience, purpose and context.
- Fulfil a range of production roles and responsibilities.

Outcome 3 – Responses to media

Students use critical, social, cultural and aesthetic understandings to respond to, reflect on and evaluate media work. In achieving this outcome, students:

- Understand how meaning is constructed in media work
- Understand relationships between media work, cultural contexts and audiences.
- Use strategies to investigate and comment on media work and evaluate media productions.

Outcome 4 – Media in society

Students understand the role of media in society. In achieving this outcome, students:

- Understand the impact of technological developments, and controls and constraints, on media production and use.
- Understand the influence of social, historical and cultural contexts on media production and use.
- Understand how cultural values are influenced by the media and in turn influence media production.

Structure of the syllabus

Unit 1 – Popular culture

Students analyse, view, listen to and interact with a range of popular media, develop their own ideas, learn production skills and apply their understandings and skills in creating their own productions.

Unit 2 – Journalism

In this unit students will further their understanding of journalistic media. Students will analyse, view, listen to and interact with a range of journalistic genres and they undertake more extensive research into the representation and reporting of groups and issues within media work.

ATAR Music

Rationale

Students listen, perform, improvise, compose and analyse music, developing skills to confidently engage with a diverse array of musical experiences both independently and collaboratively. Through continuous sequential music learning, students develop music knowledge, skills and understanding to create, communicate and evaluate music ideas with increasing depth and complexity. Students are encouraged to reach their creative and expressive potential, communicating ideas with current and emerging technologies.

The ATAR Music course at Leeming SHS covers a range of musical experiences from Baroque Music through to Post Modern in the Western Art Context.

Students can choose to perform on voice or instrument in a choice of four contexts: Western Art Music, Jazz, Contemporary Music or Music Theatre.

The course assessment weighting is divided evenly, 50% performance and exam and 50% Class assessment and exam. The ATAR music course provides students the opportunity for creative expression and developing an aesthetic appreciation of all styles of music. The ATAR Music course is academically challenging, aimed at students with grade 4 AMEB equivalency in both theory and performance. Students that complete to year 12 have the ability to continue studying music at a Tertiary level at either the West Australian Academy of Performing Arts or The University of Western Australia.

Aims

The ATAR Music course is designed to facilitate achievement of the following outcomes.

Outcome 1 – Performing

Students apply musicianship skills, techniques and conventions when performing. In achieving this outcome, students:

- Demonstrate musicianship and control of instrument-specific techniques.
- Demonstrate stylistic and expressive awareness.
- Demonstrate awareness of the roles and contributions of other performers and performance contexts and different audience roles.

Students participate in practical activities in instrumental, vocal and ensemble music in a range of settings through formal and informal learning processes. This can involve playing from notation, from memory, improvising, playing by ear and the use of technology.

Outcome 2 – Composing/arranging

Students apply music language, stylistic awareness and knowledge of instrumental and performance techniques when composing or arranging. In achieving this outcome, students:

- Use music language, notation and terminology, skills, techniques and technologies when composing or arranging.
- Use the elements of music with stylistic and expressive awareness.
- Understand the roles and needs of performers, audiences and performance contexts.

Students engage in the creative process of improvising, composing, arranging and transcribing music using notation and/or technology. Students have the opportunity to perform their own works or hear them performed by others.

Outcome 3 – Listening and responding

Students respond to, reflect on, and evaluate music. In achieving this outcome, students:

- Respond to the elements and characteristics of music.
- Reflect on the elements and characteristics of their own and others' music works.
- Identify and evaluate the elements and characteristics of music.

Students engage with music literature, scores and recordings through activities, including aural and score/visual analysis to recognise, reflect on and critically evaluate music.

It is recommended that students studying Unit 1 and Unit 2 ATAR Music have previously completed Music in Years 7 – 10.

Outcome 4 – Culture and society

Students understand how social, cultural and historical factors shape music in society. In achieving this outcome, students:

- Understand how the elements and characteristics of music contribute to specific music works.
- Understand the ways in which the elements and characteristics of music reflect time, place and culture.
- Understand the social significance of music across different times, places, contexts and cultures.

Students engage with the wider social and cultural contexts within which music is created and experienced through the study of specific repertoire.

ATAR Visual Arts

Rationale

The ATAR Visual Arts course encompasses the practice and theory of the broad areas of art, craft and design. Students have opportunities to express their imagination, develop personal imagery, develop skills and engage in the making and presentation of artwork. They develop aesthetic understandings and a critical awareness that assists them to appreciate and make informed evaluations of art.

This course places value on divergence, uniqueness and individuality. It assists students to value and develop confidence in their own creative abilities and to develop a greater understanding of their environment, community and culture. The ATAR Visual Arts course engages students in a process that helps them develop motivation, self-esteem, discipline, collaborative practice and resilience, all of which are essential life skills. Enterprise and initiative are recognised and encouraged.

The ATAR Visual Arts course encourages students to develop problem-solving skills together with creative and analytical ways of thinking. Innovation is encouraged through a process of inquiry, exploration and experimentation. Students transform and shape ideas to develop resolved artwork. They engage in art-making processes in traditional and new media areas, which involve exploring, selecting and manipulating materials, techniques, processes, emerging technologies and responses to life. This course allows them to engage in traditional, modern and contemporary art forms, such as sculpture, painting, drawing, printmaking, collage, ceramics, earth art, video art, photography, and montage.

The ATAR Visual Arts course aims to enable students to make connections to relevant fields of study and to more generally prepare them for creative thinking and problem solving in future work and life. It aims to contribute to a sense of enjoyment, engagement and fulfilment in their everyday lives, as well as to promote an appreciation for the environment and ecological sustainability.

Aims

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

Outcome 1 – Visual arts ideas

Students use creative processes to research, develop and communicate art ideas. In achieving this outcome, students:

- Research and generate ideas.
- Use visual language to express ideas.
- Develop and refine ideas for specific purposes, contexts and audiences.

Outcome 2 – Visual arts skills, techniques and processes

Students use creative skills, techniques, processes, technologies and conventions to produce resolved artwork. In achieving this outcome, students:

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

Outcome 3 – Responses to visual arts

Students respond to, reflect on and critically evaluate their own art and the art of others. In achieving this outcome, students:

- Respond to the qualities of artwork.
- Reflect on the thinking and creative processes of their art experiences.
- Critically evaluate artwork using visual language and art terminology.

Outcome 4 – Visual arts in society

Students understand the role of visual arts in society. In achieving this outcome, students:

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

Structure of the syllabus

Unit 1 – Differences

The focus of this unit is differences. Students consider differences arising from cultural diversity, place, gender, class and historical period in their art making and interpretation.

Unit 2 – Identities

The focus of this unit is identities. Students explore concepts or issues related to personal, social, cultural or gender identity in their art making and interpretation.

General Drama

Rationale

Students achieve outcomes through the key activities of creation, performance and reflection. They explore and communicate ideas and learn particular processes and skills to enable them to work with drama forms, styles, conventions and technologies. They reflect, respond and evaluate drama and become critical, informed audiences, understanding drama in the context of their own society and culture, drawing on a diverse range of drama from other cultures, places and times to enrich their intercultural understanding.

The General Drama course focuses on aesthetic understanding and drama in practice as students integrate their knowledge and skills. They use the elements and conventions of drama to develop and present ideas and explore personal and cultural issues. They engage in drama processes, such as improvisation, play building, text interpretation, playwriting and dramaturgy which allow them to create original drama and interpret a range of texts written or devised by others. Their work in this course includes production and design aspects involving sets, costumes, makeup, props, promotional materials, stage management, front-of-house activities, and sound and lighting. Increasingly, students use technologies, such as digital sound and multimedia. They present drama to a range of audiences and work in different performance settings.

While some students intend to make a career in drama and related fields, they also participate in drama for enjoyment and satisfaction. They experience the pleasure that comes from developing personal skills, knowledge and understandings that can be transferred to a range of careers and situations. The General Drama course builds confidence, empathy, understanding about human experience, and a sense of identity and belonging. These are invaluable qualities for contemporary living.

Aims

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

Outcome 1 – Drama ideas

Students create, interpret, explore, develop and present drama ideas. In achieving this outcome, students:

- Articulate their own ideas and interpret the ideas of others to make drama.
- Explore and experiment to develop ideas in drama.
- Present drama ideas for specific purposes, audience and spaces.

Outcome 2 – Drama skills and processes

Students apply drama skills, techniques, processes, conventions and technologies. In achieving this outcome, students:

- Apply specific skills, techniques and processes.
- Apply knowledge and conventions of drama.
- Use technologies and undertake production roles and responsibilities.

Outcome 3 – Drama responses

Students respond to, reflect on and evaluate drama. In achieving this outcome, students:

- Respond to drama using processes of engagement and inquiry.
- Reflect on the process of producing and performing drama.
- Evaluate drama using critical frameworks and cultural perspectives.

Outcome 4 – Drama in society

Students understand the role of drama in society. In achieving this outcome, students:

- Understand the interrelationships between drama and its historical and cultural contexts.
- Understand the social and cultural value and purpose of drama.
- Understand economic considerations related to drama.

Structure of the syllabus

Unit 1 – Dramatic storytelling

This unit focuses on representational, realistic drama forms and styles. Students explore techniques of characterisation through different approaches to text interpretation, particularly those based on the work of Stanislavski and other representational drama.

Unit 2 – Drama performance events

This unit focuses on presentational, non-realist drama. Students explore techniques of role and/or character through different approaches to text interpretation, particularly those based on the work of Brecht and other presentational drama.

General Media Production & Analysis

Rationale

The General Media Production and Analysis course aims to prepare all students for a future in a digital and interconnected world by providing the skills, knowledge and understandings to tell their own stories and interpret others' stories. Students learn the languages of media communication and how a story is constructed using representations. Students are encouraged to explore experiment and interpret their world, reflecting and analysing contemporary life while understanding that this is done under social, cultural and institutional constraints. Students as users and creators of media products, consider the important role of audiences and their context.

The production of media work enables students to demonstrate their understanding of the key concepts of media languages, representation, audience, production, skills and processes as well as express their creativity and originality. When producing media work, students learn to make decisions about all aspects of production, including creative choices across pre-production, production and post-production phases. This provides an opportunity for students to reflect on and discuss their own creative work, intentions and outcomes. Within this process, skills are developed enabling students to manipulate technologies which simulate industry experiences.

Aims

The General Media Production and Analysis course is designed to facilitate achievement of the following outcomes.

Outcome 1 – Media ideas

Students use critical awareness and cultural understandings to explore and develop media ideas. In achieving this outcome, students:

- Understand how media communicate ideas in particular contexts and for different audiences and purposes.
- Explore technologies, codes and conventions to create meaning and develop ideas.
- Present ideas, designs and/or production plans.

Outcome 2 – Media production

Students use skills, techniques, processes, conventions and technologies to create media work for audience, purpose and context. In achieving this outcome, students:

- Use media skills, process and technologies.
- Use media codes and conventions for audience, purpose and context.
- Fulfil a range of production roles and responsibilities.

Outcome 3 – Responses to media

Students use critical, social, cultural and aesthetic understandings to respond to, reflect on and evaluate media work. In achieving this outcome, students:

- Understand how meaning is constructed in media work.
- Understand interrelationships between media work, cultural contexts and audiences.
- Use strategies to investigate and comment on media work and evaluate media productions.

Outcome 4 – Media in society

Students understand the role of media in society. In achieving this outcome, students:

- Understand the impact of technological developments, and controls and constraints, on media production and use.
- Understand the influence of social, historical and cultural contexts on media production and use.
- Understand how cultural values are influenced by the media and in turn influence media production.

Structure of the syllabus

Unit 1 – Mass media

Within this broad focus, students reflect on their own use of the media, common representations, including the examination of characters, stars and stereotypes and the way media is constructed and produced.

Unit 2 – Point of view

In this unit, students will be introduced to the concept and learn how a point of view can be constructed. They will analyse media work and construct a point of view in their own productions.

Certificate II Music Industry- CUA20615

Certificate II in Music Industry CUA20615 is offered to students under the auspices of the College of Sound and Music Production (RTO #41549). This qualification is for those students who have an interest in music and are keen to develop skills as a musician or producer with the aim to perform, use music technology and be involved with live music events. There are no academic entry requirements for this qualification however competency on a music instrument is recommended.

Job roles (post completion of this qualification):

- Musician
- Stage Producer
- Session Musician
- Band Member
- Music Technician
- Director
- Performer
- Arranger
- Singer
- Stage Manager
- Songwriter
- Promoter

Future Pathway Options

- CUA30915 Certificate III in Music Industry
- CUA40915 Certificate IV in Music Industry
- CUA50815 Diploma of Music Industry
- CUA60515 Advanced Diploma of Music Industry

The Certificate II Music Industry qualification as a subject selection is appropriate for students that:

- Have a desire to follow a career pathway within the Music and Performance industry
- Are seeking a vocational training pathway (post- secondary schooling) within the TAFE sector.
- Are following an ATAR (University) pathway with their enrolment at Leeming Senior High School but also have a keen interest in Music and Performance

As the theoretical components of the Certificate II Music Industry are completed using a web based learning tool (Connect), it is compulsory that students interested in enrolling in this qualification have their own school approved (see Leeming Senior High School Bring Your Own Device - BYOD policy on the school website) laptop or tablet or Ipad etc. Without one of these devices, students will not be able to complete the theoretical components of this qualification.

Parents/Guardians must also be aware that students will be removed from this qualification if:

- There has not been a financial commitment of 50% to the full fee attributed to this qualification by December 2018.
- A student has not obtained a Unique Student Identifier (USI) by the start of the 2019 academic year.

The units of competency covered within the Certificate II in Music Industry:

CORE UNITS	
BSBWHS201	Contribute to health and safety of self and others
CUFIND201A	Develop and apply creative arts industry knowledge
BSBWOR203A	Work effectively with others
ELECTIVE UNITS	
CUAMPF201	Play or sing simple musical pieces
CUAMPF202	Incorporate music technology into performance
CUAMPF203	Develop ensemble skills for playing or singing music
CUAMCP201	Incorporate technology into music making
CUAMPF404	Perform music as part of a group

General Visual Art

Rationale

The General Visual Arts course encompasses the practice and theory of the broad areas of art, craft and design. Students have opportunities to express their imagination and develop personal imagery, skills and engage in the making and presentation of artworks. They develop aesthetic understandings and a critical awareness that assists them to appreciate, and make, informed evaluations of art.

This course places value on divergence, uniqueness and individuality. It assists students to value and develop confidence in their own creative abilities and to develop a greater understanding of their environment, community and culture. The General Visual Arts course engages students in a process that helps them develop motivation, self-esteem, discipline, collaborative practice and resilience, all of which are essential life skills. Enterprise and initiative are recognised and encouraged.

The General Visual Arts course encourages students to develop problem-solving skills together with creative and analytical ways of thinking. Innovation is encouraged through a process of inquiry, exploration and experimentation. Students transform and shape ideas to develop resolved artworks. They engage in art making processes in traditional and new media areas which involve exploring, selecting and manipulating materials, techniques, processes, emerging technologies and responses to life. This course allows them to engage in traditional, modern and contemporary art forms and conventions, such as sculpture, painting, drawing, graphic design, printmaking, collage, ceramics, earth art, video art, installations, textiles, performance, photography, montage, multimedia, and time-based works and environments.

The General Visual Arts course aims to enable students to make connections to relevant fields of study and to more generally prepare them for creative thinking and problem-solving in future work and life. It aims to contribute to a sense of enjoyment, engagement and fulfilment in their everyday lives, as well as to promote an appreciation for the environment and ecological sustainability.

Aims

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

Outcome 1 – Visual arts ideas

Students use creative processes to research, develop and communicate art ideas. In achieving this outcome, students:

- Research and generate ideas.
- Use visual language (elements and principals of art) to express ideas.
- Develop and refine ideas for specific purposes, contexts and audiences.

Outcome 2 – Visual arts skills, techniques and processes

Students use creative skills, techniques, processes, technologies and conventions to produce resolved artworks. In achieving this outcome, students:

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

Outcome 3 – Responses to visual arts

Students respond to, reflect on and critically evaluate their own art and the art of others. In achieving this outcome, students:

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

Outcome 4 – Visual arts in society

Students understand the role of visual arts in society. In achieving this outcome, students:

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

Structure of the syllabus

Unit 1 – Experiences

The focus for Unit 1 is experiences. Students base art making and interpretation on their lives and personal experiences, observations of the immediate environment, events and/or special occasions.

Unit 2 – Explorations

The focus for Unit 2 is explorations. Students explore ways to generate and develop ideas using a variety of stimulus materials and explorations from their local environment in their art making and interpretation.

Certificate II Dance- CUA20111

This qualification at Leeming Senior High School provides the skills and knowledge for an individual to be competent in Dance and Performance. This qualification is preparatory and can be used as a pathway into specialist Certificate III qualifications within the live performance industry. There are no academic entry requirements for this qualification however a strong background in Dance and Performance is highly recommended.

Job roles (post completion of this qualification):

Performer or Choreographer or Assistant Dance Teacher at a Private Dance School/Studio

The Certificate II Dance qualification as a subject selection is appropriate for students that:

Have a desire to follow a career pathway within the Dance and Performance industry

Are seeking a vocational training pathway (post- secondary schooling) within the TAFE sector

Are following an ATAR (University) pathway with their enrolment at Leeming Senior High School but also have a keen interest in Dance and Performance

As the theoretical components of the Certificate II Dance are completed using a web based learning tool (Connect), it is compulsory that students interested in enrolling in this qualification have their own school approved (see Leeming Senior High School Bring Your Own Device - BYOD policy on the school website) laptop or tablet or Ipad etc. Without one of these devices, students will not be able to complete the theoretical components of this qualification.

Interested students must also understand that the Certificate II Dance qualification comprises 50% theoretical and 50% practical requirements.

Parents/Guardians must also be aware that students will be removed from this qualification if:

There has not been a financial commitment of 50% to the full fee attributed to this qualification by December 2018

A student has not obtained a Unique Student Identifier (USI) by the start of the 2019 academic year.

The units of competency listed below are those that will be completed across both Years 11 and 12 within the Certificate II Dance qualification at Leeming Senior High School (please note that these competencies may vary slightly subject to availability).

CORE UNITS	
CUAOHS201A	Develop a basic level of physical condition for dance performance
CUADAN201A	Develop basic dance techniques
CUAPRF201A	Prepare self for performances
CUAOHS101A	Follow basic safe dance practices
CUFIND201A	Develop and apply creative arts industry knowledge
CUADAN202A	Incorporate artistic expression into basic dance performances
BSBWOR203A	Work effectively with others
ELECTIVE UNITS	
CUADAN203A	Perform basic jazz dance technique
CUADAN208A	Perform basic street dance technique
CUADAN205A	Perform basic contemporary dance technique

Certificate II Media – CUF20107

This qualification at Leeming Senior High School provides the skills and knowledge for an individual to be competent in assisting a media crew with sound recording, basic camera work and some vision and sound editing. Work may be undertaken as part of a team and would be performed under supervision. This qualification reflects the role of individuals who perform a range of mainly routine tasks in the creative industry sectors, work under direct supervision, and use practical skills and fundamental operational knowledge in a defined context. It is, in essence, a preparatory qualification that can be used as a pathway into CUF30107 Certificate III in Media.

Job roles (post completion of this qualification):

- Production Assistant (Film, Television Or Radio)
- Production Assistant (Film, Television, Radio Or Stage)

The Certificate II Media qualification as a subject selection is appropriate for students that:

- Have a desire to follow a career pathway within the film and television industry.
- Are seeking a pre-apprenticeship qualification and vocational training pathway (post- secondary schooling) within the TAFE sector
- Are following an ATAR (University) pathway with their enrolment at Leeming Senior High School but also have a keen interest in the film and television industry.

As the theoretical components of the Certificate II Creative Industries (Media) are completed using a web based learning tool (Connect), it is compulsory that students interested in enrolling in this qualification have their own school approved (see Leeming Senior High School Bring Your Own Device - BYOD policy on the school website) laptop or tablet or Ipad etc. Without one of these devices, students will find it difficult to complete the theoretical components of this qualification.

Parents/Guardians must also be aware that students will be removed from this qualification if:

There has not been a financial commitment of 50% to the full fee attributed to this qualification by December 2018.

A student has not obtained a Unique Student Identifier (USI) by the start of the 2019 academic year.

The units of competency listed below are those that will be completed across both Years 11 and 12 within the Certificate II Creative Industries (Media) qualification at Leeming Senior High School Please note that these competencies may vary slightly subject to availability.

CORE UNITS – Certificate II in Creative Industries (Media) CUF20107	
BSBCRT101A	Apply critical thinking techniques
CUFIND201A	Develop and apply creative arts industry knowledge
CUSOHS301A	Follow occupational health and safety procedure
BSBWOR203A	Work effectively with others
Four specialist units:	
CUFRES201A	Collect and organise content for broadcast or publication.
CUSSOU201A	Assist with sound recordings.
CUFCAN201A	Assist with a basic camera shoot
CUFPOS201A	Perform basic vision and sound editing



LEEMING SHS

HARMONY ~ EXCELLENCE

Chapter 2

ENGLISH

(List A Courses)

- ATAR English
- ATAR English Literature
- ATAR English As A Second Language or Dialect (Restrictions Apply)
- General English
- Foundation English (Restrictions Apply)

ATAR English

Rationale

The English ATAR course focuses on developing students' analytical, creative, and critical thinking and communication skills in all language modes. It encourages students to critically engage with texts from their contemporary world, with texts from the past and with texts from Australian and other cultures. Such engagement helps students develop a sense of themselves, their world and their place in it.

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 enjoy creating their own imaginative, interpretive, persuasive and analytical responses. The English ATAR course is designed to develop students' facility with all types of texts and language modes and to foster an appreciation of the value of English for lifelong learning.

Students refine their skills across all language modes by engaging critically and creatively with texts. They learn to speak and write fluently in a range of contexts and to create a range of text forms. They hone their oral communication skills through discussion, debate and argument, in a range of formal and informal situations.

Aims

All senior secondary English courses aim to develop students'

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

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

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

Structure of the syllabus

Unit 1

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

Unit 2

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

ATAR English Literature

Rationale

The Literature ATAR course focuses on the study of literary texts and developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language; evaluate perspectives and evidence; and challenge ideas and interpretations. The Literature ATAR course explores how literary texts construct representations, shape perceptions of the world and enable us to enter other worlds of the imagination. In this subject, students actively participate in the dialogue of literary analysis and the creation of imaginative and analytical texts in a range of modes, media and forms.

Students enjoy and respond creatively and critically to literary texts drawn from the past and present and from Australian and other cultures. They reflect on what these texts offer them as individuals, as members of Australian society and as world citizens.

Students establish and articulate their views through creative response and logical argument. They reflect on qualities of literary texts, appreciate the power of language and inquire into the relationships between texts, authors, readers, audiences and contexts as they explore ideas, concepts, attitudes and values.

Aims

The set of English courses aims to develop students':

- skills in listening, speaking, reading and writing
- capacity to create texts for a range of purposes, audiences and context
- understanding and appreciation of different uses of language.

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

- ability to respond personally, critically and imaginatively to a range of literary texts.
- drawn from Australian and other historical, contemporary and cultural contexts and traditions.
- capacity to engage with and contest complex and challenging ideas in order to form their own interpretations informed by a range of critical perspectives.
- capacity to reflect critically on connections and resonances between texts.

Structure of the syllabus

Unit 1

Unit 1 develops students' knowledge and understanding of different ways of reading and creating literary texts drawn from a widening range of historical, social, cultural and personal contexts. Students analyse the relationships between language, text, contexts, individual points of view and the reader's response. This unit develops knowledge and understanding of different literary conventions and storytelling traditions and their relationships with audiences. A range of literary forms is considered: prose fiction, poetry and drama. The significance of ideas and the distinctive qualities of texts are analysed through detailed textual study. Through the creation of analytical responses, students frame consistent arguments that are substantiated by relevant evidence. In the creation of imaginative texts, students explore and experiment with aspects of style and form.

Unit 2

Unit 2 develops students' knowledge and understanding of intertextuality, the ways literary texts connect with each other. Drawing on a range of language and literary experiences, students consider the relationships between texts, genres, authors, readers, audiences and contexts. The ideas, language and structure of different texts are compared and contrasted. Exploring connections between texts involves analysing their similarities and differences through an analysis of the ideas, language used and forms of texts. Students create analytical responses that are evidence-based and convincing. By experimenting with text structures and language features, students understand how their imaginative texts are informed by analytical responses.

ATAR English as a Second Language or Dialect (Restrictions Apply)

Rationale

The English as an Additional Language or Dialect (EAL/D) ATAR course focuses on language learning and the explicit teaching of the structure, linguistic features and sociolinguistic and sociocultural aspects of Standard Australian English (SAE). Through close study of language and meaning, students of English as an Additional Language or Dialect explore how learning in and through English language and literature influences their own and others' personal, social and cultural identities and thought processes. They develop skills that enable them to use different registers of spoken and written SAE so they can communicate effectively in a range of contexts and for a variety of purposes in order to become effective cross-cultural users of language and dialect. In the Western Australian context, the English as an Additional Language or Dialect ATAR course makes specific provision for the development of SAE by users of Aboriginal English (AE) in a bi-dialectal approach based on the growing understanding of Aboriginal English as a marker of identity and deep level cultural conceptualisations.

The English as an Additional Language or Dialect ATAR course provides opportunities for students to engage reflectively and critically with a broad range of spoken, written and multimodal texts, including literary and non-literary texts, for example, academic, every day and workplace texts. Students learn to create, individually and collaboratively, increasingly complex texts for different purposes and audiences in different forms, modes and media.

Unit 1 to Unit 2 develop students' academic English skills in order to prepare them for tertiary study.

Within each unit, students regularly use the language modes of listening, speaking, reading, viewing and writing to develop their communicative skills in SAE for a range of purposes, audiences and contexts.

Aims

All senior secondary English courses aim to develop students':

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

In addition, the English as an Additional Language or Dialect ATAR course aims to develop students'

- understanding of the relationships between language, texts and ways of thinking and knowing in SAE
- ability to communicate ideas, feelings, attitudes and information appropriately in and through SAE across the curriculum areas
- inferential comprehension, critical analysis and reflection skills.

Structure of the syllabus

Unit 1

Unit 1 focuses on investigating how language and culture are interrelated and expressed in a range of contexts. A variety of oral, written and multimodal texts are used to develop understanding of text structures and language features. The relationship between these structures and features and the context, purpose and audience of texts is explored. The unit will enhance students' confidence in creating texts for different purposes and across all language modes in both real and imagined contexts. It will broaden their understanding of the sociocultural and sociolinguistic elements of SAE and develop skills for research and further academic study.

Unit 2

Unit 2 focuses on analysing and evaluating perspectives and attitudes presented in texts and creating extended texts for a range of contexts. SAE language skills for effective communication in an expanding range of contexts are consolidated. The use of cohesive text structures and language features is developed. The unit focuses on developing planning and editing skills to create extended oral, written and multimodal texts. Attitudes, values and culturally based assumptions within texts are identified, analysed and compared. Strategies for collecting, analysing, organising and presenting ideas and information are refined.

General English

Rationale

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 English General course is designed to provide students with the skills that will empower them to succeed in a wide range of post-secondary pathways.

The course develops students' language, literacy and literary skills to enable them to communicate successfully both orally and in writing and to enjoy and value using language for both imaginative and practical purposes.

Students comprehend, analyse, interpret and evaluate the content, structure and style of a wide variety of oral, written, multimodal, digital and media texts. Students learn how the interaction of structure, language, audience and context helps to shape how the audience makes meaning. Both independently and collaboratively, they apply their knowledge to create analytical, imaginative, interpretive and persuasive texts in different modes and media.

Aims

All senior secondary English courses aim to develop students' ability to:

- listen, speak, read, view and write
- create texts for a range of purposes, audiences and contexts
- understand and appreciate different uses of language.

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

- use and apply language and information effectively, confidently and creatively in vocational, community and academic contexts and enhance their broader communication skills
- understand the ways in which text structure, stylistic features and register combine to make meaning and influence responses
- be proficient in comprehending and creating a range of written, oral, multimodal and digital forms
- work collaboratively, interacting confidently and effectively with others in everyday, community, social and applied learning contexts.

Structure of the syllabus

Unit 1

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

- employ a variety of strategies to assist comprehension
- read, view and listen to texts to connect, interpret and visualise ideas
- learn how to respond personally and logically to texts by questioning, using inferential reasoning and determining the importance of content and structure
- consider how organisational features of texts help the audience to understand the text
- learn to interact with others in a range of contexts, including everyday, community, social, further education, training and workplace contexts
- communicate ideas and information clearly and correctly in a range of contexts
- apply their understanding of language through the creation of texts for different purposes.

Unit 2

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.

Foundation English (Restrictions Apply)

Rationale

The English Foundation course aims to develop students' skills in reading, writing, viewing, speaking and listening in work, learning, community and everyday personal contexts. 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. Sound literacy skills are required for comprehending and producing texts; for communicating effectively in a learning or working environment, within a community or for self-reflection; and for establishing one's sense of individual worth.

The English Foundation course evolves from an emphasis on the five modes mentioned above, which are grouped into three outcomes: Reading, Producing, and Speaking and listening.

Reading is an umbrella term for being able to read (literally), comprehending, analysing, understanding or interpreting texts, and those texts should include written texts and visual and/or multimodal texts. Students will learn to read non-fiction in the form of transactional texts, for example, instruction manuals and policy documents; informative texts, for example, websites and newspapers; persuasive texts, for example, feature articles and documentaries; fiction in the form of prose narrative, for example, short stories and novels; and poetry, drama, film, television and online narratives. Reading involves the modes of reading, viewing and listening. Reading also involves producing texts: a written explanation; joining a discussion about a text; or producing a slideshow presentation that illustrates an understanding of a text.

Producing is another word for constructing or creating texts and those texts might be written or multimodal. There is a range of non-fiction forms that students use to produce texts; for example, transactional texts: lists or applications; informative texts: reports or investigations; expository texts: essays; and persuasive texts: letters to the editor or documentaries. Students may produce fiction texts; for example, short stories, blogs, poetry, plays, short films or YouTube stories/uploads.

Speaking and listening skills, essential for Reading and Producing, receive a special emphasis in this course so that students improve their oral communication and presentation performances. For example, students might engage in discussions, role plays, interview scenarios, debates, public speaking and slideshow presentations in live, recorded and online environments.

The English Foundation course enables students to continue learning, prepares students for entry into further study or employment, and develops in students a sense of community and self-worth. It develops in students an increasing confidence in interpreting texts in their lives and articulating their ideas about the lives, societies and cultures they desire.

Aims

The English Foundation course aims to develop students':

opportunities to practise their skills with functional literacy, especially spelling, punctuation and grammar

skills in reading (understanding, comprehending, interpreting, analysing) texts for work, learning, community and everyday personal contexts

skills in producing (constructing, creating, writing) texts for work, learning, community and everyday personal contexts

skills in speaking and listening for work, learning, community and everyday personal contexts.



LEEMING SHS

HARMONY ~ EXCELLENCE

Chapter 3

HEALTH & PHYSICAL EDUCATION

(List B Courses except ATAR Health Studies)

- ATAR Physical Education Studies
- General Physical Education Studies
- **ATAR Health Studies**
- **Certificate II Outdoor Recreation**
- **Certificate II Sport Coaching**

ATAR Physical Education Studies

Rationale

Study of the ATAR Physical Education Studies course contributes to the development of the whole person. It promotes the physical, social and emotional growth of students. Throughout the course, emphasis is placed on understanding and improving performance in physical activities. The integration of theory and practice is central to studies in this course. Assessment in this course is 70% theory and 30% practical. In addition to the WACE written exam at the end of Year 12, students will also be required to sit a WACE practical exam in one of the following ten sports: AFL, Badminton, Basketball, Cricket, Hockey, Netball, Soccer, Tennis, Touch or Volleyball.

The ATAR Physical Education Studies course focuses on the complex interrelationships between motor learning and psychological, biomechanical and physiological factors that influence individual and team performance. Students engage as performers, leaders, coaches, analysts and planners of physical activity. Physical activity serves both as a source of content and data and as a medium for learning. Learning in the Physical Education Studies ATAR course cannot be separated from active participation in physical activities, and involves students in closely integrated written, oral and physical learning experiences, based upon the study of selected physical activities.

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

Aims

Outcome 1 – Skills for physical activity

Students apply decision making, movement and tactical skills to enhance participation in physical activity. In achieving this outcome, students:

- make on-the-spot decisions to apply movement patterns in solving tactical problems
- perform movement skills to enhance participation
- implement tactics to enhance participation.

Outcome 2 – Self-management and interpersonal skills for physical activity

Students apply self-management and interpersonal skills to enhance participation in physical activity. In achieving this outcome, students:

- apply mental skills in undertaking selected roles
- make informed decisions in undertaking selected roles
- apply communication skills in undertaking selected roles
- apply cooperation skills in undertaking selected roles.

Outcome 3 – Knowledge and understanding of movement and conditioning concepts for physical activity

Students understand movement and conditioning concepts that enhance participation in physical activity. In achieving this outcome, students:

- understand movement concepts
- understand conditioning concepts.

Outcome 4 – Knowledge and understanding of sport psychology concepts for physical activity

Students understand mental skills, motor learning, coaching and tactical concepts that inform the enhancement of participation in physical activity. In achieving this outcome, students:

- understand mental skills training concepts
- understand motor learning and coaching concepts
- understand tactical concepts of games and activities.

Structure of the syllabus

Unit 1

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

Unit 2

The focus of this unit is to identify the relationship between skill, strategy and the body in order to improve the effectiveness and efficiency of performance. The sporting context studied in this unit is Volleyball.

General Physical Education

Rationale

The General Physical Education Studies course contributes to the development of the whole person. It promotes the physical, social and emotional growth of students. Throughout the course, emphasis is placed on understanding and improving performance in physical activities. The integration of theory and practice is central to studies in this course. Assessment in this course is 50% theory and 50% practical.

The General Physical Education Studies course focuses on the complex interrelationships between motor learning and psychological, biomechanical and physiological factors that influence individual and team performance. Students engage as performers, leaders, coaches, analysts and planners of physical activity. Physical activity serves both as a source of content and data and as a medium for learning. Learning in the Physical Education Studies General course cannot be separated from active participation in physical activities and involves students in closely integrated written, oral and physical learning experiences based upon the study of selected physical activities.

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

Aims

Outcome 1 – Skills for physical activity

Students apply decision-making, movement and tactical skills to enhance participation in physical activity. In achieving this outcome, students:

- make on-the-spot decisions to apply movement patterns in solving tactical problems
- perform movement skills to enhance participation
- implement strategies and tactics to enhance participation.

Outcome 2 – Self-management and interpersonal skills for physical activity

Students apply self-management and interpersonal skills to enhance participation in physical activity. In achieving this outcome, students:

- apply mental skills in undertaking selected roles
- make informed decisions in undertaking selected roles
- apply communication skills in undertaking selected roles
- apply cooperation skills in undertaking selected roles.

Outcome 3 – Knowledge and understanding of movement and conditioning concepts for physical activity

Students understand movement and conditioning concepts that enhance participation in physical activity. In achieving this outcome, students:

- understand movement concepts
- understand conditioning concepts.

Outcome 4 – Knowledge and understanding of sport psychology concepts for physical activity

- Students understand mental skills, motor learning, coaching and tactical concepts that inform the enhancement of participation in physical activity. In achieving this outcome, students:
- understand mental skills training concepts
- understand motor learning and coaching concepts
- understand tactical concepts of games and activities.

Structure of the syllabus

Unit 1

The focus of this unit is the development of students' knowledge, understanding and application of anatomical, physiological and practical factors associated with performing in physical activities. The sporting context studied in this unit will be selected from Softball, Touch Rugby, Netball or Basketball.

Unit 2

The focus of this unit is the impact of physical activity on the body's anatomical and physiological systems. Students are introduced to these concepts which support them to improve their performance as team members and/or individuals. The sporting context studied in this unit will be selected from Softball, Touch Rugby, Netball or Basketball.

ATAR Health Studies

Rationale

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

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

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

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

Aims

The Health Studies ATAR course is designed to facilitate achievement of the following outcomes.

Outcome 1 – Knowledge and understandings

Students understand factors and actions that influence health.

In achieving this outcome, students:

- understand the determinants of health
- understand actions and strategies that influence health
- understand and apply frameworks, models and theories to explain health concepts.

Outcome 2 – Beliefs, attitudes and values

Students understand the influence of beliefs, attitudes, values and norms on health. In achieving this outcome, students:

- understand the relationship between beliefs, attitudes, values, and health behaviour
- understand the influence of attitudes and values on health behaviour
- understand the range of factors influencing beliefs, attitudes, values and norms.

Outcome 3 – Self-management and interpersonal skills

Students use self-management and interpersonal skills to promote health. In achieving this outcome, students:

- apply self-understanding and decision-making skills
- apply communication and cooperation skills.

Outcome 4 – Health inquiry

Students use inquiry skills and processes to investigate and respond to health issues. In achieving this outcome, students:

- plan a health inquiry to define and research a health issue
- use a range of information to explore a health issue
- interpret information to develop a response to the health issue
- present findings and link the investigation to the response.

Structure of the syllabus

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair.

Unit 1 (with 4 modules)

This unit focuses on the health of individuals and communities. Students learn about health determinants and their impact on health. Health promotion is explored and used as a framework for designing approaches to improve health. Students examine attitudes, beliefs and norms and their impact on decision-making, and develop a range of key health skills. Students extend their understandings of factors influencing health, and actions and strategies to protect and promote health through inquiry processes.

Unit 2 (with 4 modules)

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

Certificate II Outdoor Recreation SIS20213

This two year qualification at Leeming Senior High School provides the skills and knowledge for an individual to be competent in assisting outdoor recreation specialists in the planning and implementation of instruction for a range of outdoor pursuits. Work may be undertaken as part of a team and would be performed under supervision.

Job roles (post completion of this qualification):

- Assistant Outdoor Recreation Instructor or Environmental Officer
- The Certificate II Outdoor Recreation qualification as a subject selection is appropriate for students that:
- Have a desire to follow a career pathway within the Sport and Recreation industry in fields such as outdoor recreation instruction, training in outdoor pursuits, environmental officer, ranger etc.
- Are seeking a pre-apprenticeship qualification and vocational training pathway (post- secondary schooling) within the TAFE sector
- Are following an ATAR (University) pathway with their enrolment at Leeming Senior High School but also have a keen interest in the Sport and Recreation industry.

As the theoretical components of the Certificate II Outdoor Recreation are completed using a web based learning tool (Connect), it is compulsory that students interested in enrolling in this qualification have their own school approved (see Leeming Senior High School Bring Your Own Device - BYOD policy on the school website) laptop or tablet or Ipad etc. Without one of these devices, students will not be able to complete the theoretical components of this qualification.

Parents/Guardians must also be aware that students will be removed from this qualification if:

There has not been a financial commitment of 50% to the full fee attributed to this qualification by December 2018.

A student has not obtained a Unique Student Identifier (USI) by the start of the 2019 academic year.

Interested students must also understand that the Certificate II Outdoor Recreation qualification comprises theoretical and practical requirements. Students are learning how to instruct others and increase their understanding and abilities in outdoor pursuits such as snorkelling, off-road cycling, navigation, sailing and power boat handling all within the context of minimal impact practices. Students need to be prepared to participate in, organise and plan a 3 day (sea trek) camp in year 12. Students need to be able to swim 200m unaided in open water and have access to a roadworthy bicycle and helmet.

The units of competency listed below are those that will be completed across both Years 11 and 12 within the Certificate II Outdoor Recreation qualification at Leeming Senior High School (these competencies may vary slightly subject to availability).

Unit	Title
Core Units	
HLTFA311A	Apply First Aid
SISOODR201A	Assist in conducting outdoor recreation sessions
SISOOPS201A	Minimise environmental impact
SISXWHS101	Follow work health and safety policies
Specialisation Units	
Snorkelling (Group R)	
SISOSNK201A	Demonstrate snorkelling activities
SISXCAI102A	Assist in preparing and conducting sport and recreation sessions
Mountain Biking (Group O)	
SISOCYT202A	Demonstrate basic cycling skills
SISOMBK201A	Demonstrate basic off-road cycling skills
SISONAV201A	Demonstrate navigation skills in a controlled environment
Unit	Title
Core Units	
SISXIND101A	Work effectively in sport and recreation environments
Electives	
SISOYSB201A	Demonstrate basic skills to sail a small boat in controlled conditions
MEM50008B	Carry out trip preparation and planning
MEM50009B	Safely operate a mechanically powered recreational boat
MEM50010A	Respond to boating emergencies and incidents
SISOOPS202A	Use and maintain a temporary or overnight site

Certificate II Sport Coaching SIS20513

This two year qualification at Leeming Senior High School provides the skills and knowledge for an individual to be competent in assisting senior coaches in the planning and implementation of instruction for a range of sports. Work may be undertaken as part of a team and would be performed under supervision.

Job roles (post completion of this qualification):

- Assistant Coach or Junior Coach
- The Certificate II Sport Coaching qualification as a subject selection is appropriate for students that:
- Have a desire to follow a career pathway within the Sport and Recreation industry in fields such as coaching, personal training, gym instructing etc.
- Are seeking a pre-apprenticeship qualification and vocational training pathway (post- secondary schooling) within the TAFE sector.
- Are following an ATAR (University) pathway with their enrolment at Leeming Senior High School but also have a keen interest in the Sport and Recreation industry.

As the theoretical components of the Certificate II Sport Coaching are completed using a web based learning tool (Connect), it is compulsory that students interested in enrolling in this qualification have their own school approved (see Leeming Senior High School Bring Your Own Device - BYOD policy on the school website) laptop or tablet or Ipad etc. Without one of these devices, students will not be able to complete the theoretical components of this qualification.

Parents/Guardians must also be aware that students will be removed from this qualification if:

There has not been a financial commitment of 50% to the full fee attributed to this qualification by December 2018.

A student has not obtained a Unique Student Identifier (USI) by the start of the 2019 academic year.

Interested students must also understand that the Certificate II Sport Coaching qualification comprises 50% theoretical and 50% practical requirements. Students are learning how to coach others and increase their understanding and abilities within sporting fields - it is not like Lower School Physical Education.

The units of competency listed below are those that will be completed across both Years 11 and 12 within the Certificate II Sport Coaching qualification at Leeming Senior High School (please note that these competencies may vary slightly subject to availability).

Unit Code	Unit Title
CORE UNITS (Complete all 8 units)	
BSBWOR202A	Organise and complete daily work activities
HLTAID003	Provide First Aid
SISSSCO101	Develop and update knowledge of coaching practices
SISSSCO202	Coach beginner or novice participants to develop fundamental motor skills
SISSSDE201	Communicate effectively with others in a sport environment
SISXCAI002	Assist with activity sessions
SISXIND002	Maintain sport, fitness and recreation industry knowledge
SISXWHS101	Follow work health and safety policies
ELECTIVE UNITS (Complete all electives)	
ATHLETICS	
SISSATH201	Teach the fundamental skills of athletics
GENERAL ELECTIVES	
SISXCAI003	Conduct non-instructional sport, fitness or recreation sessions
SISSSPT201A	Implement sports injury prevention
SISXFAC001	Maintain equipment for activities
SISSTC301A	Instruct strength and conditioning techniques
ICAICT106A	Operate presentation packages



LEEMING SHS

HARMONY ~ EXCELLENCE

Chapter 4

LANGUAGES

(List A Courses)

- **ATAR French Second Language**
- **ATAR Japanese Second Language**

ATAR French Second Language

Rationale

This course progresses from the Year 7–10 curriculum, and focuses on further developing a student’s knowledge and understanding of the culture and the language of French-speaking communities. Students gain a broader and deeper understanding of the French language and extend and refine their communication skills.

The ATAR French: Second Language course can connect to the world of work, further study and travel. It also offers opportunities for students to participate in the many sister school and student exchange programs between Western Australia and French-speaking communities. The ATAR French Second Language course is designed to equip students with the skills needed to function in an increasingly globalised society, a culturally and linguistically diverse local community, and to provide the foundation for life-long language learning.

This course is aimed at students for whom French is a second, or subsequent, language. These students have not been exposed to, or interacted in, the language outside of the language classroom. They have typically learnt everything they know about the French language and culture through classroom teaching in an Australian school, or similar environment, where English is the language of school instruction. Students have typically studied French 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.

Aims

The ATAR French Second Language course is designed to facilitate achievement of the following outcomes.

Outcome 1 – Listening and responding

Students listen and respond to a range of texts.

In achieving this outcome, students:

- use understandings of language, structure and context when listening and responding to texts
- use processes and strategies to make meaning when listening.

Outcome 2 – Spoken interaction

Students communicate in French through spoken interaction.

In achieving this outcome, students:

- use understandings of language and structure in spoken interactions
- interact for a range of purposes in a variety of contexts
- use processes and strategies to enhance spoken interaction.

Outcome 3 – Viewing, reading and responding

Students view, read and respond to a range of texts.

In achieving this outcome, students:

- use understandings of language, structure and context to respond to texts
- use processes and strategies to make meaning when viewing and reading.

Outcome 4 – Writing

Students write a variety of texts in French.

In achieving this outcome, students:

- use understandings of language and structure when writing
- write for a range of purposes and in a variety of contexts
- use processes and strategies to enhance writing.

Structure of the syllabus

Unit 1

This unit focuses on **C'est la vie ! (That's life!)**. Through the three topics: My daily routine, French sports and leisure, and Leading a healthy lifestyle, students further develop their communication skills in French and gain a broader insight into the language and culture.

Unit 2

This unit focuses on **Voyages (Travel)**. Through the three topics: My travel tales and plans, Australia as a travel destination, and Travel in a modern world, students extend their communication skills in French and gain a broader insight into the language and culture.

ATAR Japanese

Rationale

This course progresses from the Year 7–10 curriculum, and focuses on further developing a student's knowledge and understanding of the culture and the language of Japanese-speaking communities. Students gain a broader and deeper understanding of the Japanese language and extend and refine their communication skills.

This course is aimed at students for whom Japanese is a second, or subsequent, language. These students have not been exposed to, or interacted in the language outside of the language classroom. They have typically learnt everything they know about the Japanese language and culture, through classroom teaching in an Australian school, or similar environment, where English is the language of school instruction. Students 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.

Aims

The ATAR Japanese: Second Language course is designed to facilitate achievement of the following outcomes.

Outcome 1 – Listening and responding

Students listen and respond to a range of texts.

In achieving this outcome, students:

- use understandings of language, structure and context when listening and responding to texts
- use processes and strategies to make meaning when listening.

Outcome 2 – Spoken interaction

Students communicate in Japanese through spoken interaction.

In achieving this outcome, students:

- use understandings of language and structure in spoken interactions
- interact for a range of purposes in a variety of contexts
- use processes and strategies to enhance spoken interaction.

Outcome 3 – Viewing, reading and responding

Students view, read and respond to a range of texts.

In achieving this outcome, students:

- use understandings of language, structure and context to respond to texts
- use processes and strategies to make meaning when viewing and reading.

Outcome 4 – Writing

Students write a variety of texts in Japanese.

In achieving this outcome, students:

- use understandings of language and structure when writing
- write for a range of purposes and in a variety of contexts
- use processes and strategies to enhance writing.

Structure of the syllabus

Unit 1

This unit focuses on にちじょうせいかつ日常生活 (Daily life). Through the three topics: My life せいかつ私の生活, Home life せいかつ学校と家での生活, and Daily life せいかつ生活をくらべて, students further develop their communication skills in Japanese and gain a broader insight into the language and culture.

Unit 2

This unit focuses on ようこそようこそ、私の国へ!私の国へ! (Welcome to my country). Through the three topics: Welcoming a guest ようこそようこそ!, Seasonal activities and celebrations しきとイベントしきとイベント, and Healthy lifestyles けんこうけんこう, students extend their communication skills in Japanese and gain a broader insight into the language and culture.



LEEMING SHS

HARMONY ~ EXCELLENCE

Chapter 5

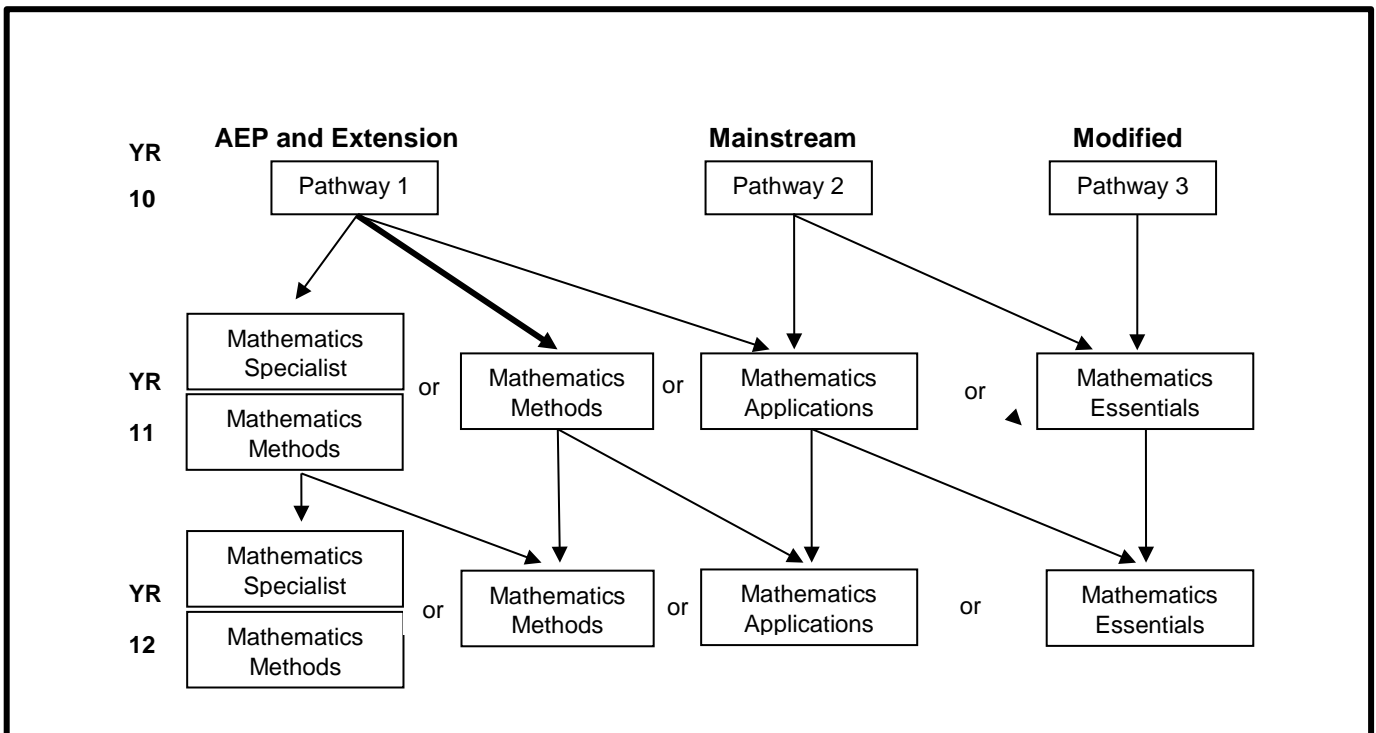
MATHEMATICS

(List B Courses)

- **ATAR Mathematics Specialist**
- **ATAR Mathematics Methods**
- **ATAR Mathematics Applications**
- **General Mathematics Essentials**
- **Foundation Mathematics (Restrictions Apply)**

Mathematics Guide for Families

Year 10 Pathways into Year 11 and 12



The Year 10 pathways are designed to provide sound preparation for further Mathematics study in Senior School courses and to ensure that all students have the opportunity to meet the minimum numeracy standard required to achieve a WACE. Mathematics Specialist, Methods and Applications are ATAR courses whereas Mathematics Essentials is a general course.

Students who have not achieved the minimum numeracy standard in Year 9 (NAPLAN Band 8 or above) will have to sit for the Online Literacy and Numeracy Assessment (OLNA) in March and/or September of Year 10. Students who do not achieve the required standard (OLNA level 3) may be provided with access to Foundation Mathematics in Year 11.

ATAR Mathematics Specialist

Rationale

ATAR Mathematics Specialist course provides opportunities, beyond those presented in the ATAR Mathematics Methods course, to develop rigorous mathematical arguments and proofs and to use mathematical and statistical models more extensively. Topics are developed systematically and lay the foundations for future studies in quantitative subjects in a coherent and structured fashion. Students of the ATAR Mathematics Specialist course will be able to appreciate the true nature of mathematics, its beauty and its functionality.

The ATAR Mathematics Specialist course has been designed to be taken in conjunction with the ATAR Mathematical Methods course. The subject contains topics in functions, calculus, probability and statistics that build on and deepen the ideas presented in the ATAR Mathematical Methods course and demonstrate their application in many areas. Vectors, complex numbers and matrices are introduced. The ATAR Mathematics Specialist course is designed for students with a strong interest in mathematics, including those intending to study mathematics, statistics, all sciences and associated fields, economics or engineering at university.

For all content areas of the ATAR Mathematics Specialist course, the proficiency strands of the Year 7–10 curriculum continue to be applicable and should be inherent in students' learning of the subject. These strands are Understanding, Fluency, Problem-solving and Reasoning and they are both essential and mutually reinforcing. For all content areas, practice allows students to achieve fluency of skills, such as finding the scalar product of two vectors, or finding the area of a region contained between curves, freeing up working memory for more complex aspects of problem-solving. In the ATAR Mathematics Specialist course, the formal explanation of reasoning through mathematical proof takes on an important role and the ability to present the solution of any problem in a logical and clear manner is of paramount importance. The ability to transfer skills learned to solve one class of problem, for example, integration, to solve another class of problem, such as in biology, kinematics or statistics, is a vital part of mathematics learning in this subject.

The ATAR Mathematics Specialist course is structured over four units. The topics in Unit 1 broaden students' mathematical experience and provide different scenarios for incorporating mathematical arguments and problem solving. The unit blends algebraic and geometric thinking. In this subject, there is a progression of content, applications, level of sophistication and abstraction. For example, in Unit 1, vectors for two-dimensional space are introduced and in Unit 3, vectors are studied for three-dimensional space. The Unit 3 vector topic leads to the establishment of the equations of lines and planes, and this in turn prepares students for an introduction to solving simultaneous equations in three variables. The study of calculus, which is developed in the ATAR Mathematical Methods course, is applied in vectors in Unit 3 and applications of calculus and statistics in Unit 4.

Aims

The ATAR Mathematics Specialist course aims to develop students':

- understanding of concepts and techniques drawn from combinatorics, geometry, trigonometry, complex numbers, vectors, matrices, calculus and statistics
- ability to solve applied problems using concepts and techniques drawn from combinatorics, geometry, trigonometry, complex numbers, vectors, matrices, calculus and statistics
- capacity to choose and use technology appropriately
- reasoning in mathematical and statistical contexts and interpretation of mathematical and statistical information, including ascertaining the reasonableness of solutions to problems
- capacity to communicate in a concise and systematic manner using appropriate mathematical and statistical language
- ability to construct proofs.

Structure of the syllabus

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair.

Organisation of content

Unit 1 Contains the three topics:

- Functions and graphs
- Trigonometric functions
- Counting and probability.

Unit 2 Contains the three topics:

- 2.1 Trigonometry
- 2.2 Matrices
- 2.3 Real and complex numbers

ATAR Mathematics Methods

Rationale

The major themes of the ATAR Mathematics Methods course are calculus and statistics. They include, as necessary prerequisites, studies of algebra, functions and their graphs, and probability. They are developed systematically, with increasing levels of sophistication and complexity. Calculus is essential for developing an understanding of the physical world because many of the laws of science are relationships involving rates of change. Statistics is used to describe and analyse phenomena involving uncertainty and variation. For these reasons, this course 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. 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.

For all content areas of the ATAR Mathematics Methods course, the proficiency strands of the Year 7–10 curriculum continue to be applicable and should be inherent in students' learning of this course. These strands are Understanding, Fluency, Problem-solving and Reasoning, and they are both essential and mutually reinforcing. For all content areas, practice allows students to achieve fluency in skills, such as calculating derivatives and integrals, or solving quadratic equations, and frees up working memory for more complex aspects of problem solving. The ability to transfer skills to solve problems based on a wide range of applications is a vital part of this course. Because both calculus and statistics are widely applicable as models of the world around us, there is ample opportunity for problem-solving throughout the course.

The ATAR Mathematics Methods course is structured over four units. The topics in Unit 1 build on students' mathematical experience. The topics 'Functions and graphs', 'Trigonometric functions' and 'Counting and probability' all follow on from topics in the Year 7–10 curriculum from the strands Number and Algebra, Measurement and Geometry, and Statistics and Probability. In this course, there is a progression of content and applications in all areas. For example, in Unit 2 differential calculus is introduced, and then further developed in Unit 3, where integral calculus is introduced. Discrete probability distributions are introduced in Unit 3, and then continuous probability distributions and an introduction to statistical inference conclude Unit 4.

Aims

The ATAR Mathematics Methods course aims to develop students':

- understanding of concepts and techniques drawn from algebra, the study of functions, calculus, probability and statistics
- ability to solve applied problems using concepts and techniques drawn from algebra, functions, calculus, probability and statistics
- reasoning in mathematical and statistical contexts and interpretation of mathematical and statistical information, including ascertaining the reasonableness of solutions to problems
- capacity to communicate in a concise and systematic manner using appropriate mathematical and statistical language
- capacity to choose and use technology appropriately and efficiently.

Structure of the syllabus

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair.

Unit 1

The unit contains the three topics:

- Functions and graphs
- Trigonometric functions
- Counting and probability.

Unit 2

The unit contains the three topics:

- Exponential functions
- Arithmetic and geometric sequences and series
- Introduction to differential calculus.

ATAR Mathematics Applications

Rationale

The ATAR Mathematics Applications 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.

The proficiency strands of the Year 7–10 curriculum – Understanding, Fluency, Problem-solving and Reasoning – continue to be relevant and are inherent in all aspects of this course. Each of these proficiencies is essential and are mutually reinforcing. Fluency, for example, might include learning to perform routine calculations efficiently and accurately, or being able to recognise quickly from a problem description the appropriate mathematical process or model to apply. Understanding that a single mathematical process can be used in seemingly different situations helps students to see the connections between different areas of study and encourages the transfer of learning. This is an important part of learning the art of mathematical problem-solving. In performing such analyses, reasoning is required at each decision-making step and in drawing appropriate conclusions. Presenting the analysis in a logical and clear manner to explain the reasoning used is also an integral part of the learning process.

Throughout the course, there is an emphasis on the use and application of digital technologies.

Aims

The ATAR Mathematics Applications course aims to develop students':

- understanding of concepts and techniques drawn from the topic areas of number and algebra, geometry and trigonometry, graphs and networks, and statistics
- ability to solve applied problems using concepts and techniques drawn from the topic areas of number and algebra, geometry and trigonometry, graphs and networks, and statistics
- reasoning and interpretive skills in mathematical and statistical contexts
- capacity to communicate the results of a mathematical or statistical problem-solving activity in a concise and systematic manner using appropriate mathematical and statistical language
- capacity to choose and use technology appropriately and efficiently.

Structure of the syllabus

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair.

Organisation of content

Unit 1

The unit contains the three topics:

- Consumer arithmetic
- Algebra and matrices
- Shape and measurement.

Unit 2

The unit contains the three topics:

- Univariate data analysis and the statistical investigation process
- Applications of trigonometry
- Linear equations and their graphs.

General Mathematics Essentials

Rationale

The General Mathematics Essential course focuses on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. 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 offers students the opportunity to prepare for post-school options of employment and further training.

For all content areas of the General Mathematics Essential course, the proficiency strands of understanding, fluency, problem solving and reasoning from the Year 7–10 curriculum continue to be very much applicable and should be inherent in students' learning of the course. Each of these is essential and mutually reinforcing. For all content areas, practice, together with a focus on understanding, allows students to develop fluency in their skills. Students will encounter opportunities for problem solving, such as finding the interest on a sum of money to enable comparison between different types of loans. In the General Mathematics Essential course, reasoning includes critically interpreting and analysing information represented through graphs, tables and other statistical representations to make informed decisions. The ability to transfer mathematical skills between contexts is a vital part of learning in this course. For example, familiarity with the concept of a rate enables students to solve a wide range of practical problems, such as fuel consumption, travel times, interest payments, taxation, and population growth.

The content of the General Mathematics Essential course is designed to be taught within contexts that are relevant to the needs of the particular student cohort. The skills and understandings developed throughout the course will be further enhanced and reinforced through presentation related to areas encountered in vocational education and training (VET), apprenticeships, traineeships or employment.

Aims

The General Mathematics Essential course aims to develop students' capacity, disposition and confidence to:

- understand concepts and techniques drawn from mathematics and statistics
- solve applied problems using concepts and techniques drawn from mathematics and statistics
- use reasoning and interpretive skills in mathematical and statistical contexts
- communicate in a concise and systematic manner using appropriate mathematical and statistical language
- choose and use technology appropriately.

Structure of the syllabus

Unit 1

This unit includes the following four topics:

- Basic calculations, percentages and rates
- Using formulas for practical purposes
- Measurement
- Graphs

Unit 2

This unit includes the following four topics:

- Representing and comparing data
- Percentages
- Rates and ratios
- Time and motion

Throughout each unit, students apply the mathematical thinking process to real-world problems

- interpret the task and gather the key information
- identify the mathematics which could help to complete the task
- analyse information and data from a variety of sources
- apply their existing mathematical knowledge and strategies to obtain a solution
- verify the reasonableness of the solution
- communicate findings in a systematic and concise manner.

In Unit 2, students apply the statistical investigation process to real-world tasks

- clarify the problem and pose one or more questions that can be answered with data
- design and implement a plan to collect or obtain appropriate data
- select and apply appropriate graphical or numerical techniques to analyse the data
- interpret the results of this analysis and relate the interpretation to the original question
- communicate findings in a systematic and concise manner.

Foundation Mathematics (Restrictions Apply)

Rationale

In the Foundation Mathematics course, the main emphasis is on developing students' capacity, disposition and confidence to use functional numeracy in their personal life and workplace. The Foundation Mathematics course uses a practical approach and provides students with a variety of opportunities to apply mathematical concepts across a range of everyday situations.

The Foundation Mathematics course recognises some students have significant gaps in basic mathematical understanding and application by the time they enter senior school. However, these same students have the potential to learn, especially when involved in a learning program which connects with their current experience and knowledge. The course focuses on functional numeracy embedded in familiar and meaningful contexts which are relevant to young adults.

Numeracy involves understanding and applying mathematical skills related to:

- number and relationships between numbers
- measurement in the physical world
- gathering, representing, interpreting, and analysing data
- spatial sense and geometric reasoning
- chance processes.

It also involves drawing on knowledge of the context in deciding when to use mathematics and whether an estimate or an accurate answer is required; extracting the mathematical information from the context, and choosing the appropriate mathematics to use. Numeracy requires reflecting on and evaluating the use of the mathematics, and being able to represent and communicate the mathematical results.

Aims

The Foundation Mathematics course aims to develop students' capacity, disposition and confidence to:

- recognise and apply functional numeracy concepts and techniques in practical situations, including personal, community and workplace contexts
- interpret and apply mathematical information embedded in various documents, texts and other media, involving contexts from everyday life and work
- represent and communicate mathematically, consistent with the language of the context.

Structure of the syllabus

The mathematics content in Foundation Mathematics is cumulative across the two years of the course. The sequence of content enables students to learn the fundamental mathematics knowledge, understandings and skills they may have missed in the past, and builds these across the two years.

Unit 1

This unit provides students with the mathematical knowledge, understanding and skills to solve problems relating to addition and subtraction, length, mass, capacity and time. It involves the extraction of information from, and the interpretation of, various simple forms of data representation used in everyday contexts. The number formats in Unit 1 are whole numbers and money.

Unit 2

This unit provides students with the mathematical knowledge, understanding and skills relating to fractions and decimals to solve problems relating to multiplication and division, perimeter, area and volume and qualitative probability from everyday contexts. The number formats in Unit 2 are whole numbers, money, fractions and decimals.



LEEMING SHS

HARMONY ~ EXCELLENCE

Chapter 6

HUMANITIES AND SOCIAL SCIENCES

(List A Courses) except ATAR Psychology

- ATAR Economics
- ATAR Geography
- ATAR Modern History
- ATAR Politics and Law
- **ATAR Psychology**
- General Career & Enterprise
- General Ancient History

ATAR Economics

Rationale

The ATAR Economics course encompasses the key features which characterise an economist's approach to a contemporary economic event or issue: the ability to simplify the essence of a problem; to collect economic information and data to assist analysis and reasoning; to think critically about the limits of analysis in a social context; and to draw inferences which assist decision-making, the development of public policy and improvement in economic wellbeing.

The ATAR Economics course develops reasoning, logical thinking and interpretation skills demanded by the world of work, business and government. These skills relate to a variety of qualifications in vocational, technical and university education contexts. The learning experiences available through studying this course explore the knowledge, values and opinions which surround the complex range of economic events and issues facing our community, such as unemployment, income distribution, business strategy and international relations.

Economic literacy developed through this course enables students to actively participate in economic and financial decision-making which promotes individual and societal wealth and wellbeing.

Aims

The ATAR Economics course is designed to achievement of the following outcomes.

Outcome 1 – Economic inquiry

Students use economic information and data to communicate an understanding of economic events, issues and decisions.

In achieving this outcome, students:

- locate, select and organise economic information and data
- analyse and interpret economic information and data
- use economic terms, concepts and models to communicate an understanding of economic events, issues and decisions.

Outcome 2 – The operation of the economy

Students understand that economic forces influence the operation of the economy and are affected by the decisions of consumers and businesses. In achieving this outcome, students:

- understand how domestic and international economic forces influence the operation of the economy
- understanding the choices, trade-offs and effects of economic decisions made at the local, national and international levels.

Outcome 3 – Economic policy and action

Students understand that the policies and actions of the government and other authorities affect the operation of the economy.

In achieving this outcome, students:

- understand why economic policies and actions are required to manage the economy
- understand how policy options are used to address domestic and international economic problems and issues
- understand the effects of economic policies and actions of government and other authorities at the local, national and international level.

Structure of the syllabus

Unit 1 – Microeconomics

This unit is an introduction to microeconomics and explores the role of the market in determining the wellbeing of individuals and society. Students explore the workings of real world markets with an emphasis on the Australian economy.

Unit 2 – Macroeconomics

This unit is an introduction to macroeconomics and explores economic growth, inflation and unemployment with an emphasis on the Australian economy. Students learn it is important to measure and monitor changes in these macroeconomic indicators as changes in the level of economic activity affect the wellbeing of individuals and society.

ATAR Geography

Rationale

In the senior secondary years, the ATAR Geography 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.

The course builds students' knowledge and understanding of the uniqueness of places and an appreciation that place matters in explanations of economic, social and environmental phenomena and processes. It also develops students' knowledge about the interconnections between places. Nothing exists in isolation. Consequently, the subject considers the significance of location, distance and proximity.

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

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

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

The ATAR Geography course promotes students' communication abilities by building their skills of spatial and visual representation and interpretation through the use of cartographic, diagrammatic, graphical, photographic and multimodal forms. In addition, students communicate their conclusions by written and oral means.

Aims

The ATAR Geography course aims to develop students':

- 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 places
- understanding and application of the concepts of place, space, environment, interconnection, sustainability, scale and change through inquiries into geographical phenomena and issues
- ability to critically use geographical inquiry methods and skills, and to think and communicate geographically
- ability to identify, evaluate and justify alternative responses to the geographical challenges facing humanity, and propose and justify actions, taking into account environmental, social and economic factors
- understandings, skills, knowledge and values to ensure they are well placed for tertiary study and/or employment.

Structure of the syllabus

Unit 1 – Natural and ecological hazards

In this unit, students explore the management of hazards and the risk they pose to people and environments. Risk management is defined in terms of preparedness, mitigation and/or prevention.

Unit 2 – Global networks and interconnections

In this unit, students explore the economic and cultural transformations taking place in the world – the spatial outcomes of these processes and their social and geopolitical consequences – that will enable them to better understand the dynamic nature of the world in which they live.

ATAR Modern History

Rationale

Few subjects are as inherently interesting and enjoyable as History. The story of how the world and Australia got to be the way they currently are is indeed a fascinating tale. In addition to being enjoyable to study, History also equips students with a broad range of highly important and useful skills that are transferable to a wide variety of professions and occupations.

By studying History students will become proficient in:

- a) written communication
- b) research skills
- c) analysis and interpretation of a wide variety of different information including written and visual texts and statistics.

All units are taught using extensive audio-visual material to help bring the subject “alive”.

In addition students will have the opportunity to participate in the annual Leeming SHS History Tour of Europe.

Aims

The ATAR Modern History ATAR Course aims to develop student’s:

- knowledge and understanding of particular events, ideas and movements that
- have shaped the modern world.
- apply historical concepts such as evidence, cause and effect, perspective and significance to the analysis of historical sources.
- research skills including the process of planning and conducting a historical inquiry, evaluating historical sources, synthesising evidence and communicating the findings.

Structure of the syllabus

The following information lists the electives which students will study in Year 11:

- **Capitalism: The American Experience focuses on:**
 - the nature and development of capitalism in the USA
 - how capitalism influenced US involvement in both World War One and World War Two and the significance of this to the Allied victory in both conflicts.
 - the social trends and political developments of the 1920’s and their relationship to capitalism.
 - the transition from “boom” to “bust” with the onset of the Great Depression.
 - the impact of the Depression on the American people and the government’s response; President Hoover’s “rugged individualism” versus President Roosevelt’s “New Deal”.
- **Nazism in Germany focuses on:**
 - the impact of World War One on Germany
 - the problems and shortcomings of the post war Weimar government
 - Hitler’s background and the ideas of Nazism
 - the rise of the Nazis
 - life under Nazi rule
 - the road to World War Two; Hitler’s foreign policy during the 1930’s
 - the Holocaust
 - the impact of the war on the German people and the legacy of Nazism.
- **Russia and the Soviet Union focuses on:**
 - the transition from autocracy under the Tsars to communism under Lenin and Stalin.
 - the economic, social and political changes involved in this transition and their impact on both the Russian people and the rest of the world.
- **The Changing European World Since 1945 focuses on:**
 - the development and conduct of the Cold War in Europe 1945-1991.
 - Europe in the Post-Cold War decade including the collapse of communism in Russia, the emergence of the European Union and the reunification of Germany.

ATAR Politics and Law

Rationale

The ATAR Politics and Law course aims to develop knowledge and understanding of the principles, structures, institutions, processes, and practices of political and legal systems, primarily in Australia and where appropriate, other systems and/or countries. The course challenges students to critically examine the effectiveness of these political and legal systems and develop skills and values to allow students to become informed, active and effective participants in the political and legal decisions that affect their lives within society

The Politics and Law course aims to provide students with the opportunity to examine and analyse political and legal systems in operation through the use of different learning experiences that will include a visit to the courts in Western Australia, the Electoral Commission and State Parliament. The course provides for both a chronological and contemporary understanding of political and legal issues in society. Students may be given an opportunity to participate in the State-wide Interschool Mock Trial Competition a Community Endorsed Programme recognised by the School Curriculum and Standard Authority.

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

Aims

Outcome 1 – Political and legal inquiry

Students use inquiry skills to communicate an understanding of the principles, structures, institutions, processes and practices of political and legal systems. In achieving this outcome, students:

- plan ways to collect and organise information for the purpose of a political and legal investigation
- conduct an investigation using a variety of sources of information
- process and translate information to make findings and judgements
- apply and communicate findings according to purpose and audience.

Outcome 2 – Political and legal systems

Students understand the operation of, and the relationship between political and legal systems. In achieving this outcome, students:

- understand the principles, structures, institutions, processes and practices of political and legal systems
- understand the relationships between making, applying and enforcing the law.

Outcome 3 – Stability and change in political and legal systems

Students understand the nature of stability and change in political and legal systems. In achieving this outcome, students:

- understand that a variety of factors can influence the stability of, and changes to political and legal systems
- understand that individuals and groups can influence the stability of, and changes to political and legal systems.

Outcome 4 – Citizenship in political and legal systems

Students understand the skills and practices of citizenship and the factors that influence participation in the political and legal system. In achieving this outcome, students:

- understand the skills and practices of citizenship that can allow individuals and groups to participate in the political and legal system
- understand that political and legal rights can be influenced by the operation of the political and legal system.

Structure of the syllabus

Unit 1 – Democracy and the rule of law

This unit examines Australia's democratic and common law systems; a non-democratic system; and a non-common law system. This will include a study of the structure of Australia's political and legal system with a focus on parliament as a law-making body, the Australian and WA court system, judge-made laws, civil and criminal trial proceedings in WA.

Unit 2 – Representation and justice

This unit examines representation (principles of fair elections), electoral and voting systems in Australia; the analysis of justice in the Western Australian adversarial system and a non-common law system (case studies of past and contemporary trials will be examined).

ATAR Psychology

Rationale

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

Aims

The ATAR Psychology course is designed to facilitate achievement of the following outcomes.

Outcome 1 – Psychological understandings

- Students understand the bases of human behaviour.
- In achieving this outcome, students:
 - understand how human behaviour can be defined, and the relationship between the internal and external factors that influence how humans think, feel and act
 - understand the different theoretical approaches to the various areas or domains of psychology
 - understand psychology provides scientific explanations of behaviour with particular principles, procedures and approaches to data.

Outcome 2 – Investigating in psychology

Students use information gathering methods to explore and answer questions about human thinking, emotion and behaviour. In achieving this outcome, students:

- develop and select questions and ideas or hypotheses and plan and conduct research to test these ideas in a reliable, valid and ethical way
- collect, record, classify, quantify and process data and information in organised, logical and ethical ways
- interpret and evaluate findings in relation to ideas or hypotheses being tested and reflect on the design of the research.

Outcome 3 – Applying and relating psychological understandings

Students select and apply knowledge, understandings and skills to the study of human behaviour. In achieving this outcome, students:

- use psychological knowledge and understandings to explain thoughts, feelings and behaviour
- apply knowledge and understandings reflecting the values of the discipline of psychology
- explore and interpret human behaviour in the everyday world using psychological theory and principles.

Outcome 4 – Communication in psychology

Students use appropriate skills and processes to communicate their understanding of human behaviour. In achieving this outcome, students:

- use psychological discourse
- interpret information received and communicate feelings, thoughts and ideas with purpose, understanding and critical awareness
- explain psychological understandings to a range of audiences for a range of purposes.

Structure of the syllabus

Unit 1

This unit focuses on a number of concepts that enable students to gain an understanding of how and why people behave the way they do. Students learn about the human brain and explore the impact of external factors on behaviour, such as physical activity and psychoactive drugs. Cognitive processes, such as sensation and perception, and selective and divided attention are investigated. Students examine different types of relationships and the role of verbal and non-verbal communication in initiating, maintaining and regulating these. Students are introduced to ethics in psychological research and carry out investigations.

Unit 2

This unit focuses on developmental psychology. Students analyse twin and adoption studies to gain insight into the nature/nurture debate and look at the role of play in assisting development. Students explore what is meant by the term personality and examine historical perspectives used to explain personality. They also explore behaviour and causes of prejudice. Psychological research methods studied in Unit 1 are further developed.

General Career and Enterprise

Rationale

The General Career and Enterprise course aims to provide students with the knowledge, skills and understanding to enable them to plan their future.

The course reflects the importance of career development knowledge, understanding and skills in securing, creating and sustaining work. Work is important in deciding the way we live, relate to others and in determining the opportunities we have throughout life. The world of work is complex and constantly changing.

The General Career and Enterprise course has been constructed using, and is influenced by the knowledge, skills and understandings from the *Core Skills for Work Development Framework* (2013) and the *Australian Blueprint for Career Development* (the *Blueprint*).

Aims

The General Career and Enterprise course is designed to achievement the following outcomes.

Outcome 1 – Career and enterprise concepts

Students understand factors that influence their future.

In achieving this outcome, students:

- understand factors that determine personal development and learning opportunities
- understand how workplace practices and procedures influence career development
- understand how personal and external resources are accessed and managed for career development.

Outcome 2 – Career and enterprise investigations

Students investigate career development opportunities.

In achieving this outcome, students:

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

Outcome 3 – Career development in a changing world

Students understand how the changing world impact on career development opportunities.

In achieving this outcome, students:

- understand how technologies influence career development opportunities
- understand how society, government legislation and policy influence career development opportunities
- understand how beliefs, values and attitudes influence career development opportunities.

Outcome 4 – Being enterprising

Students use career competencies to manage career development opportunities.

In achieving this outcome, students:

- use initiative, willingness to learn and problem-solving skills
- use self-management, self-promotion, planning and organisational skills
- use communication, technology, networking and teamwork skills.

This course is delivered with students developing, reviewing and updating individual pathway plan and career portfolios to assist in their personal career development.

Structure of the syllabus

Unit 1

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

Unit 2

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

General Ancient History

Rationale

The study of ancient history is the process of making meaning of the distant past in order to understand our present. It provides an opportunity for students to study people from cultures and communities that no longer exist, and to investigate how these communities responded to the problems and challenges of their time. Ancient history allows students to explore the ancient historical narrative and to seek out evidence for this.

The Ancient History General course promotes skills of research, hypothesis testing and analysis of information as students engage with historical inquiries. Through these inquiries, they learn that historical judgements are provisional and tentative in nature. A study of ancient history also enables students to develop skills in critical thinking and analysis as it encourages them to compare and contrast information, detect inconsistencies in details, recognise the manipulation of evidence, identify perspective in the presentation of graphic and textual material, and evaluate the accuracy and reliability of sources. Students are exposed to a variety of historical sources of both a textual and a material nature, such as letters, speeches, buildings, tombs and works of art, in order to determine cause and effect, and the motives and forces influencing people and events.

Aims

Course outcomes

The Ancient History General course is designed to facilitate achievement of the following outcomes.

Outcome 1 – Historical skills

Students apply the skills of historical inquiry and methodology to investigate the past and communicate their findings using the discourse of history. Students understand that interpretations and perspectives of people and events may change over time.

In achieving this outcome, students use the following:

- chronology, terms and concepts
- historical questions and research
- analysis and use of sources
- perspectives and interpretations
- explanation and communication.

Outcome 2 – Understanding the past

Students understand the past, linking the chronology of people, events, ideas and distinctive features of society into an historical narrative.

In achieving this outcome, students:

- understand that time periods have chronologies with distinctive features, people and events
- understand that a variety of ideas, values and beliefs exist at a particular time in a society and that some are more influential than others
- understand that societies have a range of organisational structures which impact on people and events.

Outcome 3 – Continuity and change in the ancient world

Students understand the nature of forces, the interaction between forces, and their significance for continuity and change in an historical context.

In achieving this outcome, students:

- understand the nature of the forces in a society that are responsible for continuity and change
- understand how historical forces operate and interact to bring about both continuity and change
- understand that some forces are more significant than others in bringing about continuity and change.

Structure of the syllabus

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

Unit 1 – Ancient civilisations and cultures

This unit enables students to investigate life in early civilisations, including the social, cultural, political, economic, religious, and military structures, and the significant values, beliefs, and traditions that existed.

Unit 2 – Power in the ancient world

In this unit, students learn that in ancient societies key individuals have acted as agents of change, interacting with groups and institutions, and using their power to shape their society.



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Chapter 7

SCIENCE

(List B Courses)

- **ATAR Biology**
- **ATAR Chemistry**
- **ATAR Human Biology**
- **ATAR Physics**
- **General Integrated Science**

Science Guide for Families

Year 10 Pathways into Year 11 and 12

Expected achievement/background in Year 10	Year 11 Science Courses	Year 12 Science Courses
<u>Requirement:</u> A or top B grade in the Biological Science understanding. Teacher Recommendation. <u>Desired:</u> A or top B grade in English.	ATAR Biology	ATAR Biology
<u>Requirement:</u> A or top B grade in the Chemical Science understanding. Teacher Recommendation <u>Desired:</u> A or top B grade in Mathematics.	ATAR Chemistry	ATAR Chemistry
<u>Requirement:</u> A or top B grade in the Biological Science understanding. Teacher recommendation. <u>Desired:</u> A or top B grade in English.	ATAR Human Biology	ATAR Human Biology
<u>Requirement:</u> A or top B grade in the Physical Science understanding. Teacher recommendation. <u>Desired:</u> A or top B grade in Mathematics.	ATAR Physics	ATAR Physics
<u>Requirement:</u> C grade minimum in General Science understanding. Teacher recommendation.	General Integrated Science	General Integrated Science

ATAR Biology

Rationale

Biology is the study of the fascinating diversity of life as it has evolved and as it interacts and functions. Investigation of biological systems and their interactions, from cellular processes to ecosystem dynamics, has led to biological knowledge and understanding that enable us to explore and explain everyday observations, find solutions to biological issues, and understand the processes of biological continuity and change over time.

Living systems are all interconnected and interact at a variety of spatial and temporal scales, from the molecular level to the ecosystem level. Investigation of living systems involves classification of key components within the system, and analysis of how those components interact, particularly with regard to the movement of matter and the transfer and transformation of energy within and between systems. Analysis of the ways living systems change over time involves understanding of the factors that impact on the system, and investigation of system mechanisms to respond to internal and external changes and ensure continuity of the system. The theory of evolution by natural selection is critical to explaining these patterns and processes in biology, and underpins the study of all living systems.

This course explores ways in which scientists work collaboratively and individually in a range of integrated fields to increase understanding of an ever-expanding body of biological knowledge. Students develop their investigative, analytical and communication skills through field, laboratory and research investigations of living systems and through critical evaluation of the development, ethics, applications and influences of contemporary biological knowledge in a range of contexts.

Studying the ATAR Biology course provides students with a suite of skills and understandings that are valuable to a wide range of further study pathways and careers. Understanding of biological concepts, as well as general science knowledge and skills, is relevant to a range of careers, including those in medical, veterinary, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation and eco-tourism. This course will also provide a foundation for students to critically consider and to make informed decisions about contemporary biological issues in their everyday lives.

Aims

The ATAR Biology course aims to develop students':

- sense of wonder and curiosity about life and respect for all living things and the environment
- understanding of how biological systems interact and are interrelated; the flow of matter and energy through and between these systems; and the processes by which they persist and change
- understanding of major biological concepts, theories and models related to biological systems at all scales, from subcellular processes to ecosystem dynamics
- appreciation of how biological knowledge has developed over time and continues to develop; how scientists use biology in a wide range of applications; and how biological knowledge influences society in local, regional and global contexts
- ability to plan and carry out fieldwork, laboratory and other research investigations, including the collection and analysis of qualitative and quantitative data and the interpretation of evidence
- ability to use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge
- ability to communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Structure of the syllabus

Unit 1 – Ecosystems and biodiversity

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

Unit 2 – From single cells to multicellular organisms

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

Note: Students studying both Biological Sciences and Human Biological Science for tertiary entrance should be aware that only the better mark will be taken in determining the aggregate.

ATAR Chemistry

Rationale

Chemistry is the study of materials and substances and the transformations they undergo through interactions and the transfer of energy. Chemists can use an understanding of chemical structures and processes to adapt, control and manipulate systems to meet particular economic, environmental and social needs. This includes addressing the global challenges of climate change and security of water, food and energy supplies, and designing processes to maximise the efficient use of Earth's finite resources. Chemistry develops students' understanding of the key chemical concepts and models of structure, bonding, and chemical change, including the role of chemical, electrical and thermal energy. Students learn how models of structure and bonding enable chemists to predict properties and reactions and to adapt these for particular purposes.

Students explore key concepts and models through active inquiry into phenomena and through contexts that exemplify the role of chemistry and chemists in society. Students design and conduct qualitative and quantitative investigations both individually and collaboratively. They investigate questions and hypotheses, manipulate variables, analyse data, evaluate claims, solve problems and develop and communicate evidence-based arguments and models. Thinking in chemistry involves using differing scales, including macro, micro and nano-scales; using specialised representations such as chemical symbols and equations; and being creative when designing new materials or models of chemical systems. The study of chemistry provides a foundation for undertaking investigations in a wide range of scientific fields and often provides the unifying link across interdisciplinary studies.

Studying Chemistry provides students with a suite of skills and understandings that are valuable to a wide range of further study pathways and careers. An understanding of chemistry is relevant to a range of careers, including those in forensic science, environmental science, engineering, medicine, dentistry, pharmacy and sports science. Additionally, chemistry knowledge is valuable in occupations that rely on an understanding of materials and their interactions, such as art, winemaking, agriculture and food technology. Some students will use this course as a foundation to pursue further studies in chemistry, and all students will become more informed citizens, able to use chemical knowledge to inform evidence-based decision making and engage critically with contemporary scientific issues.

Aims

The ATAR Chemistry course aims to develop students':

- interest in and appreciation of chemistry and its usefulness in helping to explain phenomena and solve problems encountered in their ever-changing world
- understanding of the theories and models used to describe, explain and make predictions about chemical systems, structures and properties
- understanding of the factors that affect chemical systems, and how chemical systems can be controlled to produce desired products
- appreciation of chemistry as an experimental science that has developed through independent and collaborative research, and that has significant impacts on society and implications for decision making
- expertise in conducting a range of scientific investigations, including the collection and analysis of qualitative and quantitative data and the interpretation of evidence
- ability to critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions
- ability to communicate chemical understanding and findings to a range of audiences, including through the use of appropriate representations, language and nomenclature.

Structure of the syllabus

Unit 1 – Chemical fundamentals: structure, properties and reactions

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

Unit 2 – Molecular interactions and reactions

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

ATAR Human Biology

Rationale

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

Aims

The ATAR Human Biology course is designed to facilitate achievement of the following outcomes.

Outcome 1 – Science Inquiry Skills

Students investigate questions in human biology, evaluate the impacts of advancements in human biology and communicate scientific understandings.

In achieving this outcome, students:

- plan and conduct investigations
- analyse data, draw conclusions, evaluate investigation design and findings
- evaluate the impact of advancements in human biology on individuals and society
- communicate understandings of human biology.

Outcome 2 – Science as a Human Endeavour

Students explore the application of the knowledge and understanding of human biological systems in a wide range of real world contexts.

In achieving this outcome, students:

- understand that knowledge of human biological systems has developed over time and continues to develop with improving technology
- understand how scientists use knowledge of human biological systems in a wide range of applications
- understand how knowledge of human biological systems influences society in local, regional and global contexts.

Outcome 3 – Science Understanding

Students understand how the structure and function of the human body maintain homeostasis, and the importance of inheritance and its interrelationships with human variability and evolution.

In achieving this outcome, students:

- understand structure and function in the body
- understand inheritance in humans
- understand how the body maintains homeostasis
- understand human variability and evolution.

Structure of the syllabus

Unit 1 – The functioning human body

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

Unit 2 – Reproduction and inheritance

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

Note: Students studying both Biological Sciences and Human Biological Science for tertiary entrance should be aware that only the better mark will be taken in determining the aggregate.

ATAR Physics

Rationale

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

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

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

Students learn how an understanding of physics is central to the identification of, and solutions to, some of the key issues facing an increasingly globalised society. They consider how physics contributes to diverse areas in contemporary life, such as engineering, renewable energy generation, communication, development of new materials, transport and vehicle safety, medical science, an understanding of climate change, and the exploration of the universe.

Aims

The ATAR Physics course aims to develop students':

- appreciation of the wonder of physics and the significant contribution physics has made to contemporary society
- understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action
- understanding of the ways in which matter and energy interact in physical systems across a range of scales
- understanding of the ways in which models and theories are refined and new models and theories are developed in physics; and how physics knowledge is used in a wide range of contexts and informs personal, local and global issues
- investigative skills, including the design and conduct of investigations to explore phenomena and solve problems, the collection and analysis of qualitative and quantitative data, and the interpretation of evidence
- ability to use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims
- ability to communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Structure of the syllabus

Unit 1 – Thermal, nuclear and electrical physics

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

Unit 2 – Linear motion and waves

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

General Integrated Science

Rationale

The Integrated Science General course is grounded in the belief that science is, in essence, a practical activity. From this stems the view that conceptual understandings in science derive from a need to find solutions to real problems in the first instance. These understandings can then be taken and applied in a new context, often quite remove from their original field. This course seeks to reflect this creative element of science as inquiry. It should involve students in research that develops a variety of skills, including the use of appropriate technology, an array of diverse methods of investigation, and a sense of the practical application of science. It emphasises formulating and testing hypotheses and the critical importance of evidence in formulating conclusions. This course enables students to investigate science issues in the context of the world around them, and encourages collaboration and cooperation with community members employed in scientific pursuits. It requires students to be creative, intellectually honest, to evaluate arguments with scepticism, and to conduct their investigations in ways that are ethical, fair and respectful of others.

Aims

This course is inclusive and aims to be attractive to students with a wide variety of backgrounds, interests and career aspirations and is designed to achieve the following outcomes:

Outcome 1 – Science Inquiry Skills

In achieving this outcome, students:

- plan investigations to test ideas about the natural and technological world
- collect and record a variety of information relevant to their investigations
- translate and analyse information to find patterns and draw conclusions to extend their understanding
- reflect on an investigation, evaluate the process and generate further ideas

Outcome 2 – Science as a Human Endeavour

In achieving this outcome, students:

- understand the evolving nature of science
- understand that scientific knowledge can be applied to solve problems
- understand that scientific evidence informs decisions that impact on people and the environment

Outcome 3 – Science Understanding

In achieving this outcome, students:

- understand the nature of matter, its relationships to structures in living and physical systems
- understand the interactions between components in living and physical systems
- understand the interactions between energy and matter

Structure of the syllabus

The context that is used to teach all key concepts is broad and integrates all areas of science to assist in the delivery of the key concepts. The context used will engage students, have local real-life application, and be relevant to the student's everyday life.

Unit 1

The emphasis of this unit is on Biological and Earth systems, focussing on the interrelationship between Earth systems, structure and function of biological systems, ecosystems and sustainability, species continuity and change.

Unit 2

The emphasis of this unit is on Physical and Chemical systems focussing on atomic structure, chemical reactions, mixtures and solutions, motion, forces and energy.



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Chapter 8

TECHNOLOGY & ENTERPRISE

(List B Courses except: General Business Management and General Children, Family & Community)

- ATAR Accounting & Finance
- ATAR Applied Information Technology
- General Automotive Engineering & Technology
- General Business Management & Enterprise
- General Children, Family & Community – Living Independently
- General Design Photography
- General Food Science and Technology
- General Design Technical Graphics
- General Materials, Design & Technology Woodwork
- Certificate II Automotive Vocational Preparation
- Certificate II Community Services
- Certificate II Engineering Pathways
- Certificate II Information, Digital Media & Technology

ATAR Accounting and Finance

Rationale

Accounting and Finance will provide students with an understanding of the concepts and procedures needed to process the financial records of a small business, as well as the ethical social, and environmental issues involved.

Financial literacy gives individuals the ability to make sound financial judgements. In an age when many business practices and ethical standards are being questioned, awareness of the ways financial practices impact on their lives helps students take responsibility for their own financial commitments. It gives them the problem-solving skills to operate at many levels of financial decision making.

Through engagement with the course, students develop an understanding of the fundamentals on which accounting and financial management are based. Many students will find themselves self-employed and there is a high probability that they will have to engage in some form of accounting practices. Having an understanding of these practices enables them to analyse their own financial data and make informed decisions based on that analysis. Demand for professionals with an Accounting background is at a premium and can assist in many different career pathways including, but not limited to, management (eg sports manager, CEO), finance sector, law (eg forensic accountant), banking, engineering (eg to help costing of projects) and also for anyone who would like to own and operate their own small business in the future.

The course is designed to cater for the needs of a wide range of students who will gain personally from knowledge of financial management and is highly beneficial for any student considering studying commerce or business at university or via a private provider in the future.

Aims

The ATAR Accounting and Finance course is designed to facilitate achievement of the following outcomes.

Outcome 1 – Financial conceptual understanding

Students understand the concepts, principles, systems and structures that are fundamental to accounting and other financial processes. In achieving this outcome, students:

- understand the concepts and principles of financial decision making
- understand the elements of financial systems
- understand the relationship between the purpose and structure of financial information.

Outcome 2 – Factors influencing financial decisions

Students understand the interrelationship between financial decisions and the individual, society and the environment. In achieving this outcome, students:

- understand the influence of values and ethics on financial decisions
- understand that government policies, legal requirements and other regulations influence financial decisions
- understand the impact of societal and environmental factors on financial decisions.

Outcome 3 – Financial systems

Students explore and apply appropriate financial systems to meet personal and organisational needs. In achieving this outcome, students:

- explore and select an appropriate financial system to meet user needs
- use a financial system to record and present information
- adapt and/or customise a financial system to meet user needs.

Outcome 4 – Analysis and interpretation of financial information

Students select, use and interpret financial information. In achieving this outcome, students:

- select financial information for analysis and use appropriate techniques
- draw conclusions from financial information
- recommend appropriate action based on financial information analysis.

Structure of the syllabus

Unit 1

The focus for this unit is on double entry accounting for small businesses. Students will develop and apply the fundamental principles in accounting to a variety of situations.

Unit 2

The focus for this unit is on accrual accounting. Students will prepare and analyse various financial statements for business.

ATAR Applied Information Technology

Rationale

The development and application of digital technologies impacts most aspects of living and working in our society. Digital technologies have changed how people interact and exchange information. These developments have created new challenges and opportunities in lifestyle, entertainment, education and commerce.

Throughout the Applied Information Technology ATAR course, students investigate client-driven issues and challenges, devise solutions, produce models or prototypes and then evaluate and refine the design solution in collaboration with the client. Students are provided with the opportunity to experience, albeit in a school environment, developing digital solutions for real situations.

The practical application of skills, techniques and strategies to solve information problems is a key focus of the course. Students also gain an understanding of computer systems and networks. In undertaking projects and designing solutions the legal, ethical and social issues associated with each solution are also considered and evaluated.

This course provides students with the opportunity to develop the knowledge and skills of digital technologies. It also encourages students to use digital technologies in order to use them in a responsible and informed manner.

The Applied Information Technology ATAR course provides a sound theoretical and practical foundation, offering pathways to further studies and a wide range of technology based careers.

Aims

The Applied Information Technology ATAR course is designed to facilitate achievement of the following outcomes.

Outcome 1 – Design process

Students apply a design process when creating or modifying information solutions using digital technologies in response to a client brief.

In achieving this outcome, students:

- research ideas considering alternatives
- analyse, design, produce, communicate and evaluate proposals in an efficient and appropriate manner.

Outcome 2 – Understanding digital communication technologies

Students understand the nature and use of computer hardware and software to achieve digital solutions.

In achieving this outcome, students:

- understand the digital concepts, formats and terminology required to select and use appropriate software and hardware to achieve client-driven digital solutions
- understand procedures, techniques and management skills relevant to the client's needs
- produce a quality solution that adheres to the accepted standards and conventions associated with the content relevant to the client brief.

Outcome 3 – Impacts of technology

Students understand how legal, ethical and social considerations are interconnected in the development of digital solutions.

In achieving this outcome, students:

- understand the legal, ethical and social consequences that digital developments have in effectively securing data
- understand the legal, ethical and social implications of data distribution.

Structure of the syllabus

Unit 1

This unit focuses on the use of digital technologies to create and manipulate digital media. Students use a range of applications to create visual and audio communications. They examine trends in digital media transmissions and implications arising from the use of these technologies.

Unit 2

This unit focuses on the skills, principles and practices associated with various types of documents and communications. Students identify the components and configuration of networks to meet the needs of a business. They design digital solutions for clients, being mindful of the various impacts of technologies within legal, ethical and social boundaries.

General Automotive Engineering & Technology

Rationale

The General Automotive Engineering and Technology course is a practical course that is delivered in the Leeming SHS Automotive Trade Training Centre. This course exposes students to the component parts, accessories, systems and technologies of the automotive vehicle. They learn the principles underpinning the operation of vehicle systems and sub systems. They also develop the knowledge and skills needed to service, maintain, and repair these systems. Workshop activities provide them with opportunities to learn about the range of components and materials used in the manufacture of automotive vehicles.

Students plan for, and manage the repair, assembly and manipulation of vehicle systems using computer-assisted technology and adhere to occupational safety and health (OSH) practices and procedures. They also develop effective communication and teamwork skills when developing solutions to the planning and managing of automotive vehicle systems. The course offers consumer guidance in the areas of car ownership, insurance, buying, financing, maintenance and running costs, as well as career and vocational information related to the automotive vehicle industry.

Aims

The General Automotive Engineering and Technology course is designed to facilitate achievement of the following outcomes.

Outcome 1 – Automotive technology process

Students apply a technology process to create or modify products, processes, systems, services or environments to meet human needs and realise opportunities. In achieving this outcome, students:

- investigate information, needs and opportunities related to automotive design and manipulation of automotive systems
- devise methods to analyse and test automotive systems
- produce solutions and prepare production proposals to manipulate automotive systems
- evaluate the usefulness of the automotive system for the end user.

Outcome 2 – Automotive understandings

Students understand the automotive scientific theory and interrelationships of automotive systems. In achieving this, students:

- understand the automotive scientific theory and principles of components
- understand the automotive operation of components associated with automotive systems
- understand interactions between automotive vehicle components and subsystems in relation to the manufacture of vehicles, plant and equipment.

Outcome 3 – Automotive technology skills

Students apply organisational, operational and technological skills appropriate to the automotive industry. In achieving this outcome, students:

- apply the initiative and organisational skills required to manage work activities in a team environment
- apply the operations necessary to achieve solutions to automotive challenges
- select and use tools and equipment safely.

Outcome 4 – Automotive technology in society

Students understand the relationship between automotive technology and the environment. In achieving this, students:

- understand the impact of automotive technologies on society and the environment
- understand the strategies used for the safety and sustainability of automotive technology in society.

Structure of the syllabus

Unit 1

In this unit, students develop an understanding of automotive vehicles and the basic principles and systems around which automotive vehicles function. Under guidance, they study the different systems of an automotive vehicle, and follow basic rules associated with automotive workshops. They develop skills to check and maintain the safe operation of an automotive vehicle, using the correct selection of tools and safe workshop practices. They examine how the different uses of automotive vehicles have affected our society and the environment.

Unit 2

In this unit, students develop knowledge and skills involved with servicing automotive vehicles for purposes of maintenance and repair, in combination with an understanding of automotive engineering principles. Students develop knowledge and skills involved with the different systems and sub-systems in automotive vehicles for purposes of maintenance and repair. They use occupational safety and health (OSH) rules and regulations to plan and manage safe working practices. Students develop an

understanding of the different influences automotive technologies have on the society and environment.

General Business Management and Enterprise

Rationale

This course gives students the opportunity to understand how vital business is to individuals and society, and how it impacts on many aspects of our lives. Business has a complex and dynamic organisational structure that requires a combination of skills, ability, creativity, initiative and enterprise to operate effectively. This course focuses on the development of these skills within the business cycle, day-to-day running, continuing viability and expansion of a business. Exposure to a wide range of business activities, management strategies and an understanding of enterprise will help students to appreciate the significance of their role as both participants and consumers in the business world.

The General Business Management and Enterprise course aims to prepare all students for a future where they will need to identify possibilities and create opportunities within a business environment. This course provides students with the ability to make sound and ethical business decisions based on critical thinking, in line with their own and societal values.

The first unit will focus on how to establish a small business in Australia by looking at identifying business opportunities, identifying the range and diversity of businesses operating in Australia, marketing, examine the operations of a small business, legal requirements to establish a small business in Australia, and examine the management of human resources with a focus on employer and employee obligations. The second unit focuses on the running of a small business in Australia. The concepts of innovation, marketing and competitive advantage and the key factors that influence consumer decision-making are introduced. An examination of the role and requirements of management and the people who work in business will be covered in this unit. To achieve unit outcomes the course will provide opportunities for students to meet entrepreneurs, participate in practical activities, visit and interact with business enterprises where possible.

Aims

The Business Management and Enterprise General course is designed to facilitate achievement of the following outcomes.

Outcome 1 – Business concepts

Students understand the concepts, structures and factors underpinning business performance.

In achieving this outcome, students:

- understand marketing
- understand how leadership and management function
- understand how organisational practices, procedures and structures function.

Outcome 2 – Business in society

Students understand the interrelationships between business and society.

In achieving this outcome, students:

- understand the impact of beliefs and values on business activity
- understand the impact of economic environments, government policies and legal requirements on business activity
- understand the impact of technologies on business activity.

Outcome 3 – Innovation and operations

Students demonstrate knowledge, skills and processes required to manage business operations.

In achieving this outcome, students:

- apply business skills, tools and processes
- process and translate information required for effective business operations
- demonstrate interpersonal skills required for effective business operations
- investigate and evaluate innovative and enterprising opportunities.

Structure of the syllabus

Unit 1

The focus of this unit is on establishing a small business in Australia.

Unit 2

The focus of this unit is on operating a small business in Australia.

General Children, Family and Community

Rationale

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

Aims

Outcome 1 – Exploring human development

Students understand factors that optimise human growth and development. In achieving this outcome, students:

- understand growth and development of individuals
- understand factors that impact on growth and development
- understand strategies designed to promote growth and development.

Outcome 2 – Applying the technology process

Students apply the technology process to meet human needs. In achieving this outcome, students:

- investigate issues, values, needs and opportunities
- generate ideas when devising production proposals
- organise, implement and adjust production processes
- produce a product, service or system
- evaluate intentions, plans and actions.

Outcome 3 – Self-management and interpersonal skills

Students apply self-management and interpersonal skills. In achieving this outcome, students:

- apply self-management skills to meet human needs
- apply interpersonal skills to establish and maintain relationships
- communicate information for a range of purposes and audiences.

Outcome 4 – Society and support systems

Students understand the interrelationships between individuals, families and societies. In achieving this outcome, students:

- understand the relationship between beliefs and values and the management and use of resources and support systems
- understand that social issues and trends result from social, cultural, environmental, economic and political forces
- understand that political and legal systems are shaped by the rights and responsibilities of individuals, families and communities.

Structure of the syllabus

Unit 1 – Families and relationships

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

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

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

Unit 2 – 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.

General Food Science & Technology

Rationale

In the General Food Science and Technology course, students develop their interests and skills through the design, production and management of food-related tasks. They develop knowledge of food and apply these in practical situations. Students explore innovations in science and technology and changing consumer demands. New and emerging foods encourage the design, development and marketing of a range of products, services and systems.

Aims

The General Food Science and Technology course is designed to facilitate achievement of the following outcomes.

Outcome 1 – Understanding food

Students understand foods are used and processed to meet identified needs. In achieving this outcome, students:

- understand the properties of foods and related equipment used to meet needs
- understand foods are used to meet the body's needs
- understand the nature and operation of food-related systems.

Outcome 2 – Developing food opportunities

Students apply the technology process to develop food-related products, services or systems. In achieving this outcome, students:

- investigate issues, values, needs and opportunities
- devise and generate ideas and prepare production proposals
- organise, implement and manage production processes in food-related environments
- produce food products, services or systems
- evaluate plans, results and actions.

Outcome 3 – Working in food environments

Students apply skills and operational procedures to work in productive food-related environments. In achieving this outcome, students:

- apply self-management and communication skills in food-related environments
- apply organisational skills when undertaking food-related challenges and activities
- apply operational procedures and practical skills to safely meet defined standards.

Outcome 4 – Understanding food in society

Students apply skills and operational procedures to work in productive food-related environments. In achieving this outcome, students:

- understand that beliefs and values of consumers and producers impact on food-related technologies
- understand that resource management decisions affect developments in food-related industries
- understand the importance of safe, sustainable practices when developing and using food-related technologies.

Structure of the syllabus

Unit 1 – Food choices and health

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

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

Unit 2 – Food for communities

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

General Design Photography

Rationale

Design involves the strategic development, planning and production of images for visual 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.

In the context of Photography, design solutions are produced using digital photographic systems. In these practically based units Nikon digital SLR cameras in both DX and FX format are used for image capture. Images are created in both studio and field locations. Field assignments are photographed at locations away from the school to offer the students a greater variety of environments and opportunities in image capture for their design solutions. The images are then processed on iMac computers using a variety of software applications including Adobe Photoshop.

Design projects allow students to demonstrate their skills, techniques and application of design principles and processes. The tasks build to produce a folio of work in both digital and printed form. The folio may be used to assist the student to gain employment or entrance to further education courses at both vocational and tertiary level.

There is potential for students to develop transferable skills and vocational competencies while devising solutions to design briefs.

Aims

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

Outcome 1 – Design understandings

Students understand that design theory, audience response, and design principles are reflected in design. In achieving this outcome, students:

- understand that communication theories are demonstrated in design
- understand that design and audience behaviours are related.

Outcome 2 – Design process

Students apply the design process to develop design solutions. In achieving this outcome, students:

- generate ideas to develop design solutions
- refine the development of design solutions.

Outcome 3 – Application of design

Students use skills, techniques and methods to plan, construct and produce design creations. In achieving this outcome, students:

- use interpretative skills when constructing design creations
- use design skills, techniques and methods to construct creations
- use planning and production methodologies to construct design creations.

Outcome 4 – Design in society

Students understand the relationship between design, society and culture.

In achieving this outcome, students:

- understand how values, beliefs and attitudes are communicated and learned through design
- understand responsibilities and issues in developing design
- understand relationships between social practices and design.

Structure of the syllabus

Unit 1 – Design fundamentals

The focus of this practically based unit is to introduce design process and practice. Students learn that design can be used to provide solutions to design problems and communication needs.

Unit 2 – Personal design

In this practically based unit the medium of photography is used to explore 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.

General Design Technical Graphics

Rationale

The goals of the General Design course are to facilitate a deeper understanding of how design works; and how ideas, beliefs, values, attitudes, messages and information are effectively communicated to specific audiences with specific intentions or purposes via visual media forms. This course aims to achieve these goals by exposing students to a variety of communication forms and a thorough exploration of design through Technical Graphics.

In the General Design course in the context of Technical Graphics, students will develop skills using traditional equipment, computer aided design and 3D modelling software. Design projects will allow students to use these skills to explore and solve design problems culminating in a design folio and prototype solutions produced on a large format printer, a vinyl cutting plotter and/or a 3D printer.

In this course, students develop an understanding of contemporary skills required 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 future pathways.

Aims

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

Outcome 1 – Design understandings

Students understand that design theory, audience response, and design principles are reflected in design.

In achieving this outcome, students:

- understand that communication theories are demonstrated in design
- understand that design and audience behaviours are related.

Outcome 2 – Design process

Students apply the design process to develop design solutions.

In achieving this outcome, students:

- generate ideas to develop design solutions
- refine the development of design solutions.

Outcome 3 – Application of design

Students use skills, techniques and methods to plan, construct and produce design creations.

In achieving this outcome, students:

- use interpretative skills when constructing design creations
- use design skills, techniques and methods to construct creations
- use planning and production methodologies to construct design creations.

Outcome 4 – Design in society

Students understand the relationship between design, society and culture.

In achieving this outcome, students:

- understand how values, beliefs and attitudes are communicated and learned through design
- understand responsibilities and issues in developing design
- understand relationships between social practices and design.

Structure of the syllabus

Unit 1 – Design fundamentals

The focus of this unit is to introduce design process and practice. Students learn that design can be used to provide solutions to design problems and communication needs.

Unit 2 – Personal design

The focus of this unit is personal design. Students learn that they visually communicate aspects of their personality, values and beliefs through their affiliations and their manipulation of personal surroundings and environments.

Technical Graphics uses conventions of technical drawing, computer-aided design and graphic design to create designs that deal with two and three dimensional subjects, usually of an industrial nature.

General Materials, Design & Technology Woodwork

Rationale

The General Design Woodwork course is a practical course, focused on learning and producing well designed projects in a safe learning environment. Design and construction skills are developed by exercises and projects leading students into designing and making a major furniture piece of their own choice.

This course is outcomes based and involves the combination of theory and practice. The theory develops knowledge and understanding that helps students make good decisions on the design, selection of materials and construction methods. A variety of machines, appropriate jigs, tools and processes are introduced to demonstrate a range of production techniques in furniture.

Aims

Outcome 1 – Technology process

Students apply a technology process to create or modify products, processes or systems in order to meet specific needs. In achieving this outcome, students:

- investigate issues, values, needs and opportunities
- devise and generate ideas and prepare production ideas
- produce solutions and manage the construction process
- Evaluate intentions, plans and actions.

Outcome 2 – Understanding the use of materials

Students understand how the nature of materials influences design, development and use. In achieving this outcome, students:

- understand the structure of materials
- understand the relationship between the structure and properties of materials
- Understand how to select appropriate materials based on their structure and properties, and understand how these characteristics influence design, development and usage.

Outcome 3 – Using technology skills

Students create material products safely and efficiently to specified standards. In achieving this outcome, students:

- plan and manage resources to create products within specified limits
- select and apply appropriate techniques and procedures
- Manipulate equipment and resources safely to meet DOSHWA standards.

Outcome 4 – Understanding materials, society and the environment

Students understand the relationship between people, the environment and the use of materials. In achieving this outcome, students:

- understand how values and beliefs influence materials selection, design and technology
- understand the impact and consequences on society and the environment when selecting and using materials, designs and technologies
- Understand strategies for safe and sustainable practices when developing and using materials, designs and technologies.

Structure of the syllabus

Unit 1

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

Unit 2

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.

Certificate II in Automotive Vocational Preparation AUR20712

Accelerate your career in the automotive industry. This exciting program focuses on the trade area of mechanical and is an ideal transition from school to employment in the automotive industry. Employment in the automotive industry is projected to remain strong into the future.

By successfully completing this two year program you will greatly increase your chances of gaining an apprenticeship in the automotive and associated industries as you will have gained a National Australian Qualification. This course is based on nationally endorsed training packages and will take place onsite within the Leeming Automotive Trade Training Centre. The students will be enrolled at Leeming Senior High School through South Metro TAFE.

This course enables students to achieve dual accreditation. In Year 11 and 12 students can complete Certificate II in Automotive as well as completing four units towards their WACE. It is also strongly suggested that students complete work place learning. They will be sent to an automotive workshop to complete a minimum of 55 hours each year in a relevant workplace.

Parents/Guardians must also be aware that students will be removed from this qualification if:

- **There has not been a financial commitment of 50% to the full fee attributed to this qualification by December 2018.**
- **A student has not obtained a Unique Student Identifier (USI) by the start of the 2019 academic year.**

The units of competency listed below are those that will be completed across both Years 11 and 12 within the Certificate II in Automotive Vocational Preparation at Leeming Senior High School.

Year 11	
Unit Code	Unit Title
AURAEA002	Follow environmental and sustainability best practice in an automotive workplace
AURASA002	Follow safe working practices in an automotive workplace
AURETR015	Inspect service and test batteries
AURTTA002	Assist with automotive workplace activities
AURTTA003	Remove and tag engine system components
AURTTK002	Use and maintain workplace tools and equipment
Year 12	
Unit Code	Unit Title
AURFAA003	Communicate effectively in an automotive workplace
AURFAA004	Resolve routine problems in an automotive workplace
AURETR003	Identify automotive electrical systems and components
AURLTA001	Identify automotive mechanical systems and components
AURTTA001	Remove and tag steering, suspension and brake system components
AURTT001	Select and use bearings, seals, gaskets, sealants and adhesives

Certificate II in Community Services CHC20108

This two year qualification at Leeming Senior High School provides the skills and knowledge for an individual to be competent in assisting Child Care Educators in the implementation of activities required at a Community Service particularly at a Child Care Centre. Work will be undertaken as part of a team and would be performed under supervision.

Job roles (post completion of this qualification):

- Childcare Education Assistant

The Certificate II Community Services qualification is appropriate for students who

- Have a desire to follow a career path involving working in the Community Sector particularly working with children.
- Are also interested in further studies at a TAFE Certificate III or direct Diploma entry.
- Can also use it as a pathway to University Entrance after the Diploma.
- Are interested in careers such as Early Childhood and Primary School Teaching.

As the theoretical components of the Certificate II Community Services are completed using a web based learning tool (Connect), it is compulsory that students interested in enrolling in this qualification have their own school approved (see Leeming Senior High School Bring Your Own Device - BYOD policy on the school website) laptop or tablet or Ipad etc. Without one of these devices, students will not be able to complete the theoretical components of this qualification.

Parents/Guardians must also be aware that students will be removed from this qualification if:

- There has not been a financial commitment of 50% to the full fee attributed to this qualification by December 2018.
- A student has not obtained a Unique Student Identifier (USI) by the start of the 2019 academic year.

Requirements of the Qualification include:

There is a work placement of 10 days in Year 11 and 10 days in Year 12 which is a requirement of the Certificate II Community Services. These days of work experience will be at Child Care Centres and during the exam breaks.

In Year 12 there is also a requirement of completing a First Aid Certificate which will be provided at Leeming Senior High School. This qualification will be delivered within a partnership with South Metro TAFE. The Units of Competency listed below will be completed over Year 11 and 12.

CORE UNITS

	Name of Unit
CHCCOM001	Provide first point of contact
CHCCOM005	Communicate and work in health or community services
CHCORG201C	Work with diverse people
HLTWHS001	Participate in workplace health and safety
BSBWOR202	Organise and complete daily work activities

ELECTIVE UNITS

	Name of Unit
HLTAID002	Provide basic emergency life support
CHCVOL001	Be an effective volunteer
CHCEDS011	Search and assess online information
CHCGROUP302D	Support group activities

Certificate II in Engineering Pathways MEM20413

The qualification is intended for people interested in exposure to an engineering or related working environment with a view to entering into employment in the metals trade area. This qualification will equip graduates with knowledge and skills which will enhance their prospects of employment in an engineering or related working environment. This qualification is auspiced through South Metro TAFE.

The learning program should develop trade-like skills but not attempt to develop trade-level skills. The focus will be on using engineering tools and equipment to produce or modify objects. The learning program should be centred around a major project. This needs be done in a safe manner for each learner and those around them.

Parents/Guardians must also be aware that students will be removed from this qualification if:

- **There has not been a financial commitment of 50% to the full fee attributed to this qualification by December 2018.**
- **A student has not obtained a Unique Student Identifier (USI) by the start of the 2019 academic year.**

This qualification delivers broad-based underpinning skills and knowledge in a range of engineering and manufacturing tasks which will enhance the graduates' entry-level employment prospects for apprenticeships, traineeships or general employment in an engineering-related workplace.

Core units (all 4 are to be completed)

Unit code	Unit title
MEM13014A	Apply principles of occupational health and safety in the work environment
MEMPE005A	Develop a career plan for the engineering and manufacturing industry
MEMPE006A	Undertake a basic engineering project
MSAENV272B	Participate in environmentally sustainable work practices

Group A electives (a minimum of 7 will be selected)

Unit code	Unit title
MEM16006A	Organise and communicate information
MEM16008A	Interact with computing technology
MEM18001C	Use hand tools
MEM18002B	Use power tools/hand held operations
MEMPE001A	Use engineering workshop machines
MEMPE002A	Use electric welding machines
MEMPE003A	Use oxy-acetylene and soldering equipment
MEMPE004A	Use fabrication equipment
MEMPE007A	Pull apart and re-assemble engineering mechanisms

Group B Electives (a maximum of 1 is to be selected)

Unit code	Unit title
MSAPC1101A	Adapt to work in industry
MSAPMSUP106A	Work in a team

Certificate II in Information, Digital Media and Technology ICTICT201

This two year qualification at Leeming Senior High School provides the foundation skills and knowledge to use information and communications technology (ICT) in any industry. The qualification will assist students to further develop or enhance their digital literacy skills and knowledge in a variety of software applications that will assist in most varying industry occupations, further study and for personal use. This qualification is auspiced through South Metro TAFE.

The Certificate II Information, Digital Media & Technology qualification as a subject selection is appropriate for students that:

- Have a desire to follow a career pathway within the information technology pathway
- Are seeking a pre-apprenticeship qualification and vocational training pathway (post- secondary schooling) within the TAFE sector
- Are following an ATAR (University) pathway with their enrolment at Leeming Senior High School but also have a keen interest in the computing industry
- Wish to further develop or enhance their ICT knowledge for personal or professional reasons (eg career pathway, to assist with university assignments).

Parents/Guardians must also be aware that students will be removed from this qualification if:

- **There has not been a financial commitment of 50% to the full fee attributed to this qualification by December 2018.**
- **A student has not obtained a Unique Student Identifier (USI) by the start of the 2019 academic year.**

The units of competency listed below are those that will be completed across both Years 11 and 12 within the Certificate II Information, Digital Media and Technology qualification at Leeming Senior High School (please note that these competencies may vary slightly subject to availability).

Unit Code	Unit Title
BSBWHS201	<ul style="list-style-type: none"> • Contribute to health and safety of self and others
BSBSUS201	<ul style="list-style-type: none"> • Participate in environmentally sustainable work practices
ICTICT302	<ul style="list-style-type: none"> • Use computer operating systems and hardware
ICTICT202	<ul style="list-style-type: none"> • Work and communicate effectively in an ICT environment
ICTICT203	<ul style="list-style-type: none"> • Operate software application packages
ICTICT204	<ul style="list-style-type: none"> • Operate a digital media technology package
ICTWEB201	<ul style="list-style-type: none"> • Use social media tools for collaboration and engagement
ICPDMT321	<ul style="list-style-type: none"> • Capture a digital image
ICTICT205	<ul style="list-style-type: none"> • Design basic organisational documents using computing packages
ICTICT206	<ul style="list-style-type: none"> • Install software applications
ICTICT207	<ul style="list-style-type: none"> • Integrate commercial computing packages
ICTSAS203	<ul style="list-style-type: none"> • Connect hardware peripherals
ICTSAS206	<ul style="list-style-type: none"> • Detect and protect from spam and destructive software
CUFDIG303	<ul style="list-style-type: none"> • Prepare and produce photo images