

20  
24

# Year 11 COURSE DESCRIPTIONS



## YEAR 11 GENERAL PATHWAY COURSES



*Denmark Senior High School*

# Table of Contents

<b>GENERAL Pathway Courses – Overview</b> .....	<b>3</b>
<b>HUMANITIES</b> .....	<b>4</b>
General English .....	<b>5</b>
Modern History ... ..	<b>6</b>
<b>MATHEMATICS, SCIENCE &amp; INFORMATION TECHNOLOGY</b> .....	<b>7</b>
Applied Information Technology .....	<b>8</b>
Human Biology .....	<b>9</b>
Integrated Science .....	<b>10</b>
Mathematics Essential .....	<b>11</b>
<b>PRACTICAL COURSES</b> .....	<b>12</b>
Boat Building (Endorsed).....	<b>13</b>
Building and Construction.....	<b>14</b>
Drama .....	<b>15</b>
Food Science Technology .....	<b>16</b>
Health .....	<b>17</b>
Materials, Design and Technology – Metals .....	<b>18</b>
Materials, Design and Technology – Textiles .....	<b>19</b>
Materials, Design and Technology – Wood .....	<b>20</b>
Media Production & Analysis .....	<b>21</b>
Music .....	<b>22</b>
Outdoor Education .....	<b>23</b>
Physical Education Studies .....	<b>24</b>
Visual Art .....	<b>25</b>
<b>VET – SCHOOL BASED</b> .....	<b>26</b>
Certificate II Sports Coaching .....	<b>27</b>
Certificate II Hospitality .....	<b>28</b>

# GENERAL Pathway Courses - Overview

GENERAL courses do not contribute to direct university entrance eligibility. They are aimed at students who are looking to go to TAFE or gain an apprenticeship, traineeship or enter the workforce. Although these courses stand alone each year, it is recommended that students select a course to study over the two years, as it can be very difficult to pick up a new course in Year 12 if the background has not been covered in Year 11.

Students who have demonstrated a majority of their Year 10 achievements up to a C grade will enroll in GENERAL courses.

All GENERAL courses in Year 12 will comprise of an external assessment task weighted at 15% which will be set by the School Curriculum and Standards Authority. This will be a compulsory part of the assessment program in Semester 1 Year 12.

## NOTE:

- As with all Senior High Schools, Denmark SHS will only run courses if sufficient students enrol to sustain them through to Year 12.
- Clashes are unavoidable, so students should consider the location of courses on the Selection Grid when determining the totality of their course section.
- Student wishing to undertake ATAR courses in Year 11 should ideally be achieving at a B or better in their Year 10 course and have teacher recommendation.
- A very sound C grade or better and teacher recommendation will be the absolute minimum Year 11 grade required for students to progress to any examinable course in Year 12.

# HUMANITIES

<b>General English</b> .....	<b>5</b>
<b>Modern History</b> .....	<b>6</b>

# GENERAL ENGLISH

## What is GENERAL English all about?

Students develop their language in the context of their future needs, career goals and interests. They further develop reading, oral, viewing and writing skills to meet their needs and achieve their goals. They will work with a variety of everyday and work-based texts that they will be expected to use once they leave school.

## Who should select these units in Year 11?

Students who do not intend to go to University or are seeking employment, apprenticeships or traineeships.

## Pathway

To be an apprentice or continue in certificate courses at TAFE; be in the VET program or join the workforce. If they are still at school in Year 12, they would continue in Units 3 and 4.

## Areas of Study

### UNIT 1 – Essential English

- Comprehending the ideas and information in texts
- Responding to the ideas and information in texts

#### Non Print

Feature Film, Documentary, Television, Advertising and Still Images

#### Print

Short Story, Plays, Novels, Newspaper and Magazines

### UNIT 2 – Essential English

- Interpreting ideas in a range of texts and contexts
- Interpreting arguments in a range of texts and contexts

#### Non Print

Feature Film, Documentary, Television, Advertising and Still Images

#### Print

Short Story, Plays, Novels, Newspaper and Magazines

To provide for different learning styles a variety of assessment tasks are used. For each course of study tasks are selected from:

- Fiction: novels, short stories, fairy tales, song lyrics and myths and legends
- Non-fiction: news reports, essays and documentaries
- Media texts: newspaper articles, films and television programs
- Everyday texts: computer games, comic books, instructions, diagrams and blogs
- Workplace texts: reports, minutes, memos and letters.

# GENERAL MODERN HISTORY

## What is GENERAL Modern History all about?

The General History course is designed for students who are interested in and curious about where we live and the stories and events that have shaped who we are.

Unit One encourages you to explore the people and events that have impacted the Great Southern and how they have changed over time. The focus of the study includes Indigenous history, impact of wars, economic circumstances, and social/cultural changes. In Unit Two you will also learn that societies consist of individuals and institutions that have various types of power and authority and that these interact with each other. You will be able to make comparisons and judgements about other societies, and how they relate to society today.

Throughout the year you will have the opportunity to learn outside the classroom via excursions and fieldwork as well as learning from a range of interesting guest speakers. Students will also focus on developing their skills in Year 11. Through the process of historical inquiry, students are encouraged to question historical sources; identify various representations and versions of history; use evidence to formulate and support their own interpretations; and communicate their findings in a variety of ways.

*This course would complement studies in Outdoor Education, English and Psychology.*

## Who should select these units in Year 11?

Students who have an interest in learning about people and events from the past and do not intend on going to University.

## Areas of Study

### UNIT 1 – People, place and time

- Local History

### UNIT 2 – Power and Authority

- Communist Russia 1917-53

**To provide for different learning styles a variety of assessment tasks are used. For each course of study tasks are selected from:**

- Historical inquiry
- Short answer tasks
- Source Analysis Tasks
- Essay/extended answer tasks
- Tests

# MATHEMATICS, SCIENCE & INFORMATION TECHNOLOGY

<b>Applied Information Technology</b> .....	<b>8</b>
<b>Human Biology</b> .....	<b>9</b>
<b>Integrated Science</b> .....	<b>10</b>
<b>Mathematics Essentials</b> .....	<b>11</b>

# GENERAL APPLIED INFORMATION TECHNOLOGY

## **What is GENERAL Applied Information Technology all about?**

Students enrolling in General AIT will focus on the application of computer technologies to living in the community and working in industry and business environments. They will study the impact on workplaces, individuals and society. This course provides opportunities for students to develop knowledge and skills relevant to the use of ICT to meet everyday challenges. Students consider a variety of computer applications for use in their own lives, business and the wider community.

An integral aspect of the course is the opportunity to address vocational competencies, leading to the possibility of a range of VET accreditation, thereby contributing to the international employability of students.

## **Who should select these units in Year 11?**

Students should select this course if they have an interest in computing as well as a desire to improve upon their skill set for utilising a computer.

## **Pathway**

Students that have successfully completed Year 11 Applied Information Technology will move onto completing Year 12 Applied Information Technology. Students will be able to utilise their skills and apply these to a range of VET course as well as any future employment that they wish to partake in.

## **Areas of Study**

### **UNIT 1 – Personal communication**

- Impacts of Technology
- Application Skills
- Project Management
- Design Concepts
- Hardware

### **UNIT 2 – Working with others**

- Impacts of Technology
- Application Skills
- Project Management
- Managing Data
- Hardware

# GENERAL HUMAN BIOLOGY

## What is GENERAL Human Biology all about?

The General Human Biology course gives students a chance to explore how the human body works. Students focus on bones, muscles, nerves and hormones, and how they maintain the body to act in a coordinated manner. The causes and spread of disease and how humans respond to invading pathogens are studied, as well as the role of males and females in the process of reproduction. Students investigate the body systems through real or virtual dissections and practical examinations of cells, organs and systems. Second-hand data is used to investigate transmission of diseases from a historical perspective. Students are encouraged to use ICT to interpret and communicate their findings in a variety of ways.

## Who should select these units in Year 11?

Students who are interested in how the human body works and seeking a career in nursing, paramedical, childcare or aged care.

## Pathway

Successful completion of this course will allow students to progress to General Human Biology in Year 12.

## Areas of Study

### UNIT 1 – HEALTHY BODY

- Characteristics of life
- Respiratory, circulatory and digestive systems
- Nutrition and diet
- Urinary system

### UNIT 2 – REPRODUCTION

- Reproductive systems of males and females
- Pregnancy & reproductive technologies
- Sexually Transmitted Infections
- Cell division, Genetics & DNA

To provide for different learning styles a variety of assessment tasks are used. For each course of study tasks are selected from:

- Science inquiry: Practical
- Extended response
- Test

# GENERAL INTERGRATED SCIENCE

## What is GENERAL Integrated Science all about?

The Integrated Science General course is a course 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. The inquiring scientist may then take these understandings and apply them in a new context, often quite removed 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 the domain. It emphasizes formulating and testing hypotheses and the critical importance of evidence in forming conclusions.

This course enables students to investigate science issues in the context of the world around them, and encourages student collaboration and cooperation with community members employed in scientific pursuits. It requires them 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.

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

## Who should select these units in Year 11?

Students looking to gain an understanding of how science works.

## Pathway

Upon successful completion of these units, students would progress to study Integrated Science in Year 12.

## Areas of Study

### UNIT 1 – Biological and Earth systems

- Interrelationships between Earth systems
- Structure and function of biological systems
- Ecosystems and sustainability
- Species continuity and change

### UNIT 2 – Physical and Chemical systems

- Atomic structure
- Chemical reactions
- Mixtures and solutions
- Motion and forces energy

To provide for different learning styles a variety of assessment tasks are used. For each course of study tasks are selected from:

- Science Inquiry: Practical and Investigation
- Extended Response
- Test

# GENERAL MATHEMATICS

## ESSENTIAL

### **What is GENERAL Mathematics Essential all about?**

Mathematics Essential is a General course which focuses on using mathematics effectively, efficiently and critically to make informed decisions. It provides students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning and community settings.

### **Who should select these units in Year 11?**

Students wanting to select General Mathematics Essential will need to have successfully passed the Online Literacy and Numeracy Assessment (OLNA) in Year 10 or prequalified by achieving Band 8 or higher in the Year 9 NAPLAN.

### **Pathway**

This course provides the opportunity for students to prepare for post-school options of employment and further training.

## **Areas of Study**

### **UNIT 1**

- Provides students with the skills and understanding to solve problems relating to calculations, use of formulas, measurement and interpretation of graphs
- Contexts include Earning and Managing Money and Nutrition and Health

### **UNIT 2**

- Is concerned with representing and comparing data, percentages, rates and ratios, and time and motion.
- Contexts are Transport and Independent living

**To provide for different learning styles a variety of assessment tasks are used. For each course of study tasks are selected from:**

- Response (Tests)
- Investigations (Practical Applications)

# PRACTICAL COURSES

Boat Building (Endorsed Program) .....	12
Building and Construction .....	13
Drama .....	14
Food Science Technology .....	15
Health Education Studies .....	16
Materials, Design and Technology – Metals .....	17
Materials, Design and Technology – Textiles .....	18
Materials, Design and Technology – Wood .....	19
Media Production & Analysis .....	20
Music .....	21
Outdoor Education .....	22
Physical Education Studies .....	23
Visual Art .....	24

# BOAT BUILDING (Endorsed Program) – Recreational Pursuits

Students interested in project-based learning within woodwork and specifically Boat Building can enrol in this endorsed course offered for Year 11 and 12. This course will extend the current Year 10 Boat building course into Senior School giving students scope to further develop preliminary skills learned and get a wider range of exposure into the marine industry. Students will be involved in a community organisation through a partnership arrangement offering further opportunity to experience marine construction and repair and boat handling. To be eligible for this subject students must have completed Design and Technology elective classes during Year 9 and 10, however it is not a prerequisite that you participated in Year 10 Boat Building elective.

# GENERAL BUILDING & CONSTRUCTION

## What is GENERAL Building and Construction all about?

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

## Who should select these units in Year 11?

- Students who have an interest in a career in the trades
- Enjoy engaging in practical activities

## Pathway

The course is an introduction to further studies in trades, engineering and architecture. It helps young people become informed contributors to the community through application of their knowledge and skills. The course leads to employment options, further vocational education and industry training. Upon successful completion of these units, students would progress to General Building and Construction Unit 3 and Unit 4 in Year 12.

## Areas of Study

### UNIT 1

- Introduction to considerations required in building design
- Explores common properties of common, natural and pre-made construction materials
- Engage in basic plan drawing and reading
- Explore processes drawn from building projects
- Work with a variety of materials to develop a range of practical skills

### UNIT 2

- Develop understanding of the concepts of space and computation
- Generate suitable 2D drawings
- Evaluate the result of the projects against design criteria
- Read and draw plans utilising fundamentals of practical geometry
- Understand mechanical properties of materials under load (tension or compression)

**To provide for different learning styles a variety of assessment tasks are used. For each course of study tasks are selected from:**

- Design - portfolio, observation checklists, evaluation tools, journal entries, design proposals
- Production – manufactured products, construction tasks
- Response – verbal responses, worksheets, assignments, observation checklists

# GENERAL DRAMA

## What is GENERAL Drama all about?

Drama is a vibrant and varied art form found in play, storytelling, street theatre, festivals, film, television, interactive games, performance art and theatres. Students will have the opportunity to achieve outcomes through creation, performance, reflection and investigation. They will have the opportunity to work with published texts, as well as create their own production to be performed for an external audience over the course of Term 3. They will be introduced to the skills, techniques and conventions of story and story-telling enactment, improvisation and play building, and will participate in a public performance for an audience other than their class members. They will be both acting and taking on different production responsibilities throughout the year.

## Who should select these units in Year 11?

Students who do not intend to go to University and are seeking employment, apprenticeships or traineeships. Students will need to be interested in plays and different styles of theatre and should be achieving a C grade in Year 10 Drama and English

## Pathway

Upon successful completion of these units, students would progress to Units 3 and 4 in Year 12.

## Areas of Study

### UNIT 1 – Dramatic storytelling

- Voice techniques
- Movement techniques
- Warm-up exercises
- Rehearsal and group work processes
- The elements of drama
- Comedy and tragedy
- Ritual drama and ancient mythologies

### UNIT 2 – Drama performance events

- Improvisation to develop character
- Performance preparation processes
- Performance/audience relationships
- Conventions of script layouts
- Principles of design
- Effective group work

To provide for different learning styles a variety of assessment tasks are used. For each course of study tasks are selected from:

- Performance and production
- Short and extended answer forms
- Graphic organisers, diagrams and illustrations
- Interviews and other oral presentations

# GENERAL FOOD SCIENCE & TECHNOLOGY HOSPITALITY

## **What is GENERAL Food Science & Technology Hospitality all about?**

Food is a major part of our life and is essential for general health and wellbeing. We all need to eat to survive. However food is more than survival, so if you have an interest or flare for cooking and nutrition then this unit is for you. Life skills are gained from the practical cooking classes, where students are able to take away cooking skills, make healthy food choices and discover the science of food and what it does for our bodies. This unit has a strong focus on nutrition alongside cooking, and will enhance food knowledge, problem solving abilities and decision making skills.

## **Who should select these units in Year 11?**

This course enables students to pursue further studies, and may enhance the career opportunities of those students interested in cooking and hospitality, nutrition, community health, food and beverage manufacturing and retail. Having prior knowledge of, and experience, in foods classes in Years 8 – 10 is not essential but is definitely advantageous. Students interested in the behind the scenes story of food from paddock to plate and how it gets there are encouraged to apply.

## **Pathway**

Students can continue General Food Science & Technology Hospitality Unit 3 & Unit 4 within Year 12, delving further into the world of food and how it is protected within Australia.

**To provide for different learning styles a variety of assessment tasks are used. For each course of study tasks are selected from:**

- Production – Practical assessments in the kitchen
- Investigation – Written research assessments (reports, portfolios)
- Response – Written evaluation in assessment tasks

# GENERAL HEALTH STUDIES

## What is GENERAL Health Education Studies all about?

This course focuses on the study of health as a dynamic quality of human life. The content will be organised into 4 content organisers; health concepts, attitudinal and environmental influences, and skills and processes.

This course will enable students to critically analyse the influence of social, environmental, economic and biological determinants of health. Using an inquiry process, students will develop the knowledge, understanding and skills necessary to promote an understanding of the importance of personal and community action in promoting health.

## Who should select these units in Year 11?

- Students who have an interest in health promotion.
- Students who have an interest in improving health choices of self and others.
- Students who are interested in employment within the health and community service industries.

## Pathway

Upon successful completion of these units, students would progress to General Health Education Studies Unit 3 and Unit 4 in year 12.

## Areas of Study

### UNIT 1

- Identifying and measuring personal health status for the physical, social, mental, emotional and spiritual dimensions of health
- Define example of health promotion in the community
- Lifestyle factors affecting health, personal health risk assessments and action plans to personal health
- Types of health facilities and services, how to choose a healthcare professional
- The role and features of Medicare and private health insurance, the rights and responsibilities as a healthcare consumer
- Beliefs, attitudes and values, the influence of family, friends and media and the impacts on health behaviour
- Decision-making process and effective communication
- Using a health inquiry to identify a range of reliable sources

### UNIT 2

- Introduction and influence of the determinants of health
- Use of the health promoting school model to promote the health of individuals, groups and communities
- Preventive actions and skills to cope with influences on health behaviour and to enhance health
- Importance of health care as a prevention versus health care as treatment and identifying complementary and orthodox health care options
- Influence of cognitive dissonance on beliefs, actions and behaviour
- The role of communities in the construction and promotion of social and cultural norms
- Factors influencing decision making, skills and techniques for building cooperation, challenges to effective communication

**To provide for different learning styles a variety of assessment tasks are used. For each course of study tasks are selected from:**

- Inquiry – written research assessments
- Project – produce a media display (fact sheets, brochure, web page)
- Response – written, timed responses

# GENERAL MATERIALS, DESIGN & TECHNOLOGY - METALS

## What is Design and Technology Metals all about?

In this course you will learn how to work with metals in a variety of ways. There is a strong focus on safety and correct use of industry standard tools and equipment. Materials Design and Technology Metal is a practical subject that will give students the opportunity to develop design and production skills in both theory and practice.

## Who should select these units in Year 11?

- You have an interest in fabrication/manufacturing.
- You enjoy practical subjects.
- You have limited experience in metalwork and want to learn more about shaping and forming metals into projects.

## Pathway

Upon successful completion of these units, student would progress to General Materials Design and Technology Metals Units 3 and 4.

## Areas of Study

### UNIT 1 – Fundamentals of design

- Design fundamentals and skills
- Skills and techniques
- Safety
- Production management
- Nature and Properties of materials
- Materials in context
- Use of Technology

### UNIT 2 – Designing for a client

- Design fundamentals and skills
- Skills and techniques
- Safety
- Production management
- Nature and Properties of materials  
Non-ferrous – copper, aluminium
- Materials in context
- Use of Technology

To provide for different learning styles a variety of assessment tasks are used. For each course of study tasks are selected from:

- Design Process Portfolio
- Research and reports assignments
- Practical projects
- Analysis and Evaluation report
- Verbal responses
- Safety in practice

# GENERAL MATERIALS, DESIGN & TECHNOLOGY - TEXTILES

## What is GENERAL Materials Design and Technology Textiles all about?

This is a practical course. You will explore and use textiles materials to design and manufacture of products such as clothing, bags, cushions and quilts. You will develop a range of manipulation, processing, manufacturing and organisational skills along with problem solving, idea generation, design and communication skills.

## Who should select these units in Year 11?

You should select this course if you have an interest in, or want to develop, textiles design or production skills which showcase your individuality

## Pathway

Students can continue this course with Unit 3 & Unit 4 in Year 12. This course also develops employability and could lead to further training and employment opportunities in areas that include textiles and clothing manufacturing and design.

## Areas of Study

### UNIT 1

- Design fundamentals and skills
- Design criteria and briefs
- Sketching and annotating
- Production planning
- Safe use of equipment and machinery
- Fibre classification – natural
- Common fabric structures
- Construction techniques
- Safety and risk assessment in practical classes

### UNIT 2

- Design fundamentals and skills
- Design criteria and briefs
- Sketching and annotating
- Production planning
- Risk management in practical classes
- Fibre classification - synthetic
- Fabric structures
- Construction techniques
- Aesthetic and functional properties of textiles

To provide for different learning styles a variety of assessment tasks are used. For each course of study tasks are selected from:

- Design – development of designs, use of written or graphic communication
- Production – construction, finish and quality of articles produced is assessed
- Response – self-evaluation of products and production management skills

# GENERAL MATERIALS, DESIGN & TECHNOLOGY - WOOD

## What is GENERAL Materials Design and Technology Wood all about?

In this course you will learn how to safely use power tools and woodworking machine tools which are used in industry. General Materials Design and Technology Wood is a practical subject designed to give students the opportunity to experience aspects of designing, construction, furniture making, appraising and marketing wooden projects of all descriptions. This course will focus on the application of technology in the woodworking industry.

## Who should select these units in Year 11?

- You have an interest in fabrication/manufacturing.
- You enjoy practical subjects.
- You have limited experience in using timber to make projects.

## Pathway

Upon successful completion of these units, student would progress to Materials Design and Technology Wood Units 3 and 4

## Areas of Study

### UNIT 1 – Fundamentals of Design

- Design fundamentals and skills
- Skills and techniques
- Safety
- Production management
- Nature and Properties of materials: Identify wood types; Classify adhesives
- Materials in context: Uses of major timber types; Environmental impact
- Use of Technology: Wood working machinery and tools

### UNIT 2 – Designing for a Client

- Design fundamentals and skills
- Skills and techniques
- Safety
- Production management
- Nature and Properties of materials: Properties of WA hardwoods; Properties of timber; Seasonal growth
- Materials in context: Research sustainability
- Use of Technology: Fastenings, grades of adhesives; Dust extraction.

To provide for different learning styles a variety of assessment tasks are used. For each course of study tasks are selected from:

- Design Process Portfolio
- Research and reports assignments
- Practical projects
- Analysis and Evaluation report.
- Verbal responses
- Safety in practice

# GENERAL MEDIA PRODUCTION & ANALYSIS

## **What is GENERAL Media Production and Analysis?**

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

## **Who should select these units in Year 11?**

Students who enjoy film, photography, journalism, advertising and social media. The skills taught in Media set students up for success in any career by strengthening their communication and writing skills, as well as their technical and production skills. With most industries moving to online platforms, students with Media skills will be in high demand from companies to assist them thrive in an online world.

## **Areas of Study**

### **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.

**To provide for different learning styles a variety of assessment tasks are used. For each course of study tasks may be selected from:**

- Music Videos
- News Broadcasts
- Written Responses
- Poster/ Graphic Work
- Film Editing and Special Effects

# GENERAL MUSIC

## What is GENERAL Music all about?

The Music General course encourages students to explore a range of musical experiences, developing their musical skills and understanding, and creative and expressive potential, through a selected musical context. The course consists of a written component incorporating Aural and Theory, Composing and arranging, Investigation and analysis, in addition to a practical component.

## Who should select these units in Year 11?

- Students who have an interest in creative expression
- Students who have previously studied music

## Pathway

Studying music may also provide a pathway for further training and employment in a range of professions within the music industry. Upon successful completion of these units, students would progress to General Music Unit 3 and Unit 4 in Year 12

## Areas of Study

### UNIT 1

- Students develop their skills, knowledge and understanding to listen to, compose, perform and analyse music.
- Students develop aural and music literacy skills and learn how the elements of music can be applied when performing, composing and responding to music.
- Students learn about how music is created and performed, analysing musical works and exploring how social, cultural and historical factors shape music in the specific context selected for study.
- Students develop skills, confidence and stylistic awareness to engage in music making as performers and audience members both individually and collaboratively.

### UNIT 2

- Students develop their skills, knowledge and understanding to listen to, compose, perform and analyse music.
- Students develop aural and music literacy skills and learn how the elements of music can be applied when performing, composing and responding to music.
- Students learn about how music is created and performed, analysing musical works and exploring how social, cultural and historical factors shape music in the specific context selected for study.
- Students develop skills, confidence and stylistic awareness to engage in music making as performers and audience members both individually and collaboratively.

**To provide for different learning styles a variety of assessment tasks are used. For each course of study tasks are selected from:**

- Performance, composition portfolio or production project
- Aural and theory
- Composing and arranging
- Investigation and analysis

# GENERAL OUTDOOR EDUCATION

## What is GENERAL Outdoor Education all about?

The Outdoor Education General course focuses on outdoor activities in a range of environments, including bushwalking, sailing, climbing and orienteering. It provides students with an opportunity to develop essential life skills and physical activity skills, and an opportunity to develop a comprehensive understanding of the environment and develop a positive relationship with nature. Students plan and participate in a range of outdoor activities and develop knowledge and skills for participating safely in these activities.

## Who should select these units in Year 11?

- Students who have an interest in engaging in outdoor adventure activities
- Students keen to develop their own interpersonal and leadership skills
- Student who enjoy learning about the environment

## Pathway

The course will prepare students for career and employment pathways in areas, such as outdoor leadership, environmental interpretation, environmental planning, facilities management, eco-tourism, military service, outdoor education, and the many unforeseen areas evolving in the outdoors industry. Upon successful completion of these units, students would progress to General Physical Education Studies Unit 3 and Unit 4 in Year 12.

## Areas of Study

### UNIT 1

- Introduction to outdoor adventure activities
- Student develop an improve technical skills and apply appropriate practices to ensure safety
- Develop and understanding of basic planning and organisational requirements necessary for safe participation
- Begin to develop skills in roping and navigation
- Develop and understanding of the features of natural environments and the 'Leave No Trace' principles.

### UNIT 2

- Offers an opportunity to engage in outdoor activities that pose challenges and encourage students to step outside their comfort zone
- Students consider planning and resource requirement related to excursions and expeditions.
- Introduced to simple risk assessment models
- Develop time management and goal setting skills to work with others
- Understand main styles of leadership
- Introduced to features of natural environments

To provide for different learning styles a variety of assessment tasks are used. For each course of study tasks are selected from:

- Investigation
- Skills and strategies for specific outdoor adventure activities
- Expedition
- Response

# GENERAL PHYSICAL EDUCATION STUDIES

## What is GENERAL Physical Education Studies all about?

This course focuses on instruction from six interrelated topics; functional anatomy, biomechanics, sport psychology, exercise physiology, motor learning and coaching and developing physical skills and tactics.

This course will integrate the content learnt in the classroom to the practical sessions using a range of different physical activities such as applying the concepts to specific sports. This will ensure students have a holistic approach to any physical activity.

## Who should select these units in Year 11?

- Students who have an interest in evaluating the performance of self and others.
- Students who have an interest in improving performance of self and others.
- Students who are interested in employment within the sport and recreation industry.

## Pathway

Upon successful completion of these units, students would progress to General Physical Education Studies Unit 3 and Unit 4 in Year 12

## Areas of Study

### UNIT 1

- Functions and classifications of bones
- Biomechanical principles relating to motion
- Anatomical planes
- Responses of the circulatory and respiratory system to physical activity
- Phases of movement
- Structure and function of tendons and ligaments
- Fitness testing
- Components of health – related fitness
- Components of performance – related fitness
- Characteristics of warm up and cool down

### UNIT 2

- Structure and function of the respiratory and circulatory system and muscles
- Elements of a training session and Observation skills
- Fitts and Posner model of the phases of learning
- Classification of motor skills
- Basic processes of coaching/teaching a skill
- Types of movement
- Body types
- Definitions and features of energy systems
- Mental skills
- Skills and strategies required for team building

**To provide for different learning styles a variety of assessment tasks are used. For each course of study tasks are selected from:**

- Practical performance – assessments and responses based on selected physical activities
- Investigation – written research assessments
- Response – written, timed responses

# GENERAL VISUAL ART

## Who should select these units in Year 11?

- You enjoy hands on activities
- You are interested in Art and using different material to create an artwork
- You are imaginative and creative
- You want to use Visual Art within your future studies.

## Pathway

Upon successful completion of these units, students would progress to General Visual Arts Unit 3 and Unit 4 in year 12.

## Areas of Study

### UNIT 1 - Experiences

- Based on students' lives and personal experiences
- Experimentation and discovery of different mediums and art processes to produce artworks
- Explore visual Language in directed tasks and activities
- Use safe and appropriate work practices
- Organise and display works
- Evaluate and discuss art work
- Interpret art works from a range of contexts

### UNIT 2 - Explorations

- Explore ways to generate and develop ideas using a variety of stimulus materials and explorations from their local environment.
- Investigate works of other artists
- Students explore ways to express personal beliefs, opinions and feelings.
- Manipulate a variety of media and materials in a range of art forms, recording and reflecting on their artistic achievements.
- Develop artwork through experimentation and media manipulation

**To provide for different learning styles a variety of assessment tasks are used. For each course of study tasks are selected from:**

- Practical and hands on tasks
- Final Artwork Produced
- Written reports
- Investigation assignments.

# VET – SCHOOL BASED

<b>Certificate II Sport Coaching .....</b>	<b>27</b>
<b>Certificate II Hospitality .....</b>	<b>28</b>

# CERTIFICATE II SPORT COACHING

## SIS20319 Certificate II Sport Coaching

This qualification is delivered over two years (18 months) under an auspice agreement.

### What is Sports Coaching all about?

This is both a practical and theory course aimed at developing playing, coaching and mentoring skills with a specific focus on basketball. Students develop industry related skills in WHS, First Aid, developing training sessions and delivery of a coaching program to local primary school students, peers and community groups.

### Participation Requirements

The certificate II sports coaching course has been implemented to continue the pathway of our lower school basketball extension program. To this end, students undertaking the course must have the skill set required to be successful in the units outlined below. These may include but are not limited to;

- Successful participation in the DSHS lower school basketball extension program.
- Having played in a recognised basketball association for a minimum of two years.
- Displayed a level of enthusiasm, organisation and commitment in the lower school program and as a member of a team in a recognised association.
- Modelling the appropriate behaviour at school and as a member of the extension program, on and off the court.

### Career Pathways

Suitable for students interested in community coaching roles, working within local sporting associations, coaching, umpiring, fitness instructing and/or further studies in Sport Science or Physical Education training.

### Units of Competency covered in this qualification are:

#### Core Units

SISSCO002 Work in a community coaching role  
HLTAID003 Provide first aid  
SIRXWHS001 Work safely

#### Electives Units

SISSCO001 Conduct sport coaching sessions with foundation level participants  
SISSCO001 Continuously improve officiating skills and knowledge  
SISSPAR009 Participate in Conditioning for Sport  
SISSCO003 Meet participant coaching needs

#### Extra-Curricular Activities

Denmark and Albany competitions  
Country week  
Nationals

# CERTIFICATE II HOSPITALITY

## SIT20316 Certificate II Hospitality

If you like working with people from all walks of life and like to travel, a hospitality qualification will give you skills that can take you around the globe. Gain invaluable knowledge and experience such as barista skills, hospitality, bar skills, restaurant service skills and customer service. This qualification will assist you to work in organisations such as restaurants, hotels, motel, clubs, pubs, cafes and coffee shops.

Job roles involve customer interaction and using practical skills and basic industry knowledge, working under direct supervision.

Successful completion of this qualification provides you with an entry point into the Hospitality industry.

### Career Pathways

- Certificate III in Hospitality