



**LOWER SCHOOL
SELECTION
BOOKLET
2017**

Manjimup Senior High

MANJIMUP SENIOR HIGH SCHOOL

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TABLE OF CONTENTS

INTRODUCTION	- 4 -
“EXTRA COST OPTIONS”	- 4 -
SCHOOL ASSESSMENT POLICY	- 5 -
GOOD STANDING POLICY	- 7 -
HOMEWORK GUIDELINES	- 8 -
LOWER SCHOOL COURSE CONTRIBUTIONS AND CHARGES 2017	- 9 -
COMPULSORY STUDIES.....	- 11 -
ENGLISH	- 11 -
HUMANITIES AND SOCIAL SCIENCE (HASS).....	- 11 -
MATHEMATICS.....	- 12 -
HEALTH & PHYSICAL EDUCATION	- 16 -
PATHWAY PREPARATION OPTIONS	- 16 -
Football Focus - Years 9 & 10	- 16 -
Girls Sport Focus - Years 9 & 10	- 17 -
Dance - Years 9 & 10.....	- 17 -
THE ARTS	- 17 -
VISUAL ARTS.....	- 17 -
Art – Year 9.....	- 17 -
TECHNOLOGY & ENTERPRISE	- 18 -
PHOTOGRAPHY	- 18 -
Introductory Photography - Year 9.....	- 18 -
Certificate I in Business – Year 10.....	- 19 -
CHILD CARE DEVELOPMENT	- 19 -
Child Care and Development – Year 10.....	- 19 -
FASHION & TECHNOLOGY	- 19 -
The Fashion Portfolio- Year 9.....	- 19 -
FOOD PRODUCTION	- 20 -
MECHANICS.....	- 20 -
Mechanics – Year 9	- 20 -
Mechanics (Service and Repairs) – Year 10	- 20 -
METALWORK/WELDING	- 21 -
Metal Fabrication and Welding I – Year 9.....	- 21 -
Metal Fabrication and Machining I – Year 9	- 21 -
Metal Fabrication and Welding II - Year 10	- 21 -
Metal Fabrication and Machining II - Year 10	- 21 -
WOODWORK	- 22 -
Woodwork – Year 9	- 22 -
Woodwork – Year 10	- 22 -

INTRODUCTION

Manjimup Senior High School offers a broad range of courses to students entering Years 9 & 10 to prepare them for the demands of further studies and skill development in Senior School.

Students are placed into Year 9 & 10 English, Humanities and Social Sciences, Mathematics and Science according to their ability. They also participate in Health and Physical Education and select subjects from The Arts and Technology and Enterprise.

In Year 9, students are provided with the opportunity to pursue electives that interested them in Year 8. In Year 10 students choose electives that lead to Senior School pathways. E.g. For a student considering a Certificate II in Hospitality in Year 11 & 12, they should select Food electives in Year 10.

This booklet contains descriptions of all subjects; those in the compulsory learning areas as well as electives. The costs vary depending on the materials used. Most compulsory subjects and some electives are \$12.00 per term or less. Many electives are higher in cost and are referred to as "extra cost options", which are explained below.

"EXTRA COST OPTIONS"

- **These are courses of study offered as alternative parts of the educational program. Students can opt to select these.**
- **Extra cost options attract a higher charge and payment of this charge is compulsory. (Extra cost options are those over \$12.00).**
- **Where an extra cost option is chosen, payment will be required by the end of the first week of school in 2016 to confirm a place in the course.**

ALL SELECTION SHEETS NEED TO BE COMPLETED AND SUBMITTED TO THE SCHOOL BY FRIDAY 29th July, 2016

It is essential that you read this booklet carefully to help you make selections. If you have any enquiries regarding course selection please contact Mr Tim Harrington, Manager Student Services, or the relevant Head of Learning Area on 97770500.

SCHOOL ASSESSMENT POLICY

PREAMBLE

The following policy has been developed in accordance with guidelines set down in School Curriculum and Standards Authority documentation (syllabus manuals and support materials) and with a view to clearly stating the responsibilities of students and teachers in the assessment process.

OVERVIEW

Assessment assists teachers and schools in:

- Monitoring the progress of students and diagnosing learning difficulties.
- Adjusting programs to provide students with the opportunity to achieve the intended outcomes.
- Developing subsequent learning programs.
- Reporting student achievement to parents and students.
- Whole school and system planning, reporting and accountability procedures.

Assessment procedures should be fair, valid, educative, comprehensive and explicit.

ABSENCE FROM CLASS

- **General:** If a student is absent from class, their ability to achieve their potential is diminished. Extended periods of absence may result in lower levels of achievement.
- **Prolonged Absence:** Where a student is unable to attend school for a lengthy period of time, the school may endeavour to provide support to the student's learning program
- **Student Responsibilities:** When returning from absence it is the student's responsibility to negotiate with the teacher(s) concerned regarding work/assessments missed.

GUIDELINES – USING COMPUTERS TO COMPLETE WORK

The use of computers is common and is increasingly the way in which text is composed. However, schools and the School Curriculum and Standards Authority still require students to be able to hand write assignments, tests and exams. These guidelines are an attempt to enable students to use both forms of composition.

- All **process** work should be hand written, including the plan, research notes and first draft. Subsequent drafts and the final product may be word-processed but all spelling and other corrections and alterations should be shown on the first (handwritten) draft.
- **Formatting:** Unless otherwise specified, left hand margins should be at least 2cm in width. The font should be at least 12 point and easily legible. Arial, Times New Roman and Century are all good, readable fonts. Assessment tasks should **ALWAYS** be printed in black ink.
- Where work is ongoing, and students are required to spend time on a task at home and in class, a paper copy of the written piece must be brought to class for each lesson.
- **Checking Spelling:** The use of computer spell checkers is encouraged. However, it is important that the use of spell checkers is just one part of the student's work at improving their spelling. Students must be aware that spell checker programs are not fool proof and manual correction may be needed. Spelling errors should be added to a student's personal spelling list. Students should read drafts carefully to make changes to improve their writing generally and to check spelling as well. Spell checkers do not pick up contextual errors such as „where“ and „wear.“

STAFF RESPONSIBILITIES

- Develop a teaching/learning program to meet School Curriculum and Standards Authority guidelines.
- Provide students with a Subject Outline and Assessment Guidelines at the beginning of the course. This includes the weightings of the various components that combine to determine the final assessment, the timing of assessments and procedures for when an assessment is missed.
- Ensure that assessments are fair, valid and reliable.
- Maintain accurate records of student achievement and assessment.
- Meet school and external timeframes for assessment and reporting.
- Keep students and parents informed of academic progress. This would include evidence of excellence as well as cause for concern.
- Be mindful of students' total learning program when setting deadlines for assignments.
- Observe the school's practice of "assessment free" days in the period immediately prior to the beginning of exams.

STUDENT RESPONSIBILITIES

- Read and be fully aware of the Assessment Guidelines provided by teachers at the beginning of the year and complete the prescribed work requirements in each subject by the due date.
- Complete all assessment tasks described in the Subject Outline.
- Maintain a good record of attendance. Being **absent more than 5 days per term** is a significant cause for concern.
- Keep teachers informed of matters relating to assessment. This includes anticipated unavoidable absences, Structured Workplace Learning arrangements, requests for extensions, inability to complete an assessment.

PROVISION OF ASSESSMENT INFORMATION TO STUDENTS

Students will be supplied with the:

- The learning area assessment policy;
- The weighting and timing of assessments that will contribute to final grade;
- The procedures for assessment reviews;
- The course unit or subject outline;
- The course outline and the sequence and timing of what will be taught;
- The criteria upon which student achievement will be judged;
- The feedback on the achievement demonstrated on each task;

ASSESSMENT TASK RELIABILITY ISSUES

Cheating

Copying the work of others for an assessment task is cheating. If cheating on an assessment task is established beyond reasonable doubt, the student is penalised.

Plagiarism

Presenting as your own, work which has been copied without acknowledging the source or work which paraphrases/summarises the work of others is plagiarism. The student who copies, paraphrases or summarises the work of others without acknowledging the source and presents this work as their own is penalised.

Authentication of Out-Of-Class Assessment Tasks

Student achievement on out-of-class assessment tasks is authenticated by the teacher. Teachers will apply one or more of the following strategies to authenticate student work:

- Regular interaction between students and teachers.
- Periodic teacher monitoring of student progress.
- Use of a teacher-monitored log book to document stages in the development of the task.
- Administering the task in class with open access to reference notes.
- Completing the task at home, then measuring achievement by an in-class assessment (under test conditions) on key concepts involved.
- Assignments completed partially at home and partially at school.

Security of assessment tasks

- Teachers use strategies such as developing pools of assessment tasks to address problems that arise from the use of the same task by different classes at different times or the use of the same task from one year to the next.
- Teachers use strategies such as common timing of tasks for addressing problems caused by using externally-set assessment tasks.

Assessment of group tasks

- Assessment of student achievement demonstrated in a group work situation is acceptable.
- All students within a group should have the same opportunities to demonstrate the knowledge, skills or understandings that the assessment task aims to assess.

INABILITY TO COMPLETE ASSESSMENT TASKS

- Students who are unable to complete assessment tasks due to injury or illness are responsible for negotiating with their teachers, alternative/modified assessments and/or opportunities to complete missed tasks.
- Students who are unable to complete an assessment task because of their disability and/or specific learning disability are provided with alternative opportunities to demonstrate their knowledge, skills and understandings.
- Students with a disability and/or specific learning disability who require additional assistance to complete an assessment task are provided with special provisions which are consistent with those provided in the WACE and ATAR examinations.
- Students who are unable to complete an assessment task because of their cultural beliefs are provided with alternative opportunities to demonstrate their knowledge, skills or understandings.

COURSE COMPLETION

- To complete a course or subject, students are required to have been provided with the opportunity to complete the structured educational program and assessment program. Exemptions to this requirement are approved by the school in exceptional and justifiable circumstances.
- Students are provided with an opportunity to present evidence supporting their reason for not completing an assessment task.
- The learning area decides whether or not the reason for non-completion is acceptable and applies an appropriate strategy.
- If the student is deemed to be at risk of receiving a significantly lower grade than expected as a result of not completing, the student and parent/guardian are advised by the teacher.

GOOD STANDING POLICY

Students at Manjimup Senior High School are deemed in **good standing** if they demonstrate acceptable behaviour and attendance, wear correct uniform and show application to their studies.

1. Students will be placed on **provisional standing** if one or more of the following situations occur:
 - If their behaviour is consistently poor or irresponsible, and does not respond to positive behaviour management strategies;
 - If their attendance is unacceptable (late to school or class, unexplained absentees, regular absences);
 - If their commitment to learning is poor;
 - If they do not wear correct uniform.
2. Students are not permitted to participate in extracurricular activities whilst on **provisional standing**. This includes activities such as the School Ball, camps, socials, excursions and Country Week.
3. Students placed on **provisional standing** are required to make an appointment to see the Manager of Student Services to plan their return to good standing. Students will be supported in their endeavours to return to good standing.
4. Parents will be notified in writing when a student is placed on **provisional standing**.
5. All students make choices about their behaviours, and are capable of making decisions that allow them to maintain **good standing**. However, if students continue to breach good standing conditions or fail to adhere to their plan, their **provisional standing** will be extended.
6. If students make no attempt to regain **good standing** and/or continue with behaviours that keep them in **provisional standing**, they will be referred to the Good Standing Committee.
7. The Good Standing Committee:
 - determines further action(s)
 - identifies and recommends appropriate Behaviour Management strategies which relate to the students behaviour which must be implemented. This is written up as an Individual Behaviour Plan.
 - examines the educational provision and reviews other options
8. The committee will include:
 - a convenor (usually the Manager of Student Services)
 - the Year Co-ordinator
 - student
 - parent or care-giver (or nominated advocate)
 - co-opted members as appropriate such as members of the Student Services Team, agencies and advocates for the student or a community member who has not been involved with the case

HOMEWORK GUIDELINES

Students who wish to achieve their best possible academic outcomes must plan their home study program carefully.

Why should we do homework?

- To consolidate work done in class. (Research clearly indicates that revision and reflection of work done during the school day increases retention of learning by converting it from the short term to the long term memory.)
- To give students the opportunity to extend their knowledge with self-directed learning activities, e.g. investigations, assignments.
- To give students the opportunity to identify what they don't understand.
- To hone organisational skills.
- To establish work habits for success in Senior School and further study.
- To reinforce the concept that learning is life long and does not only take place at school.

Work at home includes the following.

1. Assignments set by the teachers which might include such things as:
 - essays
 - set reading
 - completion of class work
 - investigations
 - activities
2. The student's own study should include:
 - regular reviewing of notes, text books, exercises.
 - the making of summaries.
 - background reading.
 - preparation for tests and examinations.
 - organising notes and files.

The time which needs to be spent on homework varies but the following is given as a guideline for an average student to achieve satisfactory outcomes.

Year	Time Allocation	Per Week
7	45 minutes	3.75 hours
8	1 hour	5.0 hours
9	1.5 hours	7.5 hours
10	2 hours	10 hours
11	2.5 hours	12.5 hours
12	3 hours	15 hours

Students

- Students need to allocate their homework time across all their areas of learning.
- If no set homework is given by the teacher, students should allocate that time to study for that subject.
- The physical and social development of a student is also important and the time for study must cater for these interests.
- Students are advised to draw up a timetable for their homework and to keep a record of what they are doing in their homework diary.

Parents

- Parents can assist by providing a comfortable, quiet area in which to study (good light, a desk and chair) and encourage students to allocate regular homework time.
- Parents who take an interest in student's homework help facilitate good study and learning patterns.
- Parents are invited to show interest in their children's efforts by checking their homework diary. If there are any concerns, they should be discussed with the learning area teacher or the Year Coordinator.

Teachers

- All staff are encouraged to give regular homework.
- Homework should be marked within one week of submission.
- Students should be given time during the lesson to record their homework accurately in their Homework Diary.
- If students do not complete homework, teachers should communicate this to parents.
- Homework demands should take into consideration commitments from other learning areas.

LOWER SCHOOL COURSE CONTRIBUTIONS AND CHARGES 2017

COMPULSORY STUDIES

English	Year 9 Year 10	4 units @ \$8.00 each 4 units @ \$8.00 each
Maths	Year 9 Year 10	4 units @ \$7.00 each 4 units @ \$7.00 each
Science	Year 9 Year 10	4 units @ \$8.50 each 4 units @ \$12.00 each (Course 1 & 2)
Humanities & Social Sciences	Year 9 Year 10	4 units @ \$7.00 each 4 units @ \$7.00 each
Health & Physical Education	Year 9 Year 10	3 or 4 units @ \$12.00 each 3 or 4 units @ \$12.00 each
Internet Download & Printer Credits	Year 9 & 10 students \$13.00 per year	

ELECTIVE STUDIES

	HEALTH & PHYSICAL EDUCATION		
Physical Education	Football Focus Girls" Sports Focus	Years 9 & 10 Years 9 & 10	\$72.00 per year \$72.00 per year
	THE ARTS		
Art	Introductory Visual Arts Art Advanced Art	Years 9 & 10 Year 9 Year 10	\$12.00 \$40.00 \$40.00
Dance Drama	Dance Drama	Years 9 & 10 Year 9	\$12.00 per term \$12.00
	TECHNOLOGY & ENTERPRISE		
Technical Graphics/Drawing	Introductory Technical Graphics/Drawing Technical Graphics/Drawing Technical Graphics/Drawing	Years 9 & 10 Year 9 Year 10	\$12.00 \$15.00 \$15.00
Photography	Introductory Photography Advanced Photography	Year 9 Year 10	\$40.00 \$48.00

Agriculture	Farm Skills	Years 9 & 10	\$12.00
Business	Certificate I in Business	Year 10	\$40.00 per year
Child Care Development	Child Development	Year 10	\$25.00
Fashion & Technology	Fashion Portfolio Fashion Design	Year 9 Year 10	\$38.00 \$60.00
Food Production	Food Production Culinary Skills	Year 9 Year 10	\$95.00 \$95.00
Mechanics	Mechanics Mechanics (Service & Repair)	Year 9 Year 10	\$45.00 \$50.00
Metalwork/Welding	Introductory Metalwork Metal Fabrication & Welding I Metal Fabrication & Machining I Metal Fabrication & Welding II Metal Fabrication & Machining II	Years 9 & 10 Year 9 Year 9 Year 10 Year 10	\$12.00 \$60.00 \$60.00 \$60.00 \$60.00
Woodwork	Introductory Woodwork Woodwork Woodwork	Years 9 & 10 Year 9 Year 10	\$12.00 \$60.00 \$60.00

The course contributions and charges outlined above are subject to School Board approval

COMPULSORY STUDIES

ENGLISH

Year 9

Students entering Year 9 are provided with opportunities to extend themselves and make progress in Reading, Writing, Viewing, Speaking and Listening. Some areas of study include improving functional literacy skills: these skills entail punctuation, grammar, spelling and sentence structure. Students also develop their critical literacy skills. These are the skills associated with understanding texts and how they are constructed. Students will learn how to unpack texts, identify their purpose and analyse the conventions used to construct them. Some text types which may be studied are: short stories, novels, soap operas, documentaries, feature films, essays, poems and letters.

All Year 9 students should expect to receive regular homework and assessment items to work on at home. Students need to consider homework compulsory. Students who, by the end of Year 8, have demonstrated that they are active/competent readers and writers, may be selected to complete the Extension English programme.

Cost: \$8.00 per term (\$32.00 per year)

Year 10

There are two courses available in Year 10 and students should consider the recommendations of their Year 9 teachers when deciding on the Year 10 English course they will enrol in.

Pre General English is designed to further develop students' functional literacy skills and understanding of a variety of text types. This course is suitable for students as preparation for **General** courses (non-tertiary) in Senior School. It is an appropriate course for students who have had difficulty in English in the past and/or have TAFE/workplace/traineeship aspirations for Senior School and beyond.

Students who demonstrated commitment, ability and an active desire to read and write in Year 9 will be recommended to enrol in the **Pre ATAR** course. Students who enrol in this course need to continue to demonstrate a desire to read and write extensively and engage enthusiastically in what is rigorous and demanding preparation for **ATAR** courses (tertiary) in Senior School.

In all courses, students will critically decode a variety of texts and types of language in terms of target audience, techniques of construction; they will analyse values and attitudes implicit in these texts. Students will study a variety of text types including novels, short stories, advertising, feature film, documentary, poetry and stage drama.

All Year 10 students should expect to receive regular homework and assessment items to work on at home. Students need to consider homework compulsory.

Cost: \$8.00 per term (\$32.00 per year)

HUMANITIES AND SOCIAL SCIENCE (HASS)

Year 9

The major emphasis of Humanities and Social Science for Year 9 students is to build on the foundation skills and knowledge from the Year 7 and 8 courses by increasing the breadth and depth contained in the units presented in the teaching and learning program. Students learn about the world in the post-Industrial Revolution era, including the making of the Australian nation and the impact of World War 1; the basis of democracy, rights and responsibilities, function of government and the law, as well as examining contemporary issues related to the agricultural industry and the provision of food for all.

The annual Canberra Tour (optional – approximate cost \$1300) is available to all Year 9 students in Good Standing. It provides a unique opportunity for students to experience the many significant points of interest of our national capital, and consolidate their understanding of the HASS concepts in an experiential manner.

KEY CONTEXTS

Biomes and Food Security – This unit aims to increase consumer knowledge on the topic of agriculture in Australia. Students explore the impact of modification to the natural landscape, land degradation through poor management and case studies of different farming systems.

The World after the Industrial Revolution – This unit focuses on the establishment of Australia’s political and legal system in the post-IR world, and the reasons and impacts for our involvement in World War One. After World War One contributed to the emergence of an independently minded Australia, students also investigate their place in our contemporary democracy and how and why they should participate.

Australia’s Place in the Global Economy – Students will explore key features of Australia’s economic system including how we trade with other nations. Through an examination of the broader global economy, students will understand how Australian businesses seek to maintain a competitive edge with the world.

Cost: \$7.00 per term (\$28.00 per year)

Year 10

The major emphasis of Humanities and Social Science for Year 10 students is to further develop essential skills and knowledge in preparation for the increased rigour of Senior School HASS courses such as Economics, Geography and Modern History, while also ensuring students are equipped for active participation in society post-high school. Students learn about the impact of war; the emergence of Australia in global affairs; investigate personal career pathways; examine the impact of economic performance has on everyday life; explore environmental change issues and develop their core skills in geography; as well as critically examine the human rights struggle.

KEY CONTEXTS

World War Two:

The causes and impacts of World War Two are discovered through an examination of key ideas, events and individuals in this history unit. Significant events of the war, the implications of the war on the way Australia participates in the world and the change in the nature of global politics in the post war period are studied in depth. Students will be prepared for ATAR and General Modern History through their development of skills for historical inquiry and explanation.

Australia’s Economic Performance:

The economics unit undertaken by Year 10 students has two goals. The first is to increase all students understanding of the structure and processes of the Australian economy, investigating themes such as interest rates, fiscal and monetary policy, economic sectors and unemployment. The second is to prepare students who wish to undertake ATAR Economics in Senior School.

Environmental Change and Management:

Students will consolidate the practical skills from Years 7 – 9 in this unit, in preparation for ATAR and General Geography, while also examining the big geography issues of our time related to global population increase its impact on the environment. Students will explore the causes of these issues, the management difficulties and the potential impacts in the future.

Australia and International Law:

In this civics unit, the emergence of the rights of the individual in the post-WW2 world is explored, as well as the responsibilities of Australia under international law to ensure rights and freedoms universally. Students will be prepared for ATAR Modern History as well as ATAR Politics and Law in this unit.

PATHWAYS

Humanities and Social Sciences” lead to a wide choice of Senior School courses and provides excellent opportunities for entry into universities, apprenticeships, traineeships and the workforce. HASS courses developed for students are designed for those who may wish to pursue careers in the various professional areas such as Environmental Management, Political Sciences, International Relations, Town Planning, Business, Accounting, Law and Commerce to name just a few.

Cost: \$7.00 per term (\$28.00 per year)

MATHEMATICS

Year 9

The Year 9 Mathematics programme covers the diverse and exciting strands of Algebra, Chance and Data, Measurement, Number, Space and Working Mathematically. The Mathematics course is designed with two purposes in mind: to give students the numeracy skills to operate in society and to prepare students for the demands of higher level mathematics.

The pace of learning in mathematics quickens as a student progresses through high school. As a consequence commitment becomes equally as important as ability. For success in Year 9 Mathematics students should be prepared to undertake 15-20 minutes study at home five times per week to complete

regular homework assignments.

Cost: \$7.00 per term (\$28.00 per year)

Year 10

After careful consideration and negotiation, students will be placed into appropriate courses for the Year 10 Mathematics Programme. Students will be placed into one of the following courses depending on the following factors: Past performance in mathematics; Motivation level of the student; Mathematical ability; Future aspiration of the student.

Class A This class requires demonstrates algebraic competence and a willingness to work hard, both in class and at home. The course covers preparatory material needed for entry into **Year 11 ATAR Specialist and Methods courses**.

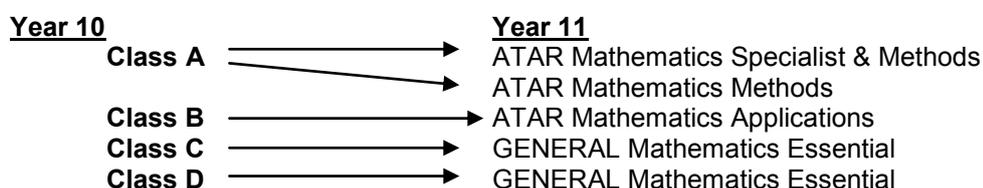
Class B This class will cover all topics needed for students to enter **Year 11 ATAR Applications**. It includes similar work to Class A, and as the year proceeds the pace and level at which concepts are studied may be reduced to match student needs. Students will be expected to undertake a serious study and homework programme and will need to be organised.

Class C This class is in preparation for **Year 11 GENERAL Essential Mathematics**. Students will receive a basic grounding in algebra, trigonometry, statistics and number. This course may also be suitable for students who are going to study at TAFE and need a sound mathematical background.

Class D This class is in preparation for **Year 11 GENERAL Essential Mathematics** and suitable for students intending to seek employment or training post school. It includes essential numeracy skills and involves teaching and reinforcing basic skills as well as project style work.

Cost for each course: \$7 per term (\$28 per year)

Links from Year 10 to Year 11 Mathematics



SCIENCE

Year 9

The Science Australian Curriculum consists of three interrelated strands:

1. **Science Understanding:** Comprised of four sub-strands – **Biological Sciences, Physical Sciences, Chemical Sciences, and Earth & Space Sciences**.
2. **Science Inquiry Skills:** Although the „**Science Inquiry Skills**“ strand is integrated when studying all topics, there is a strong focus on this strand in Term 1. The „Science Inquiry“ strand reviews Scientific method and builds on the skills covered in Year 8. Students develop an understanding of the experimental design process, collect data, and analyse results. We also work towards improving graphing skills.
3. **Science as a Human Endeavour:** This strand develops an appreciation of how scientific models and theories have been refined over time, uses examples to show how scientific advances rely on developments in technology, and raises an awareness of the influence that Science has on everyday life. The study of „Science as a Human Endeavour“ is embedded in each of the four „Science Understanding“ sub-strands throughout the year.

Year 9 Science is divided into two courses:

Course 1 (ATAR Pathway)	Course 2 (General Pathway)
A preparatory course for those students likely to pursue an „ATAR Pathway“ in Year 11 or study at the university level when leaving school.	Suited to those students who are likely to enrol in a „General Pathway“ in Year 11 or who <u>do not</u> intend on pursuing university studies when leaving school. The topics covered in this pathway are similar to Course 1, however, the same depth of study is not entered into.

- **Cost: \$8.50 per term (\$34.00 per year). Same cost for both courses.**

YEAR 9 COURSE 1: ATAR SCIENCE PATHWAY

Biological Sciences	Physical Sciences	Chemical Sciences	Earth & Space Sciences
<ul style="list-style-type: none"> • Food chains and food webs • Energy pyramids • The Carbon cycle • Respiration / photosynthesis • Ecosystems • Human impact on ecosystems • Adaptations • Nervous & hormonal system • Structure of the brain 	<ul style="list-style-type: none"> • Properties of light • Reflection and refraction • Light and colour • Electromagnetic spectrum • Sound waves 	<ul style="list-style-type: none"> • The nature of matter • Atomic structure • Alpha, Beta, Gamma radiation • The periodic table • Chemical bonding • Formulae writing • Balancing equations • Chemical reactions • Acid-base chemistry • Reactions of acids • The mole concept 	<ul style="list-style-type: none"> • Structure of the earth • Earthquakes • Continental drift • Plate tectonics • Sea-floor spreading • Fossil formation • Types of fossils • Absolute and relative dating

YEAR 9 COURSE 2: GENERAL SCIENCE PATHWAY

Biological Sciences	Physical Sciences	Chemical Sciences	Earth & Space Sciences
<ul style="list-style-type: none"> • Food chains and food webs • Energy pyramids • The Carbon cycle • Respiration / photosynthesis • Ecosystems • Human impact on ecosystems • Adaptations • Nervous & hormonal system • Structure of the brain 	<ul style="list-style-type: none"> • Properties of light • Reflection and refraction • Light and colour • Electromagnetic spectrum • Sound waves 	<ul style="list-style-type: none"> • The nature of matter • Atomic structure • Radioactivity • Formulae writing • Balancing equations • Chemical reactions • Acid-base chemistry • Reactions of acids • Rate of chemical reactions 	<ul style="list-style-type: none"> • Structure of the earth • Earthquakes • Continental drift • Plate tectonics • Sea-floor spreading • Fossil formation • Types of fossils • Absolute and relative dating

Year 10

The Science Australian Curriculum consists of three interrelated strands:

1. **Science Understanding:** Comprised of four sub-strands – **Biological Sciences, Physical Sciences, Chemical Sciences** and **Earth & Space Sciences**.
2. **Science Inquiry Skills:** The „**Science Inquiry Skills**“ strand is integrated when studying the four content based sub-strands of „Science Understanding“. Students continue to develop their knowledge of scientific method through designing and evaluating investigations.
3. **Science as a Human Endeavour:** This strand develops an appreciation of how scientific models and theories have been refined over time, uses examples to show how scientific advances rely on developments in technology, and raises an awareness of the influence that Science has on everyday life. The study of „Science as a Human Endeavour“ is embedded in each of the four Science Understanding sub-strands throughout the year.

Year 10 Science is divided into two courses:

Depending on their intentions in Year 11, students entering Year 10 can choose Science courses within two streams. All Year 10 students complete **four terms of Science**.

Course 1 (ATAR Pathway)	Course 2 (General Pathway)
Prepares students for studying ATAR Courses in Year 11 and caters for those who intend pursuing university studies when leaving school. Typically, students with high grades in Course 1 would consider studying ATAR Biology, Chemistry, Human Biology or Physics in Year 11 .	Prepares students for studying General Courses in Year 11 and caters for those who have no intention of pursuing university studies when leaving school. Typically, students with a satisfactory result in Course 2 consider studying Integrated Science (General) in Year 11 .

- **Cost: \$12.00 per term (\$48.00 per year). Same cost for both courses.**
- Both Course 1 and 2 students study the sub-strand „Biological Sciences“ in Term 1, „Chemical Sciences“ in Term 2 and the „Physical Sciences“ (physics) in Term 3. There is variation between what Course 1 and 2 students do in Term 4.**

Term 4 - Course 1: Units delivered in Term 4 **may** vary. For example, any one or two of the following combinations may run: (i) Chemistry / Physics preparation, or (ii) Biological Sciences / Physical Sciences preparation, or (iii) Biology / Human Biology preparation. Students will be allocated to classes after the Year 11 subject selections have been made. As only two of three possible preparation units can be offered, the decision as to which courses will run in Term 4 will be made based on demand (what Senior School courses have been selected by students).

Term 4 – Course 2: Students study Earth & Space Science

YEAR 10 COURSE 1: ATAR SCIENCE PATHWAY

Biological Sciences (Term 1)	Chemical Sciences (Term 2)	Physical Sciences (Term 3)	ATAR Preparation Units (Term 4)
<ul style="list-style-type: none"> • Cell structure • Cell specialisation • Passive and active transport • Structure and function of DNA • Mitosis • Structure and function of reproductive systems • Meiosis • Genetics and inheritance • Natural selection and evolution • Biotechnology 	<ul style="list-style-type: none"> • Atomic structure • The periodic table • Structure & properties of metals, ionic and covalent substances • Formulae writing • Balancing equations • Solutions and solubility • Acid-base reactions • Ionic equations • The mole concept • Stoichiometry • Molar volume of gases at STP 	<ul style="list-style-type: none"> • Current, voltage, resistance • Electrical circuits • Calculations in Series and parallel circuits • Ohm’s Law • Scalar & vector quantities • Distance / displacement – time graphs • Speed vs velocity • Acceleration • Free fall • Newton’s Laws of motion 	<p>(i) Chemistry / Physics Preparation</p> <ul style="list-style-type: none"> • Organic chemistry • Oxidation – reduction • The activity series • Radiation – ionizing vs non-ionizing • Radioisotopes • Radioactive decay • Big Bang Theory • Half-life • Electromagnetic waves
			<p>(ii) Chemistry / Biological Sciences Preparation</p> <ul style="list-style-type: none"> • Organic chemistry • Oxidation – reduction • The activity series • Metabolism • Enzyme function • Cellular respiration • Body defences
			<p>(iii) Biology / Human Biology Preparation</p> <ul style="list-style-type: none"> • Scientific method • Microscopy • Classification • Cell structure / function • Metabolism • Enzyme function • Cellular respiration • Body defences
			<p>or</p>

YEAR 10 COURSE 2: GENERAL SCIENCE PATHWAY

Biological Sciences (Term 1)	Chemical Sciences (Term 2)	Physical Sciences (Term 3)	Earth & Space Sciences (Term 4)
<ul style="list-style-type: none"> • Cell structure • Structure and function of DNA • Structure / function of reproductive systems • Genetics and inheritance • Natural selection and evolution • Structure and function of muscles • Respiration • Energy from food • Diet and health – digestive system • Immunity and vaccination 	<ul style="list-style-type: none"> • Atomic structure • Elements, compounds, mixtures • The periodic table • Structure & properties of metals, ionic and covalent substances • Formulae writing • Allotropes of carbon • Balancing equations • Solutions & solubility • Types of reactions • Batteries • Corrosion • Energy changes • Rate of reactions Organic chemistry 	<ul style="list-style-type: none"> • Energy conservation & transformations • Forms of energy • Non-renewable & renewable energy • Future energy use • Energy efficiency • Road Science – motion • Speed, velocity, distance, displacement • Acceleration • Free fall • Stopping distances • Vehicle safety • Newton's Laws 	<ul style="list-style-type: none"> • The four spheres • The carbon cycle • Human impact on global systems • Greenhouse Effect • Global warming • Solar System review • Mass vs weight • Rocket Science • Living in space • Size of the universe • Life cycle of a star • Big Bang Theory & supporting evidence • The future of the Earth

HEALTH & PHYSICAL EDUCATION

Year 9

In Year 9 Health Education the focus is on the skills and concepts required to appropriately manage health issues. Students develop an understanding of how to maintain a healthy lifestyle through successful decision making aimed at enhancing their own physical, social and emotional health. Topics include: Cyber Safety; Nutrition; Lifestyle Choices; Drugs; 10 Sexual Education and Self-Management and Interpersonal Skills. In Physical Education classes our focus is on enhancing the skills and attitudes necessary to participate in physical activity on an ongoing basis. Activities may include Fitness Testing, Softball, Volleyball, Football, Netball, Athletics, Touch, Badminton, Tennis, Soccer and Minor Games. Students participating in this course must wear appropriate sports clothing and enclosed footwear.

Cost: \$12.00 per term

Year 10

In Year 10 Health Education our focus is on the acquisition of knowledge, skills and qualifications to prepare students for their futures. Students develop an understanding of how to maintain a healthy lifestyle through successful decision making aimed at enhancing their own physical, social and emotional health. Topics include: Personal Safety; Driver training; Drugs; Sexual Health; Anatomy and Physiology. Students gain experience in First Aid, Keys for Life, Driver Training and elements of Senior School Physical Education courses. In Physical Education classes we develop skills and attitudes necessary to participate in physical activity on an ongoing basis and for success in Senior School Physical Education courses. Activities may include Personal Fitness training, Softball, Volleyball, Touch, Badminton/Tennis, Soccer and Outdoor Recreation pursuits. Students participating in this course must wear appropriate sports clothing and enclosed footwear.

Cost: \$12.00 per term

PATHWAY PREPARATION OPTIONS

HEALTH & PHYSICAL EDUCATION

Football Focus - Years 9 & 10

This course is designed to provide boys in Years 9 & 10 with a development programme that will help to identify and prepare them for a career in elite level football.

Term One	Preparation Phase	Fitness, Nutrition, Psychology, Sports Medicine
Term Two	Competition Phase	Fitness, Skill Development, Strategies
Term Three	Transition Phase	Other sports activities
Term Four	Preparation Phase	Fitness and Skill Development.

This course will have strong links to the East Perth WAFL Development Programme, Lower School Football Competition and the "Boys in Education" programme. Students who choose to be part of this special football programme are not required to do the compulsory Physical Education and Health Education Courses outlined above.

Cost: \$18.00 for each of the four terms (Total \$72.00)

Girls Sport Focus - Years 9 & 10

This programme is designed to give girls in Years 9 & 10 an awareness of the type of training and dedication required to participate in sport at regional and state level. It focuses on a range of different sports offered in the community including Netball, Basketball, Fitness training. It also focuses on developing leadership skills amongst the group.

This is designed to link closely to the South-West High Schools Winter Carnival, Country Week and community based sporting programmes. Students who select Girls Sport Focus are not required to complete the compulsory Physical and Health Education Courses.

Cost: \$18.00 per term (Total \$72.00)

THE ARTS

VISUAL ARTS

Introductory Visual Arts – Year 9 & 10

Students will have the opportunity to create pencil drawings, mixed media productions, recycled textiles, environmental sculptures and digital arts. Students will explore and develop skills, processes and material knowledge in each studio area, whilst having fun and learning to express themselves as creatively as possible. No prior skills are necessary to be successful in the above areas of art production. Students have the opportunity to participate in the prestigious „Iuka Visions“ student exhibition held annually at The Bunbury Regional Galleries and our own annual Arts Exhibition at the school. Many Art competition opportunities are presented throughout the year.

Cost: \$12.00

Art – Year 9

Dynamic drawings, powerful printmaking, crazy ceramics, thrilling tie-dye and textiles, sensational sculptures and perfect paintings.

Students will explore and develop skills, processes and material knowledge in each studio area, whilst having fun and learning to express themselves as creatively as possible. No prior skills are necessary to be successful in the above areas of art production. Students have the opportunity to participate in the prestigious „Iuka Visions“ student exhibition held annually at The Bunbury Regional Galleries and our own annual Arts Exhibition at the school. Many Art competition opportunities are presented throughout the year. Participation in these is encouraged, but always optional.

Cost: \$40.00

Advanced Art - Year 10

Reach new creative heights with: dangerously descriptive drawings, personally powerful paintings, tantalising textiles, astounding printmaking, expertly crafted ceramics and seriously stylish sculptures.

This course is designed for students interested in improving their art skills and also for those intending to go on to further Art studies in Years 11/12. Students will focus on the development or enhancement of sound drawing skills and creative problem solving in a variety of studio areas. No prior skills are necessary. Students have the opportunity to participate in the prestigious „Iuka Visions“ student exhibition held annually at The Bunbury Regional Galleries, our own annual Arts Exhibition at the school, the local Agricultural Show and The Manjimup Cherry Festival. Many Art competition opportunities are presented throughout the year. Participation in these extra activities is encouraged but always optional.

Cost: \$40.00

Dance - Years 9 & 10

The course aims to develop the individual's ability to create, perform and appreciate dance as an educational art form. Students in Years 9-10 participate in dance classes specifically designed to challenge and develop movement techniques. Students will learn techniques and will develop choreographic skills through creative dancing. They will also learn about the production side of dance and will have experience

in critiquing dance work. Participating in weekly contemporary dance classes, students will learn to develop creativity, technique, movement, vocabulary, rhythm, coordination and an understanding of arts criticism.

Cost: \$12.00 per term

DRAMA

Drama - Year 9

In Year 9, students learn to present drama by using dramatic processes, techniques and conventions. They devise their own scripts and use published scripts to create drama using various forms of styles. Students discuss drama and reflect on their own work using drama terminology and language. They develop confidence and public performance skills.

Cost: \$12.00

TECHNOLOGY & ENTERPRISE

Introductory Technical Graphics/Drawing – Years 9 & 10

This subject allows students in to develop basic drawing conventions. Using mechanical instruments, they will develop skills across a range of drawing areas including oblique, isometric, perspective and orthogonal drawing, whilst covering sketching and rendering techniques. These skills will assist students with design brief work in other areas within the Design and Technology learning area.

Cost: \$12.00

Year 10 Technical Graphics is highly recommended for any students considering Building Construction, Design - Technical Graphics, Materials, Design and Technology (Metal or Wood), Certificate II in Furnishings or Engineering Metals Fabrication in Year 11.

Technical Graphics/Drawing – Year 9

This subject involves students in problem solving and drawing. They will develop skills across a range of drawing areas, including mechanical and pictorial drawings. These skills will assist students with design brief work in other areas of the Design and Technology learning area in lower school.

Cost: \$15.00

Technical Graphics/Drawing – Year 10

This subject will continue the students drawing development and introduce them to elements of design by producing solutions to set problems. They will develop skills across a range of drawing areas, including mechanical drawing and computer aided drawings. This will assist students who are looking to continue technical graphics or workshop courses in Senior School. Students will also have access to the latest technology, and be able to use the vinyl cutter, and 3D printer.

Cost: \$15.00

PHOTOGRAPHY

Introductory Photography - Year 9

You will take your own photographs and learn how to develop and print them. Darkroom skills are a major part of this course, as you learn to print photos from all types of negatives. There is also a section on composition to teach you how to take better photos. This subject is required before a student enrolls in any other photography subject.

Cost: \$40.00

Advanced Photography - Year 10

In this subject you will develop your photographic skills to produce informative and creative photos. The main focus of this subject is to extend your knowledge of lighting and use this to emphasise subjects when you are taking portraits and photos in the outdoors.

Cost: \$48.00

This is recommended for any student considering Design - Photography in Year

AGRICULTURE

Farm Skills – Years 9 & 10

Students have the opportunity to develop various skills on the school farm. They will participate in farm construction and maintenance. They will also be involved in animal husbandry (chickens, sheep, and cattle), and learn how the environment is modified to improve plant growth. Emphasis is also placed on problem solving and working safely in a farming context.

Cost: \$12.00

This is recommended for any student considering Certificate II in Agriculture in Year 11.

BUSINESS

Certificate I in Business – Year 10

This course runs for the full year.

It is a VET Course and leads directly to a Certificate II in Business in Years 11 & 12. Students gain competencies that are nationally recognised and experience the operation of a “Simulated Business” with online trading, as well as advice and input from a successful local business mentor.

This course allows students to start a pathway to further training in Year 10. This Certificate helps you to develop useful employability skills, work readiness, organisational and technology processing skills.

The units of competency covered include:

- Work effectively in a business environment
- Use business equipment and resources
- Plan skills development
- Operate a personal computer
- Apply basic communication skills
- Contribute to health and safety of self and others

Cost: \$10.00 for each of the four terms (Total \$40.00)

CHILD CARE DEVELOPMENT

Child Care and Development – Year 10

With an emphasis on practical activities, students will explore the developmental stages of a child’s development from conception through to kindergarten. Whilst taking a closer look at social, emotional and physical development of a child and the ways in which we can assist this process. Students will experience simulation of what it would feel like to be pregnant and understand the different ways of bringing a baby into the world. Students participate in many hands on activities, which may include toy making, preparing meals and creating activities for toddlers and your children.

Cost: \$25.00

This is recommended for any student considering Certificate II in Community Services in Year 11.

FASHION & TECHNOLOGY

The Fashion Portfolio- Year 9

This course is **offered in every term**, each with a different focus. Therefore students **can select multiple terms** of *Fashion Portfolio* and indulge in a rich **yearlong textiles program**.

This course provides students the opportunity to investigate fashion styles and trends in the clothing and textile industry. Students will become proficient with technology and materials through the use of the sewing machine and overlocker. Fashion and design principles, which encourage creativity and individuality, will be the focus of the design briefs. Emphasis will be on basic sewing skills such as darts, gathering and simple pattern adaptation. This course is for students who have a keen interest in fashion design, textiles and sewing. Most materials will be provided, however the students may need to purchase or provide their own fabric depending on the design requirements.

Cost: \$38.00

Fashion Design – Year 10

This course is **offered in every term**, each with a different focus. Therefore students **can select multiple terms** of *Fashion Portfolio* and indulge in a rich **yearlong textiles program**. This program is highly recommended for those students wanting to undertake Certificate II in Fashion Design and technology in upper school.

Students will continue to build on their skills and knowledge from previous years of clothing and its construction, however prior experience is not compulsory. A focus is made on design principles and how to apply them effectively in order to construct items and garments using fabrics and textile materials. Embellishment techniques and individualised couture designs are studied in order for the students to create multiple garments that could be entered into the APEX Teen Fashion Awards. Some materials will be provided, however students will need to purchase or provide their own fabric depending on their design requirements.

Cost: \$60.00

FOOD PRODUCTION

Food Production – Year 9

This course is **offered in every term**, each with a different focus. Therefore students **can select multiple terms** of *Food Production* and indulge in a rich **yearlong cooking program**.

Students will develop their consumerism knowledge and decision making skills in relation to food and kitchen equipment. Planning meals and special dishes, using a range of equipment, allows students to be creative and independent. Multiple cooking techniques, processes and food preservation are some of the opportunities the students will explore. Topics covered include soups, salads, main meals and desserts, alongside the role of processed food in our diet.

Cost: \$95.00

Culinary Skills - Year 10

This course is **offered in every term**, each with a different focus. Therefore students **can select multiple terms** of *Food Production* and indulge in a rich **yearlong cooking program**.

This course offers the students the opportunity to build up their culinary skills in preparation for upper school Food Science and Technology and/or Certificate II Hospitality. This subject explores the cuisines and food customs of national and international cultures, including festivals and special occasions. Students are given the opportunity to use specialised culinary equipment and become independent thinkers in relation to recipe design and production.

Cost: \$95.00

Year 10 Either Food Production and Culinary Skills are recommended for any student considering Food Science and Technology or Certificate II Hospitality in Year 11.

MECHANICS

NOTE: As each of these subjects will be delivered in a simulated workshop environment, OHS procedures require students to purchase and use in every lesson appropriate safety footwear, clothing and equipment.

Mechanics – Year 9

Students will learn the fundamental skills and processes of mechanics through competency based practical activities. These activities could include dismantling and assembling small engines or their associated components as used in lawn mowers etc.

Cost: \$45.00 plus safety glasses and old work shirt

Mechanics (Service and Repairs) – Year 10

Students will build on the knowledge learnt in Introductory Mechanics. The student will apply the fundamental skills and processes of mechanics through competency based practical activities based around automotive engines and operational systems. These activities could include dismantling and assembling engines and or their associated component, fault diagnosis and rectifying system faults.

Cost: \$50.00 plus safety glasses and old work shirt

Year 10 Automotive courses are recommended to any students considering Certificate II Automotive Mechanical in Year 11.

METALWORK/WELDING

NOTE: As each of these subjects will be delivered in a simulated workshop environment, OHS procedures require students to purchase and use in every lesson appropriate safety footwear, clothing and equipment.

Introductory Metalwork – Years 9 & 10 (This course has insufficient depth and breadth to be considered adequate preparation for Senior School Pathway Courses)

Students have the opportunity to develop the fundamental skills in metal fabrication. They develop and work through a series of projects based around marketable enterprises. Emphasis of this course is placed on bench work and welding. They will also participate in school community based projects.

Cost: \$12.00

Metal Fabrication and Welding I – Year 9

In this course students are given the opportunity to develop the fundamental skills in welding, design and fabrication. They develop and work through a series of projects based around marketable enterprises. They fabricate their projects using the latest technology available to the school. Students will be instructed in all aspects of OHS related to the subject. The operation of Arc Welders, GMAW (MIG Welders), Thermal Welding (Oxy-acetylene welding) and Plasma Arc technology being the primary focus.

Cost: \$60.00 plus safety glasses

Metal Fabrication and Machining I – Year 9

In this course students are given the opportunity to develop the fundamental skills in machining, design and fabrication. They develop and work through a series of projects based around marketable enterprises. They fabricate their projects using the latest technology available to the school. Students will be instructed in all aspects of OHS related to the subject. The operation of Machine Lathes, Sharpeners, Milling Machines, Drilling Machines and their relevant machining process will be the primary focus. All these skills and processes provide the students with the appropriate pathway to a possible career in the combined metal industry trades.

Cost: \$60.00 plus safety glasses

Metal Fabrication and Welding II - Year 10

In this course students are given the opportunity to develop the higher level competencies in welding, design and fabrication. They develop and work through a series of projects based around marketable enterprises. They fabricate their projects using the latest technology available to the school. Students will be instructed in all aspects of OHS related to the subject.

The operation of Arc Welders, GMAW (MIG Welders), Thermal Welding (Oxy-acetylene welding) and Plasma Arc technology being the primary focus. All these skills and processes provide the students with the appropriate pathway to a possible career in the combined metal industry trades.

Cost: \$60.00 plus Safety glasses

Metal Fabrication and Machining II - Year 10

In this course students are given the opportunity to develop the higher level competencies in machining, design and fabrication. They develop and work through a series of projects based around marketable enterprises. They fabricate their projects using the latest technology available to the school. Students will be instructed in all aspects of OHS related to the subject.

The operation of Machine Lathes, Sharpeners, Milling Machines, Drilling machines and their relevant machining process will be the primary focus. All these skills and processes provide the students with the appropriate pathway to a possible career in the combined metal industry trades.

Cost: \$60.00 plus safety glasses

Year 10 Metal Fabrication courses are recommended to any students considering Pathway Preparation Courses in Materials, Design and Technology (Metals) or Certificate II Engineering Metals Fabrication in Year 11.

WOODWORK

NOTE: As each of these subjects will be delivered in a simulated workshop environment, OHS procedures require students to purchase and use in every lesson appropriate safety footwear, clothing and equipment.

Introductory Woodwork – Years 9 & 10 (This course has insufficient depth and breadth to be considered adequate preparation for Senior School Pathway Courses)

Students have the opportunity to develop the fundamental skills in woodworking. They develop and work through a series of projects based around marketable enterprises. Emphasis of this course is placed on machining and hand / power tool processes. They will also participate in school community based projects.

Cost: \$12.00

Woodwork – Year 9

Woodwork builds on the exposure to woodwork in year 8. Students attempt larger projects, develop basic design skills and attempt more complicated practical skills. Students are also exposed to a wider variety of tools and machinery. Students complete a number of projects, which include a tool box, cutting board, ox construction and lathe turning.

Cost: \$60.00 plus safety glasses.

Woodwork – Year 10

This course allows students to attempt comprehensive projects and develop a good understanding of all hand tools, power tools and fixed machinery. Students continue to build on design principles, increased joinery, lathe turning, and are expected to become more competent at finishing skills. Projects include occasional tables, clocks, vanity unit and lathe turning.

Cost: \$60.00 plus safety glasses

Year 10 Woodwork courses are recommended to any students considering Pathway Preparation Courses in Materials Design and Technology (Wood) in Year 11 or Certificate II in Furnishing in Year 11.



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