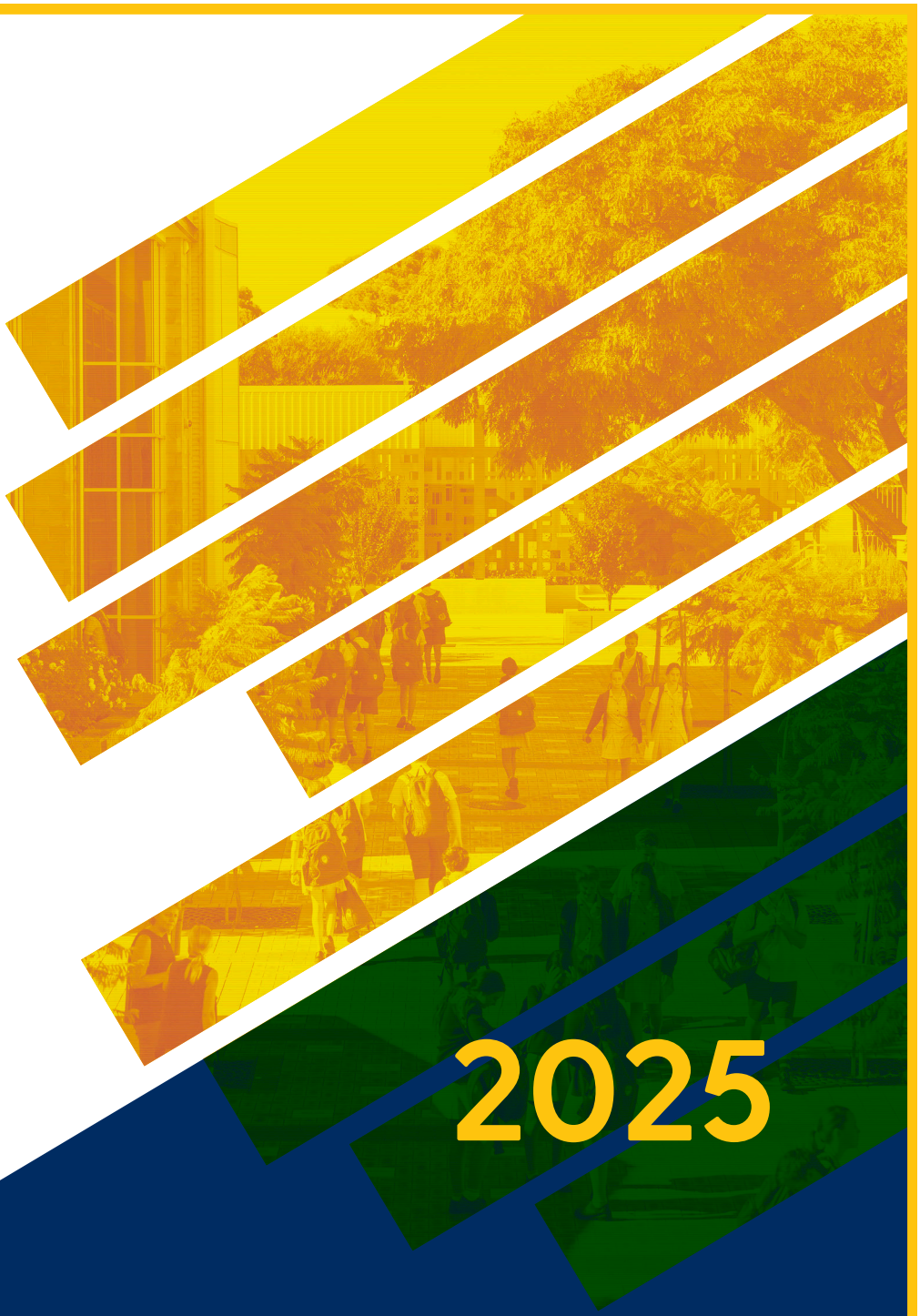
Lake Joondalup Baptist College

Wisdom Justice Mercy



2025

Year 11 & 12

COURSE HANDBOOK

Lake Joondalup Baptist College

Contents

Important

All information is current-to-date and is subject to change as needed.

This page is intentionally left blank

Introduction

Welcome to the Year 11 and Year 12 Curriculum Handbook

This handbook contains information regarding the course opportunities at Lake Joondalup Baptist College. Details are provided on the West Australian Certificate of Education, alternative opportunities and Year 11 and Year 12 courses.

Subject selection for 2025:

It is essential that when selecting your courses, you select a program that provides you with:

- Reasonable and carefully considered opportunities for academic success
- Opportunities to enter employment, training or higher education in your preferred career field

Note: While every effort has been made to ensure that the information in this handbook is current and correct, it is ultimately the **student's responsibility**, in consultation with parents/guardians, to ensure that the entry requirements for Technical and Further Education (TAFEs) and University courses are met. University information is available through the Tertiary Information Service Centre (TISC) website. The School Curriculum and Standards Authority website will offer information on course content and other relevant details. The TAFE websites will also offer information on courses available.

Before selecting courses of study for next year, students in association with their parents/guardians should:

1. Seek advice from their teachers and consider their recommendations.
2. Check the Tertiary Information Service Centre (TISC) Summary of Undergraduate Admission Requirements to identify prerequisites for certain courses at universities.
3. Study Australian Tertiary Admissions Rank cut-offs for entry into courses at the various Western Australian universities and be aware of bonus increments to some courses such as Languages, Mathematics Methods and Mathematics Specialist. Please see TISC online for further information.
4. Be fully aware of TAFE requirements for entry into TAFE courses.
5. Carefully consider your personal satisfaction and enjoyment you have from the variety of courses you take and enjoy and look to your personal achievement of success.
6. Be aware of your capabilities, since choosing a course beyond the scope of your ability will most likely not result in success, regardless of the effort you put into it. Have an open mind and put more energy into your learning. Understand that your skills and talents are developing as you learn. The School Curriculum and Standards Authority govern changes of courses throughout the academic year, and they maintain the timeframe of any course changes in Year 11 and 12.
7. Remember that Year 11 and 12 is a two year educational package and meeting the requirements for graduation starts with satisfactory achievement from the beginning of Year 11.

It is important that students know they can seek advice from appropriate staff at our College before deciding on a course of study for next year. Additionally, students seeking to enter ATAR courses without meeting the required prerequisites for that subject will be required to meet with either Mrs Kimberly Eyre – Dean of Studies or Mr Lynton Smith – Head of Career Education as well as receiving permission from the appropriate Head of Learning Area. To enrol in many of the ATAR courses, prerequisites must be met to ensure success in these rigorous courses. **All Year 11 students choosing any VET course and their parents/guardians are strongly advised to book an appointment with Mr Lynton Smith – Head of Career Education in order to discuss their chosen selection either during the selection week or in the weeks immediately after this to refine choices.**

For course/career advice, please speak with any of the following staff:

Mrs Kimberly Eyre, Mr Lynton Smith, Heads of Learning Areas and Teachers.

For timetabling technical issues and Edval Choice issues please see Mr Mark Downsborough in the Curriculum Office.

For most students there is no short cut to career choices. They must spend time and effort in assessing their own abilities, interests and values, seeking accurate, up-to-date information and examining alternatives. We wish our students every success as they embark on the challenge and enjoyment of their senior years in Years 11 and 12 at Lake Joondalup Baptist College.

Course Selection Process

Year 12 Students in 2025: Once a student completes an online course selection, the form must be printed and signed by the parent/guardian and student. This must be taken to the Curriculum Office. Please note that the selection will not submit online unless all fields for course choice and reserves are entered. First round of online course selections must be **completed by Wednesday 2 August 2024**. **Certain ATAR courses will have prerequisites as part of the enrolment**. If a student cannot select a certain course, this means they have not currently met the requirement to be successful in this course and that student will need to select another course then begin the process of meeting with a member of the Course Counselling team for Year 12 Students which is Mrs Kimberly Eyre or Mr Lynton Smith. Students are required to fulfil any prerequisites to enrol in the ATAR course. Any student who does not achieve a prerequisite for a course by end of the year, will meet with the relevant Head of Learning and book an appointment with Mrs Eyre or Mr Smith to discuss individual course choices and options.

This procedure is necessary to avoid, unrealistic course choices, changes of courses during the academic year and to facilitate the best outcomes to ensure graduation. Students need to consider their options and not narrow their field of expectations. **Once students have selected their courses and/or had any change requests approved, it is expected they will study them for the full year.**

Year 11 Students in 2025: Students along with at least one parent, will book a counselling session through to work with a member of the counselling team to select their courses for Year 11 2025. At this time a discussion will be had to ensure all students meet the necessary prerequisites for the student's success as they begin their two year WACE study journey. During this time, once selection has been made, along with 2 reserves, parents will sign off and submit that form on the day with the member of the counselling team. If a student cannot select a certain course, that student will need to select another course as this means they have not met the requirement to be successful in that course. Further work and study can still be improved upon to get into that course by end of the year by meeting the prerequisite. If a student does not meet that prerequisite, they can only enrol in that course with permission from the Head of Learning Area. For further information for any Year 11 course enrolment please contact Mrs Kimberly Eyre or Mr Lynton Smith in the Curriculum Office.

At Lake Joondalup Baptist College we do not usually run courses as single units of study and a change in the middle of the year severely jeopardises a student's opportunity to succeed. **It is important to be aware that in the event of an emergency change at the mid year point we do not guarantee a space in a particular course, nor do we add classes to facilitate a change.**

All queries regarding course or subject changes will need to be directed to the Curriculum Office to Mrs Eyre - Dean of Studies or to Mr Lynton Smith – Head of Career Education.

School Curriculum and Standards Authority Certificates

Year 12 students 2025

Folio of achievement

At the end of senior secondary schooling, all students who have satisfactorily completed any WACE course unit, VET certificate or Endorsed Program will receive a folio of achievement. This folio may include one or more of the following:

- WACE (Western Australian Certificate of Education)
- WASSA (Western Australian Statement of Student Achievement)
- WACE course report (Australian Tertiary Admission Rank – ATAR courses only)
- Award certificates achieved.

The WACE indicates that you have satisfied the requirements for WACE achievement.
The WASSA formally records, where appropriate:

- the meeting of WACE requirements or a statement of literacy and numeracy
- exhibitions and awards granted
- WACE combined mark
- grades and marks achieved in course units
- VET qualifications
- Endorsed Programs successfully completed
- number of community service hours completed, if reported by your school
- results in WACE courses from previous years.

The WACE ATAR course report (ATAR courses only) records:

- school grades
- school marks
- raw ATAR course examination marks
- WACE combined mark
- State-wide distribution of combined marks
- the number of candidates receiving a combined mark in the pair of units.

A course that has a practical examination component will have the written and practical marks reported separately.

Exhibitions and Awards

Exhibitions and awards are granted to students in recognition of academic excellence.
The names of the award winners are published through the media in early January.

Exhibitions and awards include:

a) Beazley Medal – WACE – Awarded for excellence to the eligible student who achieves the top WACE award score which is used to rank students for general exhibitions.

b) Beazley Medal – VET – is awarded for excellence in studies that include training qualifications and School Curriculum and Standards Authority courses. It is awarded to the eligible student who has demonstrated the most outstanding performance in a VET Certificate II or higher and in their other WACE achievements.

c) General Exhibitions – Forty awards, known as general exhibitions, are awarded to eligible students who obtain the highest WACE award score.

d) Awards for Outstanding Achievement in a course:

- Subject exhibitions (ATAR courses)
  A subject exhibition may be awarded to the eligible student obtaining the highest examination mark for each ATAR C=course, provided that at least 100 candidates sat the examination. A VET Exhibition may be awarded to the eligible student who has demonstrated the most outstanding performance in an AQF VET Certificate II or higher and in their other course achievements.

e) Certificates of Excellence

- ATAR – Certificates of excellence are awarded to eligible candidates who are in the top 0.5 per cent of candidates in each ATAR course examination, based on the examination mark, or the top two candidates (whichever is the greater) in a course where at least 100 candidates sit the ATAR course examination.
- VET – Certificates of excellence may be awarded to eligible Year 12 students who complete an AQF VET Certificate II or higher in one of the 13 training package industry areas and who are in the top 0.5 per cent of candidates.

f) Certificate of Merit and Certificates of Distinction

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

A certificate of merit or a certificate of distinction is to be awarded to each eligible student who obtains:

- Certificates of merit ..... 150 – 189 points
- Certificates of distinction ..... 190 – 200 points

Points (per unit)	ATAR courses	General courses	Foundation courses	VET qualifications	Maximum Points per VET Qualification
10	A				
9	B			Cert IV+ Replaces two Year 11 and four Year 12 units	54
8		A		Cert III Replaces two Year 11 and four Year 12 units	48
7					
6				Cert II Replaces two Year 11 and two Year 12 units	24

School Curriculum and Standards Awards for Year 12, 2025 may be subject to change. The Handbook will be updated as this information becomes available.

WACE Requirements for 2025/2026

These are the minimum requirements for students to receive a Western Australian Certificate of Education (WACE)

WACE requirements 2025/2026	
General requirements	• demonstrate a minimum standard of literacy and a minimum standard of numeracy based on the skills regarded as essential for individuals to meet the demands of everyday life and work in a knowledge-based economy • complete a minimum of 20 units or equivalents as described below • complete four or more Year 12 ATAR courses, or selection of General courses and Certificates II or higher
Breadth and depth requirement	Students will complete a minimum of 20 course units or the equivalent. This requirement must include at least: • a minimum of 10 Year 12 units or the equivalent • two completed Year 11 English units and one pair of completed Year 12 English units • one pair of Year 12 course units from each of List A (Arts/Languages/Social Sciences) and List B (Mathematics/Science/Technology).

Achievement standard requirement	Students will be required to achieve 14 'C' grades (or equivalents, see below) in Year 11 and Year 12 units, including at least six 'C' grades in Year 12 units (or equivalents).
	Unit equivalence can be obtained through Vocational Education and Training (VET) programs and/or Endorsed Programs. The maximum unit equivalence available through these programs is eight units – four Year 11 units and four Year 12 units. Students may obtain unit equivalence by completing up to eight unit equivalents through a combination of VET and Endorsed Programs, but with Endorsed Programs contributing no more than four unit equivalents.
	The amount of unit equivalence allocated to VET and Endorsed Programs is as follows:
	• VET qualifications
	  ○ Certificate II is equivalent to two Year 11 and two Year 12 units
	  ○ Certificate III or higher is equivalent to two Year 11 and four Year 12 units
	• Endorsed Programs – unit equivalence is identified on the Authority's approved list of Endorsed Programs.

Literacy and Numeracy requirement	There are two parts to demonstrating competence in literacy and numeracy. Firstly, you are required to complete two Year 11 English units and a pair of Year 12 English units. Secondly, you must demonstrate that you have met the minimum standard for literacy and numeracy, which is based on skills regarded as essential for individuals to meet the demands of everyday life and work. You can demonstrate the minimum standard: • through the Authority's Online Literacy Numeracy Assessment (OLNA), or • if you demonstrate a prerequisite in your Year 9 NAPLAN in Reading, Writing and Numeracy.

ATAR Examinations 2025 – Each ATAR course has an ATAR examination.

Year 12 students who are enrolled in Year 12 ATAR course units will be required to sit the examination in that course.
Each enrolled examination candidate receives a personalised ATAR written examination timetable. This timetable provides information about the time, date and location of each written examination in which they are enrolled. The timetable is used by candidates as proof of identification when they sit examinations. Students are responsible for locating their timetable for WACE exams under the Student Portal on the SCSA website. Students need to be able to sign in as this is where SCSA communicates with students.

External examinations are not held for General and Foundation courses. As part of the moderation process for the General courses all students enrolled in those courses are expected to sit an **Externally Set Task (EST).** The EST is set by the School Curriculum and Standards Authority and administered on the College campus.

WACE breadth-of-study list

To ensure an appropriate breadth of study in your senior secondary studies, you are required to select at least one Year 12 course from each of List A and List B.

List A (Arts/Languages/ Social Sciences)	**List B (Mathematics/Science/ Technology)**
Ancient History General	Accounting and Finance ATAR
Business Management and Enterprise General	Applied Information Technology General/ATAR
Career and Enterprise General/ATAR	Biology ATAR
Children, Family and the Community General/ATAR	Chemistry ATAR
Drama General/ATAR	Computer Science ATAR
Economics ATAR	Dimensional Design General
English General/ATAR	Engineering Studies General/ATAR
French language courses ATAR	Human Biology General/ATAR
Health Studies General/ATAR	Integrated Science General
Japanese language courses ATAR	Materials Design & Technology Metals General
Literature ATAR	Materials Design & Technology Textiles ATAR
Media Production and Analysis General/ATAR	Materials Design & Technology Wood General
Modern History ATAR	Mathematics Applications ATAR
Music ATAR	Mathematics Essential General
Politics and Law ATAR	Mathematics Methods ATAR
Visual Arts General/ATAR	Mathematics Specialist ATAR
	Outdoor Education General/ATAR
	Physical Education Studies General/ATAR
	Physics ATAR
	Psychology ATAR

Post Year 12 Options

Employment	Training	TAFE (restricted entry)	Post Senior School:
Full time Part time Apprenticeship Traineeships	Private organisations e.g. business college, health clubs, nanny school, hospitality and tourism colleges, golf management etc.	Part time Full time (certificate courses only)	*Completion of Year 12 leading to:* Employment TAFE study Apprenticeship Traineeship University study (UWA, Curtin, Murdoch, Edith Cowan, Notre Dame) Inter-state enrolment at various universities Online university options

Overall structure of Year 11 and 12 studies

The paths of study for Year 11 and Year 12 students at Lake Joondalup Baptist College are:

University directed students

a) Study in Year 12, a minimum of five courses with at least four ATAR courses (paired units) including ATAR English or ATAR Literature. Students entering Year 12 will be guaranteed the subject they chose to study in Year 11 if it is a subject that contributes to their ATAR and if the student also **meets the prerequisite grade** for follow on in that course in Year 12. In Year 11, students choose a total of six courses with at least four ATAR courses including ATAR English, ATAR Literature or ATAR English as an Additional Language or Dialect to meet the Literacy requirement for entry into university. Students are also required to achieve a scaled mark of at least 50 in specified ATAR courses.

b) Alternatively, students may also choose to study one Certificate IV options during Year 12 to potentially achieve entry into some universities in Western Australia.
Certificate IV options provide an equivalent ATAR score of 70. Students who opt to enrol in a Certificate IV must also either be enrolled in an ATAR English or Literature course or aim to achieve an 'A' grade in General English (the latter applicable for entry into Edith Cowan University) (Also note- students must meet prerequisites for English ATAR). Please check requirements for individual University requirements prior to choosing your English course for entry to study at university.
A Certificate IV option in Year 12 is offered on site at LJBC for 2025.

Please note:

- *To gain entrance to university, students must achieve a 'C' grade in ATAR English or ATAR Literature. Students who choose to study any ATAR course will sit the ATAR examinations for that course at the end of Year 12.*
- *The WACE is required by all universities for entrance.*

TAFE directed students

a) Year 12 TAFE directed students **participating in Workplace Learning** and attending the workplace have the option of accessing training courses through CareerLink for 1 day per week throughout the year (VET in Schools program) during Semester 1 for 15 weeks after which they return to experiencing 1 day a week in the workplace. Students who do not wish to access the CareerLink training courses may opt to only experience the workplace for one day a week. Please see Mr Lynton Smith for various other Certificate opportunities apart from those provided through CareerLink.
b) Year 11 students involved in the program experience 2 semesters of 1 day a week in the workplace.
c) TAFE directed students who will be attending the workplace will do so from approximately Week 3 of Term 1.
d) Students in this pathway generally choose a selection of General courses.
e) Private Study is generally not permitted in Year 12 for students on a General pathway unless there are significant extenuating circumstances which make this option a necessity.

NB: Students must be aware that not achieving the prerequisite standard will jeopardise their eligibility to enrol in that subject in Year 12.

Students who decide to change courses in Year 12 cannot be guaranteed entrance to a different course if the enrolment numbers for the course make the course not viable to run.

Multiple pathways to achieve the WACE

The WACE breadth and depth of study requirement previously outlined, specifies that students must complete a minimum of 20 units (10 courses) during Years 11 and 12, including a minimum of 10 Year 12 units or equivalents. Students may use ATAR courses, General courses, Foundation courses (not Preliminary courses), VET programs, or Endorsed Programs to meet this requirement.

There are limits to the number of VET programs and Endorsed Programs that may contribute to achievement of the WACE. In summary, students can gain unit equivalence of up to four Year 11 units and four Year 12 units based on completed VET programs and Endorsed Programs but a maximum of four units from Endorsed Programs.

The following are examples of some study options for students. They do not represent the minimum requirements to achieve a WACE which are previously described.

Examples of Study Options

Student	Courses studied (with minimum 'C' grade achievement)	Eligibility for WACE certification	Eligibility for ATAR
1	Six Year 11 ATAR courses Five Year 12 ATAR courses	Yes (22 units, 10 Year 12)	Yes
2	Four Year 11 ATAR courses + Two Year 11 General courses (excluding Preliminary) Four Year 12 ATAR courses + Two Year 12 General courses (excluding Preliminary)	Yes (24 units, 12 Year 12)	Yes
3	Four Year 11 ATAR courses + Two Year 11 General courses (excluding Preliminary) Two Year 12 ATAR courses + Four Year 12 General courses (excluding Preliminary)	YEs (24 units, 12 Year 12)	No
4	Four Year 11 ATAR courses + Two Year 11 General courses (excluding Preliminary) One Year 12 ATAR course+ Two Year 12 General courses (excluding Preliminary)+ VET Cert II + Endorsed Program: Workplace Learning (two units, 110 hours) – attributed to Year 12	Yes (24 units, 10 Year 12)	No
5	Four Year 11 General courses (excluding Preliminary)+ VET Cert I + Four Year 12 General courses (excluding Preliminary)+ VET Cert II	Yes (22 units, 10 Year 12)	No
6	Four Year 11 General courses (excluding Preliminary)+ One Year 11 VET Cert II Four Year 12 General Courses (excluding Preliminary)+ One Year 12 VET Cert IV	Yes (22 units, 12 Year 12) *Cert II completed as part of course	No *but available for direct university entry

Year 11/12 Course Selection 2025

Year 12 Students 2025 will be asked to select courses through the Internet using *Edval Choice. Year 11 Students 2025 will meet with a member of the Counselling team to select courses with their parents.* All students will be issued with a sheet explaining the process and the minimum requirements with regards to access to the site. This sheet of paper is specific to each student and will give them their individual student access code. It is important that this sheet be kept safely, and students should choose their courses in conjunction with their parents/guardians. A copy of the selections must be returned to the school with the signatures of both student and parent/guardian. There will be a box in the Curriculum Office reception area in which to leave your form.

If you do not have the required capacity to enrol at home, then students may do this at school in the Library at lunch time. If you have problems with your access code, please see Mr Mark Downsborough – Dean of Administration in his office in the Curriculum Office building, otherwise all other enquiries must be presented to the Curriculum Office. A copy of the printed form must be signed by the student, parent/guardian and then returned to the courses box in the Curriculum Office. Students should not attempt to enrol in their courses during class time.

Your course advisory team for the 2025 academic year is:

- Mrs Kimberly Eyre – Dean of Studies
-
- Mr Lynton Smith – Head of Career Education

Cut-off date for Year 12 Course Selection:
Friday 2 August 2024

Cut-off date for Year 11 Course Selection:
Friday 9 August 2024

Course selection

- You must select a total of **six (6)** courses plus **two (2)** reserve options by the above date.
- One of the chosen courses must be English as it is compulsory for WACE graduation requirements.
- If there are any issues with your prerequisites, you are required to meet with someone from the Curriculum Office for further counselling. Please consult the Course Handbook for more information regarding this.
- You may not select more than one VET stand-alone course if you intend to select such a course.
- You may not select a Private Study unless you have selected five ATAR courses or UniPrep Private Study is generally not an option for students on a Vocational Education and Training Pathway Please see Mrs Kimberly Eyre if there are valid and verifiable reasons (medical and State or National sporting team) why you would need a Private Study in Year 11 or 12 and you do not meet the above prerequisite to select this option.
- Private Study is not an option for Year 11 students unless there are specific and verifiable reasons.
- Remember that we have an ATAR Pathway and a Certificate Pathway; you cannot choose both if choosing a Certificate IV. Further discussion with Mrs Eyre will be required.

Reserve options

While every effort will be made to accommodate your course options, it may happen that some students will miss out on some of their course selections because **there are not sufficient numbers to run a course** or **other issues regarding resources or staffing**. Therefore, some thought should go towards reserve options so that a place can be reserved in that class in the case of a student missing out on any of their chosen courses (If a student completed a course in Year 11, that course will run for Year 12).

Student check list for consideration as you complete your online selections:

ATAR pathway

- Have I selected at least five ATAR courses including English?
- Have I carefully considered the recommendations in the Handbook for each of the ATAR courses that I have chosen?
- Have I selected at least one course off the List A set of courses and at least one course off List B?
- Have I achieved a 3 in all my OLNA components?
- As a Year 12 student and if I have selected a Private Study, do I meet the eligibility requirements to do so?
- As a Year 11 student, have I selected six courses in total of which at least five are ATAR?

General Pathway

- Have I preferably selected at least five General courses including English?
- Have I selected at least one course off the List A set of courses and at least one course off List B?
- Am I on track to achieve all my OLNA requirements by the end of Year 12?
- Have I checked all requirements for my WACE to ensure I have met all criteria?

Additional Compulsory Subjects

Christian Education

At LJBC we meet all students where they are at with their faith and we endeavour to support their progress in their spiritual walk with God from there. We create an environment where students feel comfortable and encouraged to approach their teachers to ask questions, in a non-threatening atmosphere. During the weekly Christian Education lesson, students are informed and educated of the teachings of the Bible and Christianity. Students are given the opportunity to talk about a variety of contemporary and age relevant issues that help to establish their own moral and value systems. In Christian Education we share the vision motto of the College derived from Micah 6:8 is ‘Seek Wisdom, act Justly and love Mercy'.

Christian Education during upper secondary years focus on the teachings of Jesus and what we can learn from his dealings with people and his reactions to a variety of circumstances. Students have the opportunity to discuss complex ethical and life issues. Love and relationships are also discussed in depth. Social justice carries into the senior secondary years where students explore issues like ethical trading and injustice in the world.

Associated fees/subject levy

$20.

Wellbeing

At the heart of our Wellbeing are the College Values that define our relationships and commitment to an integrated, whole school approach to pastoral care.

LJBC implicit Wellbeing Education takes place every day through pastoral care, teaching and all interactions students have with staff and peers.

Wellbeing is integrated in Connect classes offering students opportunities to engage in healthy risk-taking, goal setting and the development of self-confidence and self-esteem. Students also engage in an annual Wellbeing Day. This is a compulsory for all Senior Secondary students and aims to provide the knowledge and skills to live a wholesome lifestyle and enhance the wellbeing of those around them.

Associated fees/subject levy

$25.

Private Study

Private Study is a time tabled class for Year 12 students granted at the discretion of the Dean of Studies and **is a privilege**. This lesson time provides a quiet time of personal study for Year 12 students to assist them maintain a high academic standard and to improve on the academic standards they have maintained.

Associated fees/subject levy

$20.

Terms you should be familiar with

Accredited courses
These are courses which contribute towards Secondary Graduation. They include ATAR and General and Foundation courses.

ATAR courses
These are School Curriculum and Standards Authority Accredited courses which contribute towards Secondary graduation and towards the calculation of the ATAR.

Australian Tertiary Admissions Rank (ATAR)
An ATAR will be calculated using a Tertiary Entrance Score (TES) which is calculated using the best average (mean) mark of four ATAR courses. The ATAR is a number between 99.5 and zero and is derived from a student's Tertiary Entrance Aggregate (TEA that reports a student's ranked position relative to all other students. The TEA is calculated by adding the student's best four scaled scores, plus bonuses where applicable.

General courses
These are School Curriculum and Standards Authority Accredited courses which contribute towards Secondary Graduation.

School Curriculum and Standards Authority
This body sets the requirements for Secondary Graduation and issues the Western Australian Statement of Student Achievement (WASSA) and the Western Australian Certificate of Education (WACE).

Secondary Graduation (Certification)
Successfully completing the School Curriculum and Standards Authority requirements for study in Year 11 and Year 12, results in Secondary Graduation and the award of the WACE – Western Australian Certificate of Education.

Tertiary Entrance Aggregate (TEA)
Sum of four best scaled marks – TEA out of 400.

Tertiary Institutions in Western Australia
University of Western Australia, Murdoch University, Curtin University, Edith Cowan University, University of Notre Dame.

Western Australian students are also eligible to apply for University admission in other States. For other Australian Universities, see guides 'Universities in Australia' or 'Good Universities Guide', Technical and Further Education (TAFE), Colleges in the Business and Government Telephone Directory.

Tertiary Institutions Service Centre (TISC)
Level 1, 100 Royal Street, EAST PERTH 6004
Telephone 9318 8000
Facsimile 9225 7050
TISC On-Line www.tisc.edu.au

University admission
Details of conditions that a Year 12 student must satisfy, to qualify for Secondary Graduation and achieve a satisfactory performance, may be found through the Tertiary Institutions Service Centre (TISC). Please access the TISC website for more details on specific University entrance requirements. Some Universities also offer entrance through the Portfolio System or UniReady such as ECU, Murdoch, Curtin, UWA and Notre Dame University.

University Study

Requirements for university admission

Entry to public universities

The University of Western Australia, Curtin University, ECU and Murdoch University

There are basic criteria for students to satisfy in order to obtain entry into the public universities:

1) **Secondary Graduation** for which a Western Australian Certificate of Education (WACE) is awarded. See individual Universities for requirements or www.tisc.edu.au .
2) **Competency in English** for which students are required to achieve a scaled score of at least 50 in Year 12 English with at least a 'C' grade in ATAR English or ATAR Literature or English as an Additional Language or Dialect. Some universities have alternative tests and other conditions which apply to eligible overseas students. Enrolment in either ATAR English or ATAR Literature or English as an Additional Language or Dialect at Year 12 level is compulsory. Those students who do not achieve this may still be considered for tertiary entry; see individual university for details.
3) **Preferred or Prerequisite courses** may be required in different university courses. In considering a university course, students should be aware of such preferred or prerequisite courses. (This information is available in the specific university handbooks and in the TISC handbook online at TISC).
4) **Entry Requirements for Medicine and Dentistry** at the University of Western Australia include the University Clinical Aptitude Test (UCAT) which students attempt in July-Mid August. Results will be released to the University in early September. The final criteria will be that students achieve an Australian Tertiary Admissions Rank (ATAR) of approximately 96 or higher.
5) **Attainment of the Australian Tertiary Admissions Rank (ATAR)** Access to study at public universities in WA is decided by a student's Australian Tertiary Admissions Rank (ATAR). The Tertiary Entrance Aggregate (TEA) will be calculated and will form the basis for the determination of the ATAR. Students will be informed of their ATAR as well as their TEA. Information relating to cut-offs for various university courses provided by universities, and reported in the newspapers, will refer to the ATAR.

   The ATAR is a number out of 100 which indicates a student's relative position compared with all other students who graduated from Year 12. The student cohort includes students aiming for university entrance as well as those who are not. An ATAR of 89.50, for example, would mean that this student was in the top 10.50% of all Year 12 students. For more information about ATARs, access the TISC website on www.tisc.edu.au.

   i. Calculation of the TEA will occur using the best sum of four WACE courses plus 10% of the student's best Language Other Than English (LOTE) course, Mathematics Methods and Mathematics Specialist. All of these courses must be studied at Year 12 level. No Year 11 or General Year 12 courses can be used to calculate the TEA. Certain course combinations are not acceptable in relation to the calculation of the TEA. Both courses may be taken but the result in only one may be used to calculate a TEA. Please see unacceptable combinations for the TEA on the next page.

Unacceptable combinations for TEA

Chemistry ATAR	**with**	Integrated Science ATAR
Mathematics Applications ATAR	**with**	Mathematics Specialist ATAR
English ATAR	**with**	English as an Additional Language/Dialect ATAR
English as an Additional Language/Dialect ATAR	**with**	Literature ATAR
French: Background Language ATAR	**with**	French: Second Language ATAR
Japanese: Background Language ATAR	**with**	Japanese: Second Language ATAR
Physics ATAR	**with**	Integrated Science ATAR

No more than two mathematics scaled scores can be used in the calculation of the TEA (please see TISC acceptable combinations with Specialist)

Note: these courses/courses may be studied together but only one of them can be counted towards the TEA

i. A score of each TEA course comprises a school based component (50%) which is added to the Tertiary Entrance Examination component (50%) to form a combined score. There are several statistical procedures which are applied to the school based score (moderation), exam score (standardising) and the combined score (scaling). Scaling means a course will be scaled according to the marks that all students in the state doing that course achieved in their other three, four or five courses.

ii. Cut off scores and the ATAR and TEA required to gain entry in the first round of offers made by the Universities can be found by checking the TISC website: **www.tisc.edu.au**.

As entry requirements can be changed at times during a given year it is important to check the University websites and TISC in conjunction with the above information.

University Admissions 2026: for Year 12, 2025 Graduates

- A TEA, which is converted to an ATAR will be calculated using the best four courses
- Students must receive a WACE
- Schools will submit a result out of 100 for the courses studied at the College to the School Curriculum and Standards Authority, so the mark can be included as part of a student's TEA.

Scenario guidelines

Relating Year 11 to likely Year 12 Performance

Marks in Year 11 best four courses	Approximate grade average	Likely ATAR
Averaging about 80		97
Averaging about 75	A	94
Averaging about 70		90
Averaging about 65	B	85
Averaging about 60		79
Averaging about 55	C	70

ATAR examples

ATAR	TEA (avg mark)
55.00	188.3 (47%)
70.00	216.5 (56%)
75.00	226.5 (59%)
80.00	238.4 (62%)
85.00	252.4 (66%)
90.00	270.2 (70%)
95.00	298.7 (76%)
99.95	410.1(98%)

Selecting Courses for Years 11 and 12

Before selecting Courses for study in Year 11 or Year 12, students must note the following:

1) Christian Education is a compulsory course in both Year 11 and Year 12.
2) Participation in the Wellbeing Days is compulsory for both Year 11 and Year 12.
3) Students must observe the minimum entry standards (prerequisites) for Year 11 and 12 courses. If you have not achieved the prerequisites, you have not mastered the concepts in the subjects you have done to such a degree that you will be successful in the course.
4) At universities, some courses have prerequisite courses, whilst at others certain courses are strongly recommended. Students should be aware of these requirements before making their choice of Year 11 courses. (Information may be obtained from individual universities)
5) Students intending to study at TAFE should be aware of the pathways they intend to follow as this will guide their choice of courses. (Information is available from TAFE counsellors or the Career Skills Information Centre)
6) Students who contemplate staying until the end of Year 12 should have a clear idea of the courses they intend to take over the two year period. In some learning areas e.g. Mathematics, Japanese, Music, Physics and Chemistry it is not be recommended for students to study the Year 12 course without having studied the Year 11 course.
7) In developing a timetable grid, the courses offered and the number of classes in a particular course is dependent upon the number of staff and rooms available at any one time, and student selection.
8) Students need to consider that they may not be permitted to study a course in Year 12 if their Year 11 achievement in that course was not satisfactory.
9) Students should note that ATAR units do require students to sit the ATAR examination in that subject at the end of Year 12. Participation in the examination for any Year 12 ATAR course is compulsory regardless of the number of ATAR courses in which the student is enrolled.
10) Students studying a Language other than English, ATAR Mathematics Specialist and/or Mathematics Methods receive a bonus added (TER) to acknowledge the higher level of difficulty of these subjects.
11) For students completing the CareerLink Program, enrolment in an ATAR course is not recommended. The time off campus of one day per week may severely compromise a student's ability to achieve success in any given ATAR course.

Note

When students make unwise choices of courses and then desire to change courses, difficulties may arise as classes may be full or there may be no other suitable option on the same grid line. It is important, therefore, that students and parents/guardians give the most serious consideration to the recommendations made by teachers regarding the courses and pathways that students should study in Year 11 and Year 12.

Students for whom university study is a realistic consideration

Year 12 students who desire to undertake university study and who are reasonably capable academically should consider taking **five or six** ATAR courses and **one or none** of the General courses. Students must choose to do ATAR English or ATAR Literature. Students should also note points 8 and 9 under 'Selecting courses for Years 11 and 12'. Students should select at least one course from each of List A and List B. Students should also check the TISC website to note any prerequisites required for entry into a University Undergraduate course.

Students with doubtful university intentions

Students might take **four** ATAR courses including English **or** Literature and **two** General courses in Year 11. Depending on ability and interests, such students might otherwise take **five** ATAR courses of study and **one** TAFE (VET) directed course in Year 11. Students might also consider a non exam pathway by undertaking a Certificate IV pathway in Year 12. These students would take a combination of ATAR/General courses or only General courses along with a Certificate IV. With the completion of the Certificate IV, this would give students an equivalent of a 70 ATAR to enter most Universities. See individual Universities for entrance requirements using a Certificate IV.

Students with no university intentions

Students should take mainly General courses and a certificate and should only take ATAR courses if they have the appropriate ability in these courses. Such students should take **five** or **six** General courses. These students may wish to seek places in the Workplace Learning programs available for Year 11 and Year 12 students. TAFE directed students are advised to study the highest Mathematics course they can achieve, considering carefully the balance required when enrolling in Certificates which require time off campus.

Students intending to apply for TAFE Diploma or Advanced Diploma courses

Students should check the requirements for the course before selecting their Years 11 and 12 courses as they may require the study of particular courses. (Note that TAFE does not consider the external School Curriculum and Standards Authority assessment for ATAR courses). Check TAFE courses carefully to see if Mathematics is a required course.

Note:

Private Study

Year 12 students who study at least five ATAR courses or undertake the UniPrep course may choose to study six courses or may choose a private study period for their sixth choice.

Private Study will also be granted for students who have very specific needs and where extra time in the day would be beneficial for example in the case of State sporting commitments or medical needs. Please see Mrs Kimberly Eyre in the Curriculum Office if you require assistance in this area.

OLNA (Online Literacy and Numeracy Test)

Where a student is identified at risk in terms of not passing the Online Literacy and Numeracy Test, it is essential to arrange a meeting to discuss pathway options for study in Year 11 and Year 12. Please arrange to meet with
Mrs Kimberly Eyre, Dean of Studies.

TAFE Study

In today's world, vocational education and training has become increasingly important to school leavers who are either seeking to join the workforce or continuing with further education.

TAFE programs are wide ranging. They provide a balance of theoretical and practical study which offers ideal preparation for employment and/or further education.

Students planning to study at TAFE can choose from approximately 800 formal courses covering some 5500 different subjects.

These courses are available in the following areas of study:

Arts, Entertainment, Sport and Recreation, Automotive, Banking, Building and Construction, Business and Management, Clothing, Textiles, Footwear and Furnishings, Communications and Printing, Community Services, Health and Education, Computing and Information Technology, Electrical, Electronic, Refrigeration and Air Conditioning, Engineering and Mining, Finance, Insurance and Property Services, Food Processing, Hospitality, Travel and Tourism, Languages, Primary Industry, Sales and Personal Services, Science, Technology and Process Manufacturing and Transport and Logistics.

As well as bridging and preparatory courses and subjects, TAFE offers six levels of award courses: Certificate I, Certificate II, Certificate III, Certificate IV, Diploma, and Advanced Diploma. Award courses are accredited, ensuring consistency in the standards and titles of courses at all TAFE institutions across Australia. They are widely recognised by employers, licensing bodies and professional institutions.

Many TAFE award courses can also lead to acceptance to university courses, often with advanced standing at Edith Cowan, Curtin and Murdoch Universities. Completion of certain full Certificate IV, Diploma and Advanced Diploma courses satisfy the general entry requirements.

School qualifications

Applicants who have successfully graduated from school may apply for admission to

Certificate IV and Diploma level courses on the basis of their school based qualifications. Many certificate level courses require Year 10 or Year 11 academic merit levels for minimum entrance requirements and selection criteria scoring purposes. However, applicants who possess only the Year 10 or Year 11 academic background will be competing for course places with other applicants who will have Year 12 or higher academic merit. Consequently, such applicants may find it difficult to gain a course place offer if competition for places in that course is great.

Folio requirements

A number of courses in the Arts, Entertainment, and Sport and Recreation courses require submission of a folio and/or auditions. Applicants will receive folio requirement information (folio content and themes, date and location for folio submission) upon submission of their application.

How are students selected?

To gain entry to TAFEWA courses, students need to meet the entrance requirements, and for some courses, address selection criteria.

Entrance requirements are either:

A lower level qualification

To enrol in a Certificate IV in Disability Work you will need a Certificate III in Disability work.

The selection criteria are based on two main categories which add up to 90 points (Academic experience 60 points and Work Experience 30 points).

What are selection criteria?

Selection criteria are academic and other criteria, which are used to score applicants, competing for entry into courses which have more applicants than places.

These include, among other things:

- work experience
- industry involvement
- current and previous employment
- voluntary work
- community service obligations.

Selection criteria have a maximum 90 points available

1) Work experience or employment maximum 30 points – scored at 0.003 points per hour worked including part-time work, WPL.
2) Secondary education maximum 60 points.

Further information on competitive courses at TAFEWA please refer to the Government of Western Australia Department of Training and Workforce Development: dtwd.wa.gov.au. Website or make an appointment with Mr Lynton Smith in the Careers Office.

Year 11 and Year 12 Course Information

Courses, tasks and assessment

General Courses

General courses comprise of outcomes and tasks within each unit. Outcomes are statements of what a student should know, understand, value and be able to do because of their learning. Tasks are how students apply learning to demonstrate their progress and achievement of outcomes. Tasks encompass the content and skills of a course in a variety of contexts and are designed to enable and show progress towards the achievement of outcomes.

Year 12 General course grade will be based on a combination of internal school assessments and one externally set and moderated task. For General courses assessment will be recorded as a mark out of 100 with a corresponding Grade.

At the end of the year a grade of **A, B, C, D, or E** will be awarded.

ATAR Courses

Assessment details for each of the Year 11 ATAR courses are summarised in the relevant course outlines in the following pages. For each course, assessment comprises a variety of assessment types and content. For ATAR courses, assessment will be recorded as a mark out of 100 with corresponding Grade.

At the end of the year a grade of **A, B, C, D or E** will be awarded for Year 11 ATAR courses.

Year 12 course grades will be based solely on combinations of internal school assessment, including school based examinations. The external exam score has no effect on a school awarded grade, but it is used in the final calculation of the student score for the course.

In Year 12 each ATAR course assessment comprises 50% of the final mark derived from the internal school based assessment. The other 50% of the final mark comes from the final external WACE Examination set in that subject. Only marks gained for Year 12 ATAR courses contribute to the Tertiary Entrance Aggregate (TEA) and Australian Tertiary Admissions Rank (ATAR***).***

The rest of this handbook provides information about courses offered in Year 11 and Year 12.

Curriculum Awards

The College recognises students who achieve at high standards through Certificates of Excellence, Letters of Merit, Endeavour Awards and Subject Awards.

Certificates of Excellence are awarded twice in each academic year for Semester 1 and Semester 2. Students who achieve at high standards across a range of Academic Courses will receive a Certificate of Excellence by attaining 80% or 5 A grades in their courses that are assessed by the School Curriculum and Standards Authority (SCSA) criteria. Certificates of Excellence are presented at a Secondary Assembly and at Graduation for Year 12.

Course Awards are presented at the end of each academic year at the Secondary Awards Evening and Year 12 Graduation Ceremony. These Course Awards are given to the top student of each cohort in each course based on academic achievement.

Curriculum Team

During the time students and their families are making decisions about choice of elective subjects, it is important to talk about suitable choices with subject teachers and the relevant Heads of Learning Area. The following people will be able to help with enquiries regarding curriculum decisions:

Curriculum Team

Dean of Studies	Mrs Kimberly Eyre
Head of Career Education	Mr Lynton Smith

Learning Areas/Departments	**Head of Learning Areas/Departments**
The Arts	Ms Madelaine Jones (Acting)
Career Education	Mr Lynton Smith
Christian Education	Mr Matthew Harris
English	Mrs Amanda Collier
Health & Physical Education	Mr Ben Allsop
Humanities	Mrs Telma Keen
Languages	Mrs Meagan Maassen
Learning Diversity K-12	Mrs Sarah Ferreira
Library	Mr Stephen Sampson
Mathematics	Mr Glenn Tyrie
Science	Mrs Vanessa Budas
Technologies	Mr Tomasz Dudek

The following staff can be contacted for technical issues

Dean of Administration	Mr Mark Downsborough
Secondary Learning Technologies Manager	Mr Limpie van Aswegen

Year 11/12 UniPrep – 11UPC/12UPC

By invitation only to be started in Year 11 and completed in Year 12

Course Description

The ECU UniPrep Schools program offers students the opportunity to undertake a University Preparation Pathway prior to completing high school. UniPrep prepares students for university-level study by teaching them the skills required for academic success with an emphasis on them becoming independent learners.

In Year 11 students will complete the following two core units to meet the UniPrep Schools requirements.

- Future Ready Skills – develops the learning processes and skills that can support becoming a successful university student, and/or an effective employee in a workplace.
- Academic Literacies – develops strong research and sound writing skills in such a way that students will appreciate the structure and protocols associated with expressing ideas in an academic manner that prepares them for future university studies.

In Year 12 students will complete the following two core units to meet the UniPrep Schools requirements.

- Society and Cultural Studies – focuses on the understanding of what it means to be human in today's society by developing awareness of culture, society, and personal identity, in conjunction with the key concepts and frameworks of humanities subjects.
- Mathematics – provides a foundation to demonstrate the basic mathematical concepts and techniques required for study at university (excluding undergraduate degrees that have a specific mathematics prerequisite) with a focus on applying these to develop problem solving skills in everyday life.

Assessment

Students will complete a series of various assessments in each unit.

Prerequisite

This qualification will be offered by **invitation only**. Selection is based on student academic results and ability to achieve the standards required for this qualification. Additionally, students on a General pathway will be given preference.

Pathway

School students who successfully complete ECU UniPrep Schools and achieve the WACE will be eligible for entry into many of ECU's undergraduate courses.

Entrance into other universities needs to be negotiated with their respective admissions offices.

Time off campus

None.

Associated fee

$325 (This fee is set by ECU and is paid in Year 11 covering the cost of the course over the two years)

Enquiries

Mrs Leigh-Anne Hopkins – UniPrep Co-ordinator

Year 12 UniPrep – 12UPC

By invitation only to be started at the end of Year 11 and completed in Year 12

Course Description

The ECU UniPrep Schools program offers students the opportunity to undertake a University Preparation Pathway prior to completing high school. UniPrep prepares students for university-level study by teaching them the skills required for academic success with an emphasis on them becoming independent learners.

Students must complete the following four core units to meet the UniPrep Schools requirements.

- Future Ready Skills – develops the learning processes and skills that can support becoming a successful university student, and/or an effective employee in a workplace.
- Academic Literacies – develops strong research and sound writing skills in such a way that students will appreciate the structure and protocols associated with expressing ideas in an academic manner that prepares them for future university studies.
- Society and Cultural Studies – focuses on the understanding of what it means to be human in today's society by developing awareness of culture, society, and personal identity, in conjunction with the key concepts and frameworks of humanities subjects.
- Mathematics – provides a foundation to demonstrate the basic mathematical concepts and techniques required for study at university (excluding undergraduate degrees that have a specific mathematics prerequisite) with a focus on applying these to develop problem solving skills in everyday life.

Assessment

Students will complete a series of various assessments in each unit.

Prerequisite

This qualification will be offered by **invitation only**. Selection is based on student academic results and ability to achieve the standards required for this qualification. Additionally, students must meet the following prerequisites:

- Choose a General pathway.
- Achieve minimum 58% in Year 11 English ATAR or 65% in Year 11 English General

Pathway

School students who successfully complete ECU UniPrep Schools and achieve the WACE will be eligible for entry into many of ECU's undergraduate courses.

Entrance into other universities needs to be negotiated with their respective admissions offices.

Time off campus

None.

Associated fee

$325 (This fee is set by ECU)

Enquiries

Mrs Leigh-Anne Hopkins – UniPrep Co-ordinator

Year 11 Drama General Course – GEDRA

Course description

The Drama General course focuses on drama in practice as students engage in practical drama processes such as improvisation, play building and interpreting Australian and international scripts. This allows them to create original drama and interpret a range of drama texts. Students' work in this course includes production and design aspects involving directing, scenography, costumes, props, promotional materials, and sound and lighting. They present drama for a range of audiences and adapt their drama to suit different performance settings. The focus in this course is primarily on performance and teamwork.

Students achieve through activities in which they create drama, perform in front of audiences and reflect on their performances. They explore and communicate ideas, problem-solve collaboratively and individually, while working with various drama forms such as play, improvisation and duologue, and exploring technologies such as sound and lighting. They become critical, informed audiences, understanding drama in their own society, and drawing on a diverse range of drama from other cultures, places and times to enrich their understanding of the world.

Unit 1 – G1DRA

Students engage with the skills, techniques, processes and conventions of dramatic storytelling. Students view, read and explore relevant drama works and texts using scripts and/or script excerpts from Australian sources. Students work in the three main content areas of drama language, contextual knowledge and production and performance.

Unit 2 – G2DRA

The focus for this unit is drama performance events for an audience other than their class members. In participating in a drama performance event, students work independently and in teams. They apply the creative process of devising and of interpreting world sources to produce drama that is collaborative and makes meaning.

Paired unit combination – GEDRA

Two semester units running concurrently.

Assessment

Performance/Production	70%
Response	30%

Associated fees/course levy

$105 – includes costs of visiting performing artists but excludes any upcoming theatre excursions.

Pathways

Leads to Year 12 Drama General.
Possible career pathways: lawyer, management and personnel services, actor, director, arts and event management, production designer (sound, lighting, costume, set), stage management, front of house management, radio presenter, drama therapist, public relations, occupational therapist, writing, journalist, marketing and promotions, drama teacher, university lecturer, theatre critic, arts education, politician, diplomat.

Time off campus

Students will attend performances and industry professional workshops off campus throughout the year as available.

Enquiries

Mrs Madelaine Jones – Acting Head of Learning Area – The Arts

Year 11 Media Production and Analysis General Course – GEMPA

Course description

With a big emphasis on practical, hands on media production, students will make a movie trailer, a short film, a music video, a documentary and a podcast. Students will watch and analyse movie trailers, music videos, documentaries and a comedy film. They will complete two written response tasks. All other written work is planning and reflecting on their productions.

Media Production and Analysis reflects the importance of media skills and understandings to so many aspects of contemporary life, aiming to prepare students for a future in a digital and global world by providing the foundation for lifelong learning about the media. Creative challenges, problem-solving, using technology and working in teams are major components of the course, assisting students in developing as twenty-first century learners, with skills valued by employers.

The course will enhance the student's study of English and help improve critical and creative thinking, emotional intelligence and confidence, whether working individually or as a team.

Unit 1 – G1MPA

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. Students generate ideas for their own media productions and learn the basic production skills and processes as they work in a range of media, including film and TV

Unit 2 – G2MPA

Students learn about production processes and some of the controls that influence decision making in media production. Students develop problem-solving and collaborative communication strategies and production skills when creating their own media work with a point of view. Students will continue to work in film, TV and podcasting.

Paired unit combination – GEMPA

Two semester units running concurrently.

Assessment

Assessment types for both units:

Production	70%
Response	30%

Prerequisite

None.

Associated fees/course levy

$105.

Pathways

Leads to Year 12 General Media Production and Analysis and TAFE entry.

Possible career pathways: marketing and promotions, public relations, management and personnel services, event coordinator, multimedia designer, game designer, photographer, music video director, documentary filmmaker, TV camera operator, camera assistant, lighting assistant, sound recordist, editor, TV program producer, television presenter, radio producer, actor.

Time off campus

None.

Enquiries

Mrs Madelaine Jones – Acting Head of Learning Area – The Arts

Year 11 VET Music

CUA30920 Certificate III in Music

Course description

The VET Music course provides programs for the full completion of a CUA30920 Certificate III in Music. For this VET program, the school has partnered with COSAMP (RTO 41549). Students with no previous instrumental music experience but who love listening to music and would like to try playing an instrument or creating music electronically will have the opportunity to do so. There will be a focus on music performance, composing and recording original songs with students able to work in their chosen style of musical genre, such as rock music or dance music. Students will engage in projects such as creating and marketing their own band and CD and will then launch and market their CDs at a live performance. The class will prepare and participate in lunch time rock concerts.

The VET Music course is suitable for students considering a TAFE pathway or students who wish to complement their other WACE courses with vocational studies in Music. There are no external examinations. The course fosters a positive transition from school to work and provides a structure within which students can prepare for further education, training and employment, providing students with the opportunity to achieve national vocational qualifications and to gain course unit credit towards the Western Australian Certificate of Education (WACE*).* With satisfactory completion of all units of this course, a student may attain a national qualification upon approval from the issuer/industry regulator of that accreditation.

Assessment

Students must complete a total of eleven units of competency in order to achieve CUA30920 Certificate III in Music

Homework and study expectations

A self-motivated study program ensuring that students keep up to date with all their task work is required.

Prerequisite

None.

Associated fees/course levy

$320 – includes cost of certification.

Pathways

Possible career pathways: music event coordinator, sound engineer, booking agent, artist/band manager, professional musician, specialist instrument tutor, TAFE lecturer, specialist recording artist, session musician, composer/jingle writing/movie sound track composer.

Time off campus

Various opportunities will arise for students to perform to the public.

Enquiries

Mrs Tammy van der Nest – Director of Music

Year 11 Visual Arts General Course – GEVAR

Course description

The Visual Arts General course is an enjoyable practical course suitable for students who enjoy drawing, painting and making things and expressing themselves creatively. Students have opportunities to express their imagination and develop personal imagery, skills and engage in the making and presentation of artworks which will be shown at the annual Visual Arts Exhibition.

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

Within contemporary society, there is increasing demand for visual literacy; the ability to perceive, understand, interpret and evaluate visual information. The Visual Arts General course enables students to develop their visual literacy and communication skills and become discriminating in their judgements. Students develop problem-solving skills together with creative and analytical ways of thinking. Innovation is encouraged through a process of inquiry, exploration and experimentation.

Unit 1 – G1VAR

The focus for this unit is experiences. Students develop artworks based on their lives and personal experiences, observations of the immediate environment, events and/or special occasions. They participate in selected art experiences aimed at developing a sense of observation. Students acquire various skills using processes of experimentation and discovery. Imaginative picture making is primarily concerned with experiences of the self and of the immediate environment, including aspects of family life, social activities, communal occasions and other shared activities. Ample scope for free, imaginative interpretation and experimentation with materials is provided.

Unit 2 – G2VAR

The focus for this unit is explorations. Students explore ways to generate and develop ideas using a variety of stimulus materials and explorations from their local environment. They use a variety of inquiry approaches, techniques and processes when creating original artworks.

In developing subject matter for artworks, students explore ways to express personal beliefs, opinions and feelings. They manipulate a variety of media and materials in a range of art forms, recording and reflecting on their artistic achievements.

Paired unit combination – GEVAR

Two semester units running concurrently.

Assessment

Assessment types for both units:

Production	70%
Analysis	15%
Investigation	15%

Recommendation

Learning Area Grade minimum ‘C’ grade in Year 10 English and Learning Area Grade minimum ‘C’ grade in Year 10 Visual Arts.

Associated fees/course levy

$155 - includes specialist art workshops.

Pathways

Leads to Year 12 Visual Arts General course and TAFE entry.

Possible career pathways: advertising, web/graphic designer, fashion designer, occupational therapist, draftsperson, interior designer, animator, architect, cartoonist, illustrator, make-up artist, visual merchandiser, film and television, stage/set designer, photographer, sculptor, art therapist, theatrical costume maker and designer, sign writer, jeweller, art teacher.

Time off campus

Excursions to Art Gallery of WA and participation in practical workshops with professional artists as available.

Enquiries

Mrs Madelaine Jones – Acting Head of Learning Area – The Arts

Year 11 Visual Arts ATAR Course – AEVAR

Course description

Within contemporary society, there is increasing demand for visual literacy: the ability to understand, interpret and evaluate visual information. The Visual Arts ATAR course enables students to develop their visual literacy and communication skills and become discriminating in their judgements as they view and write about professional works of art and create their own unique artworks through drawing, painting, sculpture, fabrics and printmaking. Student work will be exhibited in the annual Visual Arts Exhibition.

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

Students gain knowledge, understanding and appreciation of art and culture, both in Australian and international contexts. They analyse and evaluate their own works and the works of others from a range of historical and cultural viewpoints and develop an appreciation of the role of art in the community and their daily lives. Through their art experiences, they come to an understanding of broader questions about the values and attitudes held by individuals and societies and gain an awareness of the role that art plays in reflecting, challenging and shaping societal values.

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

Unit 1 – A1VAR

The focus for this unit is differences. Students may consider differences arising from cultural diversity, place, gender, class and historical period. Differences relating to art forms, media and conventions may also provide a stimulus for exploration and expression. Students explore ways of documenting thinking and working practices. They explore approaches to drawing and develop awareness that each artist has his or her particular way of making marks to convey personal vision. Students recognise that visual artwork is subject to different interpretations and appreciate that informed responses should take into account the varying contexts within which a work of art is created. They develop awareness of styles of representation, examining distinctly individualistic approaches of artists in different times and places.

Unit 2 – A2VAR

The focus for this unit is identities. In working with this focus, students explore concepts or issues related to personal, social, cultural or gender identity. They become aware that self-expression distinguishes individuals as well as cultures. Students use a variety of stimulus materials and use a range of investigative approaches as starting points to create artwork. They develop a personal approach to the development of ideas and concepts, making informed choices about the materials, skills, techniques and processes used to resolve and present their artwork. Students develop understandings of the personal and/or public functions of art in the expression of identity and the purposes of art, such as narrative – telling personal stories or exploring myths. They understand that art may give form to ideas and issues that concern the wider community. Response to artwork stimulates insights, encourages deeper understandings, and challenges preconceived ideas. Students develop an awareness of how the visual arts may be both socially confirming and questioning, analyse their own cultural beliefs and values and develop deeper understandings of their own personal visual arts heritage.

Paired unit combination – AEVAR

Two semester units running concurrently.

Assessment

Assessment types for both units:

Production	50%
Analysis	15%
Investigation	15%
Examination	20%

Recommendation

Recommended for ATAR English and have achieved a Learning Area Grade minimum ‘B’ grade in Year 10 Visual Arts or by permission of the Head of Learning Area**.**

Associated fees/course levy

$155 - includes cost of specialist art workshops.

Pathways

Leads to Year 12 Visual Arts ATAR course.
Possible career pathways: architect, advertising, web/graphic designer, photographer, fashion designer, art therapist, occupational therapist, draftsperson, interior designer, animator, cartoonist, illustrator, make-up artist, visual merchandiser, film and television, stage/set designer, sculptor, theatrical costume maker and designer, sign writer, jeweller, art teacher.

Time off campus

Excursions to Art Gallery of WA and participating in practical workshops with professional artists.

Enquiries

Mrs Madelaine Jones – Acting Head of Learning Area – The Arts

Year 12 Drama ATAR Course – ATDRA

Course description

With a combination of theory and practise, this course provides students with an invigorating experience in making and appreciating drama. This course is designed for students who have a keen interest and aptitude for the creative and the theoretical aspects of drama and who enjoy performing to audiences. Students work independently and collaboratively, learning time management skills, showing initiative and demonstrating leadership and interpersonal skills. The Drama ATAR course requires them to develop and practise problem-solving skills through creative and analytical thinking processes as they prepare for performances.

While a minority of students intend to make a career in drama and related fields, most participate in drama for enjoyment and satisfaction, becoming agile communicators as they progress through the course. They experience the pleasure that comes from developing personal skills, knowledge and understandings that can be transferred to a range of careers and situations where clear communication is vital such as psychology, social work, teaching, law, politics and management.

The Drama ATAR course will enhance students' study in English as well as build confidence, empathy, understanding about human experience, and a sense of identity and belonging. These are invaluable qualities for contemporary living.

Unit 3 – A3DRA

The focus for this unit is to reinterpret dramatic text, context, forms and styles for contemporary audiences through applying theoretical and practitioner approaches. This includes physical theatre approaches and text-based approaches, such as Theatre of the Absurd, Asian theatre and Poor Theatre. In this unit, students work on the reinterpretation of text, subtext, context, form and style through in-depth study. Students explore solo performance by workshopping and preforming scripted monologues.

Unit 4 – A4DRA

The focus for this unit is interpreting, manipulating and synthesising a range of practical and theoretical approaches to contemporary and devised drama. This includes contemporary theatre approaches and experimental approaches. Students explore devising and playwrighting through original solo performances.

Paired unit combination – ATDRA

Two semester units running concurrently.

Assessment

Assessment types for both units:	
Performance/production	30%
Practical performance examination	20%
Response	30%
Written examination	20%

Recommendation

Minimum 'C' grade in the Year 11 English ATAR course or by permission of the Head of Learning Area. Students who have attained a minimum 'C' grade in Year 11 Drama ATAR will have a better foundation for success.

Associated fees/course levy

$105 – includes some incursion and excursion costs as available.

Pathways

Possible career pathways: lawyer, management and personnel services, actor, director, arts and event management, production designer (sound, lighting, costume, set), stage management, front of house management, radio presenter, drama therapist, public relations, occupational therapist, writing, journalist, marketing and promotions, drama teacher, university lecturer, theatre critic, arts education, politics and diplomacy.

Time off campus

Students will attend performances and industry professional workshops off campus throughout the year as available.

Enquiries

Mrs Madelaine Jones – Acting Head of Learning Area – The Arts

Year 12 Media Production and Analysis General Course – GTMPA

Course description

Students will study reality TV, analyse trailers and popular films. With a big emphasis on practical, hands on media production, students will also complete projects such as making a title sequence, a music video and a mockumentary. The written work is to assist student understanding of the media types they are producing and involves watching and analysing TV documentaries and Hollywood films.

Creative challenges, problem-solving, using technology and working in teams are major components of the course, assisting students in developing as twenty-first century learners, with skills valued by employers. The course will enhance the student's study of English and help improve critical and creative thinking, emotional intelligence and confidence, whether working individually or as a team. There is no external examination so is suitable for students considering a TAFE pathway or who wish to complement their other WACE courses with studies in Media.

The Media Production and Analysis General course aims to prepare all students for a future in a digital and interconnected world by providing the skills, knowledge and understandings to tell their own stories and interpret others' stories. Digital technologies have had an impact on and extended the capacity that the media play in all Australian lives. Through new technologies, the role of the audience has shifted from a passive consumer to a more active participant, shaping the media through interaction and more accessible modes of production and dissemination of media work. Students' interaction and opportunity to use technologies enables them to engage with current media and adapt to evolving media platforms.

The production of media work enables students to demonstrate their understanding of the key concepts of media as well as express their creativity and originality. When producing media work, students learn to make decisions about all aspects of production, including creative choices across pre-production, production and post-production phases. Within this process, skills are developed enabling students to manipulate technologies which simulate industry experiences.

Unit 3 – G3MPA

Students analyse, view, listen to and interact with interesting and relevant entertainment media work. They also generate ideas and learn production skills and processes as they apply their knowledge and creativity in their productions. Students will be able to work in a range of media, including film, TV, music video, digital media and podcasts.

Unit 4 – G4MPA

Within this broad focus, students have the opportunity to choose from a range of media genres and styles and examine ways in which codes, conventions and techniques are used to dramatise and re-present reality while at the same time engaging and informing audiences. They learn about production controls, constraints and responsibilities. Students continue to develop strategies and production skills when creating their own media work.

Paired unit combination – GTMPA

Two semester units running concurrently.

Assessment

Response	25%
Production	60%
Externally set task	15%

Externally set task

A written task of one hour duration developed by the School Curriculum and Standards Authority and administered by the school will form part of the assessment program. This may include set questions or a choice of questions. Students may be required to respond to media images.

Prerequisite

None.

Associated fees/course levy

$105.

Pathways

Leads to TAFE entry. TAFE courses: creative industries, media, mass communication, animation and games design, film and TV, radio, games development, animation, broadcast television, screen and media, radio broadcasting, digital cinema, photo imaging, photography, desktop publishing.
Career pathways: marketing and promotions, multimedia designer, game designer, photographer, IT support, animator, webmaster, visual effects technician, documentary filmmaker, TV camera operator, camera assistant, lighting assistant, sound recordist, editor, TV program producer, television presenter, radio producer, public relations, advertising, actor, videographer, event coordinator.

Time off campus

None.

Enquiries

Mrs Madelaine Jones – Acting Head of Learning Area – The Arts

Year 12 Music ATAR Course – ATMUS

Course description

Music has the capacity to engage, inspire and enrich students, stimulating imaginative and innovative responses and fostering critical thinking and aesthetic understanding. Students listen, perform, improvise, compose and analyse music, developing skills to confidently engage with a diverse array of musical experiences both independently and collaboratively. Through continuous sequential music learning, students develop music knowledge, skills and understanding to create, communicate and evaluate music ideas with increasing depth and complexity. Students are encouraged to reach their creative and expressive potential, communicating ideas with current and emerging technologies.

Studying music provides the basis for significant lifelong engagement and enjoyment, and fosters understanding and respect for all music and music practices across different times, places, cultures and contexts. This course will give students a solid grounding in both practical and theoretical components required for industry, or further study at tertiary level.

The music analysis theme for Unit 3 is **Identities** and the music analysis theme for Unit 4 is **Innovations**

Structure of the syllabus

Paired unit combination – ATMUS

Unit 3 and Unit 4 delivered as a pair

Assessment

Assessment types for both units:

Practical	50%
Written:	
Music Literacy	10%
Composition	10%
Music Analysis	10%
Written Examination	20%

Homework and study expectations

A self-motivated study program/practice routine of approximately 5-6 hours per week in this course will include listening to set repertoires as well as keeping up-to-date with set tasks and homework. Personal practice time of half an hour a day on your instrument is required in order to succeed in this course.

Recommendation

Minimum ‘C’ grade in the Year 11 Music ATAR Course.

Recommendation

It is preferable to have completed examinations on your instrument. Minimum recommended theory level of Grade 4.

Associated fees/course levy

$105.

**Levy includes performance. While some excursions are included in the levies, students will be expected to contribute up to an additional $100 for tickets and transport to upcoming professional shows that will be identified throughout the year.*

Pathways

Possible career opportunities: professional musician (jazz, rock, alternative, classical), music teacher, specialist instrument tutor, TAFE or university lecturer, specialist recording artist, session musician, composer, jingle writing, movie sound track composer, music event coordinator, sound engineer, booking agent or artist/band manager.

Year 12 Visual Arts General Course – GTVAR

Course description

Students have opportunities to express their imagination and develop personal imagery, skills and engage in the making and presentation of artworks in a variety of media, including drawing, painting, textiles, sculpture and printmaking. Student work will be exhibited in the Annual Visual Arts Exhibition. This course assists students to value and develop confidence in their own creative abilities and to develop a greater understanding of their environment, community and culture. The Visual Arts General course engages students in a process that helps them develop motivation, self-esteem, discipline, collaborative practice and resilience, all of which are essential life skills. Enterprise and initiative are recognised and encouraged.

Within contemporary society, there is increasing demand for visual literacy; the ability to understand, interpret and evaluate visual information. The Visual Arts General course encourages students to develop problem-solving skills together with creative and analytical ways of thinking. Innovation is encouraged through a process of inquiry, exploration and experimentation.

The course is designed specifically for students who enjoy hands-on practical art making projects such as drawing, painting, textiles, sculpture, printmaking and who want to develop their knowledge and skills through creating a series of artworks. There is no external examination so is suitable for students considering a TAFE pathway or who wish to complement their other WACE courses with studies in Visual Arts.

The course offers students opportunity to think creatively; design and create not only artworks, but also useful, decorative items for the home. It fosters a positive transition from school to the commercial world of both arts and art and crafts.

Unit 3 – G3VAR

The focus for Unit 3 is inspirations. Students become aware that artists gain inspiration and generate ideas from diverse sources, including what is experienced, learned about, believed in, valued, imagined or invented.

Unit 4 – G4VAR

The focus for Unit 4 is investigations. Students explore and develop ideas for art making and interpretation through the investigation of different artists, art forms, processes and technologies.

Paired unit combination – GTVAR

Two semester units running concurrently.

Assessment

Production	65%
Analysis	10%
Investigation	10%
Externally set task	15%

Externally set task

A written task or item or set of items of one hour duration developed by the School Curriculum and Standards Authority and administered by the school will form part of the assessment program. This may include between two to four questions. Questions can require students to provide and refer to one page of documentation on processes of production and design.

Prerequisite

None.

Associated fees/course levy

$155.

Pathways

Leads to TAFE entry. Possible career pathways: advertising, web/graphic designer, fashion designer, animator, cartoonist, draftsperson, illustrator, make-up artist, visual merchandiser, film and television, stage/set designer, photographer, sculptor, interior designer, theatrical costume maker and designer, sign writer, jeweller.

Time off campus

Students will attend excursions off campus or participate in practical workshops with professional artists as available.

Enquiries

Mrs Madelaine Jones – Acting Head of Learning Area – The Arts

Year 12 Visual Arts ATAR Course – ATVAR

Course description

Within contemporary society, there is increasing demand for visual literacy: the ability to understand, interpret and evaluate visual information. The Visual Arts ATAR course is an interesting and rewarding as students develop projects, encouraging students to develop problem-solving skills together with creative and analytical ways of thinking. Innovation is encouraged through a process of inquiry, exploration and experimentation. Students transform and shape ideas to develop resolved artwork in media such as painting, drawing, graphic design, printmaking, textiles or sculpture. Student work will be exhibited in the Annual Visual Arts Exhibition.

The Visual Arts ATAR course encompasses both practical and theory aspects of visual art. Students have opportunities to express their imagination, develop personal imagery, develop skills and engage in the making and presentation of artwork. They develop aesthetic understandings and a critical awareness that assists them to appreciate and make informed evaluations as they write about professional artworks.

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

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

Unit 3 – A3VAR

In this unit, students engage with the social and cultural purposes of art making to produce a unique and cohesive body of work. Broad and innovative inquiry includes the conceptualisation and documentation of experiences within contemporary society. Students transform ideas and develop concepts using innovative approaches to art making and presentation. Students research artwork providing critical comment on the meaning, purpose and values communicated. They examine their own beliefs and consider how the visual arts have reflected and shaped society in different times and places. They address the relationship between form, function and meaning and develop understandings of how artists are influenced by pervasive ideas, events and circumstances, and how re-contextualisation contributes to meanings and messages in artwork.

Unit 4 – A4VAR

Students identify and explore concepts or issues of personal significance in the presentation of a sustained, articulate and authentic body of work. They engage in sustained inquiry, exploring ideas and developing concepts to communicate a personal point of view. Students investigate a range of solutions using visual language and document the progressive resolution of thinking and working practices. Students use critical analysis frameworks to develop an understanding of the practice of art making and art interpretation. They research and analyse factors affecting points of view. In the analysis of their own and others' artwork, students reflect on the relationship between artwork, audiences and contextual factors, and consider how these contribute to the development of different perspectives.

Paired unit combination – ATVAR

Two semester units running concurrently.

Assessment

Production	50%
Analysis	15%
Investigation	15%
Exam	20%

Recommendation

Minimum ‘C’ grade in the Year 11 Visual Arts ATAR course.

Associated fees/course levy

$155 – includes specialist art workshops.

Pathways

Career opportunities: advertising, animator, architect, cartoonist, draftsperson, illustrator, make-up artist, visual merchandiser, film and television, stage/set designer, web/graphic designer, photographer, sculptor, fashion designer, occupational therapist, interior designer, theatrical costume maker and designer, sign writer, jeweller, art teacher.

Time off campus

Excursions: Art Gallery of WA and incursions to participate in practical workshops with professional artists as available.

Enquiries

Mrs Madelaine Jones – Acting Head of Learning Area – The Arts

English

Year 11 English General Course – GEENG

Course description

The English General course focuses on consolidating and refining the skills and knowledge needed by students to become competent, confident and engaged users of English in everyday community, social, further education, training and workplace contexts. The English General course is designed to provide students with the skills that will empower them to succeed in a wide range of post-secondary pathways.

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

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

Unit 1 – G1ENG

This unit focuses on students comprehending and responding to ideas and information presented in texts. Students will learn to employ a variety of strategies to assist with comprehension. They will read, view and listen to texts to connect, interpret and visualise ideas and learn how to respond personally and logically to texts. They will learn to interact with others in a range of contexts and to communicate ideas and information clearly and correctly in a range of contexts.

Unit 2 – G2ENG

This unit focuses on interpreting ideas and arguments in a range of texts and contexts. Students will analyse text structures and language features and identify the ideas, arguments and values expressed. They will consider the purposes and possible audiences of texts and examine the connections between purpose and structure. Students will create texts using persuasive, visual and literary techniques to engage audiences in a range of modes and media.

Paired unit combination – GEENG

Two semester units running concurrently.

Assessment

Assessment types for both units:

Responding	40 - 60%
Creating	40 - 60%

Prerequisite

None.

Associated fees/course levy

$50.

Pathways

TAFE, workforce, Year 12 English General course, University - ECU will sometimes consider a General English 'A' grade for some undergraduate or university preparation courses. Please make an appointment with a representative in the Curriculum Office for more specific detail.

Time off Campus

None.

Enquiries

Ms Amanda Collier – Head of Learning Area – English

Year 11 English ATAR Course – AEENG

Course description

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

Through close study and wide reading, viewing and listening, students develop the ability to analyse and evaluate the purpose, stylistic qualities and conventions of texts and enjoy creating their own imaginative, interpretive, persuasive and analytical responses. The English ATAR course is designed to develop students' facility with all types of texts and language modes and to foster an appreciation of the value of English for lifelong learning.

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

Unit 1 – A1ENG

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

Unit 2 – A2ENG

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

Paired unit combination – AEENG

Two semester units running concurrently.

Assessment

Responding	35 - 40%
Creating	35 - 40%
Examination	20 - 30%

Prerequisite

Minimum Semester Mark 60% in Year 10 English.

Associated fees/course levy

$100 Revise Online included.

Pathways

TAFE, workforce, Year 12 English ATAR course, university.

Career pathways: Social Media Manager, Communications, Media, Journalism, Law, Education, Human Resources, Librarian, Politics, Health.

Time off Campus

None.

Enquiries

Mrs Amanda Collier – Head of Learning Area – English

Year 11 Literature ATAR Course – AELIT

Course description

The Literature ATAR course focuses on the study of literary texts and developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language; evaluate perspectives and evidence; and challenge ideas and interpretations.

The Literature ATAR course explores how literary texts construct representations, shape perceptions of the world and enable us to enter other worlds of the imagination. In this subject, students actively participate in the dialogue of literary analysis and the creation of imaginative and analytical texts in a range of genres. Students establish and articulate their views through creative response and logical argument. They reflect on qualities of literary texts, appreciate the power of language and inquire into the relationships between texts, authors, readers, audiences and contexts as they explore ideas, concepts, attitudes and values.

Unit 1 – A1LIT

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

Unit 2 – A2LIT

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

Paired unit combination – AELIT

Two semester units running concurrently.

Assessment

Extended Written Response	10 - 20%
Short Written Response	30 - 40%
Creative Production	10 - 20%
Oral	10 - 20%
Examination	20 - 30%

Prerequisite

Minimum Semester Mark 65% in Year 10 English Extension or by invitation from Head of Learning Area.

Associated fees/course levy

$100 Revise Online included.

Pathways

Possible career pathways: law, t education, journalism, medicine, writing and publishing, politics, human resources, librarian, researcher, communications.

Time off Campus
None.

Enquiries
Mrs Amanda Collier – Head of Learning Area – English

Year 12 English General Course – GTENG

Course description

The English General course focuses on consolidating and refining the skills and knowledge needed by students to become competent, confident and engaged users of English in everyday community, social, further education, training and workplace contexts. The English General course is designed to provide students with the skills that will empower them to succeed in a wide range of post-secondary pathways.

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

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

Unit 3 – G3ENG

Unit 3 focuses on exploring different perspectives presented in a range of texts and contexts. Students explore attitudes, text structures and language features to understand a text's meaning and purpose. They examine relationships between context, purpose and audience in different language modes and types of texts, and their impact on meaning. They also consider how perspectives and values are presented in texts to influence specific audiences and develop and justify their own interpretations when responding to texts. Students will learn how to communicate logically, persuasively and imaginatively in different contexts, for different purposes, using a variety of types of texts.

Unit 4 – G4ENG

Unit 4 focuses on community, local or global issues and ideas presented in texts and on developing students' reasoned responses to them.

Students will explore how ideas, attitudes and values are presented by synthesising information from a range of sources to develop independent perspectives. They will learn to analyse the ways in which authors influence and position audiences. Students will investigate differing perspectives and develop reasoned responses to these in a range of text forms for a variety of audiences. They are expected to construct and clearly express coherent, logical and sustained arguments and demonstrate an understanding of purpose, audience and context. Students will consider intended purpose and audience response when creating their own persuasive, analytical, imaginative, and interpretive texts.

Paired unit combination – GTENG

Two semester units running concurrently.

Assessment

Assessment types for both units:

Responding	40%
Creating	45%
Externally Set Task	15%

Prerequisite

None.

Associated fees/course levy

$120.

Pathways

Possible career pathways: TAFE, apprenticeship, University - ECU will sometimes consider a General English 'A' grade for some undergraduate or university preparation courses. Please make an appointment with a representative in the Curriculum Office for more specific detail.

Time off Campus
None.

Enquiries
Mrs Amanda Collier – Head of Learning Area – English

Year 12 English ATAR Course – ATENG

Course description

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

Through close study and wide reading, viewing and listening, students develop the ability to analyse and evaluate the purpose, stylistic qualities and conventions of texts and enjoy creating their own imaginative, interpretive, persuasive and analytical responses. Students refine their skills across all language modes by engaging critically and creatively with texts. They learn to speak and write fluently in a range of contexts and to create a range of text forms. They hone their oral communication skills through discussion, debate and argument, in a range of formal and informal situations.

Unit 3 – A3ENG

Students explore representations of themes, issues, ideas and concepts through a comparison of texts. They analyse and compare the relationships between language, genre and contexts, comparing texts within and/or across different genres and modes. Students recognise and analyse the conventions of genre in texts and consider how those conventions may assist interpretation. Students compare and evaluate the effect of different media, forms and modes on the structure of texts and how audiences respond to them. Understanding of these concepts is demonstrated through the creation of imaginative, interpretive, persuasive and analytical responses.

Unit 4 – A4ENG

Students examine different interpretations and perspectives to develop further their knowledge and analysis of purpose and style. They challenge perspectives, values and attitudes in texts, developing and testing their own interpretations through debate and argument. Through close study of texts, students explore relationships between content and structure, voice and perspectives and the text and context. This provides the opportunity for students to extend their experience of language and of texts and explore their ideas through their own reading and viewing. Students demonstrate understanding of the texts studied through creation of imaginative, interpretive, persuasive and analytical responses.

Paired unit combination – ATENG

Two semester units running concurrently.

Assessment

Assessment types for both units	
Responding	35%
Creating	35%
Examinations	30%

Prerequisite

Minimum 60% in the Year 11 English ATAR course.

Associated fees/course levy

$140 Good Answers Guide and Revise Online included.

Pathways

Career pathways: Social Media Manager, Communications, Media, Journalism, Law, Education, Human Resources, Librarian, Politics, Health.

Time off Campus

None.

Enquiries

Mrs Amanda Collier – Head of Learning Area – English

Year 12 Literature ATAR Course – ATLIT

Course description

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

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

Unit 3 – A3LIT

Unit 3 develops students' knowledge and understanding of the relationship between language, culture and identity in literary texts. Students inquire into the power of language to represent ideas, events and people, comparing these across a range of texts, contexts, modes and forms. Through critical analysis and evaluation, the values and attitudes represented in and through texts and their impact on the reader are examined. Throughout the unit, students create analytical responses that are characterised by a confident, engaging style and informed observation. In creating imaginative texts, students experiment with language, adapt forms and challenge conventions and ideas.

Unit 4 – A4LIT

Unit 4 develops students' appreciation of the significance of literary study through close critical analysis of literary texts drawn from a range of forms, genres and styles. Students reflect upon the creative use of language, and the structural and stylistic features that shape meaning and influence response. The unit focuses on the dynamic nature of literary interpretation and considers the insights texts offer, their use of literary conventions and aesthetic appeal. Analytical responses demonstrate increasing independence in interpreting texts and synthesising a range of perspectives into critical and imaginative responses. In creating imaginative texts, students experiment with literary conventions and reflect on how the created text takes into account the expectations of audiences.

Paired unit combination – ATLIT

Two semester units running concurrently.

Assessment

Assessment types for both units:

Extended Written Response	15%
Short Written Response	35%
Creative Production	10%
Oral	10%
Examinations	30%

Prerequisite

Students should achieve a minimum of 60% in the Year 11 Literature ATAR course.

Associated fees/course levy

$140 Good Answers Guide and Revise Online included.

Pathways

Possible career pathways: law, education, journalism, medicine, writing and publishing, politics, human resources, librarian, researcher, communications.

Time off Campus
None.

Enquiries
Mrs Amanda Collier – Head of Learning Area – English

Health & Physical Education

Year 11 Health Studies ATAR Course – ATHEA

Course description

Health Studies focuses on the health of individuals and communities. Students learn about health determinants and their impact on health. Health promotion is explored and used as a framework for designing approaches to improve health.

Unit 1

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

Unit 2

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

Assessment

Assessment types for both units:

Project	30%
Inquiry	20%
Response	20%
Examination	30%

Recommendation

Minimum ‘C’ grade in the Year 10 Health Education.

Associated fees/course levy

$70 – includes the purchase of course resources and administrative costs.

Pathways

Possible career pathways: health science, health promotion, nursing, medicine, physiotherapy, occupational therapy, speech therapy, population health, community health worker, paramedic, disability or aged carers.

Time off Campus

None.

Enquiries

Mrs Natasha Ingham – Health and Physical Education Teacher

Mr Ben Allsop – Head of Learning Area – Health & Physical Education

Year 11 Outdoor Education General Course – GEOED

Course description

The Outdoor Education General course lends itself to an integrated approach between practical experiences, the environment and conceptual understandings. Students develop self-awareness by engaging in a range of challenging outdoor activities. They enhance personal and group skills and build confidence, empathy and self-understanding. Working with others enables students to better understand group dynamics, and enhance their leadership qualities and decision-making abilities, while showing respect for self, others and the environment.

Unit 1 – G1OED

In this unit students are encouraged to engage in outdoor adventure activities. An experiential approach is used to discover what being active in the environment all is about. Students are introduced to outdoor adventure activities where they can develop and improve technical skills and apply appropriate practices to ensure safe participation. They understand basic planning and organisational requirements necessary for them to participate in safe, short-duration excursions/expeditions in selected outdoor activities. They begin developing skills in roping and navigation. Students are introduced to personal skills and interpersonal skills, including self-awareness, communication and leadership. Features of natural environments and examples of local environmental management and 'Leave No Trace' principles are introduced.

Unit 2 – G2OED

This unit offers the opportunity to engage in a range of outdoor adventure activities that pose challenges and encourage students to step outside their comfort zone. Students consider planning and resource requirements related to extended excursions/short-duration expeditions. They are introduced to simple risk assessment models to assist decision making and apply safe practices to cope with challenging situations and environments. They develop time management and goal setting skills to work with others and explore strategies for building group relationships. They understand the main styles of leadership and how to use strategies to promote effective groups. Features of natural environments and components of weather are introduced. Conservation, biodiversity and environmental management plans are also introduced.

Paired unit combination – GEOED

Two semester units running concurrently.

Assessment

Assessment Types for both units:	
Investigation	25%
Performance 1 – activity specific skills	30%
Performance 2 – expedition skills	20%
Response	25%

Prerequisite

Excellent standards of behaviour are necessary for a safe practical environment.

Associated fees/course levy

$510*.

**Note: this is a high fee course due to the costs associated with equipment, specialised instructors and transport associated with day trips, expeditions and course instruction; this is included in the course levy. Students are expected to supply individual foodstuffs and basic personal equipment for the expeditions.*

Pathways

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.

Time off campus

Semester 1: 4 day, 3 night expedition, plus one day trip.

Semester 2: 3 day, 2 night expedition, plus one day trip.

Enquiries

Mr Ben Allsop – Head of Learning Area – Health & Physical Education

Year 11 Outdoor Education ATAR Course – AEOED

Course description

Outdoor Education provides students with the opportunity to experience and develop relevant practical skills within a strong theoretical framework. The broad learning areas of Outdoor Experience, Self and Others, and Environmental Awareness are addressed through weekly instruction in outdoor recreational activities and classroom lessons, culminating in an expedition.

Unit 1 – A1OED

The focus of this unit is being responsible in the outdoors. Students are exposed to a broad range of responsibilities involved in undertaking short-duration expeditions. Through regular practical experiences and group activities, students develop flexibility, monitoring and commitment. They further develop problem solving, decision making and outdoor leadership skills and strategies for building effective group relationships. Students become more aware of the natural environment and develop interpretational skills. They are introduced to sustainability and local environmental management strategies and consider the role of technology in mediating human relationships with nature.

Unit 2 – A2OED

The focus for this unit is attaining independence in the outdoors. Students develop their performance and competence at increasing levels of self-sufficiency, technical understanding and physical fitness to deal with a range of challenges. They are involved in planning for participation in extended expeditions and become more proficient in outdoor activity roping and navigational skills. They are able to conduct emergency response processes. Opportunities for self-discovery and strategies to enhance personal and interpersonal skills are provided. They deliver briefings, participate in debriefing, and experience shared leadership opportunities. Students extend their understanding about the environment and develop weather forecasting skills. They are introduced to historical, cultural and Indigenous heritage. They explore current controversial environmental issues related to outdoor experiences and examples of management strategies for environments at risk in Western Australia.

Paired unit combination – AEOED

Two semester units running concurrently.

Assessment

Assessment Types for both units:	
Investigation	20%
Performance 1 – activity specific skills	10%
Performance 2 – expedition skills	20%
Response	20%
Examinations	30%

Prerequisite

Excellent standards of behaviour are necessary for a safe practical environment.

Recommendation

Learning Area Grade minimum ‘B’ grade in Year 10 Outdoor Education.

Associated fees/course levy

$560*.

**Note: this is a high fee course due to the costs associated with equipment, specialised instructors and transport associated with day trips, expeditions and course instruction; this is included in the course levy. Students are expected to supply individual foodstuffs and basic personal equipment for the expeditions.*

Pathways

Outdoor Recreation and Tourism Industries: activity instructors, managers, program coordinators, tour operators, guides.

Environmental Sciences, Conservation and Land Management: various government departments, environmental rehabilitation officers, rangers, native marine and terrestrial biologists, sustainable resource management.

Business and Education: human resource management, corporate training, outdoor education teaching, adventure therapy.

Time off campus

Semester 1: 4 day, 3 night expedition, plus one day trip.

Semester 2: 3 day, 2 night expedition, plus one day trip.

Enquiries

Mr Ben Allsop – Head of Learning Area – Health & Physical Education

Year 11 Physical Education Studies General Course – GEPES

Course description

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

Physical Education Studies provides students with the opportunity to experience and develop relevant practical skills within a strong theoretical framework.

The course will lead onto Unit 3 and 4 Physical Education Studies General course in Year 12 with no external examination and is suitable for students considering a TAFE pathway. The course fosters a positive transition from school to work and provides a structure within which students can prepare for further education, training and employment.

Unit 1 – G1PES

The focus of this unit is the development of students' knowledge, understanding and application of anatomical, physiological and practical factors associated with performing in physical activities.

Unit 2 – G2PES

The focus of this unit is the impact of physical activity on the body's anatomical and physiological systems. Students are introduced to these concepts that support them to improve their performance as team members and/or individuals.

Paired unit combination – GEPES

Two semester units running concurrently.

Assessment

Assessment types for both units:

Practical	50%
Investigation	25%
Response	25%

Recommendation

Good standing in Health & Physical Education**.**

Associated fees/course levy

$220 – includes the purchase and maintenance of specialised equipment.

Pathways

This will lead students to Unit 3 and 4, Physical Education Studies General course in Year 12 and to further studies such as health and fitness, massage, sport and recreation, physiotherapy, coaching, personal training, sport science, human movement and other health related fields.

Time off Campus

None.

Enquiries

Mr Ben Allsop – Head of Learning Area – Health & Physical Education

Year 11 Physical Education Studies ATAR Course – AEPES

Course description

Study of the Physical Education Studies ATAR course contributes to the development of the whole person. It promotes the physical, social and emotional growth of students. Throughout the course, emphasis is placed on understanding and improving performance in physical activities. The integration of theory and practice is central to studies in this course. The Physical Education Studies ATAR course focuses on the complex interrelationships between motor learning and psychological, biomechanical and physiological factors that influence individual and team performance. Students engage as performers, leaders, coaches, analysts and planners of physical activity.

Physical activity serves both as a source of content and data and as a medium for learning. Learning in the Physical Education Studies ATAR course cannot be separated from active participation in physical activities, and involves students in closely integrated written, oral and physical learning experiences, based upon the study of selected physical activities. The focus sports will be dependent on the group with two different sports, both of which will be studied for a semester each.

Unit 1 – A1PES

The focus of this unit is to explore anatomical and biomechanical concepts, the body's response to physical activity and stress management processes to improve their own performance and that of others in physical activity.

Unit 2 – A2PES

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

Paired unit combination – AEPES

Two semester units running concurrently (each 16 weeks long including examinations).

Assessment

Assessment types for both units:

Practical	30%
Investigation	15%
Response	15%
Examination	40%

Recommendation

Learning Area Grade minimum 'B' grade in Year 10 Physical Education. Good standing in Health and Physical Education**.**

Associated fees/course levy

$220 – includes the purchase and maintenance of specialised equipment.

Pathways

This will lead students to Unit 3 and 4, Physical Education Studies ATAR course in Year 12 and to further studies such as health and fitness, massage, sport and recreation, physiotherapy, coaching, personal training, sport science, human movement and other health related fields.

Time off Campus

None.

Enquiries

Mr Ben Allsop – Head of Learning Area – Health & Physical Education

Year 11 Physical Education Studies (High Performance Sport) General Course – GEPES

Course description

This course is for “Football Academy” members in a general pathway. The Football Academy program will involve 2 periods of Football practical sessions, 1 period of strength and conditioning in a before school period as well as 3 Physical education studies theoretical sessions per week. Including a period before school, the Physical Education studies (High Performance Sport) course will total 6 contact sessions per week.

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

Physical Education Studies provides students with the opportunity to experience and develop relevant practical skills within a strong theoretical framework.

The course will lead onto Unit 3 and 4 Physical Education Studies General course in Year 12 with no external examination and is suitable for students considering a TAFE pathway. The course fosters a positive transition from school to work and provides a structure within which students can prepare for further education, training and employment.

Unit 1 – G1PES

The focus of this unit is the development of students’ knowledge, understanding and application of anatomical, physiological and practical factors associated with performing in physical activities.

Unit 2 – G2PES

The focus of this unit is the impact of physical activity on the body’s anatomical and physiological systems. Students are introduced to these concepts that support them to improve their performance as team members and/or individuals.

Paired unit combination – GEPES

Two semester units running concurrently.

Assessment

Assessment types for both units:

Practical	50%
Investigation	25%
Response	25%

Prerequisite

Selection into the Football Academy.

Associated fees/course levy

$250 – includes the purchase and maintenance of specialised equipment.

Pathways

This will lead students to Unit 3 and 4, Physical Education Studies General course in Year 12 and to further studies such as health and fitness, massage, sport and recreation, physiotherapy, coaching, personal training, sport science, human movement and other health related fields.

Time off Campus

None.

Enquiries

Mr Ben Allsop – Head of Learning Area – Health & Physical Education

Year 11 Physical Education Studies (High Performance Sport) ATAR Course – AEPES

Course description

This course is for “Football Academy” members in an ATAR pathway. The Football Academy program will involve 2 periods of Football practical sessions, 1 period of strength and conditioning in a before school period as well as 3 Physical education studies theoretical sessions per week. Including the period before school, the Physical Education Studies (High Performance Sport) course will total 6 contact sessions per week.

Study of the Physical Education Studies ATAR course contributes to the development of the whole person. It promotes the physical, social and emotional growth of students. Throughout the course, emphasis is placed on understanding and improving performance in physical activities. The integration of theory and practice is central to studies in this course. The Physical Education Studies ATAR course focuses on the complex interrelationships between motor learning and psychological, biomechanical and physiological factors that influence individual and team performance. Students engage as performers, leaders, coaches, analysts and planners of physical activity.

Physical activity serves both as a source of content and data and as a medium for learning. Learning in the Physical Education Studies ATAR course cannot be separated from active participation in physical activities, and involves students in closely integrated written, oral and physical learning experiences, based upon the study of selected physical activities.

Unit 1 – A1PES

The focus of this unit is to explore anatomical and biomechanical concepts, the body’s response to physical activity and stress management processes to improve their own performance and that of others in physical activity.

Unit 2 – A2PES

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

Paired unit combination – AEPES

Two semester units running concurrently (each 16 weeks long including examinations).

Paired unit combination – AEPES

Two semester units running concurrently.

Assessment

Assessment types for both units:

Practical	30%
Investigation	15%
Response	15%
Examination	40%

Prerequisite

Selection into the Football Academy.

Recommendation

Learning Area Grade minimum ‘B’ grade in Year 10 Physical Education.

Associated fees/course levy

$250 – includes the purchase and maintenance of specialised equipment.

Pathways

This will lead students to Unit 3 and 4, Physical Education Studies ATAR course in Year 12 and to further studies such as health and fitness, massage, sport and recreation, physiotherapy, coaching, personal training, sport science, human movement and other health related fields.

Enquiries

Mr Ben Allsop – Head of Learning Area – Health & Physical Education

Year 11 Cert II in Sports Coaching

Course description

This course is delivered across two years. It has seven units which need to be completed in order to pass the Certificate. It provides the foundations and skills needed to run safe and effective coaching sessions in the wider community. Ultimately it provides a qualification that enables the holder to work as an assistant coach under the supervision of a lead coach or to work as a volunteer in community sport. It is thew perfect steppingstone for anyone wishing to gain formalised coaching or officiating qualifications in their chosen sport and is the first rung of the ladder towards coaching excellence.

Unit 1 – Foundations of coaching

Unit 2 – Foundations of officiating

Unit 3 – Coaching in the community

Unit 4 – Coaching those with Special Needs

Unit 5 – Workplace health and safety

Unit 6 – Basic First aid

Paired unit combination

Two semester units running concurrently.

Assessment

All assessments are verified by our provider IVET as they are all nationally recognised certificate II level assessments. They include practical tasks and delivery, online assessments and project work. These assessments are the standardised ones Australia wide.

Recommendation

An enjoyment of sport and a desire to go beyond the role of performer.

Associated fees/course levy

$239.

Pathways

Possible career pathways: Coach, Official, Volunteer at Community sport, Teaching, Sport administration and promotion. Ideally this leads on to National Governing body awards in their sport of choice.

Time off Campus

None.

Enquiries

Mr Ben Allsop – Head of Learning Area – Health & Physical Education

Year 12 Health Studies ATAR Course – ATHEA

Course description

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

Unit 3 – A3HEA

This unit focuses on the health of specific populations and reasons why some groups do not enjoy the same level of health as the general population. Students learn about factors creating these disparities and ways of improving the health and wellbeing of specific groups. Students apply inquiry skills to examine and interpret data, and explain and respond to inequities in health.

Unit 4 – A4HEA

This unit focuses on local, regional and global challenges to health. Students learn about the impact of determinants on global health inequities and explore approaches to address barriers preventing groups from experiencing better health. Students apply well-developed health inquiry skills to analyse health issues, develop arguments and draw evidence-based conclusions.

Paired unit combination – ATHEA

Two semester units running concurrently.

Assessment

Assessment types for both units:

Project	20%
Inquiry	20%
Response	20%
Examination	40%

Recommendation

Minimum ‘C’ grade in the Year 11 Health Studies ATAR course.

Associated fees/course levy

$70 – includes the purchase of course resources and administrative costs.

Pathways

Possible career pathways: health science, health promotion, nursing, medicine, physiotherapy, occupational therapy.

Time off Campus

None.

Enquiries

Mr Ben Allsop – Head of Learning Area – Health & Physical Education

Year 12 Outdoor Education Studies General Course – GTOED

Course description

Through interaction with the natural world, the Outdoor Education General course aims to develop an understanding of relationships with the environment, others and ourselves. The ultimate goal of the course is to contribute towards a sustainable world. The Outdoor Education General course is based on the experiential learning cycle. Students plan for outdoor experiences, participate in these experiences and reflect on their involvement.

Unit 3 – G3OED

In this unit students learn planning and organisational requirements necessary for them to participate in safe, short-duration excursions/expeditions. Students participate in outdoor adventure activities where they develop and improve their technical skills, apply appropriate practices to ensure safe participation, and begin to develop survival skills.

Unit 4 – G4OED

In this unit student consider planning and organisational requirements necessary for them to participate in positive and safe, short-duration excursions/expeditions in selected outdoor activities. Students engage in outdoor activities where they develop and improve their technical skills and apply appropriate practices to ensure safe participation. They continue to develop navigational skills and respond to an emergency in the outdoors whilst developing commitment, tolerance, resilience and conflict resolution skills.

Paired unit combination – GTOED

Two semester units running concurrently.

Assessment

Assessment types for both units:

Practical	50%
Investigation	15%
Response	20%
Externally set task	15%

Prerequisite

Excellent standards of behaviour are necessary for a safe practical environment.

Recommendation

Minimum ‘C’ grade in Year 11 Outdoor Education Studies General course.

Associated fees/course levy

$430*.

**Note: this is a high fee course due to the costs associated with equipment, specialised instructors and transport associated with day trips, expeditions and course instruction; this is included in the course levy. Students are expected to supply individual foodstuffs and basic personal equipment for the expeditions.*

Pathways

Outdoor Recreation and Tourism Industries: activity instructors, managers, program coordinators, tour operators, guides.
Environmental Sciences, Conservation and Land Management: various government departments, environmental rehabilitation officers, rangers, native marine and terrestrial biologists, sustainable resource management.
Business and Education: human resource management, corporate training, outdoor education teaching, and adventure therapy.

Time off campus

Semester 1: 5 day, 4 night expedition, plus one day trip.

Semester 2: 3 day, 2 night expedition.

Enquiries

Mr Ben Allsop – Head of Learning Area – Health & Physical Education

Year 12 Physical Education Studies General Course – GTPES

Course description

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

Unit 3 – G3PES

The focus of this unit is simple movement, biomechanical, physiological, psychological, functional anatomy and motor leaning concepts. The understanding of the relationship between skill, movement production and fitness will be further enhanced as students develop and improve.

Unit 4 – G4PES

The focus of this unit is for students to assess their own and others' movement competency and identify areas for improvement. They will build on their knowledge of training principles, nutrition and goal setting concepts to enhance their own and others' performance in physical activity.

Paired unit combination – GTPES

Two semester units running concurrently.

Assessment

Assessment types for both units:

Practical	50%
Investigation	15%
Response	20%
Externally set task	15%

Recommendation

Minimum 'C' grade in Year 11 Physical Education Studies General course.

Associated fees/course levy

$220 – includes the purchase and maintenance of specialised equipment.

Pathways

In addition to its relevant application to active students, this course will lead to further studies and training in areas such as health and fitness, massage, sport and recreation, physiotherapy, coaching, personal training, sport science, human movement and other health related fields.

Time off Campus

None.

Enquiries

Mr Ben Allsop – Head of Learning Area – Health & Physical Education

Year 12 Physical Education Studies ATAR Course – ATPES

Course description

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

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

Unit 3 – A3PES

The focus of this unit is to provide opportunities for students to build upon their acquired physical skills and biomechanical, physiological and psychological understandings to improve the performance of themselves and others in physical activity.

Unit 4 – A4PES

The focus of this unit is to extend the understanding by students of complex biomechanical, psychological and physiological concepts to evaluate their own and others' performance.

Paired unit combination – ATPES

Two semester units running concurrently.

Assessment

Practical Component	30%
Theoretical Component:	70%
Investigation – 20%	
Response – 25%	
Examination – 55%	

Recommendation

Minimum 'C' grade in the Year 11 Physical Education Studies ATAR course.

Associated fees/course levy

$220 – includes the purchase and maintenance of specialised equipment.

Pathways

The course prepares students for a variety of post-school pathways, including immediate employment or tertiary studies. It provides students with an increasingly diverse range of employment opportunities in the sport, leisure and recreation industries, education, sport development, youth work and health and medical fields linked to physical activity and sport. The course also equips students to take on volunteer and leadership roles in activities within the community.

Time off Campus

None.

Enquiries

Mr Ben Allsop – Head of Learning Area – Health & Physical Education

Year 12 Cert II in Sports Coaching

Course description

This course is delivered across two years. It has seven units which need to be completed in order to pass the Certificate. It provides the foundations and skills needed to run safe and effective coaching sessions in the wider community. Ultimately it provides a qualification that enables the holder to work as an assistant coach under the supervision of a lead coach or to work as a volunteer in community sport. It is thew perfect steppingstone for anyone wishing to gain formalised coaching or officiating qualifications in their chosen sport and is the first rung of the ladder towards coaching excellence.

Unit 1 – Foundations of coaching

Unit 2 – Foundations of officiating

Unit 3 – Coaching in the community

Unit 4 – Coaching those with Special Needs

Unit 5 – Workplace health and safety

Unit 6 – Basic First aid

Paired unit combination

Two semester units running concurrently.

Assessment

All assessments are verified by our provider IVET as they are all nationally recognised certificate II level assessments. They include practical tasks and delivery, online assessments and project work. These assessments are the standardised ones Australia wide.

Recommendation

An enjoyment of sport and a desire to go beyond the role of performer.

Associated fees/course levy

$239.

Pathways

Possible career pathways: Coach, Official, Volunteer at Community sport, Teaching, Sport administration and promotion. Ideally this leads on to National Governing body awards in their sport of choice.

Time off Campus

None.

Enquiries

Mr Ben Allsop – Head of Learning Area – Health & Physical Education

Humanities and Social Sciences

Year 11 Accounting and Finance ATAR Course – AEACF

Course description

In our ever changing world, a basic knowledge of business has become a life skill. We all use some level of accounting knowledge in our day to day lives; dealing with money, paying bills and keeping records for our personal taxation.

The Accounting and Finance ATAR course aims to make students financially literate by creating an understanding of the systems and processes through which financial practices and decision making are carried out, as well as the ethical, social and environmental issues involved.

Through engagement with the course, students develop an understanding of the fundamentals on which accounting and financial management are based. Students will select and use a variety of financial systems, ranging from personal banking and financial planning, to basic record-keeping and reporting.

Unit 1 – A1ACF

The focus for this unit is double entry accounting for small businesses. Students record and process financial information using the double entry system and apply the principles of Goods and Services Tax (GST).

Unit 2 – A2ACF

The focus for this unit is **accrual accounting**. Students apply financial systems and principles to the operations of businesses, distinguish between cash and accrual methods of accounting, prepare and analyse financial reports for a variety of business organisations.

Paired unit combination – AEACF

Two semester units running concurrently.

Assessment

Assessment types for both units:

Test	50%
Project	10%
Exam	40%

Recommendation

Students need to have been recommended for the Year 11 Mathematics Applications course or higher. Learning Area Grade minimum ‘60%’ overall grade in Year 10 Humanities.

Associated fees/course levy

$70.

Pathways

Possible career pathways: commerce, accounting, business management.

Time off campus

None

Enquiries

Mrs Telma Keen – Head of Learning Area – Humanities

Year 11 Ancient History General Course – GEHIA

Course description

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

Unit 1 – G1HIA

This unit enables students to investigate life in early civilisations, including the social, cultural, political, economic, religious, and military structures, and the significant values, beliefs, and traditions that existed. They discover how the world and its people have changed, as well as the significant legacies that exist into the present.

Unit 2 – G2HIA

In this unit, students learn that in ancient societies key individuals have acted as agents of change, interacting with groups and institutions, and using their power to shape their society. They investigate key individuals' motives, the methods they used to achieve power, the ways they used their power, the responses of others to their use of power, and their impact and influence on society.

Paired unit combination – GEHIA

Two semester units running concurrently.

Assessment

Assessment types for both units:

Historical Inquiry	20- 30%
Explanation	20 -30%
Source Analysis	20 -30%
Test	20 - 30%

Prerequisite

None.

Associated fees/course levy

$70.

Pathways

Possible career pathways: law, politics, journalism, public service, foreign affairs, diplomatic service, academic, teacher, tourism, archaeology, museum and conservation work.

Enquiries

Mrs Telma Keen – Head of Learning Area – Humanities

Year 11 Business Management and Enterprise General Course – GEBME

Course description

The Business Management and Enterprise General course gives students the opportunity to understand how vital business is to individuals and society, and how it impacts on many aspects of our lives. In a constantly changing world, individuals, businesses and nations must adapt their position in an increasingly global economy and generate the wealth to sustain economic growth. Business requires people who are enterprising, innovative and creative, and this course focuses on the development of these skills within the business cycle of establishment, day-to-day running and continuing viability.

The Business Management and Enterprise General course aims to prepare all students for a future where they will need to identify possibilities and create opportunities within a business environment.

Unit 1 – G1BME

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

Unit 2 – G2BME

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

Paired unit combination – GEBME

Two semester units running concurrently.

Assessment

Assessment types for both units:

Business research	40%
Response	60%

Prerequisite

None.

Associated fees/course levy

$145.

Pathways

Skills acquired will be very useful for running your own small business.

Time off campus

None.

Enquiries

Mrs Telma Keen – Head of Learning Area – Humanities

Year 11 Career and Enterprise General Course – GECAE

Course description

The Career and Enterprise General course engages students in learning about developing their career in a constantly changing digital and globalised world. Careers are now considered to be about work, learning and life. Individuals need to be proactive, enterprising career managers who engage in lifelong learning. The course reflects the importance of career development knowledge, understanding and skills in securing, creating and sustaining work. Work, including unpaid and voluntary work, is fundamentally important in defining the way we live, relate to others and in determining the opportunities we have throughout life. The world of work is complex and constantly changing. The course recognises that work both reflects and shapes the culture and values of our society.

Paired unit combination – GECAE

Two semester units running concurrently.

Students will also complete Workplace Learning – Endorsed Program.

Assessment

Assessment types for General Career and Enterprise:

Investigation	30%
Production/performance	30%
Individual pathway plan/career portfolio	20%
Response	20%

Prerequisite

Students who are undertaking CareerLink, are required to study Career and Enterprise General.

Associated fees/course levy

$30.

Pathways

This course prepares students to make decisions about work, learning and life. It will greatly assist students applying for TAFE, apprenticeships or employment.

Time off campus

None

Enquiries

Mrs Telma Keen – Head of Learning Area – Humanities

Year 11 Economics ATAR Course – AEECO

Course description

The Economics ATAR course investigates the choices which all people, groups and societies face as they confront the ongoing problem of satisfying their unlimited wants with a limited amount of resources. The study of Economics supports an understanding of the nature of decision-making, our demands for the allocation of resources and how we distribute those resources. This is done in the context of the global economy and Australia's role as an international citizen.

Unit 1 – A1ECO

The focus for this unit is markets. It explores the key role markets play in determining the wellbeing of individuals and society, as well as the limitations of markets. The emphasis is on understanding the operation of real world markets that are relevant to students.

Unit 2 – A2ECO

The focus for this unit is macroeconomics. It is an introduction to macroeconomics and the government's role in the economy. It explores macroeconomic issues such as economic growth, inflation and unemployment with a focus on the Australian economy.

Paired unit combination – AEECO

Two semester units running concurrently.

Assessment

The three types of assessment used in the Economics ATAR course are:

Investigation	20%
Data interpretation/Short answer	20%
Extended answer	20%
Examination	40%

Recommendation

Please note that this is an academically rigorous course with a high level of literacy required. It is recommended that students achieve a 60% grade in a Year 10 Economics course to consider the Economics ATAR course.

Associated fees/course levy

$75.

Pathways

Career pathways from studying economics include: commerce, business management, project management, trade analysis, stockbroker, investment advisor, real estate developer, journalist, diplomat, mining, engineering, accounting, advertising, banking, academic, and teacher.

Time off campus

None.

Enquiries

Mrs Telma Keen – Head of Learning Area – Humanities

Year 11 Modern History ATAR Course – AEHIM

Course description

The Modern History ATAR course enables students to study the forces that have shaped today's world and provides them with a broader and deeper comprehension of the world in which they live. While the focus is on the 20th century, the course refers back to formative changes from the late 18th century onwards and encourages students to make connections with the changing world of the 21st century.

Unit 1 – A1HIM

This unit provides an introduction to significant developments in the modern period that have defined the modern world, and the ideas that underpinned them, such as liberty, equality and fraternity. The elective that will be studied in this unit will be The French Revolution

(1774–1799). The topics covered include the Louis XVI and the Ancient Regime, Robespierre and 'Reign of Terror' and the rise and influence of Napoleonic France.

Unit 2 – A2HIM

This unit examines significant movements developed in response to the ideas studied in Unit 1 that brought about change in the modern world and that have been subject to political debate. The unit focuses on the ways in which individuals, groups and institutions challenge authority and transform society. The elective that will be studied in this unit will be Movements for peace and security post 1945. The topics covered in this unit include: The Cold War, Universal Declaration of Human Rights, formation of Israel, former Yugoslavia, Rwanda and Terrorism.

Paired unit combination – AEHIM

Two semester units running concurrently.

Assessment

Assessment types for both units:

Historical Inquiry	20%
Explanation	20 - 30%
Historical Analysis	20 - 30%
Examination	30%

Recommendation

Please note that this is an academically rigorous course with a high level of literacy required. It is recommended that students achieve a 60% grade in either Year 10 History or Civics and Citizenship courses to consider the Modern History ATAR course.

Associated fees/course levy

$70.

Pathways

Possible career pathways: law, politics, journalism, public service, foreign affairs, diplomatic service, academic, teacher, tourism, archaeology, museum and conservation work.

Time off campus

Students will have the opportunity to participate in the Sydney/Canberra Education Tour. (This tour is dependent on government policy and the borders opening)

Enquiries

Mrs Telma Keen – Head of Learning Area – Humanities

Year 11 Politics and Law ATAR Course – AEPAL

Course description

Politics and Law is a study of the processes of decision-making concerning society's collective future. It aims to develop knowledge of the principles, structures, institutions and processes of political and legal systems primarily in Australia. It brings together the judicial, executive and legislative arms of government to demonstrate how society is governed and examines the philosophy and values on which society is governed.

Unit 1 – A1PAL

This unit examines Australia's democratic and common law systems; a non-democratic system; and a non-common law system.

Unit 2 – A2PAL

This unit examines representation, electoral and voting systems in Australia; justice in the Western Australian adversarial system and a non-common law system.

Paired unit combination – AEPAL

Two semester units running concurrently.

Assessment

Assessment types for both units:

Investigation	10%
Short answer	20%
Essay	20%
Source analysis	20%
Examination	30%

Recommendation

Please note that this is an academically rigorous course with a high level of literacy required. It is recommended that students achieve a minimum 60% in Year 10 Civics and Citizenship course to consider the Politics and Law ATAR course.

Associated fees/course levy

$85.

Pathways

Possible career pathways: law, politics, journalism, public service, foreign affairs, diplomatic service, academic, teacher, tourism, law enforcement, international relations, business, mediation, legal and court system, non-government organisations, pressure groups.

Time off campus

Students can participate in the Mock Trials program.

One Day Excursion.

Students will have the opportunity to participate in the Sydney/Canberra education tour. (This tour is dependent on government policy and the borders opening)

Enquiries

Mrs Telma Keen – Head of Learning Area – Humanities

Year 12 Accounting and Finance ATAR Course – ATACF

Course description

Financial matters affect every member of our society. Interest rates, youth bankruptcy, easily available finance and high banking costs are daily issues. Everyone has to make numerous financial decisions on a personal or business level, many of them with far reaching consequences. The Accounting and Finance ATAR course aims to make students financially literate by creating an understanding of the systems and processes through which financial practices and decision making are carried out, as well as the ethical, social and environmental issues involved. It helps students to analyse and make informed decisions about their finances, both personal and business.

In a rapidly changing world, the impact of technology on financial and accounting practices has been vast, as seen in the globalisation of markets. The use of computer systems for record keeping, monetary transfers, tax calculations and the communication of financial data is already vital, and will continue to shape future careers. Many of these careers have not yet evolved, but when they do, they will involve technology and financial practices at some level.

Unit 3 – A3ACF

The focus for this unit is on internal management for business. Students prepare and interpret budgets and performance reports in relation to forecasting a business's future. The unit distinguishes between internal and external reporting requirements. Decision-making processes using cost accounting techniques are a feature of the unit. The unit focuses on critical analysis of financial information. The unit also explores the importance of short- and long-term planning for business.

Unit 4 – A4ACF

The focus for this unit is on Australian reporting entities and how they are regulated by the Corporations Act 2001. The Framework for the Preparation and Presentation of General Purpose Financial Reports and the Accounting Standards are used in the preparation of the financial statements for a reporting entity. The financing options of larger entities are identified and evaluated, particularly in relation to conformity with basic principles, including profitability and stability. The unit addresses corporate social disclosure issues and ethical behaviour within corporations.

Paired unit combination – ATACF

Two semester units running concurrently.

Assessment

Assessment Types for both units:

Test	50%
Project	10%
Exam	40%

Recommendation

Minimum 'C' grade in the Year 11 Accounting and Finance ATAR course.

Associated fees/course levy

$70.

Pathways

A good platform for accounting and/or business courses at university.

Time off campus

None.

Enquiries

Mrs Telma Keen – Head of Learning Area – Humanities

Year 12 Ancient History General Course – GTHIA

Course description

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

Unit 3 – G3HIA

In this unit, students examine the evolving nature of societies and the various forces for continuity and change that exist. They also learn that values, beliefs and traditions are linked to the identity of a society. Students learn that in any period of change there are those individuals and/or groups that support change, but others that oppose it, and that there are different interpretations of the resultant society.

Unit 4 – G4HIA

In this unit, students learn that there are internal and external forces that result in confrontation and resolution within societies, and these have consequences for continuity and change. Students assess how power is used, how different groups and individuals respond, and whether there is the potential for greater confrontation or more effective resolution to conflict.

Paired unit combination – GTHIA

Two semester units running concurrently.

Assessment

Assessment types for both units:

Historical Inquiry	20%
Explanation	25%
Source Analysis	25%
Test	15%
Externally set Task	15%

Prerequisite

None.

Pathways

Possible career pathways: law, politics, journalism, public service, foreign affairs, diplomatic service, academic, teacher, tourism, archaeology, museum and conservation work.

Enquiries

Mrs Telma Keen – Head of Learning Area – Humanities

Year 12 Business Management and Enterprise General Course – GTBME

Course description

In a constantly changing world, individuals, businesses and nations must adapt their position in an increasingly global economy and generate the wealth to sustain economic growth. Business requires people who are enterprising, innovative and creative, and this course focuses on the development of these skills within the business cycle of establishment, day-to-day running and continuing viability.

This course uses businesses scenarios to develop financial and business literacy, whilst at the same time enhancing interpersonal and intrapersonal skills. Students will be prepared for a future where they will need to identify possibilities and create opportunities in the business world.

Unit 3 – G3BME

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

Unit 4 – G4BME

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

Paired unit combination – GTBME

Two semester units running concurrently.

Assessment

Assessment types for both Units:	
Business Research	40%
Response	45%
Externally set task	15%

Recommendation

Minimum ‘C’ Grade in the Year 11 Business Management and Enterprise General course.

Associated fees/course levy

$70.

Pathways

Skills acquired will be very useful for running your own small business.

Time off campus

None.

Enquiries

Mrs Telma Keen – Head of Learning Area – Humanities

Year 12 Economics ATAR Course – ATECO

Course description

Economics investigates the choices which all people, groups and societies face as they confront the ongoing problem of satisfying their unlimited wants with limited resources. Economics aims to understand and analyse the allocation, utilisation and distribution of scarce resources that determine our wealth and wellbeing. Economics develops the knowledge, reasoning and interpretation skills that form an important component of understanding individual, business and government behaviour at the local, national and global levels. The Economics ATAR course develops reasoning, logical thinking and interpretation skills demanded by the world of work, business and government. These skills relate to a variety of qualifications in vocational, technical and university education contexts. The learning experiences available through studying this course explore the knowledge, values and opinions which surround the complex range of economic events and issues facing our community, such as unemployment, income distribution, business strategy and international relations.

Unit 3 – A3ECO

This unit explores the interdependence of Australia and the rest of the world. Australia is a relatively open economy and, as such, is influenced by changes in the world economy.

Unit 4 – A4ECO

This unit explores the economic objectives of the Australian Government and the actions and policies taken in the pursuit of these objectives. Changes in the level of economic activity influence the policy mix and the government's capacity to achieve its objectives.

Paired unit combination – ATECO

Two semester units running concurrently.

Assessment
The three types of assessment used in the Economics ATAR course are:

Data interpretation/Short answer	30%
Extended answer	30%
Examination	40%

Recommendation

Minimum 'C' grade in the Year 11 Economics ATAR course.

Associated fees/course levy

$95.

Pathways

Career pathways from studying economics include: commerce, economist, business management, project management, trade analysis, stockbroker, investment advisor, real estate developer, journalist, diplomat, mining, engineering, accounting, advertising, banking, academic, teacher.

Time off campus

One half day to attend a seminar.

Enquiries

Mrs Telma Keen – Head of Learning Area – Humanities

Year 12 Modern History ATAR Course – ATHIM

Course description

History is the study and practice of making meaning of the past with a view to understanding the present. It engages us with the ideas, beliefs and values that shape and influence our lives. At the same time, it helps us clarify our own beliefs and values compared to those of others. Studying Modern History enables students to become critical thinkers and helps inform their judgements and actions in a rapidly changing world. Students are exposed to a variety of historical sources including artefacts, oral stories, film, diary extracts and other written accounts in order to determine the cause and effect, and the motives and forces influencing people and events. Through the process of historical inquiry, students are encouraged to question and evaluate 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. Investigating the past, helps students to understand why and how groups and/or societies changed or resisted changes.

Unit 3 – A3HIM

This unit examines the 'nation' as the principal form of political organisation in the modern world; the crises that confronted nations in the 20th century; their responses to these crises, and the different paths they have taken to fulfil their goals.

Unit 4 – A4HIM

This unit focuses on the distinctive features of the modern world that emerged in the period 1945–2001. It aims to build students' understanding of the contemporary world – that is, why we are here at this point in time.

Paired unit combination – ATHIM

Two semester units running concurrently.

Assessment

Assessment types for both units:

Historical Inquiry	20%
Explanation	20%
Source Analysis	20%
Examination	40%

Recommendation

Minimum 'C' grade in the Year 11 Modern History ATAR course.

Associated fees/course levy

$70.

Pathways

Possible career paths: law, politics, journalism, public service, foreign affairs, diplomatic service, academic, teacher, tourism, archaeology, museum and conservation work.

Time off campus

None.

Enquiries

Mrs Telma Keen – Head of Learning Area – Humanities

Year 12 Politics and Law ATAR Course – ATPAL

Course description

Politics and law is a critical study of the processes of decision making concerning society's collective future. The study of politics examines the structures and processes through which individuals and groups with different interests, beliefs and goals, deliberate and negotiate in order to make choices, respond to changing circumstances and enact laws. The study of law examines the system of laws governing the conduct of the people of a community, society or nation, in response to the need for regularity, consistency and justice based upon collective human experience. The skills and values developed in the Politics and Law ATAR course aim to allow students to become informed, active and effective participants in the political and legal decisions that affect their lives within society. The study of the Politics and Law ATAR course contributes to students' intellectual, social, and ethical development. The course aims to support all students in developing a sense of identity, and a sense of political, legal, cultural and social awareness.

Unit 3 – A3PAL

This unit examines the political and legal system established by the Commonwealth Constitution (Australia) and the power wielded within the system, making reference to particular political and legal developments and issues.

Unit 4 – A4PAL

This unit examines avenues for, and the effectiveness of, accountability in relation to the three branches of government in Australia. The ways, and the extent to which, rights are protected, and democratic principles are upheld and/or undermined in Australia, and one other country, are also examined.

Paired unit combination – ATPAL

Two semester units running concurrently.

Assessment

Assessment types for both units:

Investigation	10%
Short Answer	15%
Essay	15%
Source Analysis	20%
Examinations	40%

Recommendation

Minimum 'C' grade in the Year 11 Politics and Law ATAR course.

Associated fees/course levy

$90.

Pathways

Possible career paths: law, politics, journalism, public service, foreign affairs, diplomatic service, academic, teacher, tourism, law enforcement, international relations, business, mediation, legal and court system, local, state and federal government, non-government organisations, pressure groups.

Time off campus

Students can participate in the Mock Trials program.

Enquiries

Mrs Telma Keen – Head of Learning Area – Humanities

CareerLink Program Year 11 and Year 12

The Year 11 and 12 CareerLink Program is designed for students who are preparing for entry into TAFE, the workforce, apprenticeships/traineeships and possible pathway to university. The program offers a combined school, industry and training partnership. Students work towards secondary graduation (WACE) whilst gaining workplace experience.

CareerLink offers on-the-job learning called Workplace Learning (ADWPL) with a host employer. Students also have the opportunity to choose a certificate training qualification arranged through CareerLink through a Registered Training Organisation (RTO) such as TAFE. These certificates gain valuable points towards TAFE entry with a Certificate IV level offering an opportunity for university entry.

CareerLink offer a number of pre-apprenticeships, Certificate II in:

- Automotive
- Building and Construction
- Plumbing

There are a range of other certificate qualifications such as in:

- Community Services
- Early Childhood Education
- Education Support
- Event Management
- Health Services
- Retail Cosmetics
- Preparation for nursing (Year 12 only)

Prerequisite

Completion of CareerLink application pack and interview.

Associated fees/course levy and Certificate Course Cost

Profile funded Certificate courses: $1,400

Non-profile funded Certificates: $1,800

Workplace Learning only: $1,400

The college heavily subsidises the cost of these courses.

Withdrawing from CareerLink

The last day to withdraw from the CareerLink program is **Monday, 3 February 2025** otherwise CareerLink course fees will apply.

Time off campus

Certificates courses, one day a week. Students need to ensure that they follow up with their teachers regarding class work, following their Work Placement day.

Enquiries

Mrs Robyn Mentzel

Stand Alone Certificate – VET Certificate IV in Work Skills (Year 11)

This certificate IV is a two year qualification, (delivered over two years) – Year 11 and Year 12

Students achieving this qualification will also gain a Certificate IV in Business

For Career Enhancement and Management.

Course Description

This certificate is a Nationally Accredited, SCSA approved qualification encompassing employability skills now essential in the workforce. Industry and employers are now requiring from their employees the attributes that have been incorporated into this program.

Workers with high emotional intelligence, teamwork skills and the ability to adapt will be highly sought after.

Future Skills: Collaboration & Communication, Strategic Problem Solving, Leadership and Entrepreneurship, Resilience, Positive Image and Confidence, Time Management, Creative Fluency and Ethical and Social Fluency.

Assessment

Students are assessed on each unit completed and are awarded a 'competent' or 'not yet competent'.

Homework and study expectations

Students are required to complete on-line assessments for each unit in a timely manner.

Prerequisite

None.

Associated fee/course levy

$650.

Pathways

This generic qualification will ultimately enhance your future career pathway in whatever discipline you choose to follow.

Time off campus

None.

Enquiries

Mrs Telma Keen – Head of Learning Area – Humanities

Standalone Certificate – VET Certificate IV in Work Skills (Year 12 only)

Students achieving this qualification will also gain a Certificate IV in Business

Course description

This certificate is a Nationally Accredited qualification encompassing employability skills now essential in the workforce. Industry and employers are now requiring from their employees the attributes that have been incorporated into this program.

Workers with high emotional intelligence, team work skills and the ability to adapt will be highly sought after.

Future Skills: Collaboration & Communication, Strategic Problem Solving, Leadership and Entrepreneurship, Resilience, Positive Image and Confidence, Time Management, Creative Fluency and Ethical and Social Fluency.

Assessment

Students are assessed on each unit completed and are awarded a ‘competent’ or ‘not yet competent’.

Prerequisite

None.

Associated fees/course levy

$650.

Pathways

This generic qualification will ultimately enhance your future career pathway in whatever discipline you choose to follow.

Homework and study expectations

Students are required to complete on-line assessments for each unit in a timely manner.

Time off campus

None.

Enquiries

Mrs Telma Keen – Head of Learning Area – Humanities

Languages

Year 11 French ATAR Course – AEFSL

Course description

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

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

The Year 11 syllabus is divided into two units:

Unit 1

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

Unit 2

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

Paired unit combination – AEJSL

Two semester units running concurrently.

Assessment

Assessment types for both units:

Oral communication	20%
Response: Listening	15%
Response: Viewing and Reading	15%
Written communication	20%
Practical (oral) examination	10%
Written examination	20%

Prerequisite

Learning Area Grade minimum 'C' grade in Year 10 French.

Associated fees/course levy

$85 – includes photocopying of booklets and resources and contributes to the cost of incursions and excursions.

Additional cost – Tour.

Pathways

Possible career pathways: business and commerce, politics, linguistic studies, hospitality and tourism, engineering. There is a wide variety of university courses that can be combined with a language. It is advantageous to combine STEM subjects with a language.

Time off campus

French excursion.

Enquiries

Mrs Meagan Maassen – Head of Learning Area – Languages

Year 11 Japanese General Course – GEJSL

Course description

This course focuses on students gaining knowledge and an understanding of the culture and language of Japanese-speaking communities.

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

Japan camp and Japan Tour are offered to any student learning Japanese in Year 9, 10, 11 or 12.

The Year 11 syllabus is divided into two units:

Unit 1

This unit focuses on **ティーンエージャー** (**Teenagers**).Through the three topics: About me 私の事(こと), Student life 学生生活(せいかつ), and Connecting with friends コミュニケーション, students develop communication skills in Japanese and gain an insight into the language and culture.

Unit 2

This unit focuses on **近所(きんじょ) (Neighbourhood)**. Through the three topics: My town 私の町, Your neighbourhood あなたの近所, and Out and about 出かけましょう, students develop communication skills in Japanese and gain an insight into the language and culture.

Assessment

Assessment types for both units:

Oral communication	30%
Response: Listening	20%
Response: Viewing and Reading	30%
Written communication	20%

Prerequisite

Learning Area Grade minimum 'C' grade in Year 10 Japanese.

Associated fees/course levy

$85.

Additional cost – Japan camp and or Japan Tour

Pathways

Possible career pathways: business and commerce, politics, linguistic studies, hospitality and tourism, engineering. There is a wide variety of university courses that can be combined with a language. It is advantageous to combine STEM subjects with a Language.

Time off campus

Japanese excursion. SWL (recommended 5 days in Year 11) and/ or participation in Japan camp or Japan Tour.

Enquiries

Mrs Meagan Maassen – Head of Learning Area – Languages

Year 11 Japanese ATAR Course – AEJSL

Course description

Communication is paramount, and throughout the course, students will develop the skills and knowledge to communicate in Japanese in real life situations, with an emphasis on improving oral communication skills. Students will improve their ability to comprehend, interpret and produce visual and written texts and will be given opportunities throughout the year to practise both their oral and aural skills with the Japanese assistant. The two main topics studied are Daily Life and Welcome to My Country. Japan camp or Japan Tour is offered to any student learning Japanese in Year 9, 10, 11 or 12.

Unit 1 – A1JSL

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

Unit 2 – A2JSL

This unit focuses on ようこそ、私の国へ！ (Welcome To My Country). Through the three topics of Welcoming a Guest ようこそ！, Seasonal Activities and Celebrations しきとイベント, and Healthy Lifestyles けんこう, students extend their communication skills in Japanese and gain a broader insight into the language and culture.

Paired unit combination – AEJSL

Two semester units running concurrently.

Assessment

Assessment types for both units:

Oral communication	20%
Response: Listening	15%
Response: Viewing and Reading	20%
Written communication	15%
Practical (oral) examination	10%
Written examination	20%

Prerequisite

Learning Area Grade minimum 'C' grade in Year 10 Japanese.

Associated fees/course levy

$85 – includes photocopying of booklets and resources and contributes to the cost of incursions and excursions.

Additional cost – Japan camp and or Japan Tour.

Pathways

Possible career pathways: business and commerce, politics, linguistic studies, hospitality and tourism, engineering. There is a wide variety of university courses that can be combined with a language. It is advantageous to combine STEM subjects with a language.

Time off campus

Japanese excursion.

Japan camp.

Enquiries

Mrs Meagan Maassen – Head of Learning Area – Languages

Year 12 Japanese General Course – GTJSL

Course description

This course focuses on students gaining knowledge and an understanding of the culture and language of Japanese-speaking communities.

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

Japan camp and Japan Tour are offered to any student learning Japanese in Year 9, 10, 11 or 12.

The Year 12 syllabus is divided into two units:

Unit 3

This unit focuses on 日常生活 (Daily life). Through the three topics: My life 私の生活, Home life 学校と家での生活, and Daily life 生活をくらべて, students continue to develop communication skills in Japanese and gain further insight into the language and culture.

Unit 4

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

Assessment

Assessment types for both units:

Oral communication	25%
Response: Listening	25%
Response: Viewing and Reading	20%
Written communication	15%
Externally set task	15%

Prerequisite

Learning Area Grade minimum 'C' grade in Year 11 Japanese.

Associated fees/course levy

$85.

Additional cost – Japan camp and or Japan Tour

Pathways

Possible career pathways: business and commerce, politics, linguistic studies, hospitality and tourism, engineering. There is a wide variety of university courses that can be combined with a language. It is advantageous to combine STEM subjects with a Language.

Time off campus

Japanese excursion. SWL (recommended 5 days in Year 11) and/ or participation in Japan camp or Japan Tour.

Enquiries

Mrs Meagan Maassen – Head of Learning Area – Languages

Year 12 Japanese ATAR Course – ATJSL

Course description

Communication is paramount, and throughout the course, students will further develop the skills and knowledge to communicate in Japanese in real life situations, with an emphasis on improving oral communication skills. Students will continue to improve their ability to comprehend, interpret and produce visual and written texts and will be given opportunities throughout the year to practise both their oral and aural skills with the Japanese assistant on a weekly basis. Japan camp is offered to any student learning Japanese in Years 9, 10, 11 or 12.

Unit 3 – A3JSL

This unit focuses on 若(い 旅行者(Young Travellers). Through the two topics of Travel, and Part-Time Jobs and Money, students further extend and refine their communication skills in Japanese and gain a broader and deeper understanding of the language and culture.

Unit 4 – A4JSL

This unit focuses on かこと 未来 (Reflections and Horizons). Through the three topics of This Year and Beyond, Youth Events, and Pathways and Future Plans, students continue to extend and refine their communication skills in Japanese and gain a broader and deeper understanding of the language and culture.

Paired unit combination – ATJSL

Two semester units running concurrently.

Assessment

Assessment types for both units:

Response: Listening	15%
Response: Viewing and Reading	20%
Written communication	15%
Written examination	50%
This combined mark forms **70%** of the final WACE mark	
School based oral assessment	50%
Practical (oral) examination	50%
This combined mark forms **30%** of the final WACE mark	

Prerequisite

Minimum ‘C’ grade in the Year 11 Japanese ATAR course.

Associated fees/course levy

$100 – includes photocopying of booklets and resources and contributes to the cost of incursions and excursions.

Additional cost – Japan camp and or Japan Tour

Pathways

Business and commerce, politics, linguistic studies, hospitality and tourism, engineering. There is a wide variety of courses that can be combined with a language. It is advantageous to combine STEM subjects with a Language.

Time off campus

Incursion watching a film and lunch, Year 12 Japanese dinner, Kaiwa day in preparation for WACE oral exam. Japan camp.

Enquiries

Mrs Meagan Maassen – Head of Learning Area – Languages

Mathematics

Year 11 Mathematics Specialist ATAR Course – AEMAS

Course description

Mathematics Specialist is an ATAR course which provides opportunities, beyond those presented in the Mathematics Methods ATAR course, to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. The Mathematics Specialist ATAR course contains topics in functions and calculus that build on and deepen the ideas presented in the Mathematics Methods ATAR course, as well as demonstrate their application in many areas. This course also extends understanding and knowledge of statistics and introduces the topics of vectors, complex numbers and matrices. The Mathematics Specialist ATAR course is the only ATAR Mathematics course that should not be taken as a stand-alone course but studied alongside the Mathematics Methods ATAR course.

Unit 1 – A1MAS

Contains the three topics:

- Combinatorics
- Vectors in the plane
- Geometry

The three topics in Unit 1 complement the content of the Mathematics Methods ATAR course.

The proficiency strand of Reasoning, from the Year 7–10 curriculum, is continued explicitly in the topic Geometry through a discussion of developing mathematical arguments. This topic also provides the opportunity to summarise and extend students' studies in Euclidean Geometry knowledge, which is of great benefit in the later study of topics such as vectors and complex numbers.

The topic Combinatorics provides techniques that are very useful in many areas of mathematics, including probability and algebra.

The topic Vectors in the plane provides new perspectives on working with two-dimensional space and serves as an introduction to techniques which can be extended to three-dimensional space in Unit 3. These three topics considerably broaden students' mathematical experience and therefore begin an awakening to the breadth and utility of the subject. They also enable students to increase their mathematical flexibility and versatility.

Unit 2 – A2MAS

Contains the three topics:

- Trigonometry
- Matrices
- Real and Complex Numbers

In Unit 2, Matrices provides new perspectives for working with two-dimensional space and Real and Complex Numbers provides a continuation of the study of numbers.

The topic Trigonometry contains techniques that are used in other topics in both this unit and Units 3 and 4.

All topics develop students' ability to construct mathematical arguments. The technique of proof by the principle of mathematical induction is introduced in this unit.

Paired unit combination – AEMAS

Two semester units running concurrently.

Assessment

Assessment types for both units:

Investigation	20%
Response	40%
Examinations	40%

Special requirement

Students will require a Casio CAS Calculator.

Prerequisite

Minimum 75% in the Year 10 Mathematics Pre-Methods.
Mathematics Methods ATAR course must be taken in conjunction with this course.

Associated fees/course levy

$50.

Pathways

Year 12 Mathematics Specialist ATAR course. Possible career pathways: mathematics, engineering (chemical and process, civil, computer, electrical and electronic, environmental, materials, mechanical, mechatronic, mining, petroleum, process instrumentation and control, software), geophysics, actuary.

Time off campus

None.

Enquiries

Mr Glenn Tyrie – Head of Learning Area – Mathematics

Year 11 Mathematics Methods ATAR Course – AEMAM

Course description

Mathematics Methods is an ATAR course which focuses on the use of calculus and statistical analysis. The study of calculus provides a basis for understanding rates of change in the physical world, and includes the use of functions, their derivatives and integrals, in modelling physical processes. The study of statistics develops students' ability to describe and analyse phenomena that involve uncertainty and variation.

Unit 1 – A1MAM

Contains the three topics:

- Functions and graphs
- Trigonometric functions
- Counting and probability

Unit 1 begins with a review of the basic algebraic concepts and techniques required for a successful introduction to the study of Functions and Calculus. Simple relationships between variable quantities are reviewed, and these are used to introduce the key concepts of a function and its graph. The study of Probability and Statistics begins in this unit with a review of the fundamentals of probability, and the introduction of the concepts of conditional probability and independence. The study of the trigonometric functions begins with a consideration of the unit circle using degrees and the trigonometry of triangles and its application. Radian measure is introduced, and the graphs of the trigonometric functions are examined and their applications in a wide range of settings are explored.

Unit 2 – A2MAM

Contains the three topics:

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

In Unit 2, Exponential Functions are introduced and their properties and graphs examined. Arithmetic and Geometric Sequences and their applications are introduced and their recursive definitions applied. Rates and average rates of change are introduced and this is followed by the key concept of the derivative as an 'instantaneous rate of change'. These concepts are reinforced numerically (by calculating difference quotients), geometrically (as slopes of chords and tangents), and algebraically. This first Calculus topic concludes with derivatives of polynomial functions, using simple applications of the derivative to sketch curves, calculate slopes and equations of tangents, determine instantaneous velocities, and solve optimisation problems.

Paired unit combination – AEMAM

Two semester units running concurrently.

Assessment

Assessment types for both units:

Investigation	20%
Response	40%
Examinations	40%

Special requirement

Students will require a Casio CAS Calculator.

Prerequisite

Minimum 65% in Year 10 Mathematics Pre-Methods.

Associated fees/course levy

$50.

Pathways

Year 12 Mathematics Methods ATAR course or Year 12 Mathematics Applications ATAR course. Possible career pathways: mathematics, commerce/business, computing, engineering (Mathematics: Specialist may be required), metallurgy, informatics, biophysical science, physics, nanotechnology, geophysics, dentistry, podiatry, medicine and surgery, animal science, mine technology, geology, agriculture, biomedical science, health science, economics, chiropractic science, psychology.

Time off campus

None.

Enquiries

Mr Glenn Tyrie – Head of Learning Area – Mathematics

Year 11 Mathematics Applications ATAR Course – AEMAA

Course description

Mathematics Applications is an ATAR course which focuses on the use of mathematics to solve problems in contexts that involve financial modelling, geometric and trigonometric analysis, graphical and network analysis, and growth and decay in sequences. It also provides opportunities for students to develop systematic strategies based on the statistical investigation process for answering questions that involve analysing univariate and bivariate data, including time series data.

Unit 1 – A1MAA

Contains the three topics:

- Consumer arithmetic
- Algebra and matrices
- Shape and measurement

'Consumer Arithmetic' reviews the concepts of rate and percentage change in the context of earning and managing money, and provides a context for the use of spread sheets. 'Algebra and Matrices' continues the Year 7–10 study of algebra and introduces the new topic of Matrices. The emphasis of this topic is the symbolic representation and manipulation of information from real-life contexts using algebra and matrices. 'Shape and Measurement' extends the knowledge and skills students developed in the Year 7–10 curriculum with the concept of similarity and associated calculations involving simple and compound geometric shapes. The emphasis in this topic is on applying these skills in a range of practical contexts, including those involving three-dimensional shapes.

Unit 2 – A2MAA

Contains the three topics:

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

'Univariate data analysis and the statistical investigation process' develop students' ability to organise and summarise univariate data in the context of conducting a statistical investigation. 'Applications of trigonometry' extends students' knowledge of trigonometry to solve practical problems involving non-right-angled triangles in both two and three dimensions, including problems involving the use of angles of elevation and depression and bearings in navigation. 'Linear equations and their graphs' use linear equations and straight-line graphs, as well as linear-piece-wise and step graphs, to model and analyse practical situations.

Paired unit combination – AEMAA

Two semester units running concurrently.

Assessment

Assessment types for both units:

Investigation	20%
Response	40%
Examinations	40%

Special requirement

Students will require a Casio CAS Calculator.

Prerequisite

Minimum 60% in Year 10 Mathematics Pre-Applications.

Associated fees/course levy

$50.

Pathways

Year 12 Mathematics Applications ATAR course or Year 12 Mathematics Essential General course. Possible career pathways: biotechnology, biological science, agricultural science, psychology, computer science, forensic biology, commerce, earth science, business, climate science.

Time off campus

None.

Enquiries

Mr Glenn Tyrie – Head of Learning Area – Mathematics

Year 11 Mathematics Essential General Course – GEMAE

Course description

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

Unit 1 – G1MAE

This unit provides students with the mathematical skills and understanding to solve problems relating to calculations, applications of measurement, the use of formulas to find an unknown quantity and the interpretation of graphs. Throughout this unit, students use the mathematical thinking process. This process will be explicitly taught in conjunction with the unit content. The content of the four topics in this unit will be applied in contexts which are meaningful and of interest to the students: Basic calculations, percentages and rates; Algebra; Measurement; and Graphs. Possible contexts for this unit are Earning and managing money and Nutrition and health.

It is assumed that an extensive range of technological applications and techniques will be used in teaching this unit. The ability to choose when or when not to use some form of technology, and the ability to work flexibly with technology, are important skills.

The number formats for the unit are whole numbers, decimals, common fractions, common percentages, square and cubic numbers written with powers.

Unit 2 – G2MAE

This unit provides students with the mathematical skills and understanding to solve problems related to the four topics: representing and comparing data, percentages, rates and ratios and time and motion. Students further develop the use of the mathematical thinking process and apply the statistical investigation process. The statistical investigation process will be explicitly taught in conjunction with the statistical content within this unit. The content of the four topics in this unit will be taught in a context which is meaningful and of interest to their students. Representing and comparing data; Percentages; Rates and ratios; and Time and motion. Possible contexts for this unit are Transport and Independent living.

It is assumed that students will be taught this course with an extensive range of technological applications and techniques. The ability to be able to choose when or when not to use some form of technology and to be able to work flexibly with technology are important skills.

The number formats for the unit are whole numbers, decimals, fractions and percentages, rates and ratios.

Paired unit combination – GEMAE

Two semester units running concurrently.

Assessment

Assessment types for both units:

Investigation	50%
Response	50%

Prerequisite

None

Associated fees/course levy

$50.

Pathways

Year 12 Mathematics Essential General course. Please note that this course will not be externally examinable at the WACE level and so will not contribute to the students ATAR. May be used for TAFE entry to most courses.

Time off campus
None.

Enquiries
Mr Glenn Tyrie – Head of Learning Area – Mathematics

Year 12 Mathematics Specialist ATAR Course – ATMAS

Course description

Mathematics Specialist is an ATAR course which provides opportunities, beyond those presented in the Mathematics Methods ATAR course, to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. The Mathematics Specialist ATAR course contains topics in functions and calculus that build on and deepen the ideas presented in the Mathematics Methods ATAR course, as well as demonstrate their application in many areas. This course also extends understanding and knowledge of statistics and develops the topics of vectors, complex numbers and matrices further. The Mathematics Specialist ATAR course is the only ATAR Mathematics course that should not be taken as a stand-alone course but studied alongside the Mathematics Methods ATAR course.

Unit 3 – A3MAS

Contains the three topics:

- Complex numbers
- Functions and sketching graphs
- Vectors in three dimensions

The Cartesian form of complex numbers was introduced in Year 11 in Unit 2, and in Unit 3, the study of Complex Numbers is extended to the Polar form. The study of functions and techniques of calculus begun in the Mathematics Methods ATAR course in Year 11 is now extended and utilised in the sketching of graphs and the solution of problems involving Integration. The study of vectors begun in Unit 1, which focused on vectors in one- and two-dimensional space, is extended to three-dimensional vectors, vector equations and vector calculus, with the latter building on students' knowledge of calculus. Cartesian and Vector equations, together with equations of planes, enable students to solve geometric problems and to solve problems involving motion in three-dimensional space.

Unit 4 – A4MAS

Contains the three topics:

- Integration and applications of integration
- Rates of change and differential equations
- Statistical inference

In this unit, the study of Differentiation and Integration of Functions is continued, and the techniques developed from this and previous topics in Calculus are applied to the area of simple differential equations, in particular in Biology and Kinematics. These topics serve to demonstrate the applicability of the mathematics learnt throughout the course. Also in this unit, the students' previous experience in statistics is drawn together in the study of the distribution of sample means. This is a topic that demonstrates the unity and power of statistics.

Paired unit combination – ATMAS

Two semester units running concurrently.

Assessment

Assessment types for both units:

Investigation	20%
Response	40%
Examinations	40%

Special requirement

Students will require a Casio CAS Calculator.

Prerequisite

Minimum 60% in the Year 11 Mathematics Specialist ATAR course.
Mathematics Methods ATAR course must be taken in conjunction with this course.

Associated fees/course levy

$50.

Pathways

Year 12 Mathematics Specialist ATAR course. Possible career pathways: mathematics, engineering (chemical and process, civil, computer, electrical and electronic, environmental, materials, mechanical, mechatronic, mining, petroleum, process instrumentation and control, software), geophysics, actuary.

Time off campus

None.

Enquiries

Mr Glenn Tyrie – Head of Learning Area – Mathematics

Year 12 Mathematics Methods ATAR Course – ATMAM

Course description

Mathematics Methods is an ATAR course which focuses on the use of calculus and statistical analysis. The study of calculus provides a basis for understanding rates of change in the physical world, and includes the use of functions, their derivatives and integrals, in modelling physical processes. The study of statistics develops students' ability to describe and analyse phenomena that involve uncertainty and variation.

Unit 3 – A3MAM

Contains the three topics:

- Further differentiation and applications
- Integrals
- Discrete Random Variables

In Unit 3, the study of calculus continues by introducing the derivatives of exponential and trigonometric functions and their applications, as well as some basic differentiation techniques and the concept of a second derivative, its meaning and applications. The aim is to demonstrate to the students the beauty and power of calculus and the breadth of its applications. The unit includes Integration, both as a process that reverses differentiation and as a way of calculating areas. The fundamental theorem of calculus as a link between differentiation and integration is emphasised. Discrete random variables are introduced, together with their uses in modelling random processes involving chance and variation. The purpose here is to develop a framework for statistical inference.

Unit 4 – A4MAM

Contains the three topics:

- The logarithmic function
- Continuous random variables and the normal distribution
- Interval estimates for proportions

In Unit 4, the Logarithmic Function and its derivatives are studied. In Probability, continuous random variables are introduced and their applications examined, including the normal distribution. Probabilities associated with continuous distributions are calculated using definite integrals. In this unit, students are introduced to one of the most important parts of Statistics, namely, Statistical Inference, where the goal is to estimate an unknown parameter associated with a population using a sample of that population. In this unit, inference is restricted to estimating proportions in two-outcome populations.

Paired unit combination – ATMAM

Two semester units running concurrently.

Assessment

Assessment types for both units:

Investigation	20%
Response	40%
Examinations	40%

Special requirement

Students will require a Casio CAS Calculator.

Prerequisite

Minimum 60% in the Year 11 Mathematics Methods ATAR course.

Associated fees/course levy

$50.

Pathways

Possible career pathways: mathematics, commerce/business, computing, engineering (Mathematics: Specialist may be required), metallurgy, informatics, biophysical science, physics, nanotechnology, geophysics, dentistry, podiatry, medicine and surgery, animal science, mine technology, geology, agriculture, biomedical science, health science, economics, chiropractic science, psychology.

Time off campus

None.

Enquiries

Mr Glenn Tyrie – Head of Learning Area – Mathematics

Year 12 Mathematics Applications ATAR Course – ATMAA

Course description

Mathematics Applications is an ATAR course which focuses on the use of mathematics to solve problems in contexts that involve financial modelling, geometric and trigonometric analysis, graphical and network analysis, and growth and decay in sequences. It also provides opportunities for students to develop systematic strategies based on the statistical investigation process for answering questions that involve analysing univariate and bivariate data, including time series data.

Unit 3 – A3MAA

Contains the three topics:

- Bivariate data analysis
- Growth and decay in sequences
- Graphs and networks

'Bivariate data analysis' introduces students to methods of identifying, analysing and describing associations between pairs of variables, including using the least squares regression method as a tool for modelling and analysing linear associations. The content is taught within the framework of the statistical investigation formula.

'Growth and decay in sequences' employs recursion to generate sequences that can be used to model and investigate patterns of growth and decay in discrete situations. These sequences are applied to a wide range of practical situations, including modelling growth of a compound interest investment, the growth of a bacterial population or the depreciation of a car over time. Sequences are also essential to understanding the patterns of growth and decay in loans and investments that are studied in detail in Unit 4.

'Graphs and Networks' introduces students to the language of graphs and the way in which graphs, represented as a collection of points and interconnecting lines, can be used to analyse everyday situations, such as a rail or social networks.

Unit 4 – A4MAA

Contains the three topics:

- Time series analysis
- Loans, investments and annuities
- Networks and decision mathematics

'Time series analysis' continues the study of Statistics by introducing the concepts and techniques of time series analysis which will be taught within the framework of the statistical investigation process.

'Loans, investments and annuities' aims to provide students with sufficient knowledge of Financial Mathematics to solve practical problems associated with taking out or refinancing a mortgage and making investments.

'Networks and decision mathematics' use networks to model and aid decision making in practical situations.

Paired unit combination – ATMAA

Two semester units running concurrently.

Assessment

Assessment types for both units:

Investigation	20%
Response	40%
Examinations	40%

Special requirement

Students will require a Casio CAS Calculator.

Prerequisite

Minimum 60% in the Year 11 Mathematics Applications ATAR course.

Associated fees/course levy

$50.

Pathways

Possible career pathways: biotechnology, biological science, agricultural science, psychology, computer science, forensic biology, commerce, earth science, business, climate science.

Time off campus

None.

Enquiries

Mr Glenn Tyrie – Head of Learning Area – Mathematics

Year 12 Mathematics Essential General Course – GTMAE

Course description

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

Unit 3 – G3MAE

Contains the topics:

- Measurement
- Scales, plans and models
- Graphs in practical situations
- Data collection

Unit 4 – G4MAE

Contains the topics:

- Probability and relative frequencies
- Earth geometry and time zones
- Loans and compound interest

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

- Interpret the task and gather key information
- Identify the mathematics which could help to complete the task
- Analyse information and data from a variety of sources
- Apply existing mathematical knowledge and strategies to obtain a solution
- Verify the reasonableness of the solution
- Communicate findings in a systematics and concise manner

Students apply the statistical investigation process to real-world tasks

- Clarify the problem and pose one or more questions that can be answered with data
- Design and implement a plan to collect or obtain appropriate data
- Select and apply appropriate graphical or numerical techniques to analyse the data
- Interpret the results of this analysis and relate the interpretation to the original question
- Communicate findings in a systematic and concise manner

Paired unit combination – GTMAE

Two semester units running concurrently.

Assessment

Assessment types for both units:

Practical Applications	45%
Response	40%
Externally set task	15%

The externally set task will be provided by SCSA for all students to complete as a way of moderating this course.

Prerequisite

None

Associated fees/course levy

$50.

Pathways

This is a General course and will not be externally examinable at the WACE level and so will not contribute to the students ATAR. May be used for TAFE entry to most courses.

Time off campus
None.

Enquiries
Mr Glenn Tyrie – Head of Learning Area – Mathematics

Science

Year 11 Biology ATAR Course – AEBIO

Course description

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

Unit 1 – Ecosystems and biodiversity

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

Unit 2 – From single cells to multicellular organisms

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

Paired unit combination – AEBIO

Two semester units running concurrently.

Assessment

Science Inquiry- Practical and Investigation	30%
Extended Response	10%
Test	20%
Examination	40%

Prerequisite

65% in Year 10 Biology and a minimum C grade in Science overall

Associated fees/course levy

$80 – includes photocopying, consumables, replacement and maintenance of equipment.

Pathways

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

Time off campus

To be determined.

Enquiries

Mrs Vanessa Budas – Head of Learning Area – Science

Year 11 Chemistry ATAR Course – AECHE

Course description

The Chemistry ATAR course equips students with the knowledge, understanding and opportunity to investigate properties and reactions of materials. Theories and models are used to describe, explain and make predictions about chemical systems, structures and properties. Students recognize hazards and make informed, balanced decisions about chemical use and sustainable resource management. Investigations and laboratory activities develop an appreciation of the need for precision, critical analysis and informed decision making.

This course prepares students to be responsible and efficient users of specialised chemical products and processes at home or in the workplace. It also enables students to relate chemistry to other sciences, including biology, geology, medicine, molecular biology and agriculture, and prepares them for further study in the sciences.

Unit 1 – Chemical fundamentals: structure, properties and reactions

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

Unit 2 – Molecular interactions and reactions

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

Paired unit combination – AECHE

Two semester units running concurrently.

Assessment

Science Inquiry/Practical/Investigations	25%
Extended Response	10%
Tests	15%
Examination	50%

Prerequisite

65% in Year 10 Chemistry and a minimum C grade in Science overall and can be recommended for Mathematics Applications ATAR

Associated fees/course levy

$80 – includes photocopying, chemicals, other consumables, replacement and maintenance of equipment.

Pathways

Possible career pathways: chemical engineering, metallurgy, medicine, pharmacy, agriculture, veterinary science, biomedical sciences.

Time off campus

To be advised.

Enquiries

Mrs Vanessa Budas – Head of Learning Area – Science

Year 11 Human Biology General Course – GEHBY

Course description

Students develop their understanding of scientific knowledge and the ways in which such knowledge is obtained through scientific investigations. They learn to think critically, to evaluate evidence, to solve problems, and to communicate understandings in scientific ways.

Responsible citizens need to be able to evaluate risks, ethical concerns and benefits to make informed decisions about matters relating to lifestyle and health. With an understanding of human biology, students are more able to make better life decisions, and to be more effective contributors to the discussions related to health issues in the community.

Unit 1 – G1HBY

This unit explores how the structure and function of cells help to sustain life processes, and the role of the digestive system in providing essential nutrients for the musculoskeletal system. It also explores how the dietary decisions we make can affect the functioning of body cells and our quality of life.

Unit 2 – G2HBY

This unit explores circulatory, respiratory and urinary systems, and how they facilitate the exchange, transport and removal of materials for efficient body functioning. It also explores the importance of regular health checks to prevent or manage medical problems.

Paired unit combination – GEHBY

Two semester units running, typically taken as a pair.

Assessment

Investigation	40%
Project	30%
Practical Assessment	10%
Supervised Written Assessment	20%

Prerequisite

None.

Associated fees/course levy

$80 – includes photocopying, consumables, replacement and maintenance of equipment.

Pathways

Social work, medical and paramedical fields, food and hospitality, childcare, sport, science and health education.

Time off campus

To be determined.

Enquiries

Mrs Vanessa Budas – Head of Learning Area – Science

Year 11 Human Biology ATAR Course – AEHBY

Course description

Human biology covers a wide range of ideas relating to the functioning human. Students learn about themselves, relating structure to function and how integrated regulation allows individuals to survive in a changing environment. They research new discoveries that are increasing our understanding of the causes of dysfunction, which can lead to new treatments and preventative measures. Reproduction is studied to understand the sources of variation that make each of us unique individuals.

Students develop their understanding of the cumulative and evolving nature of scientific knowledge and the ways in which such knowledge is obtained through scientific investigations. They learn to think critically, to evaluate evidence, to solve problems and to communicate understandings in scientific ways.

Unit 1 – A1HBY The Functioning Human Body

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

Unit 2 – A2HBY Reproduction and Inheritance

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

Paired unit combination – AEHBY

Two semester units running concurrently.

Assessment

Science Inquiry	20%
Extended Response	15%
Tests	25%
Examinations	40%

Prerequisite

65% in Year 10 Biology and a minimum C grade in Science overall

Associated fees/course levy

$80 – includes photocopying, consumables, replacement and maintenance of equipment.

Pathways

Possible career pathways: sports medicine, biomedical science, physiotherapy, nursing, educational psychology and other paramedical fields.

Time off campus

Excursion to Harry Perkins Institute of Medical Research.

Enquiries

Mrs Vanessa Budas – Head of Learning Area – Science

Year 11 Physics ATAR Course – AEPHY

Course description

In the Physics ATAR course students will learn how energy and energy transformations can shape the environment from the small scale, in quantum leaps inside an atom's electron cloud, through the human scale, in vehicles and the human body, to the large scale, in interactions between galaxies. Students have opportunities to develop their investigative skills and use analytical thinking to explain and predict physical phenomena.

Students plan and conduct investigations to answer a range of questions, collect and interpret data and observations, and communicate their findings in an appropriate format. Problem-solving and using evidence to make and justify conclusions are transferable skills that are developed in this course.

Unit 1 – A1PHY Motion, forces and energy

Students describe, explain and predict linear motion and mechanical and thermal energy.

Unit 2 – A2PHY Waves, nuclear and electrical physics

Students investigate the application of wave models to sound phenomena, radioactivity and nuclear reactions, and investigate energy transfer and transformation in electrical circuits.

Paired unit combination – AEPHY

Two semester units running concurrently.

Assessment

Science Inquiry Portfolio	20%
Tests	40%
Examinations	40%

Prerequisite

65% in Year 10 Physics and a minimum C grade in Science overall and eligible for Mathematics Methods ATAR.

Associated fees/course levy

$80 – includes photocopying, consumables, replacement and maintenance of equipment.

Pathways

Possible career pathways: engineering, aviation and sports science.

Time off campus

To be advised.

Enquiries

Mrs Vanessa Budas – Head of Learning Area – Science

Year 11 Psychology ATAR Course – AEPSY

Course description

Psychology is the scientific study of how people think, feel and behave.

Students have the opportunity to collect, process, and critically interpret information from a range of scientific sources, and to evaluate the credibility of these resources. Students will develop an understanding of ethical guidelines and their importance to psychological practice.

Psychological knowledge can help us understand how individuals function within different contexts and how culture shapes people's values, attitudes and beliefs.

Unit 1 – Biological and lifespan psychology

Students learn the basic structure of the central nervous system and some effects of this structure on the way humans think, feel and behave. They are introduced to several methods used to study the brain.

The unit introduces lifespan psychology with a key focus on adolescent development. Students have the opportunity to understand the impact of developmental change on human thoughts, feelings and behaviours. They extend their understanding of developmental processes through learning the role of attachment and identifying stages of development according to specified theorists.

Science inquiry skills are developed in this unit as students apply these skills to understanding and analysing psychological studies.

Unit 2 – Attitudes, stereotypes and social influence

This unit focuses on the influence of others on human behaviour, cognition and emotion. Students explore the function and effect of attitudes and apply the tripartite model of attitude structure. Students explore theories of cognitive dissonance, social identity and attribution with reference to relevant psychological studies, and apply these theories to real-world experiences.

Students learn the role of stereotypes and the relationship between attitudes, prejudice and discrimination. They learn about the relationship between social influence and the development of prosocial and antisocial behaviours.

Students extend their understanding of Science inquiry and the way psychological knowledge develops over time and in response to ongoing research.

Paired unit combination – AEPSY

Two semester units running concurrently.

Assessment

Science Inquiry	30%
Response	40%
Examination	30%

Prerequisite

65% in Year 10 Biology and a minimum C grade in Science overall

Associated fees/course levy

$70 – includes photocopying, consumables.

Pathways

Possible career pathways: health professions, education, human resources, social sciences, sales, media and marketing and management.

Time off campus

To be advised.

Enquiries

Mrs Vanessa Budas – Head of Learning Area – Science

Year 11 Science In Practice General Course – GESIP

Course description

Units 1 and 2

Across the pair of units students will integrate concepts, ideas and associated skills from at least three of the science disciplines – Biology, Chemistry, Earth Science and Physics.

Students will identify science in their world and understand the importance of science in their

lives. They will explore, investigate and model processes through practical activities, use information and communication technology to gather and interpret data, and communicate their findings in a variety of ways.

The context used will have local real-life application, and be relevant to students' everyday life, allowing them to actively engage in inquiry-based learning and further develop their understanding of scientific concepts.

Paired unit combination – GESIP

Two semester units running concurrently.

Assessment

Investigation	40%
Project	30%
Practical Assessment	10%
Supervised Written Assessment	20%

Prerequisite

None.

Associated fees/course levy

$80 – includes photocopying, chemicals, other consumables, replacement and maintenance of equipment.

Pathways

Possible career pathways: childcare, dental nursing, laboratory assistant and TAFE pathways.

Time off campus

Incursion on Tinker Cad designing a mini aquaponic system.

Enquiries

Mrs Vanessa Budas – Head of Learning Area – Science

Year 12 Chemistry ATAR Course – ATCHE

Course description

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

Studying the Chemistry ATAR course provides students with a suite of skills and understandings that are valuable to a wide range of further study pathways and careers. Some students will use this course as a foundation to pursue further studies in chemistry, and all students will become more informed citizens, able to use chemical knowledge to inform evidence-based decision making and engage critically with contemporary scientific issues.

Unit 3 – Equilibrium, acids and bases, and redox reactions

In this unit, students investigate the concept of reversibility of reactions and the dynamic nature of equilibrium in chemical systems; contemporary models of acid-base behaviour that explain their properties and uses; and the principles of oxidation and reduction reactions, including the generation of electricity from electrochemical cells.

Unit 4 – Organic chemistry and chemical synthesis

In this unit, students develop their understanding of the relationship between the structure, properties and chemical reactions of different organic functional groups. Students also investigate the process of chemical synthesis to form useful substances and products and the need to consider a range of factors in the design of these processes.

Paired unit combination – ATCHE

Two semester units running concurrently.

Assessment

Assessment types for both units:	
Science Inquiry: Practical/Investigations	20%
Extended Response	10%
Tests	20%
Examination	50%

Homework/study

A minimum of 3 hours/week per course including an ongoing revision program plus practice questions.

Prerequisite

Minimum 60% in the Year 11 Chemistry ATAR course.

Associated fees/course levy

$80 – includes photocopying, chemicals, other consumables, replacement and maintenance of equipment.

Pathways

University pathways: chemical engineering, metallurgy, medicine, pharmacy, agriculture, veterinary science, biomedical sciences, forensic science, environmental science, dentistry.

Time off campus
To be advised.

Enquiries
Mrs Vanessa Budas – Head of Learning Area – Science

Year 12 Human Biology General Course – GTHBY

Course description

As a science, the subject matter of the Human Biology General course is founded on systematic inquiry. Knowledge and understanding of human biology have been gained by scientific research. However, this knowledge is far from complete and is being modified and expanded as new discoveries and advancements are made. Students develop their understanding of the cumulative and evolving nature of scientific knowledge and the ways in which such knowledge is obtained through scientific investigations. They learn to think critically, to evaluate evidence, to solve problems, and to communicate understandings in scientific ways.

Responsible citizens need to be able to evaluate risks, ethical concerns and benefits to make informed decisions about matters relating to lifestyle and health. With an understanding of human biology, students are more able to make better life decisions, and to be more effective contributors to the discussions related to health issues in the community.

Unit 3

This unit explores how the male and female reproductive systems are specialised for successful fertilisation and implantation, and the development of the embryo and foetus. It also explores how lifestyle choices can impact personal reproductive health, fertility and the delivery of a healthy baby. Contraceptive methods and assisted reproductive technologies are also explored.

Unit 4

This unit explores the causes and spread of disease and how humans respond to invading pathogens. It also explores the importance of coordinated community and global responses for the prevention and control of infectious disease transmission.

Paired unit combination – GTHBY

Two semester units running concurrently.

Assessment

Investigation	25%
Project	30%
Practical Assessment	10%
Supervised Written Assessment	20%
Externally Set Task	15%

Prerequisite

None.

Associated fees/course levy

$80 – includes photocopying, consumables, replacement and maintenance of equipment.

Pathways

An understanding of human biology is valuable for a variety of career paths. The course content deals directly and indirectly with many different occupations in areas, such as social work, medical and paramedical fields, food and hospitality, childcare, sport, science and health education

Time off campus

To be determined.

Enquiries

Mrs Vanessa Budas – Head of Learning Area – Science

Year 12 Human Biology ATAR Course – ATHBY

Course description

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

An understanding of human biology is valuable for a variety of career paths. The course content helps to prepare all students, regardless of their background or career aspirations, to take their place as responsible citizens in society.

Unit 3 – A3HBY Homeostasis and Disease

This unit explores the nervous and endocrine systems and the mechanisms that help maintain the systems of the body to function within normal range, and the body's immune responses to invading pathogens.

Unit 4 – A4HBY Human Variation and Evolution

This unit explores the variations in humans, their changing environment and evolutionary trends in hominids.

Paired unit combination – ATHBY

Two semester units running concurrently.

Assessment

Assessment types for both units:

Science Inquiry: Practical and Investigation	10%
Extended Response	15%
Tests	25%
Examination	50%

Homework/study

A minimum of 3 hours/week per course with an ongoing revision program plus practice questions.

Prerequisite

Minimum 60% in the Year 11 Human Biology ATAR course.

Associated fees/course levy

$80 – includes photocopying, chemicals, other consumables, replacement and maintenance of equipment.

Pathways

University pathways: sports medicine, biomedical science, physiotherapy, nursing, educational psychology and other paramedical fields.

Time off campus

To be advised.

Enquiries

Mrs Vanessa Budas – Head of Learning Area – Science

Year 12 Science In Practice General Course – GTSIP

Course description

Science in Practice is a course grounded in the belief that science is multidisciplinary and, in essence, a practical activity. The Science in Practice course encourages students to be questioning, reflective and critical thinkers about scientific issues, enabling them to make informed decisions about questions that directly affect their lives and the lives of others. Students will engage in activities and investigations on science issues in the context of the world around them and are encouraged to collaborate and cooperate with others in the community.
Structure of the syllabus

The syllabus is divided into two units, each of one semester duration. Each unit should integrate at least two of the science disciplines – Biology, Chemistry, Earth Science and Physics, with a minimum of three different science disciplines integrated into the pair of units.

Paired unit combination – GTSIP

Two semester units running concurrently.

Assessment

Assessment Types for both units:	
Investigation	25%
Project	30%
Practical Assessment	10%
Supervised Written Assessment	20%
Externally Set Task	15%

Prerequisite

None.

Associated fees/course levy

$80 – includes photocopying, chemicals, other consumables, replacement and maintenance of equipment.

Pathways

Possible career pathways: childcare, dental nursing, laboratory assistant and TAFE pathways. The Science in Practice General course is inclusive and aims to appeal to students with a wide variety of backgrounds, interests and career aspirations.

Time off campus

Excursion to Lake Joondalup (Neil Hawkins Park).

Enquiries

Mrs Vanessa Budas – Head of Learning Area – Science

Year 12 Physics ATAR Course – ATPHY

Course description

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

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

Studying senior secondary science provides students with a suite of skills and understandings that are valuable to a wide range of further study pathways and careers. Studying physics will enable students to become citizens who are better informed about the world around them and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues.

Unit 3 – A3PHY Gravity and electromagnetism

Students investigate models of motion in gravitational, electric and magnetic fields to explain how forces act at a distance.

Unit 4 – A4PHY Revolutions in modern physics

Students use the theory of electromagnetism to explain the production and propagation of electromagnetic waves and investigate how shortcomings in existing theories led to the development of the quantum theory of light and matter, the Special Theory of Relativity, and the Standard Model of particle physics.

Paired unit combination – ATPHY

Two semester units running concurrently.

Assessments

Assessment types for both units:

Science Inquiry: Experiments/Investigations/Evaluation and Analysis	20%
Tests	30%
Examination	50%

Homework/study

A minimum of 3 hours/week per course and ongoing revision program plus practice.

Prerequisite

Minimum 60% in the Year 11 Physics ATAR course.

Associated fees/course levy

$80 – includes photocopying, chemicals, other consumables, replacement and maintenance of equipment.

Pathways

University pathways: engineering, medicine, technology, aviation and sports science.

Time off campus

To be advised.

Enquiries

Mrs Vanessa Budas – Head of Learning Area – Science

Year 12 Psychology ATAR Course – ATPSY

Course description

Psychology is an evidence-based discipline that follows the principles of scientific inquiry to explore human cognition, behaviour and thought.

Psychological knowledge can help us understand how individuals function within different contexts and how culture shapes people's values, attitudes and beliefs. Students will also develop an understanding of ethical guidelines and their importance to psychological practice.

Unit 3 – Memory and learning

In this unit, students learn the roles of sensation, perception and attention in memory. They further develop understanding of memory by applying models, understanding how specific structures of the brain affect memory, and learning about some of the processes associated with memory and forgetting.

The unit explores theories of learning, including classical conditioning, operant conditioning and social learning theory, in the context of key studies. Students apply learning theories in behaviour modification to real-world contexts.

Unit 4 – Psychology of motivation, wellbeing and health

A key concern in psychology is developing the understanding of human cognition, emotion and behaviour to inform improvements in the wellbeing of individuals and groups in society. In this unit, students develop a psychological understanding of the relationship between motivation and wellbeing, and apply this to the development of effective strategies related to stress and sleep.

Both units emphasise the role and relevance of Science inquiry, where psychological research is applied to contemporary concerns.

Paired unit combination – AEPSY

Two semester units running concurrently.

Assessment

Science Inquiry	20%
Response	40%
Examination	40%

Prerequisite

Minimum 60% in the Year 11 Psychology ATAR course.

Associated fees/course levy

$70 – includes photocopying and consumables.

Pathways

University pathways: health professions, education, human resources, social sciences, sales, media and marketing and management.

Time off campus

To be advised.

Enquiries

Mrs Vanessa Budas – Head of Learning Area – Science

Technologies

Year 11 Applied Information Technology General Course – GEAIT

Course description

The Applied Information Technology General Course provides students with the knowledge and skills to use a range of computer hardware and software to create, manipulate and communicate information in an effective, responsible and informed manner. Students develop an understanding of computer systems, the management of data; and the use of various software applications to investigate, design, construct and evaluate digital products and digital solutions. The course offers pathways to further studies and a range of technology-based careers, and a set of skills that equip students for the 21st century and give them an appreciation of the impact of information technology on society.

Unit 1 – Personal communication

The focus of this unit is personal communication and using technology to meet personal needs. Students develop a range of skills that enable them to communicate using appropriate technologies and to gain knowledge that assists in communicating within a personal context.

Unit 2 – Working with others

The focus of this unit is working with others using a variety of technologies. Students investigate managing data, common software applications and wireless network components required to operate within a small business environment effectively. They examine the legal, ethical and social impacts of technology within society.

Paired unit combination – GEAIT

Two semester units running concurrently

Assessment

Project	70%
Short Answer	20%
Extended Answer	10%

During the course, students learn how to use Microsoft Office applications such as Word, Excel, Access and PowerPoint in a business context. Students also gain skills in website development, multimedia, social media and computer maintenance.

Recommendation

Learning Area Grade minimum ‘C’ grade in Year 10 Digital Technologies.

Associated fees/course levy

$100 – includes all study material and software requirements.

Homework and study expectations

Students are required to complete research tasks. Students will also be responsible for staying on task during practical lessons and completing garment work and skill samples to the best of their ability. Portfolios of practical work are compiled to document students’ progress.

Pathways

Year 12 General Applied Information Technology Course, leading to a TAFE pathway in careers such as web design, sound and audio engineering and interface design.

Time off campus

None.

Enquiries

Mr Tom Dudek – Head of Learning Area – Technologies

Year 11 Applied Information Technology ATAR Course – AEAIT

Course description

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

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

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

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

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

Unit 1 – Media information and communication technologies

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

Unit 2 – Digital technologies in business

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

Paired unit combination – AEAIT

Two semester units running concurrently.

Assessment

Project	40%
Short Answer	15%
Extended Answer	15%
Examination	30%

Recommendation

Recommended for ATAR English course and for students who have achieved a Learning Area Grade ‘C’ in Year 10 Digital Technologies.

Associated fees/course levy

$90 – includes all study material and software requirements.

Homework and study expectations

Students are required to complete research tasks. Students will also be responsible for staying on task during practical lessons and completing work to the best of their ability. Portfolios of practical work are compiled to document students’ progress.

Pathways

Year 12 Applied Information Technology ATAR course, University entry, careers in Web development and graphic design.

Time off campus

None.

Enquiries

Mr Tom Dudek – Head of Learning Area – Technologies

Year 11 Children, Family and the Community General Course – GECFC

Course description

The Children, Family and the Community General course focuses on factors that influence human development and the wellbeing of individuals, families and communities. Students develop an understanding of the social, cultural, environmental, economic, political and technological factors which have an impact on the ability of individuals and families to develop skills and lead healthy lives. Through the study of developmental theories, students develop an understanding of human growth and the domains of development. Students explore products, services or systems that address issues, opportunities or challenges to meet the needs of individuals, families and communities. They use a range of skills to make informed decisions and consider actions at personal, family and community levels.

Students will visit the LJBC primary school on a fortnightly basis to develop relationships and study the development of the Early Learning Centre children. Some assessment tasks in this course are centred around these sessions with the primary children. The Virtual Baby program is also an opportunity for students to experience caring for a virtual child.

Unit 1 – Families and relationships

This unit focuses on family uniqueness. Students examine the role of families and the relationships between individuals, families and their communities. Students design and produce products and services that meet the needs of individuals, families and communities.

Unit 2 – Our community

This unit focuses on families, relationships and living in communities. Students engage in shared research practice, communicate information, and use decision-making, goal setting, self-management and cooperation skills when creating products, services or systems that will assist individuals, families and communities to achieve their needs and wants.

Paired unit combination – GECFC

Two semester units running concurrently.

Assessment

Production	55%
Investigation	30%
Response	15%

Recommendation

Learning Area Grade minimum ‘C’ grade in Year 10 Textiles Children Family and Community

Associated fees/course levy

$140 – includes the Virtual Baby Program, incursions, materials for practical projects and primary school involvement.

Pathways

Year 12 General Children Family Community, TAFE pathway, a career in areas such as sociology, psychology, education, nursing, occupational therapy, community services and childcare.

Enquiries

Mr Tom Dudek – Head of Learning Area – Technologies

Year 11 Computer Science ATAR Course – AECSC

Course Description

The Computer Science ATAR course builds on the core principles, concepts and skills developed in the Digital Technologies subject in previous years. Students utilise and enhance established analysis and algorithm design skills to create innovative digital solutions to real-world problems. In the process, students develop computational, algorithmic and systems thinking skills which can be successfully applied to problems across domains outside Information Technology. In addition to software development, the essential concepts of networking, data management and cyber security are explored. With the vast amounts of data collected in our increasingly digital world, especially in the information-intensive business and scientific disciplines, data management is becoming ever more important. Similarly, with more and more devices connecting to the internet, cyber security is a major issue for society and the world continues to look for new, young experts to emerge in this field.

Ethical considerations, security requirements and legal factors affect society as a whole and their influence and impact on the development of digital solutions are examined.

Unit 1 – Design and development of programming and networking solutions

In this unit, students gain knowledge and skills to create software solutions. They use algorithms and structured programming to design and implement software solutions for a range of problems. They consider the complex interactions between users, developers, the law, ethics and society when computer systems are used and developed. Students learn about network communications and the transfer of data through a network.

A major focus of the course is the creation of systems and digital solutions to specific problems. In creating solutions, it is expected that students will use a structured development process to guide their approach. This development process is iterative in nature and involved four phases – investigating the problem, developing ideas and designing a solution, developing a solution and evaluating the effectiveness of the solution.

Unit 2 – Design and development of database solutions and cyber security considerations

In this unit, students learn about the design concepts and tools used to develop relational database systems. Students gain skills to create database solutions and create queries to extract relevant information. Students consider the security of network communications, exploring a range of threats and measures used to keep networks secure Students examine attitudes and values of the creation and use of computer-based systems and their effect on society. They examine the ethical and legal obligations of the user and developer in the collection and storage of data.

This unit focuses on the creation of database systems. Students are expected to follow the technology process in order to produce quality products. The process involves four steps; investigate, design, produce and evaluate. This process is essential for the creation of solutions in the Computer Science course.

Paired unit combination – AECSC

Two semester units running concurrently.

Assessment

Project	40%
Theory Test	20%
Practical Test	10%
Examination	30%

Recommendation

Recommended for ATAR Mathematics students who have achieved a Learning Area Grade 'B' in Year 10 Digital Technologies.

Associated fees/course levy

$110 – includes all study material and software requirements.

Pathways

Year 12 Computer Science ATAR Course, University entrance and careers in programming, software design, cyber security, data administration, data analytics, software analysis and Engineering.

This course provides students with options in a range of post-school pathways. The course has been designed to meet the expectations of tertiary institutions and students will be well prepared for further study in university and TAFE courses. It provides a sound understanding of computer science to support students pursuing further studies and employment in other areas, including Science, Technology, Engineering, Mathematics and Business, all of which are underpinned and driven by advances in Computer Science.

Time off campus

None.

Enquiries

Mr Tom Dudek – Head of Learning Area – Technologies

Year 11 Design – Dimensional Design General Course – GEDESD

Course description

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

Design projects allow students to demonstrate their skills, techniques and application of design principles and processes; to analyse problems and possibilities; and to devise innovative strategies within design contexts. There is potential for students to develop transferable skills and vocational competencies while devising innovative designs.

In this course, students develop a competitive edge for current and future industry and employment markets. This course also emphasises the scope of design in professional and trade based industries allowing students to maximise vocational and/or university pathways.

Unit 1 – G1DESD

The focus of this unit is to introduce design process and practice. Students learn that design can be used to provide solutions to design problems and communication needs. The following will be used: Specialised computer software, 3D printers and laser cutters.

In discussions with the teacher, students have the option to select a final product to be developed. For example, this could include a clock, jewellery stand, a board game or even a mechanical hand. Laser cutters and 3D printers are used to develop the final designs.

Unit 2 – G2DESD

The focus of this unit is personal design. Students learn that they visually communicate aspects of their personality, values and beliefs through their affiliations and their manipulation of personal surroundings and environments. The following will be used: Specialised computer software, 3D printers and laser cutters.

The themes covered provide some project options that could include the interior design of furniture or decorations around a specific room, or developing 3D models of elevations of a beach home using laser cutter to develop the final models.

Paired unit combination – GEDESD

Two semester units running concurrently.

Assessment

Production	70%
Response	30%

Recommendation

Learning Area Grade minimum ‘C’ grade in Year 10 iSTEM or Year 10 Design and Technology**.**

Associated fees/Course levy

$120 - Includes all materials, maintenance and projects.

Pathways

Year 12 General Design, TAFE Pathway. This course will give students a foundation for a career in a range of design related fields such as architecture, product design, interior design and engineering.

A portfolio of work will be prepared, both manually and computer based, which can be used in the interview process into the students chosen career pathway.

Enquiries

Mr Tom Dudek – Head of Learning Area – Technologies

Year 11 Engineering Studies General Course – GEEST

Mechanical

Course description

The Engineering Studies General course provides opportunities for students to investigate, research and present information, design and make products and undertake project development. These opportunities allow students to apply engineering processes, understand underpinning scientific and mathematical principles, develop engineering technology skills and explore the interrelationships between engineering and society.

Unit 1 – G1EST

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

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

Unit 2 – G2EST

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

Paired unit combination – GEEST

Two semester units running concurrently.

Assessment

Assessment types for both units:

Design	20%
Production	70%
Response	10%

Recommendation

Learning Area Grade 'C' grade for Year 10 Mathematics (Applications or above).

Associated fees/course levy

$250 – includes one day excursion, all materials, maintenance and projects.

Pathways

Year 12 General Engineering Studies, TAFE pathway, careers in Aviation, Fabrication and Electrical engineering.

Time off campus

One half-day.

Enquiries

Mr Tom Dudek – Head of Learning Area – Technologies

Year 11 Engineering Studies ATAR Course – AEEST

Mechanical

Course description

Students will build on previous knowledge of engineering skills, researching and communicating ideas, and will elaborate on their understanding of structural design principles, as well as the properties of materials used within the course. Students will consider the needs of users and the impacts that such projects will have on the natural environment, and will generate ideas and manufacture a project of their choice within a design brief.

Students will construct an individual project that will include design, safety, fabrication, mechanics and other engineering principles.

Unit 1 – A1EST

In the development of an engineering project, students study core engineering and mechanical theory. To develop an understanding of different forms of energy, uses of these different forms, and sources of renewable and non-renewable energy.

Given guidelines and a context, students apply their knowledge of the engineering design process and theory to develop and respond to a design brief. This requires them to investigate existing products, construction materials and components. Design ideas are developed through annotated sketches and concept drawings. Students then select and analyse the most suitable concept for production as a prototype or working model.

Students finalise their chosen design by documenting its specifications in the form of appropriate orthographic drawings, specialist diagrams and lists of materials and components. They calculate the cost of the prototype or model. They follow a given timeline to undertake tasks required to produce, test and evaluate the product.

Unit 2 – A2EST

This unit develops students' understanding of core and mechanical theory to better understand the scientific, mathematical and technical concepts that explain how engineered products function. They study the impact of the different forms of obsolescence in engineering products on society, business and the environment.

Students continue to refine their understanding and skills of the engineering design process, undertaking tasks to produce, test and evaluate the product. Core and mechanical theory continue to be studied to forge greater understanding of the scientific, mathematical and technical concepts that explain how engineered products function.

Paired unit combination – AEEST

Two semester units running concurrently.

Assessment

Assessment types for both units:

Design	30%
Production	40%
Response	30%

Prerequisite

Minimum 60% in Year 10 Mathematics Pre-Applications. and recommended for students taking the Physics ATAR course.

Associated fees/course levy

$300 – includes one day excursion, all materials, maintenance and projects.

Pathways

Year 12 ATAR Engineering Studies, University entrance, careers in Aviation, Mechanical, Fabrication and Electrical engineering, Robotics Engineering

Time off campus
One half-day.

Enquiries
Mr Tom Dudek – Head of Learning Area – Technologies

Year 11 Food Science and Technology General Course – GEFST

Course description

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

Unit 1 – Food choices and health

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

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

Unit 2 – Food for communities

This unit focuses on the supply of staple foods and the factors that influence adolescent food choices and ethical considerations. Students recognise factors, including processing systems, that affect the sensory and physical properties of staple foods. They explore food sources and the role of macronutrients and water for health, and nutrition-related health conditions, such as coeliac and lactose intolerance, which often require specialised diets. Students consider how food and beverage labelling and packaging requirements protect consumers and ensure the supply of safe, quality foods. Students work with a range of staple foods, adapt basic recipes and apply the technology process to investigate, devise, and produce food products to achieve specific dietary requirements. They evaluate food products and demonstrate a variety of safe workplace procedures, processing techniques and food handling practices.

Paired unit combination – GEFST

Two semester units running concurrently.

Assessment

Assessment types for both units:

Investigation	30%
Production	60%
Response	10%

Prerequisite

None.

Associated fees/course levy

$275 – includes all ingredients and consumables, booklets, area specific equipment maintenance, incursion and excursion costs.

Pathways

Year 12 General Food Science and Technology, TAFE pathways in Hospitality.

Enquiries

Mr Tom Dudek – Head of Learning Area – Technologies

Year 11 Materials Design and Technology – Metal General Course – GEMDTM

Course description

The Materials Design and Technology General course is a practical course. Students predominantly use metal to design and manufacture products. Students have the opportunity to develop and practice skills that contribute to creating a physical product, while acquiring an appreciation of the application of a design process, and an understanding of the need for materials sustainability. Students will learn and practice manufacturing processes and technologies, including principles of design, planning and management.

Unit 1 – G1MDTM

The focus for this unit is within the broad area of production fundamentals. Students will develop their knowledge and skills related to their understanding and use of materials: Students will design and build an aluminium cheque plate toolbox in semester one.

Unit 2 – G2MDTM

The focus for this unit is design in practice. Students apply the fundamentals of design and concepts related to designing for self or others, considering factors such as social and environmental influences. In semester two students will choose a project involving manufacturing a product using boilermaker skills.

Paired unit combination – GEMDTM

Two semester units running concurrently.

Assessment

Assessment types for both units:

Design	25%
Production	60%
Response	15%

Recommendation

Learning Area Grade minimum ‘C’ grade in Year 10 Design and Technology.

Associated fees/course levy

$220 includes all materials, maintenance and projects.

Pathways

Year 12 General MDT – Metal, TAFE pathway or Apprenticeship in most skill-based occupations such as wood, metal, welding, electrical and automotive, engineering and design work, building and construction.

Time off campus

None.

Enquiries

Mr Tom Dudek – Head of Learning Area – Technologies

Year 11 Materials, Design and Technology – Textiles General Course – GEMDTT

Course description

Materials, Design and Technology –Textiles is a practical course covering the design and construction of garments and other textile items. When working with materials, students develop a range of processing, manufacturing and organisational skills. When designing with materials, they develop cognitive skills such as critiquing, analysing, solving problems, generating innovative ideas and communicating what they do. This course has foundations in the use of technology, design and how materials are developed and used.

Students examine social and cultural values and the short-term and long-term impacts of the use and misuse of materials and associated technologies. Through this inquiry, experimentation and research, students develop their creativity and understanding of the society in which they live.

Unit 1 G1MDTT

Students interact with a variety of items that have been specifically designed to meet certain needs. Students are introduced to the fundamentals of design. They learn to communicate various aspects of the technology process by constructing what they design.

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

Unit 2 – G2MDTT

Students interact with products designed for a specific market. They use a range of techniques to gather information about existing products and apply the fundamentals of design. Students learn to conceptualise and communicate their ideas and various aspects of the design process within the context of constructing what they design.

Throughout the process, students learn about the origins, classifications, properties and suitability for end use of materials they are working with. Students are introduced to a range of technology skills and are encouraged to generate ideas and realise them through the production of their design projects. They work within a defined environment and learn to use a variety of relevant technologies safely and effectively.

Students, in consultation with teachers, select projects of interest and then design and make products suitable for a specific market.

Paired unit combination – GEMDTT

Two semester units running concurrently

Assessment

Design (Portfolio)	25%
Production (Practical)	60%
Response (Written)	15%

Recommendation

Recommended for students who have achieved a Learning Area 'C' grade in Year 10 Textiles.

Associated fees/course levy

$100 – includes the cost of machine maintenance and equipment, some haberdashery items (thread, zips, patterns) and photocopying

Students will be required to purchase a pattern, fabrics and notions for their major practical task if nothing suitable is available and purchase or provide recyclable textile items for Semester 2 practical task.

Pathways

Year 12 General Materials Design and Technology – Textiles will lead to career possibilities in fashion design, retail sales, teaching, textile production, dressmaking, alterations or costume design at WAAPA.

Time off campus

One day sewing incursion, excursion to Salvos Joondalup.

Enquiries

Mr Tom Dudek – Head of Learning Area – Technologies

Year 11 Materials, Design and Technology – Textiles ATAR Course – AEMDTT

Course description

Materials, Design and Technology –Textiles is a largely practical course covering the design and construction of garments and other textile items. When working with materials, students develop a range of processing, manufacturing and organisational skills. When designing with materials, they develop cognitive skills such as critiquing, analysing, solving problems, generating innovative ideas and communicating what they do. Materials are the basic ingredients of technology, used to make machines, materials and products. This course has foundations in the use of technology, design and how materials are developed and used.

Students produce an outfit which may be entered into the APEX Australian Teenage Fashion Awards. The design and construction process are documented in a portfolio along with skills and materials samples. Students then explore environmental and sustainability issues and make a garment from recycled materials.

Unit 1 A1MDTT

Students develop creative thinking strategies and work on design projects within specified constraints. They develop the skills and techniques appropriate to the materials being used and gain practice in planning and managing processes. They learn about risk management, ongoing evaluation and classification, structure and properties of appropriate materials.

Unit 2 – A2MDTT

Students learn about the nature of designing for a client, uses of materials and environmental impacts. Students apply the elements and fundamentals of design and consider human factors involved in projects. They understand safe work practices, manufacturing techniques and the processes of designing.

Paired unit combination – AEMDTT

Two semester units running concurrently

Assessment

Design (Portfolio)	25%
Production (Practical)	50%
Response (Written)	25%

Homework and study expectations

Students are required to complete design and research tasks and exam revision. Students will also be responsible for staying on task during practical lessons and completing garment work and skill samples to the best of their ability. Portfolios of practical work are compiled to document students' progress.

Recommendation

Recommended for students doing ATAR English and have achieved a Learning Area Grade 'C' grade in Year 10 Textiles.

Associated fees/course levy

$100 – includes the cost of machine maintenance and equipment, some haberdashery items (thread, zips, patterns), photocopying and AATFA entry (optional).

Students will be required to purchase a pattern, fabrics and notions for their major practical task if nothing suitable is available and purchase or provide recyclable textile items for Semester 2 practical task.

Pathways

Year 12 ATAR Materials Design and Technology – Textiles will lead to a University pathway with career possibilities in fashion design, retail sales, teaching, textile production, dressmaking, alterations or costume design at WAAPA.

Time off campus

One day sewing incursion, excursion to Salvos Joondalup and optional entry into APEX Australian Teenage Fashion Awards Heat and possibly AATFA State Finals and AATFA National Finals.

Enquiries

Mr Tom Dudek – Head of Learning Area – Technologies

Year 11 Materials Design and Technology – Wood General Course – GEMDTW

Course description

The Materials Design and Technology General course is a practical course. Students predominantly use wood to design and manufacture products. There is also the flexibility to incorporate additional materials from outside the designated contexts. This will enhance and complement the knowledge and skills developed within the course as many modern-day products are manufactured using a range of different material types.

Students have the opportunity to develop and practice skills that contribute to creating a physical product while acquiring an appreciation of the application of a design process, and an understanding of the need for materials sustainability. Students will learn and practice manufacturing processes and technologies, including principles of design, planning and management.

Unit 1 – G1MDTW

Students interact with a variety of items that have been specifically designed to meet certain needs. Students are introduced to the fundamentals of design. They learn to communicate various aspects of the technology process by constructing what they design.

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

Unit 2 – G2MDTW

Students interact with products designed for a specific market. They use a range of techniques to gather information about existing products and apply the fundamentals of design. Students learn to conceptualise and communicate their ideas and various aspects of the design process within the context of constructing what they design.

Throughout the process, students learn about the origins, classifications, properties and suitability for the end use of materials they are working with. Students are introduced to a range of technology skills and are encouraged to generate ideas and realise them through the production of their design projects. They work within a defined environment and learn to use a variety of relevant technologies safely and effectively.

Students, in consultation with teachers, select projects of interest and then design and make products suitable for a specific market.

Paired unit combination – GEMDTW

Two semester units running concurrently.

Assessment

Assessment types for both units:

Design	25%
Production	60%
Response	15%

Recommendation

Learning Area Grade minimum ‘C’ grade in Year 10 Design and Technology.

Associated fees/course levy

$350 includes all materials, maintenance and projects.

Pathways

Year 12 General MDT – Wood, TAFE pathway or Apprenticeship in most skill-based occupations such as wood, furniture/cabinet making, renovation, building and construction.

Time off campus

None.

Enquiries

Mr Tom Dudek – Head of Learning Area – Technologies

Year 11 VET Certificate II in Hospitality (Year 1)

Course description

This qualification will be **completed over two (2) years** and is made up of three core and three elective units with both a theory and practical component within the first year. Students will be assessed on their practical and equipment skills including food safety, hygiene and knife handling. Completion of written work for each core and elective unit is required. Students will also complete a number of functions throughout the year and learn the essential cooking methods. This qualification provides the skills and knowledge for an individual to be competent in routine tasks in hospitality settings such as restaurants, hotels, catering operations, cafes and coffee shops. Individuals may work in a team but under direct supervision.

Assessment

Students are assessed on each unit and are awarded a 'competent' or 'not yet competent'

Homework and study expectations

Students are required to complete written learning activities and complete online assessments for each unit in a timely manner. Students are responsible for undertaking all practical work to the best of their ability, consistently observing safety and hygiene practices.

Recommendation

Learning Area Grade minimum 'C' grade in Year 10 Foods

Associated fees/course levy

$380 – includes certification cost as well as food requirements. An additional fee of about $100 will be incurred if the VET Unit 'Prepare and serve espresso coffee' is included in the course.

Pathways

Year 12 Certificate II in Hospitality, TAFE pathway and careers as a Chef, Restaurant front reception, Barista, Catering, Hotel management

Time off campus

May require two half-days off campus for foods excursions.

Enquiries

Mr Tom Dudek – Head of Learning Area – Technologies
Mrs Nicole Jackson – Technologies Teacher

Year 12 Applied Information Technology General Course – GTAIT

Course description

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

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

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

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

Unit 3 – Media information and communication technologies

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

Unit 4 – Digital technologies in business

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

Paired unit combination – GEAIT

Two semester units running concurrently

Assessment

Project	50%
Short Answer	20%
Extended Answer	15%
Externally Set Task	15%

During the course, students learn how to use Microsoft Office applications such as Word, Excel, Access and PowerPoint in a business context. Students also gain skills in website development, multimedia, social media and computer maintenance.

Recommendation

Minimum ‘C’ grade in Year 11 Applied Information Technology General course.

Associated fees/course levy

$100 – includes all study material and software requirements.

Homework and study expectations

Students are required to complete research tasks. Students will also be responsible for staying on task during practical lessons and completing garment work and skill samples to the best of their ability. Portfolios of practical work are compiled to document students’ progress

Pathways

The Applied Information Technology General course provides a sound theoretical and practical foundation, offering pathways to further studies and a wide range of technology based careers. TAFE pathway and careers in Webpage development, audio and sound engineering, video and media production, App design.

Time off campus

None.

Enquiries

Mr Tom Dudek – Head of Learning Area – Technologies

Year 12 Applied Information Technology ATAR Course – ATAIT

Course description

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

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

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

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

Unit 3 – Evolving digital technologies

This unit focuses on the use of applications to create, modify, manipulate, use and/or manage technologies. Students consider the nature and impact of technological change and the effect this has when creating products for a particular purpose and audience.

Unit 4 – Digital technologies within a global society

This unit focuses on the production of a digital solution for a particular client. Students undertake the management of data and develop an appreciation of the social, ethical and legal impacts of digital technologies within a global community.

Paired unit combination - ATAIT

Two semester units running concurrently.

Assessment

Project	40%
Short Answer	10%
Extended Answer	10%
Examination	40%

Recommendation

Minimum ‘C’ grade in the Year 11 Applied Information Technology ATAR course.

Associated fees/course levy

$100.

Pathways

The Applied Information Technology ATAR course provides a sound theoretical and practical foundation, offering pathways to further studies and a wide range of technology based careers. This course could lead towards a University entrance and caters for students seeking career pathways in areas such as Webpage development, audio and sound engineering, video and media production, App design.

Time off campus

None.

Enquiries

Mr Tom Dudek – Head of Learning Area – Technologies

Year 12 Children, Family and the Community General Course – GTCFC

Course description

The Children, Family and the Community General course focuses on factors that influence human development and the wellbeing of individuals, families and communities. Students develop an understanding of the factors which have an impact on the ability of individuals and families to develop skills and lead healthy lives. They recognise how promoting inclusion and diversity among individuals, families and groups in society contributes to the creation of safe, cohesive and sustainable communities.

Through the study of developmental theories, students develop an understanding of human growth and the domains of development. Students investigate, support services and review laws and regulations that govern the provision of such support.

Students explore products, services or systems that address issues, opportunities or challenges to meet the needs of individuals, families and communities. They use a range of skills to make informed decisions and consider actions at personal, family and community levels.

Students communicate and interact with children in practical ways. They demonstrate initiative when advocating for others about issues of inequity and injustice. Students understand that beliefs, values and ethics influence decisions made by individuals, families, and communities.

As part of this course, students will visit the primary school on a fortnightly basis.

Unit 3 – Building on relationships

In this unit, students investigate the principles of development and how these relate to the domains and theories of development. They also examine and evaluate the features of products, services and systems for individuals and families, including the diverse and dynamic nature of families in Australia. Students recognise and acknowledge cultural diversity, and inequity and injustice issues. Students develop effective self-management and interpersonal skills to recognise and enhance personal relationships, enabling them to take active roles in society.

Unit 4 – My place in the community

In this unit, students examine the effect on an individual's development and wellbeing in a society characterised by rapid change. They explore contemporary Australian issues or trends relating to families and communities at the state and national level and are introduced to a range of advocacy types. Students examine developmental theories and their influence on cognitive development. Students use effective self-management and interpersonal skills when developing or assessing products, processes, services, systems or environments.

Paired unit combination – GECFC

Two semester units running concurrently.

Assessment

Production	50%
Investigation	25%
Response	10%
Externally Set Task	15%

Recommendation

Minimum 'C' grade in the General Year 11 Children, Family and the Community course.

Associated fees/course levy

$140 – includes incursions, materials for practical projects and primary school involvement.

Pathways

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

Enquiries

Mr Tom Dudek – Head of Learning Area – Technologies

Year 12 Computer Science ATAR Course – ATCSC

Course Description

The Computer Science ATAR course builds on the core principles, concepts and skills developed in the Digital Technologies subject in previous years. Students utilise and enhance established analysis and algorithm design skills to create innovative digital solutions to real-world problems. In the process, students develop computational, algorithmic and systems thinking skills which can be successfully applied to problems across domains outside Information Technology. In addition to the development of software, the essential concepts of networking, data management and cyber security are explored. With the vast amounts of data collected in our increasingly digital world, especially in the information-intensive business and scientific disciplines, data management is becoming essential. Similarly, with more and more devices connecting to the internet, cyber security is a major issue for society and the world continues to look for new, young experts to emerge in this field.

The course aims to develop students' skills in designing, maintaining, adapting and producing relational databases and digital solutions. Students develop skills in solving problems through the use of algorithms, data structures and programming languages and assess cybersecurity issues within a digital environment to apply appropriate responses.

Unit 3 – Design and development of programming and networking solutions

In this unit, students gain knowledge and skills to create software solutions. They use algorithms and structured programming and object-oriented techniques to design and implement software solutions for a range of problems. They consider the complex interactions between users, developers, the law, ethics and society when computer systems are used and developed. Students learn about network communications and the transfer of data through a network.

A major focus of the course is the creation of systems and digital solutions to specific problems. In creating solutions, it is expected that students will use a structured development process to guide their approach. This development process is iterative in nature and involved four phases – investigating the problem, developing ideas and designing a solution, developing a solution and evaluating the effectiveness of the solution.

Unit 4 – Design and development of database solutions and cyber security considerations

In this unit, students learn about the design concepts and tools used to develop relational database systems. Students gain skills to create database solutions and create queries to extract relevant information. Students consider the security of network communications, considering a range of threats and measures used to keep networks secure. Students examine attitudes and values that lead to the creation and use of computer-based systems and their effect on society. They examine the ethical and legal obligations of the user and developer in the collection and storage of data.

This unit focuses on the creation of database systems. Students are expected to follow the technology process in order to produce quality products. The process includes four steps; investigate, design, produce and evaluate. This process is essential for the creation of solutions in the Computer Science course.

Paired unit combination – ATCSC

Two semester units running concurrently.

Assessment

Project	40%
Theory Test	10%
Practical Test	10%
Examination	40%

Recommendation

Minimum 'C' grade in Year 11 Computer Science ATAR course.

Associated fees/course levy

$150 – includes all study material and software requirements.

Pathways

This course provides students with options in a range of post-school pathways. The course has been designed to meet the expectations of tertiary institutions, and students will be well prepared for further study in university and TAFE courses. It provides a sound understanding of computer science to support students pursuing further studies and employment in other areas, including Science, Technology, Engineering, Mathematics and Business, all of which are underpinned and driven by advances in Computer Science

Time off campus

None.

Enquiries

Mr Tom Dudek – Head of Learning Area – Technologies

Year 12 Engineering Studies ATAR Course – ATEST

Mechanical

Course description

Engineers are involved in the design, manufacture and maintenance of a diverse range of products and infrastructure integral to the functioning of society, business and industry. They rely strongly on their creativity and problem solving to turn ideas into reality by applying lateral thinking and mathematical and scientific principles to develop solutions to problems, needs and opportunities. An engineer also needs to be socially aware and involved in broader community issues: impacts on the environment, sustainable energy, health and safety, and consultation processes to understand social attitudes and opinion.

The Engineering Studies ATAR course provides opportunities for students to investigate, research and present information, design and make products and undertake project development. These opportunities allow students to apply engineering processes, understand underpinning scientific and mathematical principles, develop engineering technology skills and explore the interrelationships between engineering and society.

Unit 3 – A3EST

In this unit, students develop their understanding of core and specialist area theory. They also study the impacts of obtaining and using the different forms of renewable and non-renewable energy on society, business and the environment.

Students use the engineering design process beginning with the development of a comprehensive design brief that has a focus on a problem, need or opportunity. They synthesise responses to the brief by engaging in a range of activities that include: detailed research of similar existing engineered products; construction materials and components; sketching, drawing and notating concepts; analysing and justifying the choice of the most promising of these for production as a prototype or working model. Students refine their understanding and skills of the engineering design process, undertaking tasks to produce, test and evaluate the product.

Unit 4 – A4EST

In this unit, students consider and analyse the stages within the life cycle of engineering products. Students develop and demonstrate an understanding of the impacts on society, business and the environment that occur during the life cycle of engineered products.

Students continue to refine their understanding and skills of the engineering design process, undertaking tasks to produce, test and evaluate the product. Core and specialist area theory continues to be studied to forge greater understanding of the scientific, mathematical and technical concepts that explain how engineered products function.

Paired unit combination – ATEST

Two semester units running concurrently.

Assessment

Assessment types for both units:

Design	30%
Production	30%
Response (Examination)	40%

Prerequisite

Minimum 60% in the Year 11 Engineering Studies ATAR course and Mathematics ATAR (Applications or above).

Associated fees/course levy

$300 – includes one day excursion, all materials, maintenance and projects.

Pathways

University entrance course for pathways in aviation, mechanical, fabrication and electrical engineering. The Engineering Studies ATAR course is essentially a practical course focusing on real-life contexts. It aims to prepare students for a future in an increasingly technological world by providing the foundation for life-long learning about engineering. It is particularly suited to those students who are interested in engineering and technical industries as future careers.

Time off campus

One half-day.

Enquiries

Mr Tom Dudek – Head of Learning Area – Technologies

Year 12 Materials Design Technology– Metal General Course – GTMDTM

Course description

The Materials Design and Technology General course is a practical course with the design and manufacture of metal products as the major focus. The main material used in the course is metal, with some flexibility to incorporate additional materials from outside of this designated context. This course will enhance and complement the knowledge and skills developed within the metals course in Year 11, as many modern-day products are manufactured using a range of different techniques. Students examine social and cultural values and the short-term and long-term impacts of the use and misuse of materials and associated technologies. Through this inquiry, experimentation and research, students develop their creativity and understanding of the society in which they live.

Working with metals, students develop a range of manipulation, processing, manufacturing and organisational skills. When designing with metal, they develop cognitive skills, such as solving problems, generating ideas, creative design strategies and communicating what they do. This makes them more technologically literate and as consumers, enables them to make more informed decisions about the use and misuse of technology.

Unit G3MDTM

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

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

Unit G4MDTM

Students learn about the nature of designing for a client, target audience or market. Students apply an understanding of the elements and fundamentals of design and consider human factors involved in their design projects. Students learn about the nature, properties and environmental impacts related to a variety of materials and production techniques. They develop creative thinking strategies, work on design projects within specified constraints and consider the environmental impacts of recycling materials.

Students extend their understanding of safe working practices and contemporary manufacturing techniques and develop the knowledge, understanding and skills required to manage the processes of designing and manufacturing.

Paired Unit combination - GTMDTM

Two semester units running concurrently (each 16 weeks long no examinations).

Assessment

Assessment types for both units:

Design	25%
Production	50%
Response	10%
Externally Set Task	15%

Recommendation

Minimum 'C' grade in Year 11 Materials Design and Technology – Metal General **c**ourse**.**

Associated fees/course levy

$220 - includes all materials, maintenance and projects.

Pathways

TAFE pathway or Apprenticeship in most skill-based occupations such as wood, metal, welding, electrical and automotive, engineering and design work, building and construction

Time off campus

None

Enquiries

Mr Tom Dudek – Head of Learning Area – Technologies

Year 12 Materials Design Technology – Wood General Course – GTMDTW

Course description

The Materials Design and Technology General course is a practical course with the design and manufacture of wood products as the major focus. The course focuses on the use of wood as the main material, with some flexibility to incorporate additional materials from outside this specific context. This course is designed to enhance and complement the knowledge and skills developed within the Year 11 wood course, as modern-day products are manufactured using a range of different techniques and tools. Students examine social and cultural values and the short-term and long-term impacts of the use and misuse of materials and associated technologies. Through this inquiry, experimentation and research, students develop their creativity and understanding of the society in which they live.

Working with wood, students develop a range of manipulation, processing, manufacturing and organisational skills. When designing with wood, they develop cognitive skills, such as solving problems, generating ideas, creative design strategies and communicating what they do. This makes them more technologically literate as consumers and enables them to make more informed decisions about the use and misuse of technology.

Unit G3MDTW

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

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

Unit G4MDTW

Students learn about the nature of designing for a client, target audience or market. Students apply an understanding of the elements and fundamentals of design and consider human factors involved in their design projects. Students learn about the nature, properties and environmental impacts related to wood and a range of production techniques. They develop creative thinking strategies, work on design projects within specified constraints and consider the environmental impacts of recycling of materials.

Students extend their understanding of safe working practices and contemporary manufacturing techniques and develop the knowledge, understanding and skills required to manage the processes of designing and manufacturing with wood.

Paired Unit combination - GTMDTW

Two semester units running concurrently (each 16 weeks long no examinations).

Assessment

Assessment types for both units:

Design	25%
Production	50%
Response	10%
Externally Set Task	15%

Recommendation

Minimum 'C' grade in Year 11 Materials Design and Technology – Wood General **c**ourse**.**

Associated fees/course levy

$400 - includes all materials, maintenance and projects.

Pathways

TAFE pathway or Apprenticeship in most skill-based occupations such as wood, metal, welding, electrical and automotive, engineering and design work, building and construction

Time off campus

None

Enquiries

Mr Tom Dudek – Head of Learning Area – Technologies

Year 12 VET Certificate II in Hospitality (Year 2)

Course description

This qualification is completed over two (2) years and is made up of six core units and six elective units some of which are common to the VET Certificate II. These units are selected by the school in conjunction with the VET provider. The Certificate II in Hospitality qualification provides the skills and knowledge for an individual to be competent in a range of kitchen functions and activities that require the application of a limited range of practical skills in a defined context. Students will complete written work for each core and elective unit.

Students will complete a number of functions throughout the year and learn the essential cooking methods. On successful completion of the Certificate, the type of work that can be undertaken in various hospitality enterprises where food is prepared and served, includes; restaurants, hotels, catering operations, clubs, pubs, cafes, cafeterias and coffee shops. Depending on satisfactory completion, students will receive either a partial or a full Certificate II. Individuals may work with some autonomy or in a team but are usually under close supervision.

Assessment

Students are assessed on each unit and are awarded a ‘competency achieved or ‘competency not achieved’.

Homework and study expectations

Students are required to complete written learning activities and online assessments for each VET unit in a timely manner. Students are responsible for undertaking all practical work to the best of their ability, consistently observing safety and hygiene practices.

Prerequisite

Students are required to have completed the core and elective units as outlined in the VET Certificate II in Hospitality in Year 11 the previous year. If students join in Year 12, they will only receive a partial Certificate II in Hospitality for units completed.

Associated fees/course levy

$325.

Pathways

TAFE pathway and careers as a Chef, Restaurant front reception, Barista, Catering, Hotel management.

Time off campus

May require two half-days off campus.

Enquiries

Mr Tom Dudek – Head of Learning Area – Technologies
Mrs Nicole Jackson – Technologies Teacher

Lake Joondalup Baptist College
Kennedya Drive Joondalup Western Australia 6027
PO Box 95 Joondalup Western Australia 6919
T +61 8 9300 7444 | F +61 8 9300 1878 | W http://www.ljbc.wa.edu.au/