ljbc.wa.edu.au

Year 11-12 Course **Information 2026**

Course information for Students and Parents

Lake Joondalup Baptist College

Wisdom Justice Mercy Humility

Table of **Contents**

Important

The content across the Learning Areas is based on current information and will be updated as directed by the School Curriculum and Standards Authority.

All course levies are subject to change.

Welcome to **Senior Secondary College**

At Lake Joondalup Baptist College we are committed to living out our purpose, which is to nurture young people to discover and confidently express their unique God-given gifts in service of their community.

Our aim is to create an environment where our students are guided on their learning journey of opportunity, empowered to discover the pathway to build their own future.

Year 11 and 12 is a special time and marks a significant stage in the formational journey of our young people, where they begin to look to opportunities beyond school and intentionally choose pathways and courses that align to the aspirations they have for their future.

The Year 11 & 12 Curriculum Handbook has been produced for students and parents as a resource to guide the conversations and decision-making, both within the course counselling process and as an ongoing reference for important information relating to successful WACE, ATAR and VET attainment.

The information within has been carefully selected, but it is by no means intended to be viewed as all of the information available. We hope that this booklet will provide a catalyst to begin further conversations with members of the LJBC team or to highlight potential opportunities where families can seek further information from post-school institutions such as TAFE or Universities.

As the educational and vocational landscapes continue to change, we are continually seeking to improve and update our supporting frameworks that enable families to effectively navigate the choices and opportunities available to students.

We look forward to continuing in partnership with you as you begin or continue, this final stage of your educational journey with us at LJBC. Our prayer is that you experience a rewarding time of growth, exploration and discovery, as you move closer towards becoming the person who God has called you to be.

Rachel Allsop

Associate Principal - Head of Senior Secondary Learning

Joel Shinkfield

Director of Teaching and Learning

Achieving WACE **Flowchart**

ATAR Pathway
5 ATAR subjects
English + 4 other subjects including at least one from List B subject

VET / General Pathway
Complete a Certificate II or higher, combined with General, ATAR or Foundation courses

General Only Pathway
Complete 6 General courses

UniPrep Pathway (Yr 12 Only)
ECU UniPrep course only available in year 12 through application process.
Must be combined with a pass grade in at least one pair of ATAR units including ATAR exam

Literacy and Numeracy Standards

- Demonstrate standard by successful achievement of NAPLAN year 9
  Or
- Demonstrate standard by successful achievement through Online Literacy and Numeracy Assessment (OLNA)

Achievement Standard

Students must achieve 14 C grades or higher (or equivalents) in Year 11 and Year 12 units, including at least six C grades (or equivalents) in Year 12 units.

Breadth and Depth

- Completion of minimum 20 Units or Equivalents in years 11 & 12
- Completion of minimum 10 Units or Equivalents in year 12
- 4 Units from English courses across yr 11 and 12
- 2 Units (1 pair) of English units in year 12
- At least 1 Pair of Units from List A and List B

WACE Achievement

Post-School **Options:**

Apply for Direct University Entry
WACE + ATAR

Workplace/Trade Entry
WACE + Apprenticeship or Traineeship

Direct TAFE Course Entry
WACE + Relevant Folio/Subjects

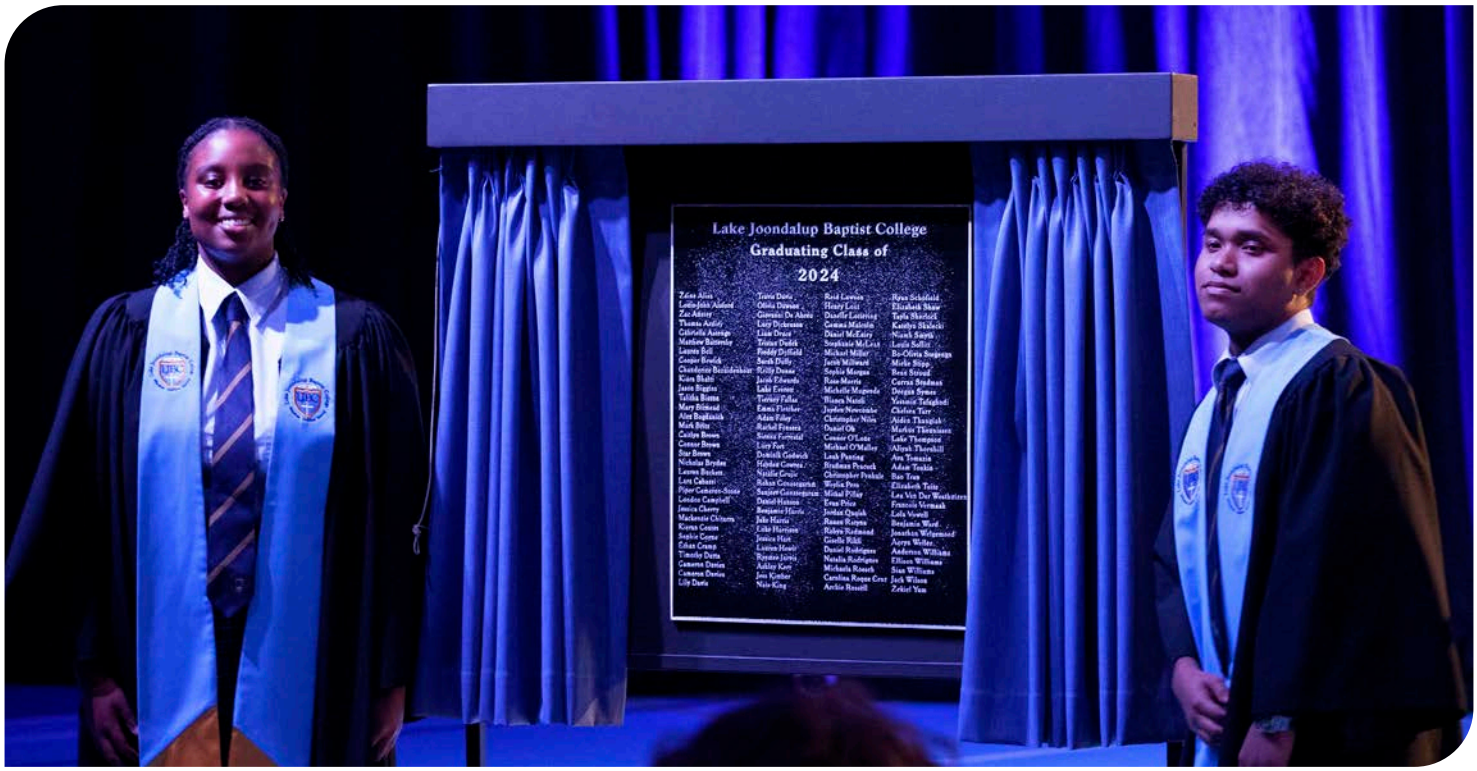
Alternative University Entry
WACE + UniPrep*
OR
VET Qualification

Courses and **Certificates**

List A (Arts/Languages/Social Sciences)	List B (Mathematics/Science/Technologies)
ATAR Courses	
Business Management & Enterprise ATAR	Accounting and Finance ATAR
Drama ATAR	Applied Information Technology ATAR
Economics ATAR	Biology ATAR
English ATAR	Chemistry ATAR
English Literature ATAR	Computer Science ATAR
French ATAR	Engineering Studies (Mechanical) ATAR
Geography ATAR	Engineering Studies (Mechatronics) ATAR
Health Studies ATAR	Human Biology ATAR
Japanese ATAR	Materials Design & Technology Textiles ATAR
Modern History ATAR	Mathematics Applications ATAR
Music ATAR	Mathematics Methods ATAR
Politics and Law ATAR	Mathematics Specialist ATAR
Visual Arts ATAR	Outdoor Education ATAR
	Physical Education Studies ATAR
	Physics ATAR
	Psychology ATAR
General Courses	
Ancient History General	Applied Information Technology General
Business Management & Enterprise General	Dimensional Design General
Career and Employability General	Engineering Studies General
Children, Family and the Community General	Food Science and Technology General
English General	Human Biology General
Health Studies General	Science in Practice General
Visual Arts General	Marine and Maritime Studies General
Yr 11 & 12 Japanese Language	Materials Design & Technology Metals General
Yr 11 French Language	Materials Design & Technology Textiles General
Japanese Language General	Materials Design & Technology Wood General
French Language General (Yr 11)	Mathematics Essential General
Drama General	Outdoor Education General
Music General	Physical Education Studies General
Media Production General	

Certificate Courses **offered by department**

Department	Courses Offered
Arts	Certificate III in Music
Health & Physical Education	Year 11 Borussia Dortmund Complete Football Course (Certificate II in Sports Coaching)
Humanities and Social Science	Certificate IV in Business and Work Skills (Year 11) VET Support and Mentorship Program (Year 12)
Technologies	Certificate II in Hospitality (Over Years 11 and 12)
External VET Pathway Providers	CareerLink Program Link: https://www.careerlink.net.au VETDSS (Vocational Education & Training Delivered to Secondary Students) Links: North Metropolitan TAFE https://www.northmetrotafe.wa.edu.au/schools-and-parents/vet-delivered-secondary-students-vetdss South Metropolitan TAFE https://www.southmetrotafe.wa.edu.au/secondary-school-students-vetdss



Recommended Achievement Standard To Enrol In **ATAR Courses In Year 11**

As ATAR courses are designed and intended for students who are intending to pursue further study at university level, a lot of attention is given to ensuring that the students choosing them are aware of the academic requirements contained within the courses.

We want to provide opportunities for students and open doorways for them to pursue the post-school study or careers they are inspired by. We also need to ensure we are setting students up for success.

To help balance the provision of opportunities with a pathway to success, if you are intending to study an ATAR subject in Year 11, your year 10 results will be used in consideration of whether enrolling in an ATAR course or pathway is best for you.

The following is a guide for determining if ATAR is the best pathway for you.

- If you are achieving at or above a 60% in your relevant Year 10 subject, you are achieving at the entry level for those ATAR courses.
- If you are achieving between 50% and 60%, in your relevant Year 10 subjects, ATAR still may be the best pathway for you, but we will need to discuss this in your course counselling process.

We believe every student should have opportunity to pursue their aspirations, but we also need to ensure that each student is engaged in a subject pathway that aligns to those aspirations and provides the opportunity for them to experience success.

As a general recommendation, we would say that

- Achieving 60% in a relevant year 10 subject would place you in good standing for studying that subject as an ATAR in Year 11.
- Achieving between 50% and 60% in a relevant Year 10 subject will require a conversation in your course counselling process to ensure that a specific ATAR course, or if an ATAR pathway are the best choices for you.
- Achieving below 50% in a Year 10 subject, we will be recommending one of our other pathways, such as the combined VET/General/ATAR pathway. Some of these pathways are also very effective pathways for entry to University, TAFE and work.

Tertiary Preparation

Endorsed Program (ECU UniPrep)

From 2027, SCSA have determined that Year 12 students selecting a Tertiary Preparation Endorsed Program (TPEP) such as ECU UniPrep, will be required to complete at least one Year 12 ATAR course to achieve at least one unit equivalent towards WACE achievement.

The decision by SCSA reflects the expectation that students selecting a TPEP have aspirations for university entrance.

What this means is that LJBC students, who have an intention to pursue study at university through the ECU UniPrep course in year 12, are encouraged to include ATAR courses that align with their interests, in their year 11 subject selection (see example below). One ATAR is the minimum in Year 12 when intending to study UniPrep.

Studying your ATAR subject(s) of interest across Year 11 and 12 will provide the best preparation for successful completion of ATAR courses in year 12, which will ensure that your TPEP unit will count towards achieving WACE.

Sample study program

AE / AT = ATAR Year 11 / Year 12

GE / GT = GENERAL Year 11 / Year 12

This student hopes to pursue a career in public policy and is looking forward to studying Arts and Humanities at university. They are intending to enrol in a TPEP (ECU UniPrep) for unit equivalents in year 12 with a mix of General and ATAR courses.

Year 11	Year 12
AEECO Economics ATAR	ATECO Economics ATAR
AEPAL Politics and Law ATAR	ATPAL Politics and Law ATAR
GEENG English General	GTENG English General
GEMAE Mathematics Essentials	GTMAE Mathematics Essentials
GEMPA Media Production and Analysis General	GTMPA Media Production and Analysis General
GEVAR Visual Arts General	UNIPREP ECU UniPrep

Successfully passing (minimum C grades) with this subject selection combination over Years 11 and 12 will satisfy all requirements for List A/B, English, WACE and would provide an equivalent minimum 70 ATAR entry to Edith Cowan University, with a focus on politics and public policy.

ECU UniPrep will only be available in year 12. To count as a unit equivalent, students will be required to enrol in and successfully complete at least one ATAR course, which includes sitting and passing the ATAR exam for their selected ATAR course(s).

Course Advising and **Selection Process at LJBC**

STEP 1 - Parents attend Information Night - Term 2.

Important information about Year 11 and 12, the WACE, ATAR, Careerlink, VETDSS, General Pathways.

STEP 2 - Students attend Careers Focus Day - Term 2.

Students gain valuable knowledge and ideas fro choosing subjects in Year 11 and explore different career pathways.

STEP 3 - Semester 1 Report - Term 2.

Report achievement data used to guide student subject and pathway preferences.

STEP 4 - Curriculum Expo - Wednesday 30 July - Week 2- Term 3.

This evening provides students and their families with the opportunity to gain a deeper understanding of the courses and subjects available in Year 11.

STEP 5 - Year 11 Course Counselling Meetings - Week 2/3 - Term 3

Opportunity for parents and students to discuss and confirm student subject preferences with a member of the college curriculum team. Students finalise preferences to course counsellor. (All student subject preferences must be submitted by Week 3, Term 3 - August 8).

Year 11 Course
Selection process 2026

Year 10 students and their parents/guardians will meet with a member of the Course Advisory Team in 2025 to finalise course selections for the 2026 academic year.

Each student will be provided with an information sheet outlining the course selection process and the minimum requirements for accessing the Edval Choice website. This sheet contains a unique access code specific to each student.

If you experience any issues with your access code, please contact Mrs Leigh-Anne Hopkins, Secondary Timetable Coordinator, via email. For all other enquiries, please direct your questions to the Curriculum Office.

Your course advisory team for the 2026 academic year is:

Mrs Rachel Allsop – Associate Principal

Mr Simon Moffatt – Director of Students Upper Secondary

Mrs Kimberly Eyre – Head of Future Directions

Mr Joel Shinkfield – Director of Secondary Teaching and Learning

Mrs Robyn Mentzel – Careers Coordinator

Mrs Bronwyn McCue – Careers Coordinator

Important date for Year 11 Course Selection:
Friday 8 August 2025

Course Selection Guidelines for Year 11, 2026

- Students must select a total of six (6) courses plus two (2) reserve options by the designated deadline.
- English is a compulsory course and must be included in your selections to meet WACE graduation requirements.
- If you have not met the prerequisite requirements for any course, you are required to consult with the relevant Head of Department or a member of the Curriculum Office for further advice. Refer to the Course Handbook for detailed information.
- Students may select only one stand-alone VET course. Please note that Private Study is not available to Year 11 students. If there are exceptional and verifiable reasons (e.g. medical conditions or participation in state or national-level sporting commitments), please see Mr Moffatt or Mrs Eyre to discuss your circumstances.
- Two academic pathways are available: the ATAR Pathway and the Certificate Pathway. Please note that you cannot select both if choosing a Certificate IV. In such cases, further discussion with a Curriculum Team member is required.

Reserve options

While every effort will be made to accommodate students' course selections, it is possible that some students may not be placed in all of their preferred courses. This may occur due to insufficient enrolment numbers, staffing limitations, or resource constraints. For this reason, students are encouraged to give careful consideration to their reserve options, as these may be used in the event that a preferred course is unavailable.

Please refer to the checklist below as you complete your online course 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?
- Have I selected six courses in total of which at least five are ATAR?

General Pathway

- Have I 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?

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?

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 Subject**

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.

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.

When students make unwise choices of courses and then desire to change course, 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/legal guardians give the most serious consideration to the recommendations made by teachers regarding the course and pathways that students should study in Year 11 and 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 a member of the Curriculum team 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 OLNA, it is essential to arrange a meeting to discuss pathway options for study in Year 11 and Year 12. Please arrange to meet with Mr Simon Moffatt, Director of Senior Secondary.

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 of 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 a member of the Curriculum team.

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 ATAR examination set in that course. 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 **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:

Associate Principal/Head of Secondary	Mrs Rachel Allsop
Director of Lower Secondary	Mr Mark Downsborough
Director of Senior Secondary	Mr Simon Moffatt
Director of Teaching and Learning	Mr Joel Shinkfield
Learning Areas/Departments	Head of Learning Areas/Departments
The Arts	Mrs Tammy van der Nest
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 Nicole Walker
Library	Mr Stephen Sampson
Mathematics	Mr Glenn Tyrie
Science	Mrs Vanessa Budas
Technologies	Mr Tom Dudek

The following staff can be contacted for technical issues

Secondary Learning Technologies Manager	Mr Limpie van Aswegen
Secondary Timetable Coordinator	Mrs Leigh-Anne Hopkins

Year 12 UniPrep
– 12UPC

(Year 12 students only)

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. Students are required to pass this unit as part of the UniPrep course 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 assessments in each unit.

Recommendation
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 a 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.

Entry into other universities is an option and needs to be negotiated with their respective admissions offices.

Time off campus
One day at ECU Campus, Joondalup at the end of Year 11.

Associated fee
$325 (This fee is set by ECU)

Enquiries
Mrs Leigh-Anne Hopkins – UniPrep Coordinator

Year 12 students in 2027 will be required to enrol in at least one ATAR course to be eligible for the ECU UniPrep course.

The **Arts**

Year 11 Design –
Photography General Course – GEDESP

Course description

Students will be working with DSLR cameras and lighting to take their own photos then working with these in photo-imaging and design software, such as Photoshop and InDesign. Students will learn how to create professional magazine covers and music album designs for their favourite musical artists. Students' work will be displayed to the College community at the Visual Arts Exhibition and at various places throughout the College. Top student photographic work is selected for the Look Book.

We live in a diverse and ever-changing information-rich society and culture, constantly immersed in photographic communication. An understanding of photographic design and how it works can enhance an individual's ability to interact with their environment, to learn from it and to grow within it. It also empowers the individual by making them more discerning of, and therefore less susceptible to, manipulation and influence via photographic design. Photography design projects allow students to demonstrate their skills, techniques and application of design principles and processes within the photographic medium; to analyse problems and possibilities; and to devise innovative strategies within photography design contexts.

In this course, students develop a competitive edge for current and future industry and employment markets by giving them a foundation in information technology and creative thinking. This course emphasises design in professional and trade-based industries allowing students to maximise vocational pathways.

Unit 1 – G1DESP

The focus of this unit is to introduce design process and practice in the context of photography. Students learn that design can be used to provide solutions to design problems and communication needs. They are introduced to basic design skills and a range of techniques within a photography context to demonstrate control over the elements and principles of design. Students will create promotional posters and advertise for College events such as the College Production and the Visual Arts Exhibition. Students will learn about lighting plans, production processes and professional advertising techniques.

Unit 2 – G2DESP

As they engage in 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 within their own photography designs. Students explore design elements and principles and the design process in a photography project communicating something of themselves. Students increase familiarity with basic photography production skills and processes, materials and technologies. Students will produce professional magazine covers and album designs for their favourite musical artists. They will explore photographic styles during an excursion to Perth Zoo and promote an animal rights campaign. Students will also experiment with alternative mixed media techniques such as scanning watercolour paintings over photographs on Adobe Photoshop.

Paired unit combination – GEDESP
Two semester units running concurrently.

Assessment

Production	70%
Response	30%

Recommendation - None.

Associated fees/course levy

$155.

Pathways

Leads to Year 12 Design - Photography General course and TAFE entry.
Possible career pathways: graphic design, content advisor, social media manager, architect, media advisor, event coordinator, communications specialist, multimedia designer, publications manager, media liaison officer, editor, marketing and promotions, photographer, photographer's assistant, advertising, multimedia designer, school photographer, real-estate photographer, marketing coordinator, social media designer, website designer, lighting assistant, studio assistant.

Time off campus

One whole day excursion.

Enquiries

Mrs Tammy van der Nest – Head of Learning Area – The Arts

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%

Recommendation

None.

Associated fees/course levy

$155 – 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 Tammy van der Nest – Head of Learning Area – The Arts

Year 11 Drama

ATAR Course – AEDRA

Course description

With a combination of practise and theory, 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 in front of an audience. Students work independently and collaboratively, learning time management skills, showing initiative and demonstrating leadership and interpersonal skills.

The Drama ATAR course requires students to develop and practise problem-solving skills through creative and analytical thinking processes as they prepare for performances. They develop their capacity to respond to, reflect on, and make informed judgements about both Australian and world drama practice.

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. 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 and for success in careers such as psychology, social work, teaching, law, politics and management.

Unit 1 – A1DRA

The focus for this unit is representational, realist drama. Students explore techniques of characterisation through different approaches to group based text interpretation, particularly those based on the work of Stanislavski and others. In this unit, students have the opportunity to research and collaboratively workshop, interpret, perform and produce texts in forms and styles related to representational, realistic drama that educate and present perspectives.

In this unit, students will learn about theatre from various angles:

- How to create original plays with specific styles, conventions and devices
- Developing the use of voice, movement and characterisation in performance through Realism
- How to interpret existing plays from various critical perspectives and frameworks
- How to appreciate and critique theatre in its various forms and styles
- How various production and design elements help make meaning in drama.

Unit 2 – A2DRA

The focus of this unit is presentational, non-realist drama. Students explore techniques of role and/or character through different approaches to group based text interpretation, particularly those based on the work of Brecht and others. In this unit, students have the opportunity to research and collaboratively workshop, interpret and perform drama texts related to presentational, non-realistic drama that challenge and question perspectives. Students will engage in practical activities such as:

- Reading, interpreting and analysing two full length texts and a range of script excerpts, from both Australian and international playwrights
- Creating and performing original and modern plays
- Participating in production experiences from behind the scenes
- Viewing and critiquing the performances of others
- Researching the historical and theoretical aspects of theatre.

Paired unit combination – AEDRA

Two semester units running concurrently.

Assessment

Performance/Production	40%
Response	40%
Written exam	10%
Practical exam	10%

Recommendation

Recommended for ATAR English and have achieved a Learning Area Grade 'C' grade in Year 10 Drama or by permission of Head of Learning Area.

Associated fees/course levy

$155 – includes costs of visiting performing artists but excludes any upcoming theatre excursions.

Pathways

Leads to Year 12 Drama ATAR course or 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.

Enquiries

Mrs Tammy van der Nest– 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%

Recommendation

None.

Associated fees/course levy

$155.

Pathways

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

Possible career pathways: social media manager, marketing and promotions, public relations, management and personnel services, media advisor, content creator, event coordinator, communications specialist, multimedia designer, publications manager, media liaison officer, game designer, photographer, director, producer, documentary filmmaker, TV camera operator, camera assistant, lighting assistant, sound recordist, editor, TV program producer, television presenter, journalist, radio producer, actor.

Time off campus - None.

Enquiries

Mrs Tammy van der Nest – Head of Learning Area – The Arts

Year 11 Media Production and
Analysis ATAR Course – AEMPA

Course description

Media Production and Analysis reflects the importance of media skills and understandings to so many aspects of contemporary life. Students learn to use cameras and editing software to produce high quality media works in the form of music videos and short documentaries. The aim is to prepare students for a future in a digital and global world by providing the foundation for lifelong learning about the media. Theory work involves film study and writing 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 – A1MPA

In this unit, students create a music video, watch and write about music videos and popular films. Students analyse, view, listen to and interact with a range of popular media, develop their own ideas, learn production skills and apply their understandings and skills in creating their own music video productions. Students will study feature films and music videos and making a music video for an artist of their choice, while learning how to interpret the meanings created by codes and conventions.

Unit 2 – A2MPA

Students will produce a short documentary on a subject of their choice, watch and write about documentaries and study social media. In this unit students will further their understanding of journalistic media that are of contemporary relevance and related to students' interests. Students will produce a short documentary or may choose to specialize in journalistic media forms such as photography, internet-based media, radio or print journalism. Students analyse, view, listen to and interact with a range of journalistic genres and they undertake more extensive research into the representation and reporting of groups and issues within media work. Students extend their understanding of production practices and responsibilities. They become increasingly independent as they manipulate technologies and techniques to express their ideas in their productions.

Paired unit combination – AEMPA, Two semester units running concurrently.

Assessment - Assessment types for both units:

Production	50%
Response	30%
Examination	20%

Recommendation - Recommended for ATAR English.

Associated fees/course levy, $155 - Includes cost of Media Perspective excursion.

Pathways

Leads to Year 12 Media Production and Analysis ATAR course.
Possible career pathways: marketing and promotions, social media manager, public relations, management and personnel services, event coordinator, multimedia designer, publications manager, 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, journalist, press secretary, advertising copywriter, actor, media teacher, university lecturer.

Time off campus

None. Excursion to the cinema after school hours.

Enquiries

Mrs Tammy van der Nest – Head of Learning Area – The Arts

Year 11 Music

General Course – GEMUS

The Music General course encourages students to explore a range of musical experiences, developing their musical skills and understanding, and creative and expressive potential, through a selected musical context.

The course consists of a written component incorporating Aural and Theory, Composing and arranging, Investigation and analysis, in addition to a practical component. The Aural and Theory content in the written component is generic and can be adapted and extended to suit any selected context.

The practical component consists of three different options and can be delivered in a different context, independent of the written component.

Students select only one option and can choose to perform on an instrument or voice, submit a composition portfolio, or complete a production/practical project.

The Music General course provides opportunities for creative expression, the development of aesthetic appreciation, and understanding and respect for music and music practices across different times, places, cultures and contexts. Students listen, compose, perform and analyse music, developing skills to confidently engage with a diverse array of musical experiences both independently and collaboratively.

Studying music may also provide a pathway for further training and employment in a range of professions within the music industry.

Paired unit combination – GEMUS
Two semester units running concurrently.

Assessments

Performance or Composition or Production	40%
Music Literacy (aural theory)	20%
Composition	20%
Investigation	20%

Recommendation

Weekly individual lessons on own instrument.

Associated fees/course levy

$155.

Pathways

Leads to Year 12 Music General course. Possible career pathways: 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, artist/band manager.

Time off campus

Various opportunities will arise for students to attend concerts/performances and workshops around the metropolitan area (approximately 2–3 days).

Enquiries

Mrs Tammy van der Nest – Head of Learning Area – The Arts

Mrs Nina Shinkfield – Director of Music

Year 11 Music **ATAR Course – AEMUS**

Course description

In the Year 11 Music ATAR course, students will study Western Art music. Students will extend their practical skills through rehearsal and performance, gain invaluable composition and arranging skills, as well as developing a higher understanding of harmony, analysis and extended listening skills. In Year 12, students will go on to Year 12 Music ATAR course. This course will give students a solid grounding in both practical and theoretical components required for work in the music industry, or further study of music at tertiary level.

The course syllabus is designed around four key outcomes:

Performing, Listening and Response, Culture and Society and Composing/Arranging.

The cognitive complexity of the syllabus content increases from Year 11 to Year 12. It is recommended that students studying Unit 1 and Unit 2 ATAR Music have previously completed Music in Years 7–10 and are continuing with instrumental music tuition.

Paired unit combination – AEMUS
Two semester units running concurrently.

Assessment

Assessment types for both units:

Performance	50%
Cultural and Historical Analysis	10%
Theory and Composition	8%
Aural	12%
Written Examination	20%

Assessments

A self-motivated study program/practice routine of approximately 2-3 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 necessary to ensure success in the course.

Recommendation

Minimum recommended practical level of Grade 4 AMEB on own musical instrument, completion of examinations on instrument preferable.

Minimum recommended theory level of Grade 3 AMEB or equivalent.

Associated fees/course levy

$155.

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

Pathways

Leads to Year 12 Music ATAR course. Possible career pathways: 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, artist/band manager.

Time off campus

Various opportunities will arise for students to attend concerts/performances and workshops around the metropolitan area (approximately 2–3 full days).

Enquiries - Mrs Tammy van der Nest – Head of Learning Area – The Arts
Mrs Nina Shinkfield – 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 Tammy van der Nest – 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 Tammy van der Nest – 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.

Recommendation
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 Nina Shinkfield – Director of Music

Year 12 Drama **General Course – GTDRA**

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 scripts. Students' work in this course includes production and design aspects involving directing, scenography, costumes, props, promotional materials, and sound and lighting. They present drama to make meaning for a range of audiences and adapt their drama to suit different performance settings. The focus in this course is primarily on performance and team work.

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 monologue, styles such as presentational and realism, and technologies such as sound and lighting. They become critical, informed audiences, understanding drama in the context of their own society and culture, drawing on a diverse range of drama from other cultures, places and times to enrich their intercultural understanding.

In this course, students explore and communicate ideas as they create their own performances. They learn particular processes to devise, write about and perform drama. Students work independently and collaboratively, learning time management skills, showing initiative and demonstrating leadership and interpersonal skills. The Drama General course requires them to develop and practise problem-solving skills through creative and analytical thinking processes. 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 Drama.

Unit 3 – G3DRA

This unit focuses on representational, realist drama. Students explore traditional acting techniques of characterisation by performing scenes from a Realism text. Students explore solo performance by workshopping and preforming scripted monologues.

Unit 4 – G4DRA

This unit focuses on presentational, non-realist drama. Students explore modern acting techniques of role and/or character through director and actor role. Students explore devising and playwrighting through original solo performances.

Paired unit combination – GTDRA
Two semester units running concurrently.

Assessment

Performance/production	55%
Response	30%
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. The task will typically be between two and five questions and can require students to refer to source materials like script excerpts or require students to refer to viewed performances (live or digital versions of live theatre), own performances or other drama processes in a reflective writing task.

Recommendation - None.

Associated fees/course levy, $155 – includes some incursion and/or excursion costs as available.

Pathways - Leads to TAFE Entry.
Possible career pathways: 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, writing, marketing, promotions.

Time off campus - None.

Enquiries - Mrs Tammy van der Nest – 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.

Recommendation

None.

Associated fees/course levy

$155.

Pathways

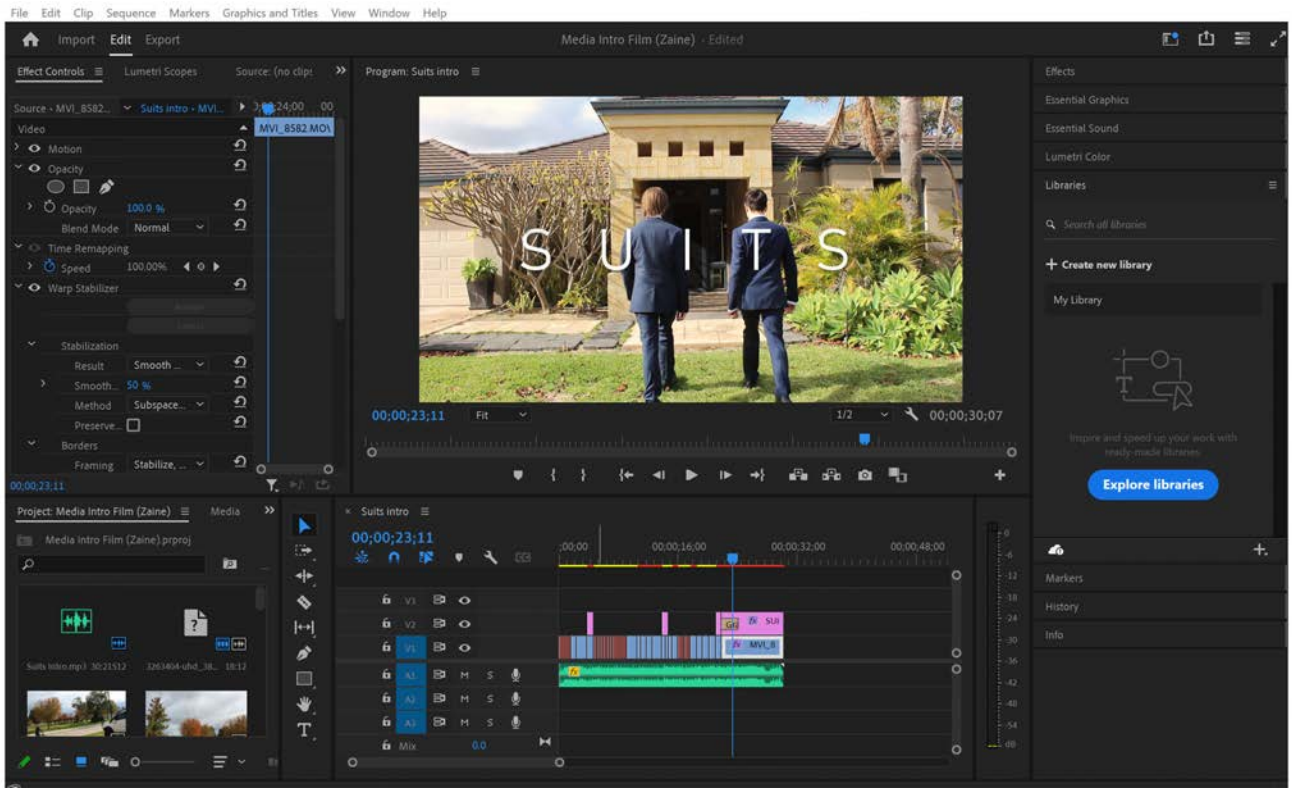
Leads to TAFE entry. TAFE courses: creative industries, media, mass communication, animation and games design, film and TV, radio, games development, animation, broadcast television, screen and media, radio broadcasting, digital cinema, photo imaging, photography, desktop publishing.
Career pathways: 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 Tammy van der Nest – Head of Learning Area – The Arts



Year 12 Visual Art **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.

Recommendation - 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 Tammy van der Nest – 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 Tammy van der Nest – Head of Learning Area – The Arts

Year 12 VET Music
Certificate III in Music

Course description

The VET Music course provides completion of a III in Music. Students who have played an instrument in the past or currently play 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. 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. The class will visit a professional recording studio, compete in Battle of the Bands, My Big Gig competitions and prepare and participate in lunch time rock concerts. 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 while completing Certificate II in Music or Sound Production.

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).

Certificate III students will complete eleven units covering topics such as the music industry, skills development in playing or singing, playing in a band, sound production and working with music technology. Students will also 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 record original music in a professional recording studio, present live rock concerts and compete in Battle of the Bands and My Big Gig competitions. Certificate III students may choose units that suit their skills and interests.

Homework and study expectations

Students must complete a total of eleven units of competency in order to achieve Certificate III in Music. The units comprise both core units and choice of elective options.

Homework and study expectations

A self-motivated study program. It is essential that students keep up to date with their tasks.

Recommendation

None.

Associated fees/course levy

$400 – includes full cost of certification.

Pathways

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

Time off campus

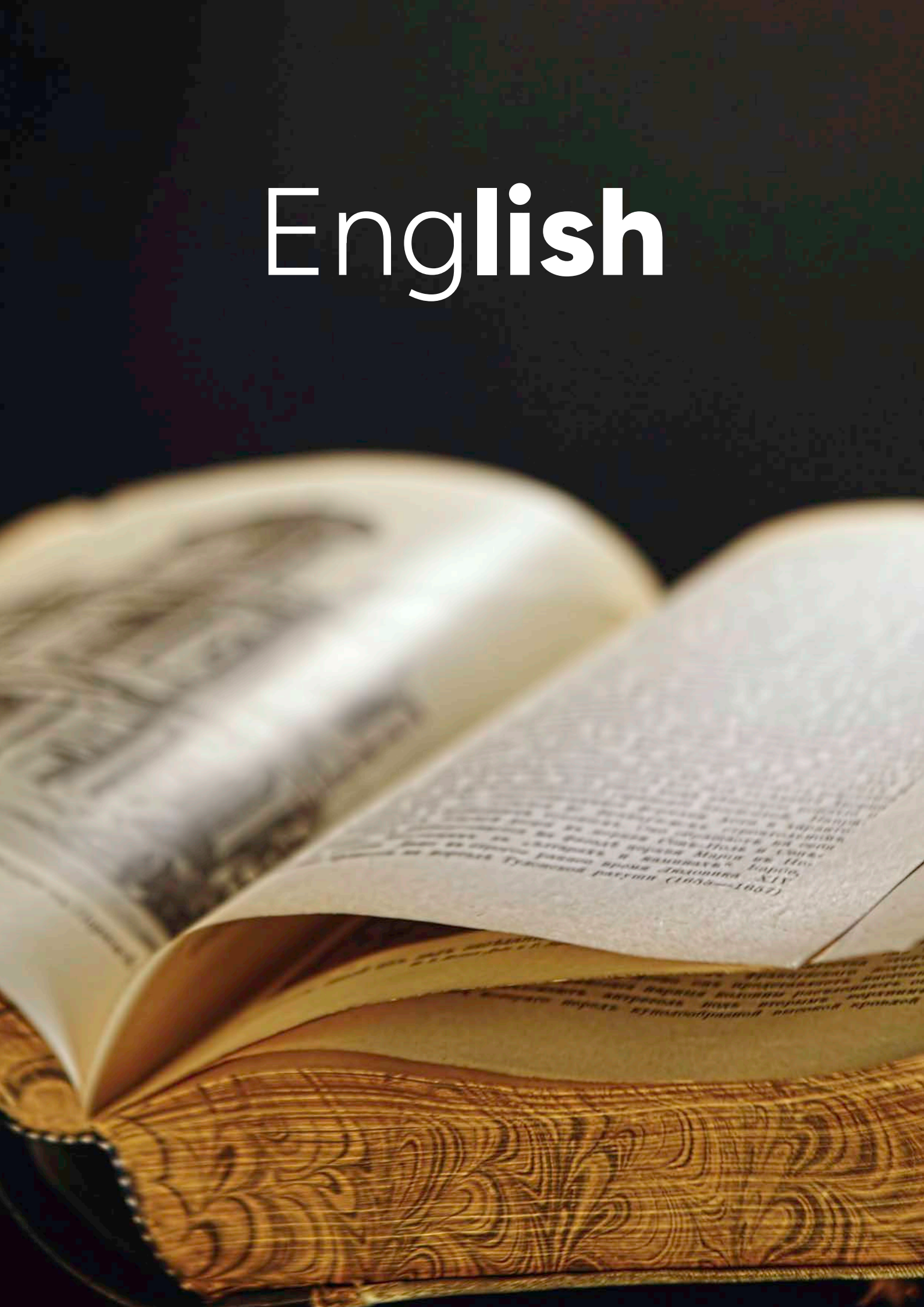
Various opportunities will arise for students to perform in public.

Enquiries

Mrs Tammy van der Nest – Head of the Learning Area – The Arts

Mrs Nina Shinkfield – Director of Music

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%

Recommendation - 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%

Recommendation - Minimum Semester Mark 50% 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%

Recommendation

Minimum Semester Mark 60% 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%

Recommendation - 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%

Recommendation

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%

Recommendation - 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.

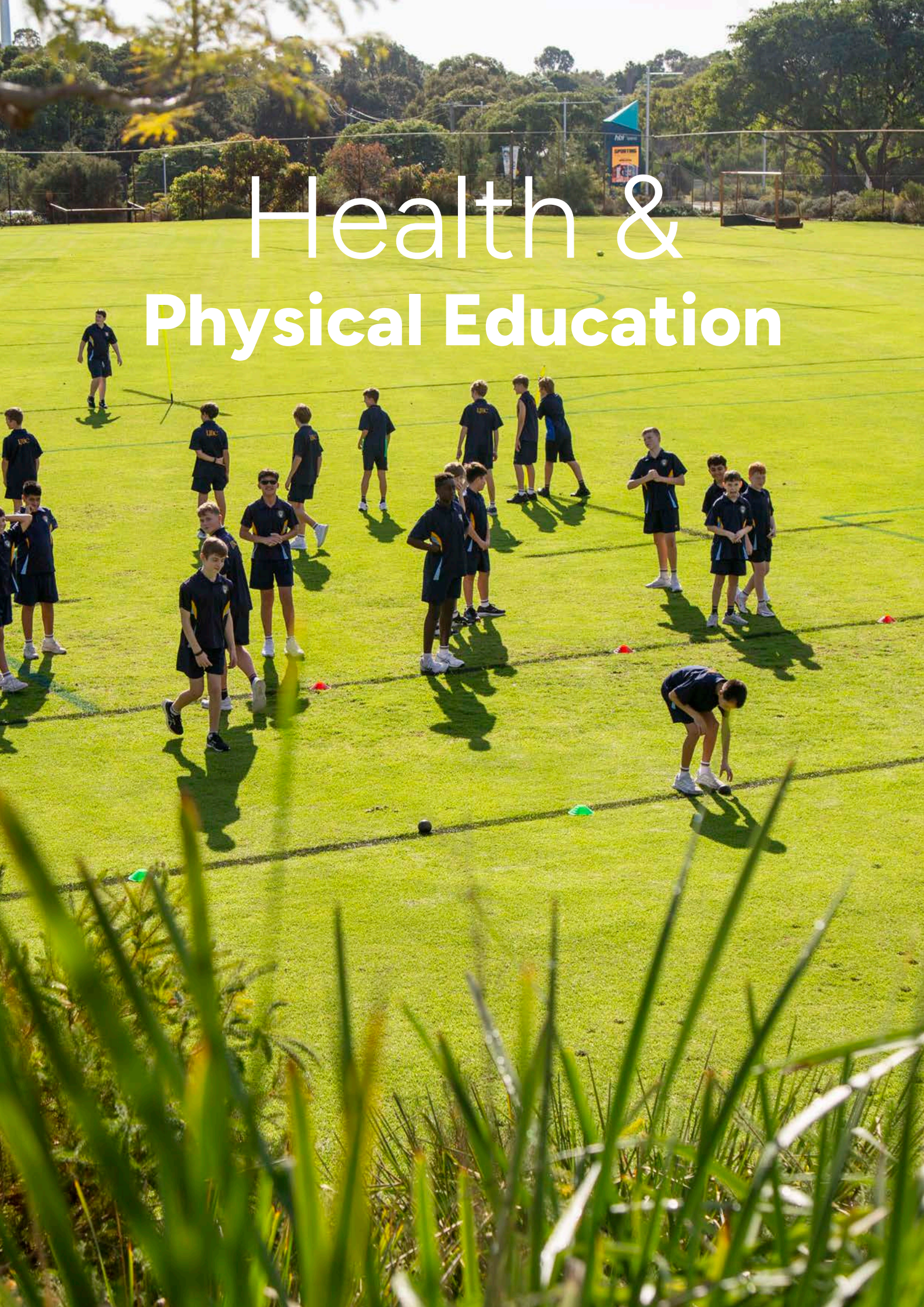
Pathways

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

General Course – GEHEA

Course description

In this General course students explore health as a dynamic quality of life. They will consider the way in which beliefs and attitudes influence health decisions and learn how to plan and take action that will promote their own and the health of others. They examine the impact of social and environmental factors on health and use inquiry skills to investigate and respond to relevant issues. The course also provides students with opportunities to develop skills that will enable them to pursue careers in health promotion, research or community health care.

Unit 1 – G1HEA

This unit focuses on personal health and wellbeing and what it means to be healthy. Students explore factors which influence their health, and design action plans to improve health and achieve set goals. Health inquiry skills are developed and applied to investigate and report on health issues.

Unit 2 – G2HEA

This unit focuses on personal health and introduces the many factors which influence health. The notion of prevention is central to this unit, and students explore actions, skills and strategies to cope with health influences and improve health. Self-management and cooperative skills are examined, and students continue to develop and apply health inquiry skills.

Paired unit combination – GEHEA
Two semester units running concurrently.

Assessment

Assessment types for both units:

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

Recommendation

Minimum 'C' grade in Year 10 Health Education.

Associated fees/course levy

$60 – 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 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 – A1HEA

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 – A2HEA

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.

Paired unit combination – AEHEA
Two semester units running concurrently.

Assessment

Assessment types for both units:

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

Recommendation

Minimum 'C' grade in 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

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

Year 11 Marine and Maritime Studies

General Course – GEMMS

Course description

The Year 11 Marine and Maritime Studies course is designed to introduce students to the fascinating world of marine science and maritime studies. The syllabus is divided into two units, each of one semester duration. These units are typically delivered together as a pair to provide a comprehensive understanding of marine environments, ecosystems, and small craft operations.

Unit 1 – G1MMS

In this unit, students will explore the fundamental aspects of marine science, including:

- The properties of water and methods for conducting water testing
- Oceanography, including wind formation, tides, waves, and currents with a focus on Western Australian ocean currents
- Recreational and commercial fishing in Western Australia, along with management strategies through rules and regulations
- Basic nautical terminology and the parts of boats
- Understanding small craft, including buoyancy principles and pulley systems

Unit 2 – G2MMS

This unit provides an in-depth exploration of marine ecosystems and the design of maritime equipment:

- Study of the four main marine zones and the adaptations of marine life within these zones
- Importance of marine protected areas, marine parks, reserves, and sanctuary zones
- Design features of maritime equipment, including methods of maritime construction
- Study of small craft propulsion systems, steering, and gear systems

Paired unit combination – GEMMS
Two semester units running concurrently.

Assessment

Assessment types for both units:

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

Recommendation

Good standing in HPE, capable swimmer, permission from Head of learning area.

Minimum 'C' grade in Year 10 Science.

Associated fees/course levy

$300 TBC – includes fishing, sailing and snorkelling activities.

Pathways

Possible career pathways: TAFE pathways, marine tourism, fishing industry, harbour and port authority, defence force, marine science.

Time off Campus

Some lesson time and associated time either before Period 1 or after Period 5 to enable travel to the ocean.

Enquiries

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%

Recommendation - 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%

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

Recommendation

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%

Recommendation

Selection into the Football Academy.

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 Borussia Dortmund

Complete Football Course (Year 1)

Course description

We are proud to announce the launch of the Borussia Dortmund Complete Football Course; a dynamic and immersive two-year program designed for aspiring football professionals. This is the only course of its kind in Australia offering such a complete package, this course offers a unique pathway into the world of football through a combination of accredited qualifications, elite-level training, and invaluable industry exposure.

Structured over two years, students will engage in four lessons per week, blending classroom learning, practical training, and professional development sessions.

Key Features of the Course:

1. Accredited Coaching and Refereeing Pathways in partnership with Football West

- Students will work towards their C Licence in Football Coaching, gaining essential skills and tactical knowledge to lead teams at a community, developmental and advanced level. The C Licence will allow students once qualified to lead paid sessions on their own as highly skilled coaches.
- Students will also have the opportunity to gain refereeing qualifications, with live officiating experiences available throughout the program.

2. Vocational Education and Industry Skills

- Participants will complete a nationally recognised Certificate II in Sport and Recreation, covering:
    - Fitness and conditioning principles
    - Workplace health and safety
    - First aid (Nationally recognised qualification)
    - Injury prevention
    - Sport and recreation service provision
- These modules are designed to give students a holistic understanding of the health, fitness and operational aspects of sports organisations.

3. Borussia Dortmund Masterclasses

- As a signature element of the course, students will benefit from exclusive masterclass sessions delivered by Borussia Dortmund experts, focusing on:
    - Football business management
    - Football agency and player representation
    - Sports statistics and analytics
    - Sports science
    - Football management
    - Recovery and injury rehabilitation strategies and high-performance training

4. Player Development and Academy Integration

- Students will be integrated into the Borussia Dortmund Academy player development model, participating in regular, high-level practical training sessions designed to elevate both individual and team performance.
- Training will be guided by AFC Professional Diploma and Diploma qualified coaches, with a strong emphasis on tactical awareness, technical excellence, and mental resilience.

5. Strength and Conditioning Education

- Under the supervision of expert Strength and Conditioning (S&C) coaches, students will receive practical instruction and theory-based learning in:
    - Athletic development
    - Periodised training methods
    - Injury prevention and recovery
    - Sports-specific conditioning for football athletes

This is a rare opportunity to train, learn, and grow under the guidance of one of Europe's most renowned football clubs, while earning recognised qualifications and hands-on experience across multiple areas of the football world.

Paired unit combination

All units will be running concurrently.

Assessment

Cert II 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. Other awards are also externally set and verified though Football West.

Recommendations

Approval from Football Academy and Head of Learning area.

This course is tailored for students seeking careers in playing, coaching, refereeing, sports management, or the wider football industry.

Associated fees/course levy

Course Levy to be confirmed.

$230 for Certificate II in Sport and Recreation plus costing for referee and coach qualifications

Pathways

Possible career pathways: Professional football, football coaching, football officiating, wider football related careers in strength and conditioning, statistics, business management or player management.

Time off Campus

None, but some period zero and period 6 classes to enable coaching and refereeing hours to be completed for awards. Also, opportunity for overseas trips to enhance learning.

Enquiries

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

Year 11 Cert II in Sports
Coaching (Year 1)

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 Marine and Maritime Studies

General Course – GTMMS

Course Description:
The Year 12 Marine and Maritime Studies course builds on the knowledge and skills gained in Year 11. This course delves deeper into marine ecosystems, climate change impacts, maritime construction, and the maintenance of small craft. Like Year 11, it is divided into two units, typically delivered together.

Unit 3 – G3MMS
In this unit, students focus on the key marine ecosystems in Western Australia, including:

- Estuaries, mangroves, coral reefs, and seagrass meadows
- Identification of key species and food webs within these ecosystems
- Adaptations of organisms living in mangrove ecosystems
- Environmental and resource management, with a focus on aquaculture and its role in addressing declining fish stocks
- Maritime studies, including the materials used in watercraft construction, design, and the repair of fibreglass craft
- Study of outboard motors, including two-stroke and four-stroke motors
- Small craft systems, including bilges, electrical systems, fuel, mooring lines, and anchoring equipment

Unit 4 – G4MMS
This unit examines broader environmental and engineering concepts impacting marine studies:

- Global surface ocean currents, atmospheric circulation, and the impact of climate change on global sea levels and marine ecosystems
- Coastal erosion processes and the role of coastal engineering structures
- Protection materials used in maritime construction and their side effects
- Maintenance of small craft, including using a maintenance log, diagnosing issues with fuel, ignition, cooling systems, and engine components

Paired unit combination – GTMMS
Two semester units running concurrently.

Assessment

Assessment types for both units:

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

Recommendation
Good standing in HPE, capable swimmer, permission from Head of learning area.

Associated fees/course levy
$400 TBC – includes camp and recreational skippers ticket fees.

Pathways
Possible career pathways: TAFE pathways, marine tourism, fishing industry, harbour and port authority, defence force, marine science.

Time off Campus
Some lesson time and associated time either before p1 or after p5 to enable travel to ocean, a camp

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%

Recommendation

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

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 Outdoor Education

ATAR Course – ATOED

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 activities and classroom lessons, culminating in an expedition.

Unit 3 – A3OED

The focus for this unit is outdoor program development within the context of bushwalking and advanced navigation. This provides the opportunity for students to address planning considerations, including risk assessment and management, emergency response and logistical planning in the outdoors. The culmination of this unit is the participation in an expedition of the student's own design.

Unit 4 – A4OED

The focus for this unit is developing and facilitating outdoor experiences. Students draw from their previous experiences and the knowledge gained to synthesise a range of ideas, skills, technologies and processes to develop, manage, instruct and facilitate experiences in the outdoors. The culmination of this unit is the design and implementation of an overnight outdoor program with other students from the College community.

Paired unit combination – ATOED
Two semester units running concurrently.

Assessment - Assessment types for both units:

Investigation	10%
Performance 1 – outdoor adventure activity skills	10%
Performance 2 – expedition skills	20%
Response	20%
Examination	40%

Recommendation

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

Minimum 'C' grade in the Year 11 Outdoor Education ATAR 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 Teacher

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 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 2 Physical education studies theoretical sessions per week and 1 practical. 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.

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
Selection into the Football Academy.

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

Associated fees/course levy
$350 – 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
(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.

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
Selection into the Football Academy.

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

Associated fees/course levy
$350 – 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 Borussia Dortmund

Complete Football Course (Year 2)

Course description

We are proud to announce the launch of the Borussia Dortmund Complete Football Course, a dynamic and immersive two-year program designed for aspiring football professionals. This is the only course of its kind in Australia offering such a complete package, this course offers a unique pathway into the world of football through a combination of accredited qualifications, elite-level training, and invaluable industry exposure.

Structured over two years, students will engage in four lessons per week, blending classroom learning, practical training, and professional development sessions.

Key Features of the Course:

1. Accredited Coaching and Refereeing Pathways in partnership with Football West

- Students will work towards their C Licence in Football Coaching, gaining essential skills and tactical knowledge to lead teams at a community, developmental and advanced level. The C Licence will allow students once qualified to lead paid sessions on their own as highly skilled coaches.
- Students will also have the opportunity to gain refereeing qualifications, with live officiating experiences available throughout the program.

2. Vocational Education and Industry Skills

- Participants will complete a nationally recognised Certificate II in Sport and Recreation, covering:
    - Fitness and conditioning principles
    - Workplace health and safety
    - First aid (Nationally recognised qualification)
    - Injury prevention
    - Sport and recreation service provision
- These modules are designed to give students a holistic understanding of the health, fitness and operational aspects of sports organisations.

3. Borussia Dortmund Masterclasses

- As a signature element of the course, students will benefit from exclusive masterclass sessions delivered by Borussia Dortmund experts, focusing on:
    - Football business management
    - Football agency and player representation
    - Sports statistics and analytics
    - Sports science
    - Football management
    - Recovery and injury rehabilitation strategies and high-performance training

4. Player Development and Academy Integration

- Students will be integrated into the Borussia Dortmund Academy player development model, participating in regular, high-level practical training sessions designed to elevate both individual and team performance.
- Training will be guided by AFC Professional Diploma and A Diploma qualified coaches, with a strong emphasis on tactical awareness, technical excellence, and mental resilience.

5. Strength and Conditioning Education

- Under the supervision of expert Strength and Conditioning (S&C) coaches, students will receive practical instruction and theory-based learning in:
    - Athletic development
    - Periodised training methods
    - Injury prevention and recovery
    - Sports-specific conditioning for football athletes

This is a rare opportunity to train, learn, and grow under the guidance of one of Europe's most renowned football clubs, while earning recognised qualifications and hands-on experience across multiple areas of the football world.

Paired unit combination

All units will be running concurrently.

Assessment

Cert II 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. Other awards are also externally set and verified though Football West.

Recommendations

Approval from Football Academy and Head of Learning area

This course is tailored for students seeking careers in playing, coaching, refereeing, sports management, or the wider football industry.

Associated fees/course levy

Course Levy to be confirmed.

$230 for Certificate II in Sport and Recreation plus costing for referee and coach qualifications

Pathways

Possible career pathways: Professional football, football coaching, football officiating, wider football related careers in strength and conditioning, statistics, business management or player management

Time off Campus

None, but some period zero and period 6 classes to enable coaching and refereeing hours to be completed for awards. Also opportunity for overseas trips to enhance learning

Enquiries

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

Year 12 Cert II in
Sports Coaching (Year 2)

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
& Social Sciences

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%

Recommendation

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%

Recommendation

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 Business Management and Enterprise

ATAR Course – AEBME

Course description

The Business Management and Enterprise ATAR course focuses on business planning, marketing and growth, and opportunities provided for business by technology and the global environment. Students examine factors that drive international business developments, the features and traits of successful management, and how businesses operate strategically to maximise business performance in a global setting. Through the consideration of real businesses and scenarios, students develop knowledge, understanding and skills that enable them to apply financial and business literacy, analyse business opportunities, evaluate business performance, identify and create opportunities, and make sound, ethical business decisions within a business environment. The course equips students to participate proactively in the world of business, behave responsibly and demonstrate integrity in business activities

Unit 1 – A1BME

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 2 – A2BME

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 – AEBME

Two semester units running concurrently.

Assessment

Assessment types for both units:

Business research	30%
Response	40%
Examination	30%

Recommendation

Students must achieve a minimum 55% in Year 10 Civics and Citizenship course to consider the Business, Management and Enterprise ATAR course.

Associated fees/course levy

$85.

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

Nil.

Enquiries

Mrs Telma Keen – Head of Learning Area – Humanities

Year 11 Careers and Employability

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.

Unit 1 – G1CAE

Students will complete Unit 1 in Year 11

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%

Recommendation

Students who are undertaking CareerLink, are required to study Careers and Employability 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

Students must achieve a minimum 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 Geography
ATAR Course – AEGEO

Course description
Geography is a field of inquiry that brings together the human and physical dimensions of the world in the study of people, places and environments. This includes the study of interrelationships between natural and human environments and the spatial patterns that result from and account for these processes over time.

Unit 1 – A1GEO
In this unit, students explore the management of hazards and the risk they pose to people and environments. Risk management is defined in terms of preparedness, mitigation and/or prevention.

Unit 2 – A2GEO
In this unit, students explore the economic and cultural transformations taking place in the world – the spatial outcomes of these processes and their social and geopolitical consequences – that will enable them to better understand the dynamic nature of the world in which they live. Paired unit combination –

Paired unit combination – AEGEO
Two semester units running concurrently.

Assessment
Progress will be monitored using Geography Specific Outcome Standards.

Geographical inquiry/Fieldwork	30%
Response/Practical skills	40%
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 Learning Area Grade 'C' grade in a Year 10 Geography course to consider the Geography ATAR course.

Associated fees/course levy
$100.

Pathways
Career pathways from studying Geography include: Geographic Information Systems (GIS), cartography, surveying, tourism, agriculture, town planning, environmental science, mining, teaching, defence forces, foreign affairs and overseas aid programs.

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
Students must achieve a minimum 60% grade in either Year 10 History 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.

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

Students must 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.

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)

Recommendation

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, 2 February 2026 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 – CareerLink Coordinator

Standalone Certificate –
VET Certificate IV in Business and 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.

Recommendation

A minimum 'C' grade in Year 10 English.

Associated fee/course levy

$950.

This fee covers the cost of the Certificate IV over Years 11 and 12 and is payable at the beginning of Year 11.

This fee is not refundable if the students do not complete the Certificate.

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

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%

Recommendation

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 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)

Recommendation

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, 2 February 2026 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 – CareerLink Coordinator

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

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.

Recommendation

Enrolled in the Certificate IV in Work Skills/Business in Year 11.

Associated fee/course levy

This fee is charged at the beginning of Year 11 when the student commences with the Certificate.

This fee is not refundable if the students does not complete the Certificate.

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

Year 12 VET

Support and Mentorship Program (VETST)

Course description

This program is designed to support Year 12 students who are enrolled in external Vocational Education and Training (VET) programs through CareerLink or VETDSS and spend one or more days off-campus each week. The VET Support and Mentorship Program provides a structured environment where students can receive guidance, mentorship, and academic support tailored to their vocational pathways.

Under the supervision of the school's VET Coordinator, students will have access to mentorship through regular check-ins with the VET Coordinator, who liaises with CareerLink and Registered Training Organisations (RTOs) to monitor student progress and address any concerns. Opportunities are available for students to discuss work placement experiences, resolve challenges, and prepare for future placements. If needed, this program provides dedicated time to complete VET coursework, assessments, or portfolio tasks in a supportive setting. Career and pathway planning forms part of this program with guidance on post-school options, including apprenticeships, traineeships, further study, or employment.

While this support program itself does not contribute additional SCSA units, it plays a vital role in helping students successfully complete their external VET qualifications, which are endorsed and recognised by the School Curriculum and Standards Authority (SCSA) and contribute to their WACE. Students also receive assistance with completing and submitting required documentation, such as logbooks and skills journals, to meet endorsement criteria. This course fosters independence, accountability, and career readiness, ensuring students stay on track with their VET commitments while receiving the necessary school-based support.

Students will also complete Workplace Learning – Endorsed Program.

Recommendation

Students who are undertaking VET courses through CareerLink or VETDSS, are required to enrol in the VET Support and Mentorship Program.

Time off campus

Minimum of one day per week.

Enquiries

Ms Robyn Mentzel or Ms Bronwyn McCue – CareerLink/VET Coordinators

Lang**uages**

Year 11 French

General Course – GEFSL

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.

Unit 1 – G1FSL

This unit focuses on Le monde des jeunes (The world of youth). Through the three topics of My world, your world; Youth culture in a francophone country; Communicating in a modern world; students develop communication skills in French and gain an insight into the language and culture.

Unit 2 – G2FSL

This unit focuses on Voyages (Travel). Through the three topics of My travel tales and plans; Australia as a travel destination; Travel in a modern world; students develop communication skills in French and gain an insight into the language and culture.

Paired unit combination – GEFSL
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%

Recommendation

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 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.

Unit 1 – A1FSL

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

Unit 2 – A2FSL

This unit focuses on Voyages (Travel). Through the three topics of My travel tales and plans; Australia as a travel destination; 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 – AEFSL
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%

Recommendation

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 – Language

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.

Unit 1 – G1JSL
This unit focuses on ティーンエージャー (Teenagers). Through the three topics of About me 私の; Student life学生; 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 – G2JSL
This unit focuses on 近所 (Neighbourhood). Through the three topics of My town私の町; Your neighbourhood あなたの近所; 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.

Paired unit combination – GEJSL
Two semester units running concurrently.

Assessment
Assessment types for both units:

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

Recommendation
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; 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 ; Seasonal Activities and Celebrations しきとイベント; 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%

Recommendation
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 French

ATAR Course – AEFSL

Course description

This course progresses from the Year 11 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.

Unit 3 – A3FSL

This unit focuses on Les médias (The media). Through the three topics of Technology and me; Film and music; In the media; students extend and refine their communication skills in French and gain a broader and deeper understanding of the language and culture.

Unit 4 – A4FSL

This unit focuses on Le monde qui nous entoure (The world around us). Through the three topics of Planning my future; Migrant experiences; Youth issues; students extend and refine their communication skills in French and gain a broader and deeper understanding of the language and culture.

Paired unit combination – AEFSL
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%

Recommendation

Minimum 'C' grade in Year 11 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 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.

Unit 3 – G3JSL

This unit focuses on 日常生活 (Daily life). Through the three topics of My life 私の;
Home life 学校と家での; 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 – G4JSL

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; Healthy lifestyles けんこう; students continue to develop communication skills in Japanese and gain further insight into the language and culture.

Paired unit combination – GTJSL
Two semester units running concurrently.

Assessment

Assessment types for both units:

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

Recommendation

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; 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; 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	

Recommendation
Minimum 'C' grade in the Year 11 Japanese ATAR course.

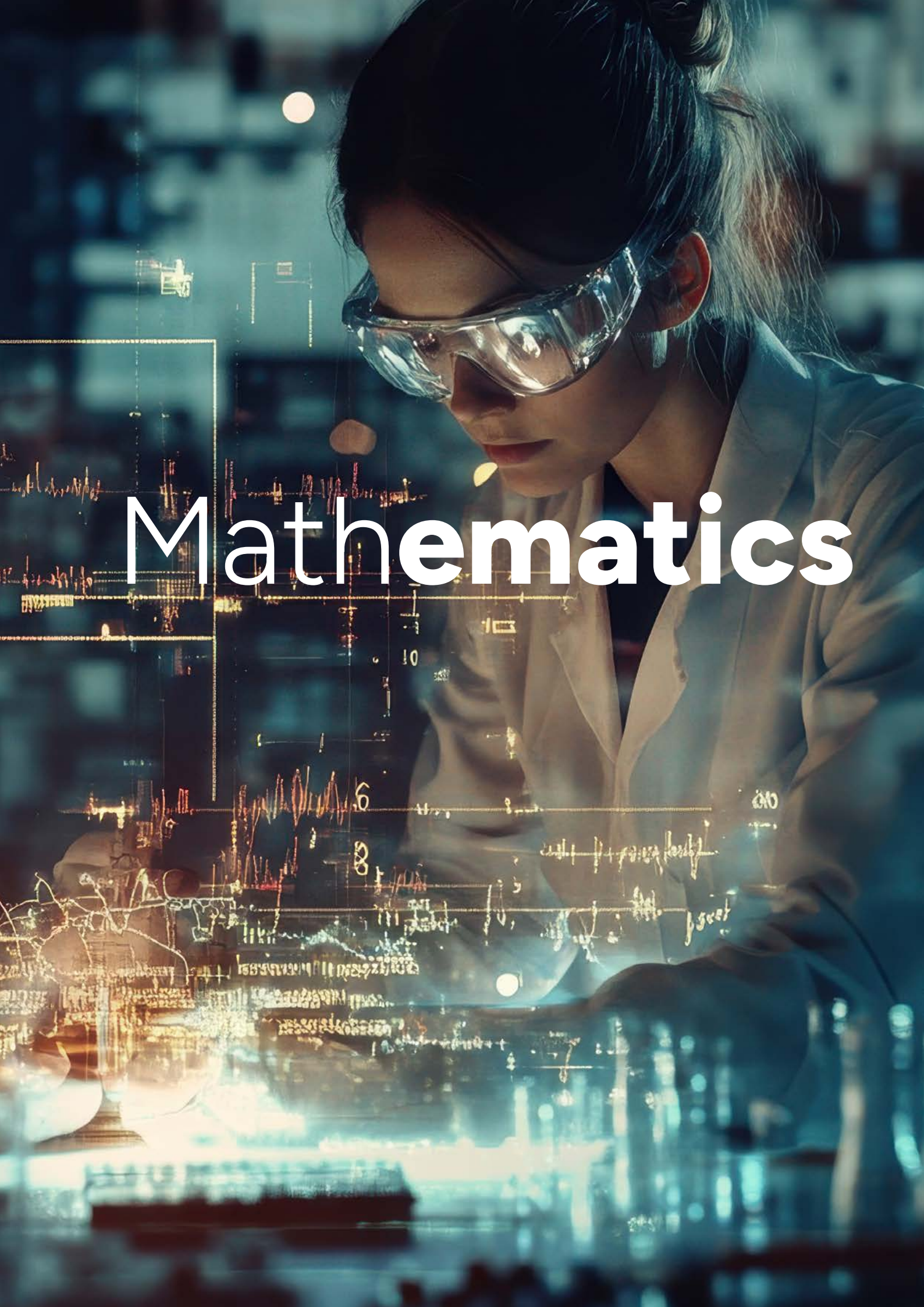
Associated fees/course levy
$100 – includes photocopying of booklets and resources and contributes to the cost of incursions and excursions.

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

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%

Recommendation - 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 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.

Recommendation - 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 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.

Recommendation - 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 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.

Recommendation - 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 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.

Recommendation - 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

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.

Recommendation - 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 **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.

Recommendation - 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 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.

Recommendation

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


Science

Year 11 Biology

ATAR Course – AEBLY

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 – A1BLY

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

Unit 2 – A2BLY

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

Paired unit combination – AEBLY
Two semester units running concurrently.

Assessment

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

Recommendation

65% in Year 10 Science.

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

Fieldwork will be included in this course.

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 – A1CHE
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 – A2CHE
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%

Recommendation
65% in Year 10 Science and a minimum 60% in Mathematics Pre-Applications.

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%

Recommendation
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
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
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%

Recommendation
65% in Year 10 Science.

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

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

Unit 2 – A2PHY

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%

Recommendation

65% in Year 10 Science and a minimum of 60% in Mathematics Pre-Methods.

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 – A1PSY
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 – A2PSY
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%

Recommendation - 65% in Year 10 Science.

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
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.

Units 1 and 2 – G1SIP/G2SIP
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%

Recommendation
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.

Enquiries
Mrs Vanessa Budas – Head of Learning Area – Science

Year 12 Biology

ATAR Course – ATBLY

Course description

A unique appreciation of life and a better understanding of the living world are gained through studying the Biology ATAR course. This course encourages students to be analytical, to participate in problem-solving and to systematically explore fascinating and intriguing aspects of living systems, from the microscopic level through to ecosystems.

Unit 3 – A3BLY

In this unit, students investigate mechanisms of heredity and the ways in which inheritance patterns can be explained, modelled and predicted; they connect these patterns to population dynamics and apply the theory of evolution by natural selection in order to examine changes in populations.

Unit 4 – A4BLY

In this unit, students investigate system change and continuity in response to changing external conditions and pathogens; they investigate homeostasis and the transmission and impact of infectious disease; and they consider the factors that encourage or reduce the spread of infectious disease at the population level.

Paired unit combination – ATBLY
Two semester units running concurrently.

Assessment

Assessment types for both units:

Science Inquiry: Practical and Investigation	20%
Extended Response	10%
Tests	20%
Examination	50%

Homework/Study

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

Recommendation

Minimum 60% in the Year 11 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 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 – A3CHE

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 – A4CHE

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.

Recommendation

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 – G3HBY
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 – G4HBY
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%

Recommendation
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
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
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.

Recommendation
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 Physics

ATAR Course – ATPHY

Course description

Physics is a core scientific discipline that seeks to explain the vast array of natural phenomena in the universe using a small set of fundamental assumptions, laws, models, and theories. The Physics ATAR course builds on this by teaching students how to use both qualitative and quantitative methods to observe, measure, and explain various physical phenomena. Through the study of key physical concepts such as the kinetic particle model, atomic theory, electromagnetic theory, and classical mechanics, students learn how scientific models are constructed and tested. The course highlights the central role of energy in explaining how systems interact across different scales in the universe and introduces more advanced theories like quantum mechanics and relativity to explain complex phenomena.

In addition to theoretical knowledge, the course emphasizes the practical and societal relevance of physics. Students explore how physics is applied in fields such as engineering, renewable energy, medicine, transportation, climate science, and space exploration. They also develop critical thinking and data analysis skills essential for informed decision-making in a scientifically complex world. Ultimately, the Physics ATAR course equips students with the knowledge and skills necessary for further study in science and technology-related fields and helps them become informed global citizens capable of addressing contemporary scientific challenges.

Unit 3 – A3PHY

Students investigate models of motion in gravitational, electric and magnetic fields to explain how forces act at a distance. They examine the theory of special relativity and the consequences of general relativity.

Unit 4 – A4PHY

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.

Paired unit combination – ATPHY
Two semester units running concurrently.

Assessments

Assessment types for both units:

Science Inquiry: Portfolio	10%
Tests	40%
Examination	50%

Homework/Study

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

Recommendation

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 – A3PSY
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 – A4PSY
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 – ATPSY
Two semester units running concurrently.

Assessment

Science Inquiry	20%
Response	40%
Examination	40%

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

Recommendation
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

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

Units 3 and 4 – G3SIP/G4SIP

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%

Recommendation

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

Technologies

Year 11 Applied Information Technology

General Course – GEAIT

Course description

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

Unit 1 – G1AIT

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

Unit 2 – G2AIT

This unit focuses on working with others using a variety of technologies. Students investigate the management of data, common software applications, and wireless network components required to operate effectively in a small business environment. They also examine the legal, ethical, and social impacts of technology on 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 utilise the Microsoft Office applications such as Word, Excel, Access, and PowerPoint in a business context. They 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.

Pathways

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

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 life and work in our society. Digital technologies have changed how people interact and exchange information, creating 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 developing digital solutions for real situations, albeit in a school environment.

The course's key focus is the practical application of skills, techniques, and strategies to solve information problems. 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 allows students to develop their knowledge and skills in digital technologies. It also encourages students to use digital technologies responsibly and in an 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 – A1AIT

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

Unit 2 – A2AIT

This unit focuses on the skills, principles, and practices associated with various types of documents and forms of communication. Students identify the components and configuration of networks to meet a business's needs. They design digital solutions for clients, 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 students with a Learning Area Grade 'C' in Year 10 Digital Technologies.

Associated fees/course levy - $90 – includes all study material and software requirements.

Pathways

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

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 influencing human development and the wellbeing of individuals, families and communities. Students develop an understanding of the social, cultural, environmental, economic, political and technological factors that impact the ability of individuals and families to develop skills and lead healthy lives. Through studying 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 various skills to make informed decisions and consider actions at personal, family and community levels.

Students will visit the LJBC primary school fortnightly 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 also allows students to experience caring for a virtual child.

Unit 1 – G1CFC

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

Unit 2 – G2CFC

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 in achieving 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 that 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. Data management is becoming more critical with the vast amounts of data collected in our increasingly digital world, especially in the information-intensive business and scientific disciplines. Similarly, with more and more devices connecting to the internet, cyber security is a major societal issue. 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 are examined in terms of their influence and impact on the development of digital solutions.

Unit 1 – A1CSC

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 various 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, students are expected to use a structured development process to guide their approach. This development process is iterative in nature and involves four phases: investigating the problem, developing ideas and designing a solution, developing a solution, and evaluating the effectiveness of the solution.

Unit 2 – A2CSC

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

This unit focuses on creating database systems. Students are expected to follow the technology process to produce quality products. The process involves four steps: investigation, design, production, and evaluation. This process is essential for creating 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 - Students selecting this course are recommended to be doing ATAR Mathematics and achieved a Learning Area Grade 'C' or better 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. It 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 Design General Course aims to facilitate a deeper understanding of design and how ideas, beliefs, values, attitudes, messages, and information are effectively communicated to specific audiences with specific intentions or purposes via visual media. This course aims to achieve these goals by exposing students to various forms of communication and thoroughly exploring design.

Design projects allow students to demonstrate their skills, techniques, and application of design principles and processes, analyse problems and possibilities, and devise innovative strategies within design contexts. Students can 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. The 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

This unit focuses on introducing the design process and its associated practices. Students learn that design can provide solutions to design problems and communication needs. Specialised computer software, 3D printers, and laser cutters will be used.

Students have the option to select a final product to be developed in discussions with the teacher. This could include a clock, jewellery stand, board game, or even a mechanical hand. The final designs are developed using laser cutters and 3D printers.

Unit 2 – G2DESD

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

The themes covered offer various project options, such as designing furniture or decorations for a specific room or developing 3D models of a beach home's elevations using a laser cutter to produce 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 provide students with a foundation for a career in various design-related fields, including 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 for the student's chosen career pathway.

Enquiries

Mr Tom Dudek – Head of Learning Area – Technologies

Year 11 Engineering Studies (Mechanical)

General Course – GEEST

Course description

The Engineering Studies General course provides students with opportunities to investigate, research, and present information, design and create products, and undertake project development. These opportunities allow students to apply engineering processes, understand the 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 various research skills, devise methods to develop concepts, and then plan and communicate proposed solutions to the given design brief. They study core engineering theory and relevant use the theories of their chosen specialist area, learning to integrate and apply this knowledge to develop and present proposals for practical solutions.

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

Unit 2 – G2EST

In this unit, students focus on 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 various 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 using 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 understand better 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' for Year 10 Mathematics.

Associated fees/course levy

$250 – includes a one-day incursion, as well as all materials, maintenance, and projects.

Pathways

Year 12 General Engineering Studies, TAFE pathway, aviation, fabrication and other engineering careers.

Time off campus

One day to attend an incursion.

Enquiries

Mr Tom Dudek – Head of Learning Area – Technologies

Year 11 Engineering Studies (Mechanical)

ATAR Course – AEEST

Course description

The Year 11 Engineering Studies (Mechanical) ATAR course introduces students to the foundations of mechanical engineering through a design-based and project-driven approach. Students develop core engineering knowledge and practical skills by researching and communicating ideas, investigating structural design principles, and exploring the properties and applications of various materials.

Throughout the course, students consider user needs and the environmental impact of engineering solutions. They apply the engineering design process to generate and develop ideas, then manufacture a project within the constraints of a design brief. Their individual project integrates design, safety, fabrication, mechanical systems, and other key engineering principles.

Unit 1 – A1EST

In this unit, students are introduced to fundamental mechanical and core engineering theory. They explore different forms of energy, their applications, and the sources of renewable and non-renewable energy.

Using a given context and design brief, students investigate existing products, construction methods, materials, and mechanical components. They generate annotated design ideas and concept sketches, then select and justify a final design to develop into a working prototype or model. Students document specifications using orthographic and specialist drawings, create materials lists, and calculate production costs. They follow a project timeline to plan, produce, test, and evaluate their prototype.

Unit 2 – A2EST

This unit extends students' understanding of scientific, mathematical, and technical concepts related to how engineered mechanical products function. Students examine different types of product obsolescence and consider their impacts on society, industry, and the environment.

Students continue to apply the engineering design process as they complete a practical project, refining their ability to produce, test, and evaluate working mechanical systems. Core and mechanical theory are further developed to support their design decisions and technical understanding.

Paired unit combination – AEEST
Two semester units running concurrently.

Assessment

Assessment types for both units:

Design	30%
Production	40%
Response	30%

Recommendation

Minimum 60% in Year 10 Mathematics (Pre-Applications).

Recommended for students also studying Physics ATAR.

Associated fees/course levy

$300 – includes a one-day incursion, as well as all materials, maintenance, and projects.

Pathways

Year 12 ATAR Engineering Studies; university pathways into Mechanical, Aviation, Electrical, Fabrication, and Robotics Engineering.

Time off campus - One day to attend an incursion.

Enquiries

Mr Tom Dudek – Head of Learning Area – Technologies

Year 11 Engineering Studies (Mechatronics)

ATAR Course – AEEST

Course description

The Year 11 Engineering Studies (Mechatronics) ATAR course introduces students to the exciting intersection of mechanical systems, electronics, automation, and control technologies. Using a design-based and project-driven approach, students develop core engineering knowledge and practical skills by exploring robotics, microcontrollers, sensors, actuators, and programmable systems.

Throughout the course, students investigate how mechanical and electronic components can be integrated to create intelligent, automated systems. They consider user needs and the broader environmental and societal impact of engineered solutions. Each student undertakes an individual project that combines design, safety, electronics, fabrication, and control principles within a defined design brief.

Unit 1 – A1EST

In this unit, students are introduced to fundamental mechatronics and core engineering theory. They explore different forms of energy, their applications, and the sources of renewable and non-renewable energy.

Students apply the engineering design process to investigate existing automated and mechanical systems, construction materials, electronic components, and programmable devices. Design ideas are generated through annotated sketches and concept diagrams, leading to the selection and justification of a working prototype or model. Specifications are documented through orthographic drawings, circuit diagrams, and parts lists. Students calculate project costs and follow a timeline to produce, test, and evaluate their prototype.

Unit 2 – A2EST

This unit builds on students' understanding of how scientific, mathematical, and technical concepts underpin mechatronic systems. Students examine how different forms of obsolescence impact engineering products and consider how automation and intelligent design can address challenges in sustainability, efficiency, and functionality.

Students continue to apply the engineering design process, completing a practical project that incorporates programmable systems and electronic control. They refine their skills in designing, producing, testing, and evaluating systems that integrate mechanical and electronic elements. Core theory is deepened to support decision-making in the design and implementation of working prototypes.

Paired unit combination – AEEST
Two semester units running concurrently.

Assessment

Assessment types for both units:

Design	30%
Production	40%
Response	30%

Recommendation - Minimum 60% in Year 10 Mathematics (Pre-Applications).
Students selecting this course are strongly encouraged also to select ATAR Computer Science. Engineering degrees at university frequently include coding and control systems, and Computer Science provides essential skills for working with programmable and automated systems in mechatronics.

Associated fees/course levy

$300 – includes a one-day incursion, as well as all materials, maintenance, and projects.

Pathways

Year 12 ATAR Engineering Studies; university pathways into Mechatronics, Robotics, Electrical and Electronic Engineering, Computer Systems Engineering, and Automation.

Time off campus - One day to attend an incursion.

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 offers students the opportunity to explore and develop their interests and skills in food-related areas. Food has a profound impact on every aspect of daily life and is essential for maintaining overall health and well-being. Students organise, implement, and manage production processes in various food environments and understand the systems that regulate food availability, safety, and quality. Knowledge of food's sensory, physical, chemical and functional properties is applied in practical situations. Students investigate the food supply chain and value-added techniques applied to food to meet the requirements of both consumers and producers. The principles of dietary planning, adapting recipes, and processing techniques are considered to meet the specific nutritional needs of demographic groups. Occupational safety and health requirements, safe food handling practices, and various processing techniques are implemented to produce safe and high-quality food products. This course may enhance employability and career opportunities in nutrition, health, food and beverage manufacturing, food processing, community services, hospitality and retail.

Unit 1 – G1FST

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

Students devise food products and interpret and adapt recipes to prepare healthy meals and snacks that meet individual needs. They demonstrate various food preparation and ingredient organisation techniques, precision cutting, and processing techniques to ensure safe food handling practices and prevent 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 – G2FST

This unit focuses on the supply of staple foods and the factors that influence adolescent food choices, as well as ethical considerations. Students recognise factors, including processing systems, that affect the sensory and physical properties of staple foods. They explore food sources, 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 various staple foods, adapt essential recipes, and apply technology to investigate, devise, and produce food products that meet specific dietary requirements. They evaluate food products and demonstrate 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%

Recommendation - 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 one. Students predominantly use metal to design and manufacture products. Students can develop and practice skills that contribute to creating a physical product while acquiring an appreciation for the application of a design process and an understanding of the need for sustainable materials. Students will learn and practice manufacturing processes and technologies, including principles of design, planning and management.

Unit 1 – G1MDTM

This unit focuses on the broad area of production fundamentals. Students will develop their knowledge and skills related to understanding and utilising materials.

Unit 2 – G2MDTM

This unit focuses on design in practice. Students apply the fundamentals of design and concepts related to designing for themselves or others, considering factors such as social and environmental influences. In Semester 2, students will choose a project involving the manufacturing of 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, 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 that covers designing and constructing 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 their work. This course has a foundation in technology, design, and the development and use of materials.

Students examine social and cultural values, as well as the short-term and long-term impacts of using and misusing 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 specifically designed to meet specific needs. They are introduced to the fundamentals of design and 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 of their materials and are introduced to various production equipment and techniques. They develop materials manipulation skills and production management strategies and are allowed 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 various techniques to gather information about existing products and apply design fundamentals. 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 the materials they are working with. They are introduced to a range of technology skills and encouraged to generate ideas and bring them to life through the production of their design projects. They work within a defined environment and learn to use various relevant technologies safely and effectively.

In consultation with teachers, students 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 with 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 main practical task if suitable items are not available. They will also need to purchase or provide recyclable textile items for the 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, in-class 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 practical course that covers designing and constructing 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 their work. Materials are the essential ingredients of technology used to make machines, materials and products. This course has a foundation in technology, design, and the development and use of materials.

Students produce an outfit that follows their design and construction process, which is 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 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, and the structure and properties of appropriate materials.

Unit 2 – A2MDTT

Students learn about the nature of designing for a client, the uses of materials, and environmental impacts. They apply the elements and fundamentals of design, considering the 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 revise exams. They are also 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 ATAR English students who 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) and photocopying.

Students must purchase a pattern, fabrics, and notions for their main practical task and purchase or provide recyclable textile items for their 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

A one-day sewing incursion and an in-class excursion to Salvos Joondalup,

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 one. Students predominantly use wood to design and manufacture products. However, they can also incorporate additional materials from outside the designated contexts. This will enhance and complement the knowledge and skills developed in the course, as many modern-day products are manufactured using various material types.

Students develop and practice skills that contribute to creating a physical product while acquiring an appreciation for the application of a design process and an understanding of the need for sustainable materials. Students will also learn and practice manufacturing processes and technologies, including principles of design, planning, and management.

Unit 1 – G1MDTW

Students interact with a variety of items specifically designed to meet specific needs. They are introduced to the fundamentals of design and 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 of the materials they use and are introduced to various production equipment and techniques. They develop materials manipulation skills and production management strategies and are allowed 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 various techniques to gather information about existing products and apply design fundamentals. 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 the materials they are working with. They are introduced to a range of technology skills and encouraged to generate ideas and bring them to life through the production of their design projects. They work within a defined environment and learn to use various relevant technologies safely and effectively.

In consultation with teachers, students 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 - One day to attend an incursion.

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 comprises three core and three elective units with 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 several functions throughout the year and learn the essential cooking methods. This qualification provides the skills and knowledge required to be competent in routine tasks within hospitality settings, including 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 online assessments for each unit in a timely manner. They are also responsible for undertaking all practical work to the best of their ability and 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

Food excursions may require two half days off campus.

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 have a profound impact on most aspects of living and working in our society. Digital technologies have transformed the way 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 given the opportunity to experience, albeit in a school environment, developing digital solutions for real-world 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 – G3AIT

The emphasis is on utilising 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 – G4AIT

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 configurations of networks to meet a business's needs. 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, including 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 have a profound impact on most aspects of life and work in our society. Digital technologies have transformed the way people interact and exchange information, creating 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 given the opportunity to develop digital solutions for real-world situations, albeit within a school environment.

The course's key focus is the practical application of skills, techniques, and strategies to solve information problems. 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 necessary for using digital technologies responsibly and in an informed manner.

Unit 3 – A3AIT

This unit focuses on using applications to create, modify, manipulate, use, and/or manage technologies. Students consider the nature and impact of technological change and its effect on creating products for a specific purpose and audience.

Unit 4 – A4AIT

This unit focuses on producing a digital solution for a particular client. Students undertake data management and develop an appreciation of digital technologies' social, ethical and legal impacts 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 to a university entrance and caters to students seeking career pathways in web page development, audio and sound engineering, video and media production, and 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 influencing human development and the wellbeing of individuals, families and communities. Students develop an understanding of the factors that impact 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 creating safe, cohesive and sustainable communities.

Through studying 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 various 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 – G3CFC

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, inequity, and issues of injustice. Students develop effective self-management and interpersonal skills to identify and enhance their personal relationships, enabling them to take active roles in society.

Unit 4 – G4CFC

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 levels and are introduced to various 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 to students seeking career pathways in 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 software development, the essential concepts of networking, data management, and cybersecurity are explored. With the vast amounts of data collected in our increasingly digital world, particularly in information-intensive business and scientific disciplines, effective data management is becoming essential. Similarly, with an increasing number of devices connecting to the internet, cybersecurity has become a significant 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 – A3CSC

In this unit, students acquire the knowledge and skills necessary to create software solutions. They utilise algorithms, structured programming, and object-oriented techniques to design and implement software solutions for various 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 significant 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 and involves four phases: investigating the problem, developing ideas and designing a solution, developing the solution, and evaluating its effectiveness.

Unit 4 – A4CSC

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 make queries to extract relevant information. Students consider the security of network communications, examining a range of threats and measures used to protect networks. 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 both users and developers in the collection and storage of data.

This unit focuses on creating database systems. Students are expected to follow the technology process to produce quality products. The process includes four steps: investigate, design, produce and evaluate. This process is crucial for creating 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 offers students a range of options for 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 and Mathematics, 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 Design

Dimensional Design General Course – GTDESD

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 3 – G3DESD

The focus for this unit is product design. Students learn that the commercial world is comprised of companies that require consumer products, services, and brands tailored to a particular audience. Commercial items created could include Aftershave/Perfume Bottles or signage selected. This can include using CAD software, a laser cutter and 3D printers. The product students select will link to the commercial world and cultural design. Students liaise with their teacher to identify possible products that suit the Unit requirements.

Unit 4 – G4DESD

The focus for this unit is cultural design. Students learn that society is composed of various groups of people who share diverse values, attitudes, beliefs, behaviours, and needs; and that different forms of visual communication convey these values and beliefs. Students focus on an architecture-based project linking commercial and cultural design. They select a particular architecture theme, for example, a Hotel Complex. Students will create plans, elevations, and 3D Modelling techniques that show the 3D building or the interior design section of a part of the building.

Paired unit combination – GTDESD
Two semester units are running concurrently.

The Dimensional Design context includes elements of 3D graphics, including computer-aided design. This context enables the design and production of objects having three-dimensional content, including models of design drawings in which any of the three-dimensional examples are represented. The paired unit combination will see students create a Portfolio of work covering 15 A3 pages using the design process and showcase the Product and cultural model they created.

Assessment

Production	65%
Response	20%
Externally set task	15%

Recommendation

Learning Area Grade minimum 'C' grade in Year 11 Design General Course.

Associated fees/course levy

$120 includes all materials, maintenance and projects.

Pathways

Year 12 General Design, TAFE Pathway. This course will provide students with a foundation for a career in a range of design-related fields, including 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 in the student's chosen career pathway.

Enquiries

Mr Tom Dudek – Head of Learning Area – Technologies

Yr 12 Engineering Studies (Mechanical)

General Course – GTEST

Course description

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

The Engineering Studies General course is primarily a practical course that focuses on real-life contexts. It aims to prepare students for a future in an increasingly technological world by providing the foundation for lifelong learning about engineering.

An understanding of scientific, mathematical and technical concepts contained in the three strands, coupled with the engineering design process, provides students with the opportunity to design, make, analyse, test and evaluate mechatronics devices.

These devices integrate electrical/electronic circuits, process control delivered using microcontrollers, and mechanical actuators. Moreover, some form of structure or chassis is often required to complete the design.

Unit 3 – G3EST

In the development of an engineering project, students study core engineering theory and specialised theory in their chosen area of expertise. They develop an understanding of the different forms of energy, their uses, and sources of renewable and non-renewable energy. In this unit, students also develop a deeper understanding of the engineering design process and learn to apply more complex theories and knowledge to a student-developed design brief. Given guidelines and a context, students develop and respond to the design brief through a process that requires them to investigate existing products, construction materials and components. Design ideas are developed through annotated sketches and concept drawings. Students 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 and lists of materials and components. They calculate the cost of the prototype or model. They then follow a given timeline to undertake the tasks required to produce, test and evaluate the product

Unit 4 – G4EST

In this unit, students develop their understanding of core and specialist area theories to comprehend better 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 refine their understanding of the engineering design process. Students develop a design brief and respond to it through a process that requires them to engage in a range of activities and investigate construction constraints, materials, and components. Design ideas are developed through annotated sketches and concept drawings. Students select and analyse the most suitable concept for production as a prototype or working model.

Paired unit combination – GTEST. Two semester units running concurrently.

Assessment - Assessment types for both units:

Design	25%
Production	50%
Response	10%
Externally Set Task	15%

Recommendation - Minimum 'C' grade in the Year 11 Engineering Studies General course.

Associated fees/course levy $250 – includes one day excursion, all materials, maintenance and projects.

Pathways

This course is particularly suited to those students who are interested in engineering and technical industries as future careers. TAFE entrance course for pathways in aviation, mechanical, fabrication and electrical engineering.

Time off campus - One half-day to attend an incursion.

Enquiries - Mr Tom Dudek – Head of Learning Area – Technologies

Year 12 Engineering Studies (Mechanical) ATAR Course – ATEST

Course description

Engineers are involved in designing, manufacturing, and maintaining a diverse range of products and infrastructure that are integral to society, business, and industry functioning. They rely strongly on their creativity and problem-solving skills to turn ideas into reality by applying lateral thinking and mathematical and scientific principles to develop solutions to problems, needs, and opportunities. An engineer must also be socially aware and involved in broader community issues: environmental impacts, sustainable energy, health and safety, and consultation processes to understand social attitudes and opinions.

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 the 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 developing a comprehensive design brief that focuses 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. They develop and demonstrate an understanding of the impacts on society, business, and the environment that occur during this cycle.

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 continue to be studied to understand better the scientific, mathematical, and technical concepts that explain how engineered products function.

Paired unit combination – ATEST. Two semester units running concurrently.

Assessment types for both units:

Design	30%
Production	30%
Response (Examination)	40%

Recommendation

Minimum 60% in the Year 11 Engineering Studies ATAR course and Mathematics ATAR (Applications or above).

Students who select this course are also recommended to do ATAR Computer Science. This is especially important for students looking to study Engineering at the university level, where it is an expectation that Engineering students also learn coding skills taught in Computer Science units.

Associated fees/course levy

$300 – includes a one-day incursion, as well as all materials, maintenance, and projects.

Pathways

University entrance course for aviation, mechanical, fabrication and electrical engineering pathways. The Engineering Studies ATAR course is practical and focuses 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 suits students interested in engineering and technical industries as future careers.

Time off campus - One day to attend an incursion.

Enquiries - Mr Tom Dudek – Head of Learning Area – Technologies

Year 12 Food Science and Technology General Course – GTFST

Course description

In the Food Science and Technology General course, students develop their interests and skills by designing, producing and managing food-related tasks. They extend their knowledge of food's sensory, physical, chemical and functional properties and apply these in practical situations. Students explore innovations in science and technology, as well as changing consumer demands. New and emerging foods encourage the design, development, and marketing of various products, services, and systems.

Food and allied health sectors represent a robust and expanding area of employment in the Australian and global employment markets. The Food Science and Technology General course connects students with further education, training, and employment pathways. It enhances employability and career opportunities in nutrition, health, food and beverage manufacturing, food processing, community services, hospitality, and retail.

Unit 3 – G3FST

This unit explores the societal, lifestyle, and economic issues that influence food choices. Students research the effect of under-consumption and over-consumption of nutrients on health and investigate various diet-related health conditions that affect individuals and families. Using scientific methods, students examine the functional properties that determine food's performance and apply these to the planning and preparation of food products and processing systems.

Students develop their expertise in technology and communication skills to implement strategies for designing food products and processing systems. They select resources to meet performance requirements and use evaluation strategies to monitor and maintain optimum standards. Students follow occupational safety and health requirements, implement safe food handling practices and use a variety of foods and processing techniques to produce safe, quality food products.

Unit 4 – G4FST

This unit focuses on food spoilage and contamination, exploring the reasons behind food preservation. Students investigate food processing techniques and the principles of food preservation. They examine the regulations that determine how food is packaged, labelled, and stored, as well as how the Hazard Analysis Critical Control Point (HACCP) system principles are administered and implemented to guide the production and provision of safe food.

Students investigate the food supply chain and value-added techniques applied to food to meet the requirements of both consumers and producers. Food choices are often determined by location, income, supply, demand and the environmental impact of food provision. Students examine influences on the nutritional well-being of individuals that arise from lifestyle and cultural traditions. They implement principles of dietary planning and adapt recipes and processing techniques when considering the specific nutritional needs of demographic groups.

Paired unit combination – GEFST, Two semester units running concurrently.

Assessment

Investigation	30%
Production	40%
Response	15%
Externally set task	15%

Recommendation - 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 12 Materials Design Technology (Metal) General Course – GTMDTM

Course description

The Materials Design and Technology General course is a practical course focusing on designing and manufacturing metal products. The primary 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 various techniques. Students examine social and cultural values, as well as the short-term and long-term impacts of using and misusing 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 skills in manipulation, processing, manufacturing, and organisation. When designing with metal, individuals develop cognitive skills, such as problem-solving, generating ideas, devising creative design strategies, and communicating their work. This makes them more technologically literate, and as consumers, it enables them to make more informed decisions about the use and misuse of technology.

Unit 3 – G3MDTM

Students develop an understanding of the elements and fundamentals of design, considering the 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 various materials and make informed material selections for design purposes.

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 4 – G4MDTM

Students learn about the nature of designing for a client, target audience or market. Students apply their understanding of the elements and fundamentals of design, considering the human factors involved in their design projects. Students learn about the nature and properties of various materials, as well as production techniques and their environmental impacts. They develop creative thinking strategies, work on design projects within specified constraints and consider the environmental effects of recycling materials.

Students extend their understanding of safe working practices and contemporary manufacturing techniques, developing the knowledge, understanding, and skills required to manage design and manufacturing processes.

Paired Unit combination – GTMDTM

Two semester units running concurrently (each 16 weeks long with 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 course.

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 and Technology (Textiles)

General Course – GTMDTT

Course description

The Materials Design and Technology General course is a practical one. The course enables students to explore and utilise textiles to design and manufacture products from a range of fabrics. This will enhance and complement the knowledge and skills developed within the course, as many modern-day products are manufactured using various material types. Students examine social and cultural values, as well as the short-term and long-term impacts of using and misusing 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 textiles, students develop various skills in manipulation, processing, manufacturing, and organisation. They develop cognitive skills when designing, such as solving problems, generating ideas, developing creative design strategies, and effectively communicating their work. This makes them more technologically literate, and as consumers, it enables them to make more informed decisions about the use and misuse of technology.

Unit 3 – G3MDTT

Students develop an understanding of the elements and fundamentals of design, considering the 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 various materials and make informed material selections for design purposes.

Students learn about manufacturing and production skills and techniques. They develop skills and techniques appropriate to the materials being used and gain practice in planning and managing processes through the production of design projects. They also learn about risk management and ongoing evaluation processes.

Unit 4 – G4MDTT

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 and properties of various materials and production techniques and their environmental impacts. They develop creative thinking strategies, work on design projects within specified constraints and consider the environmental effects of recycling materials.

Students extend their understanding of safe working practices and contemporary manufacturing techniques and develop the knowledge, experience, and skills required to manage the design and manufacturing processes.

Paired unit combination – GTMDTT
Two semester units running concurrently.

Assessment

Design (Practical portfolio)	25%
Production (Practical)	50%
Response (written)	10%
Externally set task	15%

Recommendation - Minimum 'C' grade in the Year 11 Materials, Design and Technology – Textiles General Course.

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.

Pathways

Career possibilities in fashion design, retail sales, textile production, dressmaking, alterations and costume design at WAAPA.

Time off campus - One day sewing incursion.

Enquiries

Mr Tom Dudek – Head of Learning Area – Technologies

Year 12 Materials, Design and Technology (Textiles)
ATAR Course – ATMDTT

Course description

The Materials Design and Technology ATAR Course is mainly practical, with the primary focus on designing and manufacturing products. Students may use a few or many materials in innovative designs and explore the interactions between materials, people, and their environment. Students examine social and cultural values, as well as the short-term and long-term impacts of using and misusing materials and associated technologies. Through this inquiry, experimentation, and research, students develop their creativity and understanding of society.

Students develop a range of processing, manufacturing and organisational skills working with textiles. When designing with materials, they develop cognitive skills such as critiquing, analysing, solving problems, generating innovative ideas, and communicating their work. This helps them become more technologically literate, enables them to make more informed decisions about using materials, and prepares them to make predictions about likely changes to technology in the future.

Unit 3 – A3MDTT

Students extend their understanding of design aesthetics by applying the elements and principles of design, utilising creative and critical thinking strategies. They work with an open and self-directed design brief to manage projects and design products that meet specific needs. Students investigate a range of materials and analyse their molecular structure, relating material characteristics and properties to methods of processing and finishing that are appropriate for their application and use.

Students identify and manage risks, select and use appropriate methods for communicating ideas and design development, develop competence with production processes, and learn to manage projects according to determined design specifications.

Unit 4 – A4MDTT

Students investigate and analyse cultural and social factors that may have influenced historical and contemporary design. They extend their understanding of design aesthetics by using creative and critical thinking strategies. They critically examine current products and explore how emerging materials and technologies may affect and be incorporated into the design and development of future products.

Students incorporate a wide range of design concepts and apply sophisticated conceptualisation skills and production processes to realise design ideas that reflect their influences in combination with the style and tastes of a target audience/market.

Paired unit combination – ATMDTT. Two semester units running concurrently.

Assessment (Practical Component)

Design (practical)	30%
Documentation and production	50%
Response – Visual evidence of production	20%

Assessment (Written Component)

Design (written)	40%
Response – Final product evaluation	20%

Written examination

Recommendation - Minimum 'C' grade in the Year 11 Materials, Design and Technology – Textiles ATAR Course.

Associated fees/course levy - $100 includes the cost of machine maintenance and equipment, some haberdashery items (thread, zips, patterns) and photocopying.
Students must purchase patterns, fabrics and notions for their main 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 and costume design at WAAPA.
Time off campus - A one-day sewing incursion.

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 primarily focusing on designing and manufacturing wood products. The course focuses on using wood as the primary material, with some flexibility to incorporate additional materials from outside this 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 various techniques and tools. Students examine social and cultural values, as well as the short-term and long-term impacts of using and misusing 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, individuals develop cognitive skills, such as problem-solving, generating ideas, devising creative design strategies, and communicating their work. This makes them more technologically literate as consumers, enabling them to make more informed decisions about the use and misuse of technology.

Unit 3 – G3MDTW

Students develop an understanding of the elements and fundamentals of design and consider human factors involved in their projects' design, production and use. They develop creative thinking strategies and work on design projects within specified constraints. Students learn about the classification and properties of various woods and select appropriate materials 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 4 – G4MDTW

Students learn about the nature of designing for a client, target audience or market. Students apply their understanding of the elements and fundamentals of design, considering the human factors involved in their design projects. Students learn about the nature, properties, and environmental impacts of wood, as well as various production techniques. They develop creative thinking strategies, work on design projects within specified constraints and consider the environmental impacts of materials recycling.

Students extend their understanding of safe working practices and contemporary manufacturing techniques, developing the knowledge, experience, and skills required to manage designing and manufacturing processes with wood.

Paired Unit combination – GTMDTW
Two semester units running concurrently (each 16 weeks long with 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 course.

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. The school selects these units in conjunction with the VET provider. The Certificate II in Hospitality qualification equips individuals with the skills and knowledge necessary to be competent in a range of kitchen functions and activities that require the application of a limited range of practical skills within a defined context. Students will complete written work for each core and elective unit.

Students will complete several functions throughout the year and learn the essential cooking methods. Upon successful completion of the Certificate, the types of work that can be undertaken in various hospitality enterprises where food is prepared and served include 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.

Recommendation

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 the units they complete.

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

Curriculum **Awards**

The College recognises students in Year 11 and Year 12 who achieve at high standards through Certificates of Excellence, Letters of Merit, Course 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.

Letters of Merit are awarded twice a year to all students in Years 7–11 who achieve five or more A grades across a range of subjects assessed according to SCSA criteria. Year 12 students are eligible to receive Letters of Merit for Semester 1 only. Please note that Semester 2 Letters of Merit and Certificates of Excellence are awarded in Term 1 of the following year to allow for the thorough review of final grades.