



Duncraig
Senior High School



2025
COURSE INFORMATION
SENIOR SCHOOL

FOREWORD

Welcome to the Senior School Course Information Handbook for 2025.

Your journey into Senior School at Duncraig Senior High School begins here; whether you are entering Year 11 and beginning your Senior School journey or, joining us for Year 12 from another school.

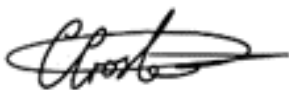
Our focus in Senior School here at Duncraig Senior High School is “*success*”.

Success takes many forms, but in terms of the focus of this publication, it relates to selecting the right courses and pathways. It is vital that all students select pathways in which they can be successful.

My advice to students, when they are selecting their subjects for Senior School, is that they should be selecting subjects that they are passionate about and that they can excel in during Senior School. Make sure you understand exactly what a course is about and what ‘learning’ in a class studying the course will be like. The last thing a student should do is pick a course because they feel they should select it but have no understanding of what they are signing up for. It is not a recipe for success.

Please read the introductory pages of this booklet carefully to make sure you understand the Senior School system and the requirements for students to achieve the West Australian Certificate of Education (WACE) before exploring the courses on offer.

I wish you all the best for your Senior School journey in 2025. I am looking forward to working with all of you next year.



Caroline Crosbie
Associate Principal (Senior School)

TABLE OF CONTENTS

SHORTCUT: CTRL AND CLICK TO SKIP TO ANY OF THE BELOW SECTIONS WITHIN THE DOCUMENT.

| | |
|--|----|
| INTRODUCTION | 1 |
| WHEN MAKING YOUR COURSE CHOICES FOR NEXT YEAR..... | 2 |
| RECOMMENDATION TO STUDY ATAR COURSES IN YEAR 11 2025 | 3 |
| PATHWAYS AND PLANNING | 4 |
| ENROLMENT PROCESS FOR YEAR 10 STUDENTS SELECTING COURSES FOR YEAR 11, 2025 | 5 |
| YEAR 11 STUDENTS SELECTING COURSES FOR YEAR 12 (2025)..... | 5 |
| THE WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION (WACE) | 6 |
| LIST A AND LIST B COURSES OFFERED FOR 2025 | 8 |
| INFORMATION REGARDING TRAINING WA | 9 |
| VET IN SECONDARY SCHOOLS - EXTERNAL VET PROGRAMS | 11 |
| UNIVERSITY ENTRANCE REQUIREMENTS..... | 14 |
| ALTERNATE PATHWAYS TO UNIVERSITY | 14 |
| UNIVERSITY APPLICATION PROCEDURES | 14 |
| CAREERS AND EDUCATION SITES | 15 |
| YEAR 11 COURSES 2025 | 17 |
| YEAR 11 ACCOUNTING AND FINANCE (UNITS 1 & 2) ATAR | 18 |
| YEAR 11 APPLIED INFORMATION TECHNOLOGY (UNITS 1 & 2) ATAR | 19 |
| YEAR 11 BIOLOGY (UNITS 1 & 2) ATAR..... | 20 |
| YEAR 11 CHEMISTRY (UNITS 1 & 2) ATAR | 21 |
| YEAR 11 COMPUTER SCIENCE (UNITS 1 & 2) ATAR..... | 22 |
| YEAR 11 DRAMA (UNITS 1 & 2) ATAR..... | 23 |
| YEAR 11 ECONOMICS (UNITS 1 & 2) ATAR | 24 |
| YEAR 11 ENGLISH (UNITS 1 & 2) ATAR | 25 |
| YEAR 11 FRENCH: SECOND LANGUAGE (UNITS 1 & 2) ATAR | 26 |
| YEAR 11 GEOGRAPHY (UNITS 1 & 2) ATAR..... | 27 |
| YEAR 11 HUMAN BIOLOGY (UNITS 1 & 2) ATAR | 28 |
| YEAR 11 INDONESIAN: SECOND LANGUAGE (UNITS 1 & 2) ATAR | 29 |
| YEAR 11 LITERATURE (UNITS 1 & 2) ATAR..... | 30 |
| YEAR 11 MATHEMATICS APPLICATIONS (UNITS 1 & 2) ATAR..... | 31 |
| YEAR 11 MATHEMATICS METHODS (UNITS 1 & 2) ATAR..... | 32 |
| YEAR 11 MATHEMATICS SPECIALIST (UNITS 1 & 2) ATAR..... | 33 |
| YEAR 11 MODERN HISTORY (UNITS 1 & 2) ATAR | 34 |
| YEAR 11 PHYSICAL EDUCATION STUDIES (UNITS 1 & 2) ATAR..... | 35 |
| YEAR 11 PHYSICS (UNITS 1 & 2) ATAR..... | 36 |
| YEAR 11 POLITICS AND LAW (UNITS 1 & 2) ATAR | 37 |
| YEAR 11 PSYCHOLOGY (UNITS 1 & 2) ATAR | 38 |
| YEAR 11 VISUAL ARTS (UNITS 1 & 2) ATAR | 39 |

| | |
|--|----|
| YEAR 11 ANCIENT HISTORY (UNITS 1 & 2) GENERAL | 40 |
| YEAR 11 AUTOMOTIVE ENGINEERING AND TECHNOLOGY (UNITS 1 & 2) GENERAL..... | 41 |
| YEAR 11 BUSINESS MANAGEMENT AND ENTERPRISE (UNITS 1 & 2) GENERAL | 42 |
| YEAR 11 COMPUTER SCIENCE (UNITS 1 & 2) GENERAL | 43 |
| YEAR 11 DANCE (UNITS 1 & 2) GENERAL | 44 |
| YEAR 11 DESIGN (PHOTOGRAPHY) (UNITS 1 & 2) GENERAL..... | 45 |
| YEAR 11 DRAMA (UNITS 1 & 2) GENERAL | 46 |
| YEAR 11 ENGLISH (UNITS 1 & 2) GENERAL..... | 47 |
| YEAR 11 FOOD SCIENCE AND TECHNOLOGY (UNITS 1 & 2) GENERAL..... | 48 |
| YEAR 11 HUMAN BIOLOGY (UNITS 1 & 2) GENERAL..... | 49 |
| YEAR 11 MATERIALS DESIGN AND TECHNOLOGY (TEXTILES) (UNITS 1 & 2) GENERAL | 50 |
| YEAR 11 MATERIALS DESIGN AND TECHNOLOGY (WOOD) (UNITS 1 & 2) GENERAL..... | 51 |
| YEAR 11 MATHEMATICS ESSENTIAL (UNITS 1 & 2) GENERAL..... | 52 |
| YEAR 11 MEDIA PRODUCTION AND ANALYSIS (UNITS 1 & 2) GENERAL..... | 53 |
| YEAR 11 OUTDOOR EDUCATION (UNITS 1 & 2) GENERAL | 54 |
| YEAR 11 PHYSICAL EDUCATION STUDIES (UNITS 1 & 2) GENERAL..... | 55 |
| YEAR 11 PSYCHOLOGY (UNITS 1 & 2) GENERAL..... | 56 |
| YEAR 11 SCIENCE IN PRACTICE (UNITS 1 & 2) GENERAL | 57 |
| YEAR 11 VISUAL ARTS (UNITS 1 & 2) GENERAL..... | 58 |
| YEAR 11 CHC22015 CERTIFICATE II IN COMMUNITY SERVICES (VET)..... | 59 |
| YEAR 11 SIT20122 CERTIFICATE II IN TOURISM (VET) | 60 |
| YEAR 11 CUA20620 CERTIFICATE II IN MUSIC (VET) | 61 |
| YEAR 11 SIS20321 CERTIFICATE II IN SPORT COACHING (VET) | 62 |
| YEAR 11 BSB20120 CERTIFICATE II IN WORKPLACE SKILLS (VET)..... | 63 |
| YEAR 11 WORKPLACE LEARNING (ENDORSED); CAREER AND ENTERPRISE GENERAL | 64 |
| YEAR 12 COURSES 2025 | 67 |
| YEAR 12 ACCOUNTING AND FINANCE (UNITS 3 & 4) ATAR | 68 |
| YEAR 12 BIOLOGY (UNITS 3 & 4) ATAR..... | 69 |
| YEAR 12 CHEMISTRY (UNITS 3 & 4) ATAR | 70 |
| YEAR 12 COMPUTER SCIENCE (UNITS 3 & 4) ATAR..... | 71 |
| YEAR 12 DRAMA (UNITS 3 & 4) ATAR..... | 72 |
| YEAR 12 ECONOMICS (UNITS 3 & 4) ATAR..... | 73 |
| YEAR 12 ENGLISH (UNITS 3 & 4) ATAR | 74 |
| YEAR 12 FRENCH: SECOND LANGUAGE (UNITS 3 & 4) ATAR | 75 |
| YEAR 12 HUMAN BIOLOGY (UNITS 3 & 4) ATAR | 76 |
| YEAR 12 MATHEMATICS APPLICATIONS (UNITS 3 & 4) ATAR | 77 |
| YEAR 12 MATHEMATICS METHODS (UNITS 3 & 4) ATAR..... | 78 |
| YEAR 12 MATHEMATICS SPECIALIST (UNITS 3 & 4) ATAR..... | 79 |
| YEAR 12 MODERN HISTORY (UNITS 3 & 4) ATAR | 80 |
| YEAR 12 PHYSICAL EDUCATION STUDIES (UNITS 3 & 4) ATAR..... | 81 |

| | |
|--|-----|
| YEAR 12 PHYSICS (UNITS 3 & 4) ATAR | 82 |
| YEAR 12 PSYCHOLOGY (UNITS 3 & 4) ATAR | 83 |
| YEAR 12 VISUAL ART (UNITS 3 & 4) ATAR | 84 |
| YEAR 12 ANCIENT HISTORY (UNITS 3 & 4) GENERAL | 85 |
| YEAR 12 AUTOMOTIVE ENGINEERING AND TECHNOLOGY (UNITS 3 & 4) GENERAL..... | 86 |
| YEAR 12 COMPUTER SCIENCE (UNITS 3 & 4) GENERAL | 87 |
| YEAR 12 DANCE (UNITS 3 & 4) GENERAL | 88 |
| YEAR 12 DESIGN (PHOTOGRAPHY) (UNITS 3 & 4) GENERAL..... | 89 |
| YEAR 12 DRAMA (UNITS 3 & 4) GENERAL | 90 |
| YEAR 12 ENGLISH (UNITS 3 & 4) GENERAL..... | 91 |
| YEAR 12 FOOD SCIENCE AND TECHNOLOGY (UNITS 3 & 4) GENERAL..... | 92 |
| YEAR 12 HUMAN BIOLOGY (UNITS 3 & 4) GENERAL..... | 93 |
| YEAR 12 MATHEMATICS ESSENTIAL (UNITS 3 & 4) GENERAL..... | 94 |
| YEAR 12 MATERIALS DESIGN AND TECHNOLOGY (WOOD) (UNITS 3 & 4) GENERAL..... | 95 |
| YEAR 12 MEDIA PRODUCTION AND ANALYSIS (UNITS 3 & 4) GENERAL..... | 96 |
| YEAR 12 OUTDOOR EDUCATION (UNITS 3 & 4) GENERAL | 97 |
| YEAR 12 PHYSICAL EDUCATION STUDIES (UNITS 3 & 4) GENERAL | 98 |
| YEAR 12 PSYCHOLOGY (UNITS 3 & 4) GENERAL..... | 99 |
| YEAR 12 VISUAL ART (UNITS 3 & 4) GENERAL..... | 100 |
| YEAR 12 CHC22015 CERTIFICATE II IN COMMUNITY SERVICES (VET)..... | 101 |
| YEAR 12 SIT20322 CERTIFICATE II IN HOSPITALITY (VET)..... | 102 |
| YEAR 12 CUA20620 CERTIFICATE II IN MUSIC (VET) | 103 |
| YEAR 12 SIS20321 CERTIFICATE II IN SPORT COACHING (VET) | 104 |
| YEAR 12 BSB20120 CERTIFICATE II IN WORKPLACE SKILLS (VET)..... | 105 |
| YEAR 12 BSB30120 CERTIFICATE III IN BUSINESS (VET) | 106 |
| YEAR 12 WORKPLACE LEARNING (ENDORSED); CAREER AND ENTERPRISE GENERAL | 107 |
| COST OF SUBJECTS AND PAYMENTS | 109 |

INTRODUCTION

With the support of their Form Teacher, Year 10 students have been working through a range of materials designed to prepare them for the course selection process for Senior School. The initial phase of course selection will involve parents and students using “Subject Selection Online” (SSO) to select their preferred courses, after researching their future pathway, prerequisites and the courses offered at Duncraig Senior High School, as described in this handbook.

Students who require further information, or who wish to select courses for which they are not recommended, will be directed to book a course counselling appointment. There are also many other people who are willing to help students during this selection process. These people include; parents, teachers currently delivering Senior School courses, the Year 10 Coordinator (Ms Clair Lang), Heads of Learning Areas, Teachers in Charge of Learning Areas, the VET Manager and Careers Coordinator (Mrs Karen Clark), Course and Careers Advisor (Ms Kate Hewitt), Workplace Learning Coordinator (Ms Maree Marcon), Senior School Student Services Manager (Mr Adam Taylor), and the Associate Principal for Senior School (Ms Caroline Crosbie). Students and/or parents who wish to discuss their future career or educational plans should make an appointment with Mrs Clark or Ms Hewitt as soon as possible.

For students moving into Year 11 in 2025, the types of courses available will be; Year 11 General, Year 11 ATAR, Endorsed programs and VET Certificate courses.

When choosing courses, students should make their selection based on the following criteria; will they enjoy the subject, is it relevant for a particular career pathway, is it a prerequisite for further study with which they are planning to engage after school and finally, do they have the recommended background/achievement (prerequisites) from Lower School to enable them to be successful in the subject?

Heads of Learning Areas will have also determined whether students are recommended for their courses. This will be based on their class teacher recommendations. This data will also be embedded within the Subject Selection Online (SSO) website and will form an essential role in guiding students through the course selection process. Students who have been recommended for a course will receive a “Green Traffic Light” in the SSO. Those who have not been recommended will receive an “Orange Traffic Light” or a “Red Traffic Light”. (If a student doesn’t receive a “green light” to select a subject in the SSO, it is an indication that teachers have concerns whether the student will be able to achieve success in this course. Please take these recommendations seriously).

Students who decide that they wish to select one or more courses, for which they are not recommended, will have to book a course counselling appointment **as it may not be possible to complete the SSO process if they have selected a “red traffic light” subject**. Students will need to complete the [Improvement Action Plan](#) that can be accessed on the Year 9-10 Bulletin Board on SEQTA, and bring this to their appointed course counselling appointment. At this meeting, the course counsellor will discuss with the student their subject choices and their action plan, which should outline how they intend to achieve the prerequisite required for the course they wish to choose. A student should not choose multiple courses that are deemed non-recommended.

It is important that every student understands that the work in Senior School is more difficult and more complex than in Lower School. Students will need to develop and maintain good study habits, be well organised and take increased responsibility for their learning with the support of their parents and teachers. **Each ATAR course** will require a minimum of 2 ½ - 3 hours per week of home study, giving a total time for all courses of at least **15-18 hours per week**. General & Certificate courses will require a minimum of one hour per course per week.

Compulsory Leaving Age for Secondary Students

It is government policy that students must be in full-time education, training, or appropriate employment until the end of the year in which the child reaches the age of 17 years and six months, or the child reaches the age of 18 years (whichever happens first).

Students and parents must inform the school if they intend to leave school before the end of compulsory education. The school will forward student details to the Department of Education's Participation Team, where government officers will maintain contact with the student until the compulsory education age has been reached.

School Curriculum and Standards Authority (the Authority)

The School Curriculum and Standards Authority of Western Australia develops and accredits courses for Year 11 and Year 12 and provides for the certification of student achievement. Their website can be located at the following link; [THE AUTHORITY \(https://www.scsa.wa.edu.au/\)](https://www.scsa.wa.edu.au/)

WHEN MAKING YOUR COURSE CHOICES FOR NEXT YEAR

BE REALISTIC..... and honest. Do not select your Senior School courses thinking that:

- your study habits will miraculously change over the holidays.
- you have always hated Science but next year you are going to love Biology.
- you can ignore your past results in courses you intend to continue with next year.
- you will be able to manage and like a course that someone else has chosen for you.
- you will like a course because your best friend is doing it.
- you should choose a course because you think a particular teacher will be teaching it.
- you should choose a course because you have heard it is easy.
- you don't have to bother to think now because you can always change your mind later.
- you hate Chemistry but because it is a prerequisite for your chosen career everything will be OK.
- you can ignore entry requirements and kid yourself that you will cross that bridge later.
- you should choose a course based on how the final mark will be scaled for University entry.

BE AWARE.....that the minimum ATAR for all Universities in WA is now 70. This means that you **must** succeed in every ATAR course you choose to study if you are aiming to use an ATAR score to gain direct access to University.

INVESTIGATE ALL OF YOUR PATHWAY OPTIONS.....you can apply for certain University Courses without doing a full ATAR program in school. This pathway is called the 'Alternative Entry Pathway' and allows students to do up to 5 General courses, or a mixture of General/ATAR courses (up to 3 ATAR courses). Students in this pathway can get to University and TAFE following Year 12. If you want to discuss this pathway whilst making your choices please contact our Course & Careers Advisor ([Ms Hewitt](#)).

PLEASE NOTE: Please choose your reserves carefully. Selection of any course through SSO does not guarantee you a place in that course and if one of your initial choices is not available, due to lack of students selecting this course, timetable clashes, staffing or another reason, timetabling staff will allocate you to one of your reserve choices.

RECOMMENDATION TO STUDY ATAR COURSES IN YEAR 11 2025

You will know if a Learning Area has recommended a student be eligible to study an ATAR course offered by their Learning Area, based on the colour of the traffic light that will be displayed under the information for each of the courses in the SSO program.

Green Traffic Light:

Please look for the green traffic light, as this indicates you have been recommended for this course and can, therefore, choose to select it as one of your course selections for 2025 without requiring a course counselling appointment.



Green light = Student can select course

Orange Traffic Light:

If you have an orange traffic light you will not be able to select the course, but can request an override by the Head of Learning Area (HoLA). If you request an override, you will be prompted to enter to write the reason why you think this should be approved. You will still need to complete your subject selections and then if the requested override is approved, a member of the counselling team will discuss which of your primary selections you wish to change to an additional reserve.



Orange light = Student cannot select course, but can request an override.

Red Traffic Light:

If you have a red traffic light you will not be able to select the course. If you are wishing to select a course for which you have a red light you will need to make a course counselling appointment, as red light subjects cannot be selected in SSO by a student.



Red light = Student cannot select course. A Course Counselling appointment needs to be made.

PATHWAYS AND PLANNING

For Year 12 students in 2025 and 2026

When planning for your courses, there are 3 broad categories. These 3 pathways are shown in the diagram below. You do not have to do an ATAR pathway to attain University entry. These non-ATAR pathways are called Alternative Entry Pathways.

YEAR 11 & 12 (2025/26) PATHWAYS



ENROLMENT PROCESS FOR YEAR 10 STUDENTS SELECTING COURSES FOR YEAR 11, 2025

The enrolment process used to help students select appropriate courses consists of several stages:

1. Individual teachers will speak to classes about specific courses.
2. Form Teachers will introduce students to career decision making. They will lead students through the course handbook and course selection process. This information has been put onto SEQTA for students to access.
3. All Year 10 parents & students should attend the 'Year 10 Subject Selection Parent Information Evening' in the School Gym – 7pm on Tuesday 16th July. Prior to this event there will be a Career Expo happening in the Performing Arts Theatre at the School running from 4:30 – 7:00pm to assist parents & students start investigating the options available to students.
4. After the Year 10 Subject Selection Parent Information Evening' Year 10 parents and students will access the Subject Selection Online (SSO) website to select courses for 2025. You can access this site by clicking on the SSO icon to the right.
5. A pin number can be obtained at the site as per the graphic below. On the Login screen, click 'here' at the bottom of the login box and then enter the student's education email address to retrieve the required pin and follow the instructions in the email.

A screenshot of a login form titled "Login to your account". It features two input fields: the first for a username (with a person icon) and the second for a password (with a lock icon). A blue "Login" button is positioned to the right of the password field. Below the fields, there is a link that says "Forgotten your Password? Click here to reset your password."A screenshot of a "Forgotten your Password?" form. It includes the text "Enter your e-mail address below to reset your password." and a single input field labeled "Email" with an envelope icon. Below the input field are two buttons: a "Back" button and a blue "Submit" button.

6. Year 10 students who select courses for which they are not recommended or who require further information will be directed, on the SSO website, to book a course counselling appointment time with a member of the Administration team.
7. Individual course counselling appointments begin from 22nd July where course/subject selections can be finalised if a student has 'red' light subjects they want to discuss.
8. During Term 3 there will be an Alternative Pathways into University Student/Parent Information Session held in the Performing Arts Theatre on Monday, 29th July from 2:00 – 3:30 pm (Extra Tutorial Time; formerly Flexitime).
9. During Term 4 there will be a review of course selections based on Semester Two reports & the status of any student requests still in progress will be finalised.

YEAR 11 STUDENTS SELECTING COURSES FOR YEAR 12 (2025)

- Year 11 students selecting Year 12 courses for 2025 will NOT use the process described above.
- Year 11 courses for existing students will automatically roll over to the appropriate Year 12 courses.
- Students who are not passing their existing Year 11 courses will also be counselled by the Senior School Team before the end of the year or just after the Semester Two Examination period.
- Year 11 students who will not meet the Achievement Standard detailed in the Senior School Assessment Policy will be notified in writing and an interview with the Associate Principal (Ms Crosbie) will be required to determine whether moving into Year 12 is an option, or if the student will be given the opportunity to change courses at the end of 2024 in preparation for 2025.

THE WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION (WACE)

Please refer to the Authority's "[Year 10 Information Handbook](#)". You can also access this on the 'Schools Curriculum & Standards Authority' website. [The Authority \(https://www.scsa.wa.edu.au/\)](https://www.scsa.wa.edu.au/)

The Year 10 Information Handbook contains information for students currently enrolled in Year 10. It is designed to provide a reference point for studies in Year 11 and Year 12 and for the Western Australian Certificate of Education (WACE). The Western Australian Certificate of Education (WACE) is awarded to secondary school students who satisfy its requirements. Students will usually complete two years of senior secondary study after which they are awarded their WACE, if they meet the Authority's criteria.

Western Australian Certificate of Education (WACE) requirements for 2025 and beyond are as follows: General Requirements

Students must:

- demonstrate a minimum standard of literacy and a minimum standard of numeracy
- complete a minimum of 20 units, or equivalents as described below
- complete:
 - at least four Year 12 ATAR courses,* **or**
 - at least five Year 12 General courses[†] (or a combination of General and up to three Year 12 ATAR courses) or equivalent,[‡] **or**
 - a Certificate II[§] (or higher^{||}) VET qualification in combination with ATAR, General or Foundation courses.

In the context of ATAR courses in the WACE, the term 'complete' requires that a student sits the ATAR course examination or has an approved *Sickness/Misadventure Application* for not sitting the examination in that course. **Students who do not sit the ATAR course examination will not have a course mark or grade recorded on their Western Australian Statement of Student Achievement (WASSA), nor will they receive an ATAR course report. The pair of units will not contribute to any WACE requirements as they will be deemed to have not completed the course.**

Note: for ATAR courses with practical components, students must complete both the written and practical examinations.

**Note: In the context of VET in the WACE, the term 'complete' requires that a student has been deemed competent in all units that make up a full qualification.*

***Note: If students DO NOT meet the Literacy and Numeracy standard by the time they exit secondary school, they can apply to the Authority to re-sit the assessment.*

ALL students (whether they achieve the WACE or not) will receive a Western Australian Statement of Student Achievement (WASSA) - a record of all courses and/or programs completed.

Breadth and Depth

Students must:

- complete a minimum of 20 units, which may include unit equivalents attained through VET and/or endorsed programs. To meet this requirement, students must complete at least:
 - a minimum of ten Year 12 units, or the equivalent
 - four units from an English learning area course, post-Year 10, including at least one pair of Year 12 units from an English learning area course
 - one pair of Year 12 units from each of List A (arts/languages/social sciences) and List B (mathematics/science/technology) subjects.

Achievement Standard

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

Please note: Duncraig Senior High School timetables all Year 11 & 12 courses as year-long courses not semesterised units (as is done in some schools for Year 11). This means that Duncraig SHS students must attain a minimum of 4 full-year C grades in their Year 11 Semester Two report and 3 full-year C grades in their Year 12 Semester Two report to attain WACE, as it is the end of year grade that applies to the whole year. (Semester One grades are indicative only).

Unit Equivalence

Unit equivalence can be obtained through VET qualifications and/or endorsed programs. The maximum unit equivalence available through these programs is eight units; four Year 11 units and four Year 12 units. Students may obtain unit equivalence as follows:

- up to eight unit equivalents through completion of VET qualifications, or
- up to four unit equivalents through completion of endorsed programs, or
- up to eight unit equivalents through a combination of VET qualifications and endorsed programs, but with endorsed programs contributing no more than four unit equivalents.

For VET qualifications:

- a Certificate I is equivalent to two Year 11 units
- a Certificate II is equivalent to two Year 11 and two Year 12 units
- a Certificate III or higher is equivalent to two Year 11 and four Year 12 units
- a partially completed Certificate III or higher is equivalent to two Year 11 and two Year 12 units

Examinations and Compulsory Tasks

An externally set task (EST) is conducted for every General course in Year 12. The EST is compulsory for all students enrolled in Units 3 and 4. All ESTs are set by the Authority.

Students who are enrolled in Year 12 ATAR courses (Units 3 and 4) will be required to sit the ATAR course examination in that course. There is no facility for 'opting out' of the exam component of an ATAR Course.

LIST A AND LIST B COURSES OFFERED FOR 2025

Year 12 students must choose at least **one course** from each of the lists below. (Note: Certificate courses & Endorsed Programs are not included in List A/B considerations.) At Duncraig Senior High School Year 11 students are required to have at least 1 List A and 1 List B subject to prepare them for Year 12 expectations.

Year 11

| YEAR 11 - LIST A (Arts/Languages/Social Science) | | | |
|---|-------------------------------------|------|--|
| BME | Business Management and Enterprise | HIA | Ancient History |
| CAE | Career and Enterprise (Unit 1) | HIM | Modern History |
| DAN | Dance | IND | Indonesian: Second Language |
| DRA | Drama | LIT | Literature |
| ECO | Economics | MPA | Media Production and Analysis |
| ENG | English | PAL | Politics & Law |
| FSL | French: Second Language | VAR | Visual Arts |
| GEO | Geography | | |
| YEAR 11 - LIST B (Mathematics/Science/Technology) | | | |
| ACF | Accounting and Finance | MAA | Mathematics Applications |
| AIT | Applied Information Technology | MAM | Mathematics Methods |
| AET | Automotive Engineering & Technology | MAS | Mathematics Specialist |
| BLY | Biology | MDTT | Materials Design & Technology (Textiles) |
| CHE | Chemistry | MDTW | Materials Design & Technology (Wood) |
| CSC | Computer Science | OED | Outdoor Education |
| DES | Design (Photography) | PES | Physical Education Studies |
| FST | Food Science and Technology | PHY | Physics |
| HBY | Human Biology | PSY | Psychology |
| MAE | Mathematics Essential | SIP | Science in Practice |

Year 12

| YEAR 12 - LIST A (Arts/Languages/Social Science) | | | |
|---|-------------------------------------|------|-------------------------------------|
| CAE | Career and Enterprise (Unit 2) | FSL | French: Second Language |
| DAN | Dance | HIA | Ancient History |
| DRA | Drama | HIM | Modern History |
| ECO | Economics | MPA | Media Production and Analysis |
| ENG | English | VAR | Visual Arts |
| YEAR 12 - LIST B (Mathematics/Science/Technology) | | | |
| ACF | Accounting and Finance | MAA | Mathematics Applications |
| AET | Automotive Engineering & Technology | MAM | Mathematics Methods |
| BLY | Biology | MAS | Mathematics Specialist |
| CHE | Chemistry | MDTW | Material Design & Technology (Wood) |
| CSC | Computer Science | OED | Outdoor Education |
| DES | Design (Photography) | PES | Physical Education Studies |
| FST | Food Science and Technology | PHY | Physics |
| HBY | Human Biology | PSY | Psychology |
| MAE | Mathematics Essential | | |

INFORMATION REGARDING TRAINING WA

Technical and Further Education in WA (TAFE) offer courses for vocational education and training, apprenticeships and traineeships, support for workplace learning and courses for business and industry. To enter TAFE, applicants need to meet the entrance requirements for the chosen course. Where a course is deemed to be competitive, applicants are required to meet both the entrance requirements and selection criteria. Selection criteria will focus on secondary education achievement, skill development, previous qualifications and workplace learning (paid or unpaid).

Courses that require selection criteria to be met will clearly indicate this below the entrance requirement information.

ENTRY TO NON-COMPETITIVE COURSES

Applicants for non-competitive courses need to demonstrate minimum literacy and numeracy skills or Australian Qualification Framework (AQF) qualification levels. Requirements from ONE of the columns below need to be met. For example, a school leaver can apply by providing evidence against either the requirements in the 'School leaver' column or in the 'AQF' column.

| | School leaver | Non-school leaver | AQF** |
|-----------------------------|--|---|-----------------------------------|
| Certificate I | Nil | Nil | Nil |
| Certificate II | OLNA* or NAPLAN 9 Band 8 | C Grades in year 10 English and Maths or equivalent | Certificate I or Certificate II |
| Certificate III | OLNA* or NAPLAN 9 Band 8 | C Grades in year 10 English and Maths or equivalent | Certificate I or Certificate II |
| Certificate IV | C Grades in year 11 WACE General English, and OLNA* or NAPLAN 9 Band 8 | C Grades in year 11 English and Maths or equivalent | Certificate II or Certificate III |
| Diploma or Advanced Diploma | Completion of WACE General or ATAR (minimum C Grades) or equivalent | Completion of WACE General or ATAR or equivalent (minimum C Grades) | Certificate III |

* Online Literacy and Numeracy Assessment (OLNA) was developed by the WA School Curriculum and Standards Authority. It is designed to enable students to demonstrate the skills regarded as essential to meet the demands of everyday life and work in a knowledge-based economy. These skills are described in Level 3 of the Australian Core Skills Framework.

** *Qualifications from the Foundation Skills Training Package have been assessed as NOT meeting the entry requirements specified by TAFE Colleges for full time courses. The qualifications do not provide adequate opportunity for students to develop a full range of literacy and numeracy skills with sufficient breadth and depth.*

SELECTION CRITERIA MAXIMUM 90 POINTS

| Selection criteria – maximum 90 points | |
|--|--|
| Academic achievement – maximum 60 points | Work history – maximum 30 points |
| Derived from the highest points from either: <ul style="list-style-type: none"> secondary education results; or completed AQF qualification. An overview of the points used to calculate a score for academic achievement is provided in attachment A. | Credit for total hours worked at 0.003 points per hour: <ul style="list-style-type: none"> employment work experience community services/volunteer work |

ENTRY TO COMPETITIVE COURSES

Applicants for competitive courses need to demonstrate minimum literacy and numeracy skills or AQF qualification levels and respond to selection criteria.

- Step 1: *Demonstrate literacy and numeracy skills or AQF qualification level*

Requirements from ONE of the columns in the table on the previous page need to be met. For example, a school leaver can apply by providing evidence against either the requirements in the 'School leaver' column or in the 'AQF' column.

- Step 2: *Provide evidence against the selection criteria for courses with competitive entry*

Applicants who can demonstrate minimum literacy and numeracy skills will be assessed and ranked against the following selection criteria. Offers will be made to applicants with the highest total point scores.

SELECTION CRITERIA: ACADEMIC ACHIEVEMENT (MAXIMUM 60 POINTS)

Academic achievement can be demonstrated through secondary education results or a completed AQF qualification.

If documents for both secondary education and completed AQF qualifications are provided, points will be calculated for both and the higher points used to calculate the score for academic achievement. If more than one AQF qualification has been completed, the one which awards the highest points score will be used.

POINTS AWARDED FOR SECONDARY EDUCATION RESULTS – Western Australian Secondary Education

The score will be generated from the three completed full-year courses that award the highest points.

| Year | WACE course level | C grade | B grade | A grade |
|---------------|-------------------|---------|---------|---------|
| Year 10 | | 6 | 8 | 10 |
| Year 11 or 12 | Foundation | 6 | 8 | 10 |
| Year 11 | General | 11 | 12.5 | 14 |
| Year 11 | ATAR | 14 | 16 | 18 |
| Year 12 | General | 14 | 15 | 16 |
| Year 12 | ATAR | 18 | 20 | 20 |

POINTS AWARDED FOR COMPLETED AQF QUALIFICATIONS -

Completed AQF qualifications.

Points are awarded for completed nationally recognised qualifications.

| | | Course applying for | | | | | |
|------------------|------------------|---------------------|----------------|-----------------|----------------|---------|------------------|
| | | Certificate I | Certificate II | Certificate III | Certificate IV | Diploma | Advanced Diploma |
| Course completed | Pathway course | 60 | 60 | 60 | 60 | 60 | 60 |
| | Degree and above | 60 | 60 | 60 | 60 | 60 | 60 |
| | Advanced diploma | 60 | 60 | 60 | 60 | 60 | 60 |
| | Diploma | 60 | 60 | 60 | 60 | 60 | 60 |
| | Certificate IV | 60 | 60 | 60 | 60 | 50 | 50 |
| | Certificate III | 60 | 45 | 45 | 45 | 30 | 30 |
| | Certificate II | 60 | 30 | 30 | 25 | 20 | 20 |
| | Certificate I | 60 | 20 | 20 | 15 | 10 | 10 |

AQF courses with a primary outcome of developing English language skills (foundation English programs) are scored separately. For more information, go to the TAFEWA admissions website.

Some courses may specify entrance requirements, such as maths or a folio. Check the course entrance requirements for details. Some courses require students to commence at a level specified in the training package. Check the training package or full time studies guide for details.

Students who are interested in applying for TAFE courses are strongly advised to access the latest information using the following links.

- [TAFE Admissions Full time studies guide](#)
- [TAFE Admissions guide for entry to full time courses](#)

Students will find detailed information on these websites, but if more information or clarification is needed, then contact:

- WA Jobs and Skills Centres – for careers, training and employment advice and assistance.
[Jobs and Skills Centres](#)

VET IN SECONDARY SCHOOLS - EXTERNAL VET PROGRAMS

Students can begin a training qualification in Years 11 or 12 while completing the Western Australian Certificate of Education (WACE) through one of four VET programs: School Based Apprenticeship/Traineeship; Pre-Apprenticeships in School (PAIS); Profile and Fee for Service. Students generally attend school for four days plus one day in the workplace or one day at a registered training organization (RTO). Once completed, all external qualifications can contribute to a students' WACE.

External VET Programs are advertised in the SEQTA notices as they become available. It is advisable to book an appointment with the VET Manager ([Karen Clark](#)) to gain more information on a student's suitability for a program and to assist with the application process. These programs are recommended for students on a non-ATAR pathway.

School Based Apprenticeships/Traineeships

Apprenticeships and traineeships combine practical experience at work with structured training that leads to a nationally recognized qualification. An employer must be sourced who is willing to provide the apprenticeship/traineeship before this program can be commenced.

If students are interested in technical trades such as bricklaying or cabinet making, then they could consider an apprenticeship. Traineeships are usually in non-trade areas such as Retail, business, hospitality and health. Students will be paid a wage while attending the workplace component of this qualification.

Apprentices/trainees enter into a contract with an employer who teaches all aspects of a trade/qualification. Students learn on the job and attend off the job training at TAFE or complete the theory component online or through workbooks related to the job they are completing.

Find out more by going to: [Apprenticeship Office](#)

Pre-Apprenticeships in School (PAIS):

PAIS is a program for students in Years 11 and 12 who are considering an apprenticeship after finishing school. This program allows students to complete an industry recognized qualification and work placement. PAIS programs are usually at a Certificate II level at a variety of approved Registered Training Organisations (RTOs). All fees are covered by the government; however, some resource fees may apply, depending on the course.

Profile Courses

There are a wide variety of Profile courses provided by a number of approved training organisations (RTOs). These qualifications are government funded and are designed to give students the opportunity of further training within a specific industry area. Students express interest in these programs when applications are open, with selection processes applied according to each RTO's requirements. Year 10 and Year 11 Semester One reports are often used as a guide to a student's suitability and selection. These qualifications may run for one or two years.

Examples of PAIS and Profile Courses:

As a guide for 2025 only: In 2024 Duncraig Senior High School students were able to access full certificate courses in the following areas:

RTOs - North Metropolitan TAFE/South Metropolitan TAFE/MPA Skills/The College of Electrical Training/ The Construction Training Fund Scholarship Courses/Industry Training and Workplace Service

- Aviation – Certificate III Remote Pilot-Visual Line of Sight - Drone
- Automotive – Certificate II in Automotive Vocational Preparation
- Building and Construction – Certificate II in Carpentry and Joinery; Para-Professional (Drafting); Civil Construction and Furniture Making
- Beauty Services – Certificate III in Make-up
- Education Services – Certificate III in Education Support or Early Childhood Education and Care.
- Electrical – Certificate II in Electronics
- Engineering – Certificate III in Engineering-Technical; Certificate II in Engineering
- Events/Tourism – Certificate III in Events or Tourism
- Fashion – Certificate II in Fashion Design and Technology
- Fitness – Certificate III in Fitness
- Hairdressing – Certificate II in Salon Assistant
- Health – Certificate II Health Support Services; Certificate III in Population Health; Certificate IV in Preparation for Nursing Studies
- Hospitality – Certificate II Kitchen Operations
- Information Technology (IT) – Certificate III in Information, Digital Media and Technology – Web Technologies; Network Administration and Cyber Security
- Laboratory Skills – Certificate II in Sampling and Measurement

- Media – Certificate III in Screen and Media – Animation; Animation and Game Art; Film and Television; Photography, Media and Content; Radio Broadcasting
- Music – Certificate III in Music
- Plumbing – Certificate II in Plumbing
- Painting – Certificate II in Painting and Decorating
- Mining – Certificate II in Robotics; Certificate II in Autonomous Workplace Operations; Certificate II in IT – Robotics Control Systems; Certificate II in Surveying and Spatial Information Services
- Library – Certificate III in Library and Information Services

VET Fee for Service Programs:

External training providers offer a variety of courses suitable for students in senior school. These courses are advertised with the understanding that there is a fee involved which parents will be responsible for paying – **including 50% confirmation charge to be paid to the school prior to enrolment in the course and then 50% prior to commencement of the course.** These programs allow students to get a head start on a career pathway of their choice. Examples of programs available to Duncraig SHS students in 2024 were in the following areas:

- Early Childhood Studies
- Education Support
- Business (Certificate IV)
- Sport and Recreation
- Health and Science

For further information about the “VET in Schools Program”, please contact our VET Manager, Ms Karen Clark (Karen.Clark@education.wa.edu.au) and state the course in which you are interested, or if you don't know the course, please state in which industry you are interested, from the list below:

Industry areas include:

- Aeroskills
- Agriculture/Horticulture
- Animal Care
- Automotive
- Aviation
- Building and Construction
- Business
- Community Services
- Creative Industries
- Electrical/Electronics
- Engineering
- Financial Services
- Furnishing
- Health Services
- Hospitality, Cookery and Tourism
- Information and Communications Technology
- Languages
- Maritime
- Printing and Graphic Arts
- Resources and Process Manufacturing
- Sport and Recreation
- Textiles, Clothing and Footwear
- Transport and Logistics

Further information on VET Delivered to Secondary Schools can be obtained through the following links:

[North Metropolitan TAFE - VETDSS](#)

[South Metropolitan TAFE - VETDSS](#)

UNIVERSITY ENTRANCE REQUIREMENTS

This information is current as of May 2024 - up-to-date information is available on the TISC website at [TISC](#)

Note: You can also download a copy of the documents [UNIVERSITY ADMISSION 2026 \(tisc.edu.au\)](#).

To be considered for university admission as a school leaver, an applicant must:

- meet the requirements for the [Western Australian Certificate of Education \(WACE\)](#) as prescribed by the School Curriculum and Standards Authority ,
- achieve [competence in English](#) as prescribed by the individual universities,
- obtain a sufficiently high **Australian Tertiary Admission Rank (ATAR)** for entry to a particular university course and
- satisfy any prerequisites or special requirements for entry to particular courses.

ALTERNATE PATHWAYS TO UNIVERSITY

Five of the WA universities have entry options for non-ATAR students or ATAR students who do not achieve the minimum ATAR required. For details of these options, contact the individual university or visit the following websites.

[Curtin University](#)

[Edith Cowan University](#)

[Murdoch University](#)

[The University of Notre Dame](#)

[The University of Western Australia](#)

UNIVERSITY APPLICATION PROCEDURES

Information about applying to the universities and admission to undergraduate courses will be sent to Year 12 students at their schools in August.

In 2025 Parent and/or Student Information Sessions will be held for the following -

- TISC Application Process
- Alternate Entry Pathways to University
- University Presentations

These dates will be outlined on the Extra Tutorial Time (formerly known as Flexitime) Calendar for 2025 via the Senior School Bulletin Board late Term 4, 2024.

Any further information about application procedures may be obtained from TISC. Enquiries about mid-year entry, external studies and particular course requirements should be directed to the university concerned.

Applications need to be made through TISC when the applicant is:

- an Australian citizen,
- a New Zealand citizen,
- approved/granted Australian permanent resident status.

International students do not fit these categories and will need to apply directly to the International Office at the relevant university. [TISC University Applications - International Students](#)

CAREERS AND EDUCATION SITES

The information gained from the following list of links to websites may help students determine their post-school options.

Apprenticeships and Traineeships

[Apprenticeship Office](#)

[Australian Defence Force Academy](#)

[Workforce Australia](#)

Career, employment, training information in Western Australia

[myfuture](#)

[Department of Training and Workforce Development - VET in Secondary Schools](#)

[Jobs and Skills WA](#)

[Jobs and Skills Centres](#)

[Careers Online](#)

[Seek](#)

[Student Edge](#)

[Centrelink](#)

[TAFEWA](#) course information

[TAFE Admissions Full time studies guide](#)

[TAFE Admissions guide for entry to full time courses](#)

[North Metropolitan TAFE](#)

[South Metropolitan TAFE](#)

[Central Regional TAFE](#)

[North Regional TAFE](#)

[South Regional TAFE](#)

Career, employment, training information in Western Australia

[Tertiary Institutions Services Centre \(TISC\)](#)

[Curtin University](#)

[Edith Cowan University](#)

[Murdoch University](#)

[The University of Notre Dame](#)

[University of Western Australia](#)



YEAR 11 COURSES FOR 2025



YEAR 11 COURSES 2025

Note – If you are viewing the digital version (PDF file), then you can click on each of the courses below to navigate to the relevant page within the document.

| TERTIARY ATAR COURSES Course code begins with an “A” (All courses are Units 1 and 2) | GENERAL Course code begins with a “G” & VET COURSES |
|---|---|
| Accounting and Finance | Ancient History |
| Applied Information Technology | Automotive Engineering and Technology |
| Biology | Business Management and Enterprise |
| Chemistry | Computer Science |
| Computer Science | Dance |
| Drama | Design (Photography) |
| Economics | Drama |
| English | English |
| French: Second Language | Food Science and Technology |
| Geography | Human Biology |
| Human Biology | Materials Design and Technology (Textiles) |
| Indonesian: Second Language | Materials Design and Technology (Wood) |
| Literature | Mathematics Essential |
| Mathematics Applications | Media Production and Analysis |
| Mathematics Methods | Outdoor Education |
| Mathematics Specialist | Physical Education Studies |
| Modern History | Psychology |
| Physical Education Studies | Science in Practice |
| Physics | Visual Arts |
| Politics and Law | Certificate II in Community Services |
| Psychology | Certificate II in Tourism |
| Visual Art | Certificate II in Music |
| | Certificate II in Sport Coaching |
| | Certificate II in Workplace Skills |
| | Year 11 Workplace Learning (Endorsed), Careers and Enterprise |

YEAR 11 ACCOUNTING AND FINANCE (UNITS 1 & 2) ATAR



Prerequisites required for this course

Mathematics B Grade / 65% Exam

G&T/SBAE/Plus Mathematics B Grade / 30% Exam

Course Description

Accounting & Finance is one of the few courses which provide students with the opportunity of developing immediate employable skills, as well as essential financial life skills.

Accountants enjoy one of the most highly regarded careers in the business world today, with opportunities which have arisen through globalisation, the introduction of the GST and the implementation of new tax laws. Career possibilities are diverse and range from dealing with personal finances as a financial planner or advisor, dealing with business tax or investigating fraud as a forensic accountant. Completing this course equips you with financial skills which you can use in a variety of careers including medicine, corporate law and engineering.

The focus of Accounting and Finance is to apply knowledge and understanding of financial principles, systems and institutions to manage financial information and make decisions in a variety of contexts.

- Students will develop an understanding of the rationale for the use of conventions and principles and the consequences of disregarding them
- They will record and process financial information in a variety of ways and contexts and produce and analyse reports for a small service business.
- Students will learn about the various forms of business organisation that may be adopted by a small business.
- Students will examine and evaluate how governments regulate and control business activities.

This course equips students to work for any size business straight from school or go to TAFE or university and complete a:

- Certificate III in Bookkeeping and Accounts (Clerical)
- Certificate IV in Financial Services leading to entry to University
- Commerce degree in Accounting or another commerce specialist area.

Completing Accounting and Finance ATAR provides an excellent ground for the first year Accounting unit at University. Accounting and Finance students are also eligible to apply for work placements with companies such as Price Waterhouse Coopers. Duncraig has had several successful applicants who have enjoyed working whilst completing their university degree. Accounting and Finance is a must for the discerning student who wants to be financially astute in life matters.

Course Assessment

Tests 50%

Project 10%

Examination 40%

Note – A detailed assessment outline will be provided to students at the commencement of the course.

This course leads to

Year 12 Accounting and Finance (Units 3 & 4) ATAR

Vocational opportunities

- Students would have the skills to apply for a position as an Accounts Clerk, Level 1 or 2 in any industry.
- Students would also be eligible to apply for a Certificate IV in Accounting and Bookkeeping at TAFEWA

Indicative Additional Costs

No additional costs for this course

YEAR 11 APPLIED INFORMATION TECHNOLOGY (UNITS 1 & 2) ATAR



Prerequisites required for this course

English C Grade

Course Description

Applied Information Technology ATAR provides students with skills that equip them for the 21st century, and an appreciation of the impact of information technology on society. Students will use a variety of digital technologies, including applications and multimedia equipment, to create and manipulate digital media, and create digital solutions for clients and businesses. They will respond to client briefs, and create branding guidelines, websites, and video products.

Students will gain essential life and work skills in problem solving, time management and communication, working both independently and collaboratively. The course offers an excellent general grounding in digital technologies and design skills, an appreciation of the legal and ethical impacts of information technology on society, and pathways to further studies in a range of design and technology-based careers.

Topics covered in this course include: design concepts, applications skills, project management, hardware, software, networks, managing data, and the impacts of technology.

Course Assessment

| | |
|------------------|-----|
| Project | 40% |
| Short answer | 15% |
| Extended answers | 15% |
| Examinations | 30% |

Note – A detailed assessment outline will be provided to students at the commencement of the course.

This course leads to

Year 12 Applied Information Technology (Units 3 & 4) ATAR

Additional information about this course

This course provides essential IT skills necessary for university. This includes the development of skills in:

- Design concepts
- Hardware and software
- Impacts of Technology
- Application and multimedia skills (video, audio and web design software)

Indicative Additional Costs

There are no additional costs for this course.



YEAR 11 BIOLOGY (UNITS 1 & 2) ATAR



Prerequisites required for this course

Science B Grade / 65% Exam

G&T/SBAE Science B Grade / 60% Exam

Course Description

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

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

Australian, regional and global communities rely on the biological sciences to understand, address and successfully manage environmental, health and sustainability challenges facing society in the twenty-first century. These include the biosecurity and resilience of ecosystems, the health and well-being of organisms and their populations, and the sustainability of biological resources. Students use their understanding of the interconnectedness of biological systems when evaluating both the impact of human activity and the strategies proposed to address major biological challenges now and in the future in local, national and global contexts.

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.

Course Assessment

| | |
|--|-----|
| Science Inquiry, Practical & Investigation | 30% |
| Extended Response | 10% |
| Tests | 20% |
| Examinations | 40% |

Note – A detailed assessment outline will be provided to students at the commencement of the course.

This course leads to

Year 12 Biology (Units 3 & 4) ATAR

Additional information about this course

Understanding of biological concepts 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.

Indicative Additional Costs

| | |
|---------------------|----------|
| Excursions | \$100.00 |
| Additional Material | \$20.00 |



YEAR 11 CHEMISTRY (UNITS 1 & 2) ATAR



Prerequisites required for this course

Science B Grade / 70% Exam

G&T/SBAE Science B Grade / 65% Exam

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. Chemistry develops students' understanding of the key chemical concepts and models of structure, bonding, and chemical change, including the role of chemical, electrical and thermal energy. Students learn how models of structure and bonding enable chemists to predict properties and reactions and to adapt these for particular purposes.

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

Some of the major challenges and opportunities facing Australia and the Asia-Pacific region at the beginning of the twenty-first century are inextricably associated with chemistry. Issues of sustainability on local, national and global levels are, and will continue to be, tackled by the application of chemical knowledge using a range of technologies. These include issues such as the supply of clean drinking water, efficient production and use of energy, management of mineral resources, increasing acidification of the oceans, and climate change.

Course Assessment

| | |
|-------------------|-----|
| Science Enquiry | 25% |
| Extended Response | 10% |
| Tests | 15% |
| Examinations | 50% |

Note – A detailed assessment outline will be provided to students at the commencement of the course.

This course leads to

Year 12 Chemistry (Units 3 & 4) ATAR

Additional information about this course

An understanding of chemistry is relevant to a range of careers, including those in forensic science, environmental science, engineering, medicine, dentistry, pharmacy and sports science.

Chemistry is listed as being a prerequisite for more university courses than any other course.

Indicative Additional Costs

| | |
|----------------------------------|------------------------------------|
| Excursions | \$50.00 |
| Competitions | \$20.00 |
| Calculator (HP30S or equivalent) | \$20.00 (if purchased from school) |

YEAR 11 COMPUTER SCIENCE (UNITS 1 & 2) ATAR



Prerequisites required for this course

Mathematics B Grade / 65% Exam

G&T/SBAE/Plus Mathematics B Grade / 30% Exam

Course Description

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

This course provides students with a sound understanding of Computer Science to support the pursuit of 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. The field of Computer Science is driven by innovative and creative thinkers. Computing jobs are highly paid, and lead in terms of flexible work arrangements, reporting high levels of job satisfaction.

Topics covered in this course include coding and software development, databases, cybersecurity, data security, and networks.

Course Assessment

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

Note – A detailed assessment outline will be provided to students at the commencement of the course.

This course leads to

Year 12 Computer Science (Units 3 & 4) ATAR

Indicative Additional Costs

There are no additional costs for this course.



YEAR 11 DRAMA (UNITS 1 & 2) ATAR



Prerequisites required for this course

English B Grade / 60% Exam or G&T/SBAE English B Grade / 50% Exam and have successfully studied Drama in lower school.

Course Description

Year 11 Drama ATAR is a challenging and rewarding course; ideal for students who would like to use an Arts subject for their university entry score (ATAR) in Year 12. In Unit 1, representational and realistic drama forms and styles are covered. Techniques of characterisation, particularly those of Stanislavski are examined. In Unit 2, presentational or non-realist drama is studied. Theatre that challenged conventions, particularly the work of Brecht, is investigated.

Throughout the course, students will study the contexts of drama in rehearsal, performance and respond to drama in role as a member of the Creative Team. The roles of Actor and Director are studied, as well as the creative team roles of Set, Costume, Lighting and Sound Design.

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

Course Assessment

The Year 11 Drama ATAR course is delivered in two semesterised units: **Unit 1 – Representational Drama** and **Unit 2 – Presentational Drama**. For each unit, the assessment types and weightings are structured as follows:

| | |
|----------------------------|-----|
| Performance and Production | 40% |
| Response | 40% |
| Written Exam | 10% |
| Practical Exam | 10% |

Note – A detailed assessment outline will be provided to students at the commencement of the course.

This course leads to: Year 12 Drama (Units 3 & 4) ATAR

Additional information about this course

The Drama ATAR course develops skills and abilities that other subjects rarely address. Drama offers an enjoyable grounding in key employability skills which are increasingly valued in the workplace including:

- communication skills
- effective team work
- problem solving and adaptability
- initiative and enterprise
- planning and time management
- technology skills

The Drama ATAR course builds confidence, empathy, understanding about human experience, and a sense of identity and belonging. Furthermore, the study of Drama supports the learning of **Year 11 Literature ATAR** students and is an ideal companion subject.

Indicative Additional Costs

Students will need to attend a minimum of **two** professional theatre performances outside of school hours as part of this course. Tickets typically range from \$18.00 to \$100.00

Optional Drama Camp: \$300.00

School Production: \$25.00/ticket

YEAR 11 ECONOMICS (UNITS 1 & 2) ATAR



Prerequisites required for this course

Humanities and Social Sciences B Grade / 65% Exam

G&T/SBAE Humanities and Social Sciences B Grade / 60% Exam

Course Description

Economics investigates the choices which all people, groups and societies face as they confront the ongoing problem (*scarcity*) of satisfying unlimited wants with limited resources. This course will equip students with the understanding of how these resources are allocated, utilised and distributed to ensure greater wealth and wellbeing for a country and its residents.

Students will refer to contemporary examples that target microeconomic issues such as *demand and supply*, as well as looking at the reactivity of both *consumers and producers* to changes in prices (*elasticity*). Though demand and supply will guide market prices and quantity, at times these markets will fail. Students will explore what causes markets to fail and the role of the government in both causing and solving these market inefficiencies.

This concept of identifying and solving problems is heavily intertwined throughout the course as students will be expected to:

- state and simplify the essence of a problem
- collect economic information and data to assist analysis and reason
- determine policies that will provide preferred outcomes to both individuals and society.

Critical thinking and an understanding of social context will be developed throughout the course and students will use models to assist them in each of these steps. Some very basic formulas will be used to calculate values, analyse changes in variables and show the effect of actions by both consumers and producers.

Students will also explore *macroeconomic* topics which focus on the Australian nation and not just a particular market or industry. For instance, Australia is a nation with abundant resources yet is in debt to the rest of the world. It has a skilled and educated workforce yet imports many goods from overseas. Australia has a social security system yet many people live in relative poverty. These anomalies are examined, as are the causes and effects of economic growth, inflation, unemployment and the pattern of our trade with the rest of the world. Current social issues, including global warming, poverty, aging, crime, health and education are used to demonstrate concepts and ensure that the study of economics remains relevant to students and their future.

Course Assessment

| | |
|--------------------------------------|-----|
| Investigation | 20% |
| Data Interpretation and Short Answer | 20% |
| Extended Answer | 20% |
| Examination | 40% |

Note – A detailed assessment outline will be provided to students at the commencement of the course.

This course leads to

Year 12 Economics (Units 3 & 4) ATAR

Indicative Additional Costs

Possible excursions \$40.00



YEAR 11 ENGLISH (UNITS 1 & 2) ATAR



Prerequisites required for this course

English B Grade / 60% Exam

G&T/SBAE English B Grade / 56% Exam

Course Description

The English ATAR course focuses on developing students' analytical, creative, and critical thinking and communication skills in all language modes, encouraging students to critically engage with texts from their contemporary world, the past, and from Australian and other cultures. 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 to enjoy creating imaginative, interpretive, persuasive and analytical responses in a range of written, oral, multimodal and digital forms.

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.

Course Assessment

Responding 35-40%

Creating 35-40%

Examination 20-30%

Note – A detailed assessment outline will be provided to students at the commencement of the course.

This course leads to

Year 12 English (Units 3 & 4) ATAR

Additional information about this course

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.

Indicative Additional Costs

There are no additional costs for this course.

YEAR 11 FRENCH: SECOND LANGUAGE (UNITS 1 & 2) ATAR



Prerequisite – Application for Enrolment in a Language Course

Year 10 Languages C Grade (French) and Year 10 French exam 60% plus application to SCSA

All students wishing to study a Western Australian Certificate of Education (WACE) language course are required to complete an application for permission to enrol in a WACE language course in Year 10. This course is designed for second language learners; those students who have not been exposed to, or interacted in, the language outside of school. As a result, students should not select a language that they speak fluently or of which they have a background understanding. Further guidance and advice related to language courses can be found on the Authority website at www.scsa.wa.edu.au.

Course Description: French Second Language ATAR

This course progresses from the Year 7-10 curriculum and further develops students' knowledge and understanding of the culture and languages of French-speaking communities.

Unit 1 – This unit focuses on *C'est la vie! (That's life!)*. Through the three topics: My daily routine, French sports and leisure, and Leading a healthy lifestyle, students further develop their communication skills in French and gain a broader insight into the language and culture.

Unit 2 – This unit focuses on *Voyages (Travel)*. Through the three topics: My travel tales and plans, Australia as a travel destination, and Travel in a modern world, students extend their communication skills in French and gain a broader insight into the language and culture.

Students extend their communication skills in French and gain a broader insight into the language and culture of France and francophone countries via selected literature texts, magazine and newspaper articles (including online), feature films, voice recordings, and modern music. Oral and written skills are developed, as well as aural and written comprehension. Culture is extended through various channels, including conversation practice with a French native speaker, interaction with visiting French students, and the opportunity to travel to France or Réunion Island (International travel regulations permitting).

Course Assessment

| | |
|-----------|-----|
| Practical | 30% |
| Written | 70% |

Note – A detailed assessment outline will be provided to students at the commencement of the course.

This course leads to

Year 12 French: Second Language (Units 3 & 4) ATAR

Career Possibilities

With globalisation, the knowledge of another language is an acknowledged asset and a valuable skill in any industry. French is the official language of 30 countries and used in many more. Speaking French would open the doors to industries such as Tourism, Journalism, Trade, Diplomacy, Public Service, Foreign Affairs, Engineering and more, as well as incredible overseas employment opportunities.

Indicative Additional Costs

| | |
|-------------------|---------|
| Film excursion | \$20.00 |
| French restaurant | \$50.00 |

YEAR 11 GEOGRAPHY (UNITS 1 & 2) ATAR



Prerequisites required for this course

Humanities and Social Sciences B Grade / 65% Exam

G&T/SBAE Humanities and Social Sciences B Grade / 60% Exam

Course Description

The world is experiencing natural and cultural change at an unprecedented rate. The study of Geography provides students with the opportunity to investigate these changes through the exploration of natural and ecological hazards that threaten our lives, along with the economic and cultural transformations taking place in our world. Students explore big questions such as: how did Ebola remain an epidemic yet Covid-19 a pandemic? Can Australian's continue to live in bushfire zones? and how does cultural identity survive globalisation? Students also develop an understanding of the social, economic and physical forces and processes which shape and change the world they live in. As Geography is a diverse and practical subject it offers students the opportunity to develop skills in computer-based mapping, interpreting photographs, fieldwork observation, numeracy and literacy skills to interpret data, construct graphs and analytical written responses. The course consists of two units.

Unit 1 – Natural and ecological hazards

This unit focuses on Natural and Ecological Hazards that threaten human life, health, economy, and habitat. Students explore natural hazards, such as bushfires, droughts, earthquakes, and volcanoes. They will also explore ecological hazards, for example, environmental diseases/pandemics. Students will look at the impacts of one natural and one ecological hazard in depth, including the nature of the human response. In this process they will consider Disaster Planning and Mitigation, and, how effective this can be.

Unit 2 – Global networks and interconnections

In this unit, students explore the economic and cultural transformations taking place in the world – the spatial outcomes of these processes and their social and geopolitical consequences – that will enable them to better understand the dynamic nature of the world in which they live. This is a world in which advances in transport and telecommunications technologies have not only transformed global patterns of production and consumption but also facilitated the diffusion of ideas and elements of cultures. The unit explains how these advances have lessened the friction of distance and have impacted at a range of local, national and global scales.

Mapping Skills

In both Unit 1 and Unit 2, students will have opportunities to build upon their mapping skills as each unit utilises topographic and thematic mapping skills, and statistical interpretation to explore the content points.

Course Assessment

Geographical Inquiry/ Fieldwork 30%

Response/Practical Skills 40%

Examinations 30%

Note – A detailed assessment outline will be provided to students at the commencement of the course.

This course leads to

Year 12 Geography (Units 3 & 4) ATAR

Additional information about this course

Geography is a broad-based subject which provides lots of opportunities for future progression. For example, geography is an obvious choice for careers in sustainability and green issues, urban regeneration, energy supply, managing the effects of hazards and climate change.

Indicative Additional Costs:

Excursions \$60.00



YEAR 11 HUMAN BIOLOGY (UNITS 1 & 2) ATAR



Prerequisites required for this course

Science B Grade / 65% Exam

G&T/SBAE Science B Grade / 60% Exam

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.

Course Assessment

Science Inquiry 20%

Extended Response 15%

Tests 25%

Examinations 40%

Note – A detailed assessment outline will be provided to students at the commencement of the course.

This course leads to

Year 12 Human Biology (Units 3 & 4) ATAR

Additional information about this course

An understanding of human biology is valuable for a variety of career paths, including those in science education, medical and paramedical fields, food and hospitality, childcare, sport and social work.

Indicative Additional Costs

Excursions \$80.00

Additional Materials \$20.00



YEAR 11 INDONESIAN: SECOND LANGUAGE (UNITS 1 & 2) ATAR



Prerequisite – Application for Enrolment in a Language Course

Year 10 Languages C Grade (Indonesian) and Year 10 Indonesian exam 60% plus application to SCSA

All students wishing to study a Western Australian Certificate of Education (WACE) language course are required to complete an application for permission to enrol in a WACE language course in Year 10. This course is designed for second language learners; those students who have not been exposed to, or interacted in, the language outside of school. As a result, students should not select a language that they speak fluently or of which they have a background understanding. Further guidance and advice related to language courses can be found on the Authority website at www.scsa.wa.edu.au.

Course Description

This course progresses from the Year 7-10 curriculum and further develops students' knowledge and understanding of the culture and the language of the Indonesian-speaking community, providing them with opportunities to gain a broader and deeper understanding of Indonesian and extend and refine their communication skills. The course focuses on the interrelationship of language and culture and equips students with the skills needed to function in an increasingly globalised society, a culturally and linguistically diverse local community, and provides them with the foundation for life-long language learning. Relevant and engaging tasks, delivered through a range of appropriate contexts and topics, develop literacy in the Indonesian language as well as extend literacy development in English.

Unit 1 – This unit focuses on *Saat ini aku disini (Here and now)*. Through the three topics: Being Teen, what does it mean?, Indonesian Communities, and Staying Connected, students further develop their communication skills in Indonesian and gain a broader insight into the language and culture.

Unit 2 – This unit focuses on *Bisa saya bantu? (Can I help you?)*. Through the three topics: My country Australia, On exchange, and Careers and travel, students extend their communication skills in Indonesian and gain a broader insight into the language and culture.

Course Assessment

| | |
|-----------|-----|
| Practical | 40% |
| Written | 60% |

Note – A detailed assessment outline will be provided to students at the commencement of the course.

This course leads to

Year 12 Indonesian (Units 3 & 4) ATAR

Career Possibilities

With globalisation, the knowledge of another language is an acknowledged asset and a valuable skill in any industry. Indonesian is the official language of the world's fourth most populous country and can open the doors to industries such as Tourism, Journalism, Trade, Diplomacy, Public Service, Foreign Affairs, Engineering and ICT, as well as exciting overseas employment opportunities.

Indicative Additional Costs

| | |
|-----------------------------|---------|
| Excursion | \$20.00 |
| Indonesian restaurant visit | \$45.00 |
| Incursion | \$20.00 |



YEAR 11 LITERATURE (UNITS 1 & 2) ATAR



Prerequisites required for this course

English A Grade / 75% Exam

G&T/SBAE English B Grade / 70% Exam

Course Description

In the Literature ATAR course, students learn to create readings of literary texts and to create their own texts, including essays, poems, short stories, plays and multimodal texts. They engage with literary theory and study literary texts in great detail, and learn to read texts in terms of their cultural, social and historical contexts; their values and attitudes; and their generic conventions and literary techniques. Students enter the discourse about readings, reading practices and the possibility of multiple readings. They learn to create texts paying attention to contexts, values and conventions. Students learn about literary language, narrative, image and the power of representation and experience the aesthetic and intellectual pleasure that reading and creating literary texts can bring.

Course Assessment

| | |
|--|--------|
| Extended written response | 10-20% |
| Short written response | 30-40% |
| Creative production of a literary text | 10-20% |
| Oral | 10-20% |
| Examination | 20-30% |

Note – A detailed assessment outline will be provided to students at the commencement of the course.

This course leads to

Year 12 Literature (Units 3 & 4) ATAR

Additional information about this course

This course is designed for students who read extensively and have a love of literature. It would be suited to students who intend to study Literature, Journalism or a similar humanities subject at University.

Indicative Additional Costs

Excursions \$40.00



YEAR 11 MATHEMATICS APPLICATIONS (UNITS 1 & 2) ATAR



Prerequisites required for this course

Mathematics C Grade / Exam 75%

Mathematics Plus C Grade / Exam 55%

G&T/SBAE Mathematics C Grade / Exam 40%

Course Description

This course 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.

Unit 1 contains the three topics:

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

Consumer Arithmetic: reviews concepts of rate and percentage change in the context of earning and managing money and provides a context for the use of spreadsheets.

Algebra and Matrices: continues the Year 7-10 study of algebra and introduces the 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 the 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 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 the 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: uses linear equations and straight-line graphs, as well as linear-piece-wise and step graphs, to model and analyse practical problems.

Course Assessment

Response 40%

Investigation 20%

Examination 40%

Note – A detailed assessment outline will be provided to students at the commencement of the course.

This course leads to

Year 12 Mathematics Applications (Units 3 & 4) ATAR

Additional information about this course

The Mathematics Applications ATAR course is designed for students who want to extend their mathematical skills beyond Year 10 level but whose future studies or employment pathways do not require knowledge of calculus. The course is designed for students who have wide range of educational and employment aspirations, including continuing their studies at university or TAFE.

Indicative Additional Costs

There are no additional costs for this course.

YEAR 11 MATHEMATICS METHODS (UNITS 1 & 2) ATAR



Prerequisites required for this course

Mathematics Plus B Grade / Mathematics Plus Exam 85%
G&T/SBAE Mathematics B Grade / Exam 65%,

Course Description

This course 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 contains the three topics:

- Counting and probability
- Functions and graphs
- Trigonometric functions

Unit 1 begins with the study of probability and statistics with a review of the fundamentals of probability, and the introduction of the concepts of conditional probability and independence. A review of the basic algebraic concepts and techniques required for a successful introduction to the study of functions and calculus is covered. 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 the trigonometric functions begins with a consideration of the unit circle using degrees and the trigonometry of triangles and its application.

Unit 2 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.

Course Assessment

| | |
|---------------|-----|
| Response | 40% |
| Investigation | 20% |
| Examination | 40% |

Note – A detailed assessment outline will be provided to students at the commencement of the course.

This course leads to

Year 12 Mathematics Methods (Units 3 & 4) ATAR

Additional information about this course

The major themes of calculus and statistics are developed systematically, with increasing levels of sophistication and complexity. This course provides a foundation for further studies in disciplines in which mathematics and statistics have important roles. It is also advantageous for further studies in the health and social sciences. This course is designed for students whose future pathways may involve mathematics and statistics and their applications in a range of disciplines.

Indicative Additional Costs

There are no additional costs for this course.



YEAR 11 MATHEMATICS SPECIALIST (UNITS 1 & 2) ATAR



Prerequisites required for this course

G&T/SBAE Mathematics B Grade / Exam 75%

Course Description

This course 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. Mathematics Specialist contains topics in functions and calculus that build on and deepen the ideas presented in the Mathematics Methods course, as well as demonstrate their application in many areas.

Unit 1 contains the three topics:

- Geometry
- Combinatorics
- Vectors in the plane

The three topics in Unit 1 complement the content of the Year 11 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 the students' studies in Euclidean Geometry, knowledge which is of great benefit in the 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 contains the three topics:

- Trigonometry
- Matrices
- Real and complex numbers

In Unit 2, Matrices provide 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 & 4 (Year 12). All topics develop students' ability to construct mathematical arguments. The technique of proof by the principle of mathematical induction is introduced in this unit.

Course Assessment

| | |
|---------------|-----|
| Response | 40% |
| Investigation | 20% |
| Examination | 40% |

Note – A detailed assessment outline will be provided to students at the commencement of the course.

This course leads to

Year 12 Mathematics Specialist (Units 3 & 4) ATAR

Additional information about this course

The Mathematics Specialist ATAR course has been designed to be taken in conjunction with the Mathematics Methods ATAR course. The Mathematics Specialist ATAR course is designed for students with a strong interest in mathematics, including those intending to study mathematics, statistics, all sciences and associated fields, economics or engineering at university.

Indicative Additional Costs

There are no additional costs for this course.

YEAR 11 MODERN HISTORY (UNITS 1 & 2) ATAR



Prerequisites required for this course

Humanities and Social Sciences B Grade / 65% Exam

G&T/SBAE Humanities and Social Sciences B Grade / 60% Exam

Students should also be enrolling in Year 11 English ATAR or Literature ATAR

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. This History unit in Year 11 is studied in two different contexts but focuses on building skills that will be used through to Year 12.

Unit 1 – Understanding the modern world. Topic: Capitalism – the American experience (1907-1941)

This unit examines the significance of developments in the modern era, including the ideas that inspired them, and their far-reaching consequences. This will be investigated through the development of Capitalism in America, which was a fascinating time that saw the rise of monopolies, US world economic dominance, and birth of consumer culture. We will consider the impact that these developments had on the leadership, politics, economy, social/cultural groups, international relations and ideas.

Points of interest include: rise of monopolies and extreme wealth, the involvement of US in WW1, flappers, gangsters and rise of the KKK during the 1920's, and the causes and impacts of one of the world's worst economic crisis – The Great Depression.

Unit 2 – Movements for change in the 20th century. Topic: Nazism in Germany

This unit examines significant movements for change in the 20th century that led to change in society, including people's attitudes and circumstances. This will be investigated through the development of Nazism in Germany, which saw a failed artist become one of the world's best-known dictators and sparked one of the most horrific solutions to a political problem – the Holocaust. We will consider the impact that the rise of fascism and Nazism in Germany had on the ideas, social groups, international relations, economy, politics and leadership during the era.

Points of interest include: The impact of the Treaty of Versailles on Germany, the establishment and growing influence of the Nazi Party, Hitler's rise to power, and the Holocaust.

Course Assessment

| | |
|--------------------|-----|
| Historical Inquiry | 20% |
| Explanation | 25% |
| Source Analysis | 25% |
| Exam | 30% |

Note – A detailed assessment outline will be provided to students at the commencement of the course.

This course leads to

Year 12 Modern History (Units 3 & 4) ATAR

Additional information about this course

Through this course, students benefit from acquiring the literacy skills of the discipline of history such as critical thinking, research, analysis and effective written expression. These skills equip students for a world changed and linked by information and communication technology and prepare them for lifelong learning. Students are well prepared for careers involving policy-making, administration and research. Learning the skills of critical inquiry is essential for people working in business, government, law, health, science, academia, industry, tourism, environment, media and the arts.

Indicative Additional Costs

Potential excursion costs of \$40.00

YEAR 11 PHYSICAL EDUCATION STUDIES (UNITS 1 & 2) ATAR



Prerequisites required for this course

- Science B Grade / Exam 60%
- G&T/SBAE Science C Grade / Exam 55%
- English Exam 60%
- G&T/SBAE English Exam 55%
- A willingness to play Netball outside of school

Course Description

The course focuses on the complex interrelationships between motor learning, psychological, biomechanical anatomical and physiological factors that influence individual and team performance. Students will also engage as performers, leaders, coaches, analysts and planners of physical activity.

The course is delivered through six interrelated content areas, these being:

- developing physical skills and tactics
- motor learning and coaching
- functional anatomy
- biomechanics
- exercise physiology
- sport psychology.

There is a high level of theory work and research using scientific principals and terminology preparing students for the external exams in Year 12.

Sports undertaken will involve Netball (Duncraig's focus sport for ATAR), plus Badminton. The sports will be covered in much greater depth than in lower school.

Course Assessment

| | |
|---|-----|
| Practical Performance | 30% |
| Investigations, Response and Written Examinations | 70% |

Note – A detailed assessment statement will be provided to students at the commencement of the course.

This course leads to

Physical Education Studies (Units 3 & 4) ATAR

Additional information about this course

Physical Education Studies contributes to the development of students' physical, social and emotional growth. In the Physical Education Studies ATAR course 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.

Indicative Additional Costs

Excursions - maximum of \$30.00 (if any occur)



YEAR 11 PHYSICS (UNITS 1 & 2) ATAR



Prerequisites required for this course

Science B Grade / 70% Exam

G&T/SBAE Science B Grade/ Exam 65%

Course Description

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

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

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

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

Course Assessment

Science Inquiry 30%

Tests 30%

Examinations 40%

Note – A detailed assessment outline will be provided to students at the commencement of the course.

This course leads to

Year 12 Physics (Units 3 & 4) ATAR

Indicative Additional Costs

Competitions \$20.00

Excursions \$50.00

Adventure World \$55.00

Calculator (HP30S or equivalent) \$20.00 (if purchased from school)

YEAR 11 POLITICS AND LAW (UNITS 1 & 2) ATAR



Prerequisites required for this course

Humanities and Social Sciences B Grade / 65% Exam

G&T/SBAE Humanities and Social Sciences B Grade / 60% Exam

Course Description

Have you ever been interested in global politics? Have you ever wondered how someone like Donald Trump can end up in power? Are you fascinated with crime and the trial process? The Politics and Law ATAR course is a unique opportunity to get an insight into the operations of the government and the courts in democratic countries like Australia, the United States and the UK and non-democratic countries like Russia, China and North Korea. The course aims to develop the knowledge of the principles, structures, institutions and processes of political and legal systems of these states. Students will examine the democratic principles practised in Australia and will explore the political and legal systems of the modern age through inquiry and analysis. The course is structured into Units 1 and 2.

Unit 1 focuses on **Democracy and the Rule of law.**

How is the government formed? How can we avoid becoming a totalitarian state? Unit 1 will unleash the history and origins of government formation and the early versions of democracy and theories of separation of power. History of Australia is given an emphasis with the focus on Federation and Constitution. Comparisons will be made between political systems of Australia and non-democratic states such as China and Russia. We will inquire into how courts apply the law and trial process of both Australia and non-common law systems.

Unit 2 focuses on **Representation and Justice.**

This unit focuses on the principles of electoral and voting systems in Australia and the United States. As part of the course, we will analyse the adversarial trial process and investigate the challenges to our legal system. What happens if you are presumed guilty until proven innocent? We will investigate and analyse the civil and criminal law processes in Western Australia and compare it to a non-common law country. We will participate in a series of mock trials to gain an insight into the trial process.

Course Assessment

Elements of assessment will include;

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

Note – A detailed assessment outline will be provided to students at the commencement of the course.

This course leads to

Year 12 Politics and Law (Units 3 & 4) ATAR.

Additional information about this course

Politics and Law provides you with the skills to be an active citizen and develops your critical thinking, analytical reasoning and writing skills necessary in a modern life and career. It gives you an understanding of the world, including knowledge of current affairs and an ability to think critically about government policies and political spin. This course would be useful for students who are thinking about pursuing a career in law, political advocacy, business, media, public administration, community development, teaching, journalism, human resource management, government and commerce.

Indicative Additional Costs:

Potential excursion cost - \$30.00

YEAR 11 PSYCHOLOGY (UNITS 1 & 2) ATAR



Prerequisites required for this course

Humanities and Social Sciences B Grade / 65% Exam

G&T/SBAE Humanities and Social Sciences B Grade / 60% Exam

English B Grade

Course Description

Are you interested in the way that we think? The way that we feel? Or even the way that we behave? If so, Psychology is the course for you. It aims to answer important questions such as what motivates people and understand theories to help explain behaviour. Psychological knowledge helps us understand factors relating to individuals such as the way we think, biological influences and the influence of others. The Year 11 ATAR course will introduce students to some of the key theories and research that have shaped the way that we understand ourselves, others and the world around us. It will also provide them with scientific inquiry skills that equip them to evaluate the claims we see made in the media and around us, and preparing students for the style of assessment they can expect in future university studies. Students will have the opportunity to investigate how others think, feel and act, undertaking science inquires as a part of this course.

Unit 1 – Biological and lifespan Psychology

There is a terrible accident; an explosion shoots a metal rod straight through a man's head, miraculously he survives! What does the psychologist do? Studies him of course, because he is fascinating! In Unit 1 students will consider the biological basis of behaviour, studying the brain and other parts of our nervous system in order to understand how our thoughts, feelings and the way that we behave are influenced by these things. Students will be introduced to the domains of development and how they change across the lifespan and consider differences between individuals social and emotional development. They will have the opportunity to consider their interactions with others and reflect on their communication skills.

Unit 2 – Attitudes, stereotypes and social influence

How good are you at making decisions and what might it say about you? In Unit 2 students will develop an understanding of different approaches within the field of psychology and how these attempt to explain how we think, feel and act. Students will also have the opportunity to explore how we develop as individuals and the role of others in this. Our role in society and our interactions with others will also be looked at, considering how our behaviour is influenced by the presence of others and how attitudes are formed. Through scientific inquiry students will apply their knowledge of pop culture.

Course Assessment

Science inquiry 30%

Response 40%

Examinations 30%

Note – A detailed assessment outline will be provided to students at the commencement of the course.

This course leads to

Year 12 Psychology (Units 3 & 4) ATAR

Additional information about this course

The study of psychology is highly relevant to further studies in the health professions, education, human resources, social sciences, sales, media and marketing and management as well as the direct professions of: counsellor, sports psychologist, therapist, clinical psychologist, forensic psychologist, criminologist, rehabilitation therapist, psychiatric nursing, military psychologist and organisational psychologist.

Indicative Additional Costs:

Excursions \$50.00



YEAR 11 VISUAL ARTS (UNITS 1 & 2) ATAR



Prerequisites required for this course

English B Grade / 60% Exam or G&T/SBAE English B Grade / 50% Exam and have successfully studied Visual Arts in lower school.

Course Description

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

This course places value on divergence, uniqueness and individuality. It assists students to value and develop confidence in their own creative abilities and to develop a greater understanding of their environment, community and culture. The 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.

Unit 1 – Differences

The focus for this unit is differences. Students may, for example, 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.

Production – Still Life in Oil.

Unit 2 – Identities

The focus for this unit is identities. In working with this focus, students explore art interpretation concepts or issues related to personal 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.

Production – Portrait Series/Mixed Media.

Course Assessment

Production 50%

Theory 50%

Note – A detailed assessment outline will be provided to students at the commencement of the course.

This course leads to

Year 12 Visual Arts (Units 3 & 4) ATAR

Indicative Additional Costs

Excursions \$25.00

YEAR 11 ANCIENT HISTORY (UNITS 1 & 2) GENERAL



Prerequisites required for this course

Humanities and Social Sciences C Grade
G&T/SBAE Humanities and Social Sciences C Grade
English C Grade

Course Description

Are you interested in the mysteries of the Ancient World? Have you ever wondered how accurate the representation of the ancient era is in the films 'Troy' or '300'? If so, then perhaps Ancient History General is the course for you. 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. Whether you are looking to continue your history studies through your general pathway or are looking for an accompaniment to your ATAR as an interesting point of difference, Ancient History is well suited and pitched for a variety of different abilities.

Unit 1 – Ancient civilisations and cultures

- Focus: Late Bronze Age, Greece and Troy c. 1500–c. 1050 BC and The Celts 800 BC–AD 43

This unit enables students to investigate life in early civilisations. They discover how the world and its people have changed, as well as the significant legacies that exist into the present. Some points of interest include the study of Greek mythology, the Trojan War and the Celtic mystery of the 'bodies in the bog'.

Unit 2 – Power in the Ancient World

- Focus: Hatshepsut, Egypt, c. 1473–c. 1458 BC, Xerxes, Persia c. 518–465 BC and Alexander the Great, Macedonia 356–323 BC.

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. Some points of interest include: the study of the Egyptian Queen, Hatshepsut and the study of Alexander the Great.

Course Assessment

| | |
|-----------------|--------|
| Tests | 20-30% |
| Project | 20-30% |
| Explanation | 20-30% |
| Source Analysis | 20-30% |

Note – A detailed assessment outline will be provided to students at the commencement of the course.

This course leads to

Year 12 Ancient History (Units 3 & 4) General

Indicative Additional Costs

Potential excursions \$30.00

YEAR 11 AUTOMOTIVE ENGINEERING AND TECHNOLOGY (UNITS 1 & 2) GENERAL



Prerequisites required for this course

A selection process will occur for this subject which entails students submitting an 'Expression of Interest.' Selection will then be determined after considering the responses provided in the Expression of Interest and upon the nominated students' ability to work independently whilst following safety procedures and instructions is assessed, based on previous staff observations.

Selection may also be dependent upon successful course completion of Year 9 and/or Year 10 Mechanical Workshop, due to the technical nature of the course. Expressions of Interest close at 3pm, Friday 28th June 2024. Follow the link below to complete an Expression of Interest:

[Expression of interest - Year 11 AUTO](#)

Course description

Students develop skills and understandings relating to the component parts, ancillaries, systems, and technologies of automotive vehicles. They also work towards developing knowledge and skills needed to service, maintain, and repair vehicles. Students develop effective communication, teamwork skills and environmental awareness when working on automotive vehicle systems.

Course Assessment

| | |
|-------------------------------|-----|
| Response | 20% |
| Investigation and diagnostics | 20% |
| Production and assembly | 60% |

Note – A detailed assessment outline will be provided to students at the commencement of the course.

This course leads to

Year 12 Automotive Engineering and Technology (Units 3 & 4) General

Additional information about this course

This course prepares students for an apprenticeship, career and/or further training related to the Automotive industry.

This course will show up as orange for all students. Those wishing to undertake this course need to request an override and then complete their course selections. If, once selections are closed, a student is deemed suitable after the prerequisites above are assessed, student will meet with a member of the counselling team to discuss which of their primary selections they wish to change to an additional reserve. Students deemed suitable for the course are not guaranteed a place in the course.

Indicative Additional Costs

There are no additional costs for this course.



YEAR 11 BUSINESS MANAGEMENT AND ENTERPRISE (UNITS 1 & 2) GENERAL

Pre-requisites required for this course

Year 10 Financial Matters desirable

Course description

Unit 1: The focus is on establishing a small business in Australia. Students will be given an understanding of the processes and procedures required for generating business ideas and turning them into a viable business venture. Entrepreneurship and innovative thinking are introduced, generating ideas and proposals that may be suitable for business ventures.

Unit 2: The focus is on operating a small business in Australia. Here students will look at factors that impact on business innovation and success, business planning, and legal aspects of running a small business. Students will engage in the running of a small business, or participate in business simulations, to develop practical business skills and to develop financial and business literacy.

Course Assessment

Business research 40%

Response 60%

Note – A detailed assessment outline will be provided to students at the commencement of the course.

This course leads to

Year 12 Business Management and Enterprise, (Units 3 & 4) General

Additional information about this course –

This course provides the foundation for students interested in continuing further study post school in areas of, Small Business Management, Customer Service and Marketing.

This course focuses on developing critical thinking skills to analyse and evaluate information so that students are able to obtain the greatest amount of knowledge from it. It provides the best chance of making good business decisions to minimise risk.

Indicative Additional Costs

There are no additional costs for this course.



YEAR 11 COMPUTER SCIENCE (UNITS 1 & 2) GENERAL

Prerequisites required for this course

Nil

Course description

In the Computer Science General Course students are introduced to the fundamental principles, concepts and skills within the field of computing. They learn how to diagnose and solve problems while exploring the building blocks of computing. Students explore the principles related to the creation of computer and information systems; software development; the connectivity between computers; the management of data; the development of database systems; and the moral and ethical considerations for the use of computer systems. Students use code to design and develop solutions to problems, and develop knowledge in networks, security, and communications. In this course students will develop information technology knowledge and problem-solving skills that are essential to any future career. These transferable skills will help you prepare for a world that is increasingly dependent on technology.

Course Assessment

| | |
|----------------|-----|
| Project | 60% |
| Theory Test | 20% |
| Practical Test | 20% |

Note – A detailed assessment outline will be provided to students at the commencement of the course.

This course leads to

Year 12 Computer Science (Units 3 & 4) General

Additional information about this course

This course provides students with practical and technical skills that equip them to function effectively in a world where these attributes are vital for employability and daily life in a technological society. It provides a sound understanding of computing to support students pursuing further studies in related fields. Furthermore, knowledge and skills in this course will help students prepare for future education and/or jobs that are increasingly dependent on information technology even if in unrelated fields.

Indicative Additional Costs

There are no additional costs for this course.



YEAR 11 DANCE (UNITS 1 & 2) GENERAL

Prerequisites required for this course

No formal prerequisites required. It is recommended that students have successfully studied Dance in Year 9 or Year 10 and are prepared to participate in public performances.

Course description

The Dance General course is a highly practical course that allows students to develop and present their creativity through a variety of dance styles. Students will learn technique and choreography in a range of styles. The course includes the opportunity for students to create their own movement and dance works and perform them in the Dance Showcase.

Analysis and theory are linked to safe dance practices, dance history and the viewing of recorded or live dance performances. Where suitable, students will view professional dance with excursions to the theatre. Students will experience an intrinsic sense of enjoyment and personal achievement through expressing and challenging themselves physically.

The Year 11 Dance General course is delivered in two semester units:

Unit 1 – The Components of Dance

Unit 2 – Dance as Entertainment

Course Assessment

Performance/Production 70%

Response 30%

Note – A detailed assessment outline will be provided to students at the commencement of the course.

This course leads to

Year 12 Dance (Units 3 & 4) General

Additional information about this course

Through participation in the Dance General course, students develop transferable skills essential to their future. These include communication skills, collaborative teamwork skills, negotiation and conflict resolution skills, problem-solving skills, as well as the ability to organise, analyse and evaluate. Participation may lead to opportunities for future study in dance or related arts fields.

Indicative Additional Costs

Students will attend one professional dance performance as part of this course. Tickets typically range from \$30 – \$100.

Dance Night Tickets \$15.00



YEAR 11 DESIGN (PHOTOGRAPHY) (UNITS 1 & 2) GENERAL

Prerequisites required for this course

No formal prerequisites required. It is recommended that students have successfully studied Year 10 Photography, Visual Arts, Graphics or Media.

Course Description

The goal of the Design – General course is to facilitate a deeper understanding of how design works 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.

This course will be delivered in the context of Photography. In this context, design may use analogue, and/or digital photographic systems and/or digital media.

The course will have a strong Photography base, looking towards practical application of these skills. First semester will focus on commercial Photography and involves students working on their own magazine. Second semester will look at Photography in terms of Graphic Design and Media Arts, focusing on Photo manipulation.

Course Assessment

Production 70%

Response 30%

Note – A detailed assessment outline will be provided to students at the commencement of the course.

This course leads to

Year 12 Design (Photography) (Units 3 & 4) General

Additional information about this course

This course will give students a strong understanding of practical Photography and Digital Design. Students will learn time management skills, lateral thinking and problem-solving skills in the quest to create design solutions. Skills gained will be relevant to the fields of Advertising, Graphic Design, Photography, Media Arts, Marketing and mass media.

Indicative Additional Costs

Excursion \$50.00



YEAR 11 DRAMA (UNITS 1 & 2) GENERAL

Prerequisites required for this course

No formal prerequisites required. It is recommended that students have received a C or above in lower school Drama and are prepared to participate in public performance.

Course Description

The Drama General course is a highly practical course, focusing on **drama in practice** as students integrate their knowledge and skills. They engage in drama processes such as improvisation, play building and text interpretation which allow them to create original drama and interpret a range of texts written or devised by others. Their work in this course includes production and design aspects involving sets, costumes, sound and lighting. Increasingly, students use new technologies such as digital sound and multimedia. They present drama to a range of audiences and work in different performance settings.

The Year 11 Drama General course is delivered in two semesterised units:

Unit 1 – Dramatic Storytelling and **Unit 2 – Dramatic Performance**.

Course Assessment

Performance/production 70%

Response 30%

Note – A detailed assessment outline will be provided to students at the commencement of the course.

This course leads to

Year 12 Drama (Units 3 & 4) General

Additional information about this course

The Drama General course develops skills and abilities that other subjects rarely address. Drama offers an enjoyable grounding in the eight key employability skills which are valued in the workplace including:

- communication
- team work, as well as an ability to work independently
- problem solving
- initiative and enterprise
- planning and organising
- self-management
- learning
- technology skills

Many personal attributes are developed particularly well in the Drama environment such as: commitment, enthusiasm, positive self-esteem, sense of humour, ability to deal with pressure, motivation and adaptability.

Indicative Additional Costs

Students will need to attend a minimum of **two** professional theatre performances outside of school hours as part of this course. Tickets typically range from \$18.00 to \$100.00.



YEAR 11 ENGLISH (UNITS 1 & 2) GENERAL

Prerequisites required for this course

Nil

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 course is designed to provide students with the skills to succeed in a wide range of post-secondary pathways by developing their language, literacy and literary skills. Students comprehend, analyse, interpret, evaluate and create analytical, imaginative, interpretive and persuasive texts in a range of written, oral, multimodal and digital forms.

Additional Information

This is a helpful choice for a student who has not met the criteria for ATAR English and wishes to pursue an alternate entry to University. Students who undertake the Year 11 General course must maintain a grade average of 'A' across Year 11 and 12 to be a competitive candidate for Alternate University entry.

Course Assessment

Responding 40-60%

Creating 40-60%

Note – A detailed assessment outline will be provided to students at the commencement of the course.

This course leads to

Year 12 English (Units 3 & 4) General

Additional information about this course

In the English General course, although literary texts remain an important component of the course, the primary focus is on the development and demonstration of literacy and language skills in everyday, social and community contexts.

Indicative Additional Costs

Excursions \$20.00



YEAR 11 FOOD SCIENCE AND TECHNOLOGY (UNITS 1 & 2) GENERAL

Prerequisites required for this course

Nil

Course Description

Unit 1 – Food Choices and Health

Unit 2 – Food for Communities

In the Food Science and Technology General course, students develop their interests and skills through the design, production and management of food-related tasks. They develop knowledge of the various properties of food and apply these in practical situations, as well as improving their problem-solving abilities and decision-making skills. The students will work individually as well as in small production teams. Students will gain a basic knowledge of the function of food in the body and the nutritional needs of the adolescent. They will examine their own eating habits and investigate adolescent health issues related to food.

Students will build their practical skills and knowledge throughout the year and explore a wide range of cooking methods. The students will participate in up to 70 practical classes as part of the assessment tasks. As a result, the students will become confident cooks.

There is no set homework as the assessment tasks, (both practical and written components), are completed in class time throughout the year and there are no exams in this course.

Course Assessment

| | |
|---------------|-----|
| Investigation | 30% |
| Production | 60% |
| Response | 10% |

Note – A detailed assessment outline will be provided to students at the commencement of the course.

This course leads to

Year 12 Food Science and Technology (Units 3 & 4) General

Additional information about this course –

This course gives students opportunities to develop a wide range of practical skills when producing various recipes which will always be valuable throughout life.

The Food Science and Technology General course enables students to connect with further education, training and employment pathways and enhances employability and career opportunities in areas that include nutrition, health, food and beverage manufacturing, food processing, community services, hospitality, and retail.

Indicative Additional Costs

There are no additional costs for this course.



YEAR 11 HUMAN BIOLOGY (UNITS 1 & 2) GENERAL

Prerequisites required for this course

Nil

Course Description

In this course, students learn about themselves; relating the structure of the different body systems to their function and understanding the interdependence of these systems in maintaining life.

Students will 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.

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. Appreciation of the range and scope of such professions broadens students' horizons and enables them to make informed choices. This helps to prepare all students, regardless of their background or career aspirations, to take their place as responsible citizens in society.

Unit 1

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

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.

Course Assessment

| | |
|--------------------------------|-----|
| Investigations | 40% |
| Projects | 30% |
| Practical assessments | 10% |
| Supervised written assessments | 20% |

Note – A detailed assessment outline will be provided to students at the commencement of the course.

This course leads to

Year 12 Human Biology (Units 3 & 4) General

Additional information about this course

An understanding of human biology is valuable for a variety of career paths, including areas such as social work, medical and paramedical fields, food and hospitality, childcare, sport, science and health education. Appreciation of the range and scope of such professions broadens students' horizons and enables them to make informed choices. This helps to prepare all students, regardless of their background or career aspirations, to take their place as responsible citizens in society.

Indicative Additional Costs

Excursions \$30.00



YEAR 11 MATERIALS DESIGN AND TECHNOLOGY (TEXTILES) (UNITS 1 & 2) GENERAL

Prerequisites required for the course

Nil

Course description

Unit 1: Design and make a bag (Fabric will be provided)

Unit 2: Design and make a shirt or blouse (Fabric provided by the student)

The Materials Design and Technology (Textiles) general course is a practical fashion and textiles course. Students work with textiles to design and make a product. Students will learn and practice pattern cutting, machine sewing, using overlockers, and fashion sketching.

Course Assessment

Design 25%

Production 60%

Response 15%

Note – A detailed assessment outline will be provided to students at the commencement of the course.

This course leads to

Year 12 Materials Design and Technology (Textiles) (Units 3 & 4) General

Additional information about this course

This course gives students opportunities to be creative and develop a wide range of practical sewing skills. Students will learn about the fashion and textile industry.

The Materials Design and Technology (Textiles) General course enables students to connect with further education, training, and employment pathways and enhances employability and career opportunities in areas that include fashion design, retail, pattern cutting, fashion event organiser, and fashion illustrator.

Indicative Additional Costs

There are no additional costs for this course other than for the provision of purchasing own fabric for the Unit 2 assessment, as described above.



YEAR 11 MATERIALS DESIGN AND TECHNOLOGY (WOOD) (UNITS 1 & 2) GENERAL

Prerequisites required for this course

Nil

Course Description

This is a practical course where students work with wood in the design and manufacture of products. This is also a course about ideas, innovation and creativity. In order to do these well, students research and test materials and use strategies to develop innovative and creative ideas. They apply skills of management in planning and implementing a process, at the same time as they manipulate tools and machines to produce high-quality products.

Wood Design is an excellent introduction to developing valuable skills for personal development or pursuing a trade qualification. It is an introductory unit for those students who have limited experience in the manufacturing of products. The course provides opportunity for students to experience practical and functional furniture making with creative and useful outcomes. The focus for this unit is Production Fundamentals. The knowledge, skills and tasks in the course can be used for leisure time activities or in planning a career working with wood and furniture. Throughout the process, students learn about materials, including their origins, classifications, properties and suitability for purpose, pride of achievement, and the knowledge and application of the correct use of tools, machines and materials.

Course Assessment

| | |
|---|-----|
| Design (Investigate, Devise, Modify) | 25% |
| Production (Practical competence, Understanding, Manufacture) | 60% |
| Response (Exams, Reports, Evaluations) | 15% |

Note – A detailed assessment outline will be provided to students at the commencement of the course.

This course leads to

Year 12 Materials Design and Technology (Wood) (Units 3 & 4) General

Additional information about this course

The Materials Design and Technology General course aims to prepare all students for a future in a technological and material world by providing the foundation for lifelong learning about how products are designed and how materials are developed and used. Further education, training and employment opportunities within this industry are greatly enhanced for students completing this course. Opportunities may include apprenticeships, traineeships, scholarships, credit entry to State Trading Providers (TAFEWA), University entry and a range of direct employment options for example: Cabinet Maker; Finisher and Shop Fitter.

Indicative Additional Costs

Students may be expected to complete a Personal Project during their second semester. The cost of structural materials will need to be covered by the student and can vary depending on the resources and requirements of the individual student.

| | |
|------------------|--------------------|
| Personal Project | minimum of \$20.00 |
|------------------|--------------------|



YEAR 11 MATHEMATICS ESSENTIAL (UNITS 1 & 2) GENERAL

Prerequisites required for this course

In order for students to have success in this course, students should have reached Band 8 for the NAPLAN assessment in Mathematics or have reached the minimum standard in OLNA testing. This is a general level course for students not completing ATAR Mathematical courses.

Course Description

The Mathematics Essential General course focuses on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. It provides students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning and community settings. This course offers students the opportunity to prepare for post-school options of employment and further training.

Unit 1 – This unit includes the following four topics:

- basic calculations, percentages and rates
- using formulas for practical purposes
- measurement
- graphs

Unit 2 – This unit includes the following four topics:

- representing and comparing data
- percentages
- rates and ratios
- time and motion

Course Assessment

Response 50%

Practical Applications (units 1 & 2), Statistical investigation process (unit 2 only) 50%

Note – A detailed assessment outline will be provided to students at the commencement of the course.

This course leads to

Year 12 Mathematics Essential (Units 3 & 4) General

Additional information about this course

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

Indicative Additional Costs

There are no additional costs for this course.



YEAR 11 MEDIA PRODUCTION AND ANALYSIS (UNITS 1 & 2) GENERAL

Prerequisites required for this course

No formal prerequisites required. It is recommended that students have successfully studied Year 10 Media, Photography, Graphics or Visual Arts.

Course Description

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. Students learn the languages of media communication and how a story is constructed using representations. Students are encouraged to explore, experiment and interpret their world, reflecting and analysing contemporary life while understanding that this is done under social, cultural and institutional constraints. Students as users and creators of media products, consider the important role of audiences and their context.

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

The Year 11 Media Production and Analysis General course is delivered in two semesterised units:

Unit 1 – Mass media and **Unit 2 – Point of view.**

Course Assessment

| | |
|------------|-----|
| Production | 70% |
| Response | 30% |

Note – A detailed assessment outline will be provided to students at the commencement of the course.

This course leads to

Year 12 Media Production and Analysis (Units 3 & 4) General

Additional information about this course

Studying Media greatly supports learning outcomes in other subject areas; particularly English. Media offers an enjoyable grounding in key employability skills which are valued in the workplace including:

- communication
- team-work skills
- problem solving
- initiative and enterprise
- planning and organising
- self-management
- learning
- technology skills

Indicative Additional Costs

Incursion/Excursion \$50.00

YEAR 11 OUTDOOR EDUCATION (UNITS 1 & 2) GENERAL

Prerequisites required for this course

Students must pass the following tests to be allowed into the course:

- A timed 200m swim (to be achieved within 5 minutes)
- Treading water for 5 minutes (immediately after the 200m swim)

Course Description

Unit 1 – Experiencing the outdoors

In this unit 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 and interpersonal skills, including self-awareness, communication and leadership.

Unit 2 – Facing challenges in the outdoors

Students consider planning and resource requirements related to extended excursions/short duration expeditions in this unit. 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.

Unit Learning Context: Activities include:

- camping
- canoeing
- roping & abseiling
- hiking
- orienteering
- community surf rescue certificate

At various times throughout the year students will be required to participate in classes outside of the normal schooling times (one hour before or after school). This time is always paid back in the form of early finishes or late starts.

Course Assessment

| | |
|----------------------------|-----|
| Practical Performances | 50% |
| Investigation and Response | 50% |

Note – A detailed assessment statement will be provided to students at the commencement of the course.

This course leads to

Year 12 Outdoor Education (Units 3 & 4) General

Additional information about this course

Expedition: An expedition is defined as at least two days and one night with a non-motorised mode of travel used to move from one campsite to the next. Self-sufficiency refers to the students' ability to meet their own needs as required, without aid, support or interaction with others outside of their expedition group.

To establish optimal teaching, learning and assessment situations for this course, it is required that students participate in at least one expedition, that is **a minimum of three days and two nights** in a natural environment, be self-sufficient, and include at least one mode of travel.

Indicative Additional Costs

There will be a camp as part of the course offered and the opportunity to attend a one-day excursion to practise climbing skills at a high ropes course.

| | |
|-----------------|----------|
| Camp/Excursions | \$200.00 |
|-----------------|----------|



YEAR 11 PHYSICAL EDUCATION STUDIES (UNITS 1 & 2) GENERAL

Prerequisites required for this course

A genuine interest in sport/physical activity and a desire to pursue the associated theoretical components.

Course Description

The focus of the course is to develop students' knowledge, understanding and application of anatomical, physiological and practical factors associated with performing in physical activities and the impact of physical activity on the body's anatomical and physiological systems. Students are also introduced to concepts which support them to improve their performance as team members and/or individuals.

The course is delivered through six interrelated content areas, these being:

- developing physical skills and tactics
- motor learning and coaching
- functional anatomy
- biomechanics
- exercise physiology
- sport psychology.

The course is comprised of at least 50% theory work.

All students undertaking this course are expected to participate or officiate at the school swimming and athletics carnivals.

Sports undertaken will be selected from a range of individual and team sports including activities such as tennis, netball, volleyball, golf, hockey, soccer, touch, AFL, cricket and badminton.

The sports chosen will be covered in greater depth than in lower school.

Course Assessment

| | |
|----------------------------|-----|
| Practical Performance | 50% |
| Investigation and Response | 50% |

Note – A detailed assessment statement will be provided to students at the commencement of the course.

This course leads to

Physical Education Studies (Units 3 & 4) General

Indicative Additional Costs

There are no additional costs for this course.

YEAR 11 PSYCHOLOGY (UNITS 1 & 2) GENERAL



Prerequisites required for this course

Humanities and Social Sciences C Grade

English C Grade

Course Description

Are you interested in the way that we think? The way that we feel? Or even the way that we behave? If so, Psychology is the course for you. It aims to answer important questions such as what motivates people and what factors influence their development. Psychological knowledge helps us understand factors relating to individuals such as the way we think, biological influences and personality. Think about your peers out in the school yard – how many different groups could you identify? Do they share certain characteristics that bind them together? Psychological knowledge helps us understand the way individuals form groups, function within groups and interact with other groups. On a larger scale, psychological knowledge can be applied to society as a whole, helping students to understand how individuals function within different contexts and how this is influenced by culture, shaping people's values, attitudes and beliefs. Students will be involved in the exploration and analysis of data to illustrate how scientific research methods are used to examine phenomena such as intelligence and personality.

Unit 1

Have you ever wondered whether being a certain star sign, or being born in a particular year or even if you're the oldest sibling would affect your personality? Unit 1 in Year 11 Psychology is an introduction to personality and intelligence and looks at how individuals are influenced by their surroundings. Theorists such as Freud, Eysenck and Maslow are introduced, as well as exploring, participating in and evaluating the accuracy of personality testing, emotional intelligence testing and how personality is formed. Students will be participating in activities that explore our senses and how we communicate both non-verbally and verbally.

Unit 2

The brain is a mysterious and interesting place, and Unit 2 looks at the role the brain plays in the way we think and the behaviour we demonstrate. Students will be looking at what areas in the brain control our senses, our ability to communicate and our memory. They will explore factors that affect the brain, starting with developmental functions at an early age, leading into looking at how outside substances change the chemical makeup, and consequently, how this impacts on our behaviour. In this unit, students will be comparing groups, investigating the role of stereotypes and how cultural attitudes can shape the way an individual thinks, without them even knowing it!

Course Assessment

Investigation 30%

Research 40%

Project 30%

Note – A detailed assessment outline will be provided to students at the commencement of the course.

This course leads to

Year 12 Psychology (Units 3 & 4) General

Additional information about this course

The Psychology General course is a fantastic subject in which to explore the nature of human behaviour, thinking and relationships. This course is great for students studying in a General course pathway or those who are heading into the workplace after school. The study of psychology is highly relevant to further studies in health professions, education, human resources, social sciences, sales, media and marketing, and aims to provide a better understanding of human behaviour.

Indicative Additional Costs:

There are no additional costs for this course.

YEAR 11 SCIENCE IN PRACTICE (UNITS 1 & 2) GENERAL



Prerequisites required for this course

Nil

Course Description

Science in Practice is a course grounded in the belief that science is, in essence, a practical activity. From this stems the view that conceptual understandings in science derive from a need to find solutions to real problems in the first instance. The inquiring scientist may then take these understandings and apply them in a new context, often quite removed from their original field. This course seeks to reflect this creative element of science as inquiry. It should involve students in research that develops a variety of skills, including the use of appropriate technology and an array of diverse methods of investigation. This course enables them to investigate science issues in the context of the world around them, and encourages student collaboration and cooperation with community members employed in scientific pursuits. It requires students to be creative, intellectually honest, to evaluate arguments with scepticism, and to conduct their investigations in ways that are safe, ethical, fair and respectful of others.

Course Assessment

| | |
|-----------------------|-----|
| Investigations | 40% |
| Projects | 30% |
| Practical Assessments | 10% |
| Tests | 20% |

Note – A detailed assessment outline will be provided to students at the commencement of the course.

This course leads to

Year 12 Science in Practice (Units 3 & 4) General

Additional information about this course

The Science in Practice General course is inclusive and aims to appeal to students with a wide variety of backgrounds, interests and career aspirations.

Indicative Additional Costs

| | |
|------------|---------|
| Excursions | \$30.00 |
|------------|---------|



YEAR 11 VISUAL ARTS (UNITS 1 & 2) GENERAL

Prerequisites required for this course

No formal prerequisites required. It is recommended that students have competent drawing skills and have achieved a C grade or above in lower school Arts.

Course Description

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

This course places value on divergence, uniqueness and individuality. It assists students to value and develop confidence in their own creative abilities and to develop a greater understanding of their environment, community and culture. The 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.

Unit 1 – Experiences

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.

Production – Still Life in Oil.

Unit 2 – Explorations

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.

Production – Portrait Series/Mixed Media.

Course Assessment

Production 70%

Theory 30%

Note – A detailed assessment outline will be provided to students at the commencement of the course.

This course leads to

Year 12 Visual Arts (Units 3 & 4) General

Indicative Additional Cost

Excursions \$20.00

YEAR 11 CHC22015 CERTIFICATE II IN COMMUNITY SERVICES (VET)

Prerequisites required for this course

No prerequisites are required, however, successful completion of a lower school Caring for Children or Child Development course is desirable.

Course Content

The Certificate II in Community Services will have a focus on Child Care. The students will develop an understanding of working within the child care industry, organisations and related services.

Students will study the importance of play, early education and the need for good nutrition for growth and physical development. This will be gained by completing a range of interesting practical, written and research activities. The Aged Care Industry will also be investigated.

Visiting guest speakers and excursions to various venues (such as child care facilities, kindergartens and community services) will be incorporated into the course. These excursions are compulsory as they are part of the assessment.

Students will also complete a Senior First Aid certificate as part of this course.

Core Units

| | |
|-----------|--|
| CHCCOM001 | Provide first point of contact |
| CHCCOM005 | Communicate and work in health or community services |
| CHCDIV001 | Work with diverse people |
| HLTWHS001 | Participate in workplace health and safety |
| BSBWOR202 | Organise and complete daily work activities |

Elective Units

| | |
|-----------|--|
| HLTFSE001 | Follow basic food safety practices |
| FSKWTG09 | Write routine workplace texts |
| FSKOCM07 | Interact effectively with others at work |
| HLTAID011 | Provide first aid |

Course duration

This course will be completed over two years.

Additional information about this course

This course is excellent preparation for those students who wish to be a part of the Child Care Industry, Early Childhood Education, Education Assistant, Nursing, Kindergarten and Primary School Education Assistant and Teaching.

Indicative Additional Costs

There will be an extra cost for the outside assessor for the First Aid Certificate of approximately \$100.

The CHC22015 Certificate II in Community Services is a proposed offering for the 2025 academic year. At the time of publication, no agreements have been entered into with a Registered Training Organisation for the delivery of this qualification. On the basis of interest from students in the CHC22015 Certificate II in Community Services, the school will initiate a formal partnership agreement with a RTO for the delivery of the qualification

YEAR 11 SIT20122 CERTIFICATE II IN TOURISM (VET)

Prerequisites required for this course

Nil

Have you ever thought of working in the Tourism, Hospitality or Events Industry? The Certificate II in Tourism is a nationally recognized qualification which includes units designed to prepare you for work; whether you are interested in Airlines, Hotels, Travel Agencies, Cafés, Bars or beyond (part-time or as a career path) this course is for you. Completion of a Certificate course is great for employment and additional TAFE studies.

Course Content

Core Units

| | |
|------------|---|
| SITTIND003 | Source and use information on the tourism and travel industry |
| SITXCCS009 | Provide customer information and assistance |
| SITXCCS011 | Interact with customers |
| SITXCOM007 | Show social and cultural sensitivity |
| SITXWHS005 | Participate in safe work practices |

Elective Units

| | |
|------------|--|
| SITXCCS010 | Provide visitor information |
| CUA EVP211 | Assist with the staging of public activities or events |
| SITXCOM008 | Provide a briefing or a scripted commentary |
| SITXFIN007 | Process financial transactions |
| SITHFAB021 | Provide responsible service of alcohol |
| SITHFAB025 | Prepare and serve espresso coffee |
| SITXFSA005 | Use hygienic practices for food safety |

Course Assessments

This course is assessed on a competency basis; assessments are theoretical and practical. Students learn the theory and then get hands on experience, demonstrating their skills and industry readiness. There are also a number of local excursions designed to support student knowledge.

Course Duration

This course is completed over two years.

Vocational opportunities examples

- Barista
- Restaurant Staff
- Travel Agent
- Food and Beverage Attendant
- Tour Guide
- Event Staff

Example employment from past students

Crown, Optus Stadium, Rottneest Fast Ferries, Quality Resort and other local restaurants and cafés.

Indicative Additional Costs

Additional costs include transport to and from tourist sites and may include entry fees.

Most excursions will be no more than \$20 and students will be expected to attend a minimum of two of these excursions.

The SIT20122 Certificate II in Tourism is a proposed offering for the 2025 academic year. At the time of publication, no agreements have been entered into with a Registered Training Organisation for the delivery of this qualification. Based on interest from students, the school will initiate a formal partnership agreement with an RTO for the delivery of this qualification.

YEAR 11 CUA20620 CERTIFICATE II IN MUSIC (VET)

Prerequisites required for this course

No formal prerequisites required. However, students must have the ability to play at least one musical instrument or sing to a reasonable level.

Course Content

Core Units

| | |
|-----------|--|
| BSBWHS211 | Contribute to the health and safety of self and others |
| BSBTWK201 | Work effectively with others |
| CUAIND211 | Develop and apply creative arts industry knowledge |

Elective Units

| | |
|-----------|--|
| CUAMPF211 | Perform simple musical pieces |
| CUAMPF213 | Perform simple repertoire in ensembles |
| CUASTA212 | Assist with bump in and bump out of shows |
| CUASOU212 | Perform basic sound editing |
| CUAMLT202 | Apply knowledge of music culture to music making |

Course duration

This course will be completed over two years.

Additional information about this course

This course is suited to students who wish to develop the basic skills required to work in the music industry, particularly in a performance role. On completing the course, students will be able to rehearse and perform in solo or group situations and will be able to effectively use audio equipment such as PA's for live rehearsal and performance and DAW's for sound editing.

This course is a preparatory qualification that can be used as a pathway into Certificate III in Music.

Indicative Additional Costs

| | |
|--------------------|-----------------------------|
| Music Gala Tickets | \$15.00/ticket per semester |
|--------------------|-----------------------------|

The CUA20620 Certificate II in Music is a proposed offering for the 2025 academic year. At the time of publication, no agreements have been entered into with a Registered Training Organisation for the delivery of this qualification. On the basis of interest from students in the CUA20620 Certificate II in Music, the school will initiate a formal partnership agreement with an RTO for the delivery of the qualification.

YEAR 11 SIS20321 CERTIFICATE II IN SPORT COACHING (VET)

Prerequisites required for this course

Students should have an interest in the sport, recreation and fitness area.

Course Description

This course will be completed over two years and includes the following units:

Core units

| | |
|------------|-----------------------------------|
| SIRXWHS001 | Work safely |
| HLTAID011 | Provide first aid |
| SISSCO002 | Work in a community coaching role |

Elective Units

| | |
|------------|--|
| SISSCO001 | Conduct sport coaching sessions with foundation level participants |
| SISSOF002 | Continuously improve officiating skills and knowledge |
| SISSPAR009 | Participate in conditioning for sport |
| SISSCO003 | Meet participant coaching needs |
| SISXIND006 | Conduct sport, fitness or recreation events |

Additional information about this course

Students who complete this course will develop a variety of skills and the knowledge to contribute to sport at the community level in assistant coaching and official roles, as well as be able to enter the sport, fitness, and recreational industry in a generalist capacity. The program includes practical coaching and officiating experience that will challenge and ultimately build student confidence, and decision-making skills. This will allow students to engage with the community by participating in sports which may include squash, basketball, netball, soccer, volleyball, AFL and weight training. The opportunity also exists for students to improve their own sporting performance by learning about physical conditioning. Students will also have the opportunity to assist with the organisation and implementation of large-scale events.

At the successful completion of this course, students will receive a nationally recognised First Aid qualification.

This course leads to

Year 12 concurrent completion of SIS20321 Certificate II in Sport Coaching.

Vocational opportunities

Full completion of this qualification will develop a variety of skills and the knowledge to contribute to sport at the community level in assistant coaching and official roles, as well as being able to enter the sport, fitness and recreational industry in a generalist capacity. Vocational opportunities may include coaching, umpiring, sports training, Physical Education teaching, study in Sports Science, gym instructing or personal training.

Indicative Additional Costs

Excursions maximum of \$30.00 (if any occur)

YEAR 11 BSB20120 CERTIFICATE II IN WORKPLACE SKILLS (VET)

Prerequisites required for this course

Nil

Course Content

If you enjoy supporting people in their work roles and are keen to liaise with the public, then this certificate is for you. All modern companies have an office and in today's economic climate, many expect their employees to multitask. For example, the motor mechanic, hairdresser, and event manager, must also be able to use databases, order stock and invoice customers. Students will develop both written and oral communication skills, as well as business software skills. No matter one's career, these fundamental skills are imperative to being able to function in a digital world.

Core Units

| | |
|-----------|--|
| BSBCMM211 | Apply communication skills |
| BSBOPS201 | Work effectively in business environments |
| BSBPEF202 | Plan and apply time management |
| BSBSUS211 | Participate in sustainable work practices |
| BSBWHS211 | Contribute to health and safety of self and others |

Elective Units

| | |
|-----------|---|
| BSBPEF201 | Support personal wellbeing in the workplace |
| BSBTEC202 | Use digital technologies to communicate in a work environment |
| BSBTEC203 | Research using the internet |
| BSBTEC301 | Design and produce business documents |
| BSBCRT311 | Apply critical thinking skills in a team environment |

Course Duration

This course will be completed over one year.

Additional information about this course

Students completing this Certificate in Year 11 may have the opportunity to complete a Certificate III in Business in Year 12. This certificate is delivered using a model business where opportunities exist to perform 'real' tasks for 'real' employers. Students will develop both written and oral communication skills, as well as skills in business software applications. No matter one's career, these fundamental skills are imperative to being able to function in a digital world.

Indicative Additional Costs

There are no additional costs for this course.

The BSB20120 Certificate II in Workplace Skills is a proposed offering for the 2025 academic year. At the time of publication, no agreements have been entered into with a Registered Training Organisation for the delivery of this qualification. On the basis of interest from students in the BSB20120 Certificate II in Workplace Skills, the school will initiate a formal partnership agreement with a RTO for the delivery of the qualification

YEAR 11 WORKPLACE LEARNING (ENDORSED); CAREER AND ENTERPRISE GENERAL

Prerequisites required for this course:

There is no minimum entry requirement for this program; however, an interview may be requested for some work placements.

Program Description

This program is highly recommended for those students who are focused on gaining firsthand experience in the workforce. By successfully completing this program, students will be credited with:

- One Career and Enterprise (CAE) unit
- Two Workplace Learning (ADWPL) units.

The **Career & Enterprise Unit** prepares students for their work placements and future career decisions by studying the following topics:

- personal attributes and suitability for jobs
- learning / education and career success
- people support in career management
- career information sources
- responding to job opportunities
- promoting yourself to an employer
- differences in work environments
- changing features of work environments
- job satisfaction

The **Workplace Learning Units** provide a valuable opportunity for students to explore career pathways by choosing to undertake practical and relevant work experience in an industry of their choice. It provides students with the knowledge, workplace skills and attitudes valued within work environments, as a preparation for employment. Specific technical skills and knowledge learnt during formal education help students gain and keep employment. These skills are vital to all forms of employment in today's world. These units introduce Workplace Learning. Students prepare for, and are placed in a suitable workplace. **WPL is completed in two x two week blocks throughout the year in an industry area of interest** to the student.

During their work placements, students are given an opportunity to develop generic work related skills that are transferable and vital to all forms of employment. These skills are often referred to as “employability skills” and are relevant for everyone seeking work. Employability skills are developed over the life time of an individual and are valued in education, training, employment and participation in the community. Students may be offered part-time work opportunities, full-time or school based apprenticeships and traineeships after successful work placements, thus offering an excellent networking opportunity for students.

Program Assessment

Career & Enterprise completion requirements

To pass one unit of Career & Enterprise, students must successfully complete the following 6 assignments:

- investigate three different jobs, and produce a written report on personal suitability for each job
- investigate the tools, resources and organizations used to gain work
- complete the WorkSafe SmartMove certificate
- collect information for use in your career portfolio
- present a professional career portfolio
- identify the features of different work environments.

This unit is graded A - E at the end of the year.

Note – A detailed assessment outline will be provided to students at the commencement of the course.

Workplace Learning Completion requirements

To achieve one unit of workplace learning students must have:

- completed a total of 55 hours of experience during a ten (10) day work placement
- maintained a logbook documenting workplace attendance and tasks undertaken
- complete a Workplace Learning Skills Journal.

This course leads to

Year 12 Workplace Learning (ADWPL) and Career & Enterprise General

Additional information about this program

This program allows students to experience different workplaces, assisting them to make informed career decisions. These decisions are important as students move from school to further education, training, employment and participation in the community.

Some examples of work placements include electrical, plumbing and gas fitting, carpentry and joinery, hospitality, automotive, metals and engineering, child care, hairdressing, IT, animal care, teacher assistant, retail and health services.

Indicative Additional Costs

A construction induction training card (White Card) is required if students are attending a construction workplace. This may be completed as part of an external training provider course or on-line and will have an associated cost.

The cost of any required PPE will be the responsibility of the participant.

No further additional costs.



YEAR 12 COURSES FOR 2025



YEAR 12 COURSES 2025

Note – If you are viewing the digital version (PDF file), then you can click on each of the courses below to navigate to the relevant page within the document.

| TERTIARY ATAR COURSES (Course code begins with an “A”) All courses are Units 3 and 4 | GENERAL (Course code begins with a “G”) & VET COURSES |
|---|---|
| Accounting and Finance | Ancient History |
| Biology | Automotive Engineering and Technology |
| Chemistry | Computer Science |
| Computer Science | Dance |
| Drama | Design (Photography) |
| Economics | Drama |
| English | English |
| French: Second Language | Food Science and Technology |
| Human Biology | Human Biology |
| Mathematics Applications | Mathematics Essential |
| Mathematics Methods | Materials Design and Technology (Wood) |
| Mathematics Specialists | Media Production and Analysis |
| Modern History | Outdoor Education |
| Physical Education Studies | Physical Education Studies |
| Physics | Psychology |
| Psychology | Visual Art |
| Visual Art | Certificate II in Community Services (continue from Year 11) |
| | Certificate II in Hospitality (continue from Year 11) |
| | Certificate II in Music (continue from Year 11) |
| | Certificate II in Sport Coaching (continue from Year 11) |
| | Certificate II in Workplace Skills |
| | Certificate III in Business |
| | Year 12 Workplace Learning (Endorsed), Careers and Enterprise |
| | |



YEAR 12 ACCOUNTING AND FINANCE (UNITS 3 & 4) ATAR

Prerequisites required for this course

C grade or above in Year 11 Accounting and Finance (Units 1 & 2) ATAR

Course Description

This course provides students with an understanding of the financial operation of different forms of business organisations and non-trading enterprises and should be a consideration for those students wishing to pursue a career in areas such as Accounting, Finance, Commerce, Marketing, Management or Banking.

Skills learnt aid in the preparation and analysis of financial reports from financial data. Students develop the ability to think both critically and analytically and evaluate business decisions to suggest strategies that will improve business performance. Students not only develop financial skills but are also able to analyse financial statements and reports and present their findings. Students investigate the role the business plays and their responsibility towards the environment, employees and the communities in which they operate.

Course Assessment

| | |
|--------------|-----|
| Tests | 50% |
| Project | 10% |
| Examinations | 40% |

Note – A detailed assessment outline will be provided to students at the commencement of the course.

Additional information about this course

Through engagement with the Accounting and Finance ATAR course, students develop an understanding of the fundamentals on which accounting and financial management are based. Many students will find themselves self-employed and there is a high probability that they will have to engage in some form of accounting practices. Having an understanding of these practices enables them to analyse their own financial data and make informed decisions based on that analysis.

Indicative Additional Costs

There are no additional costs for this course.



YEAR 12 BIOLOGY (UNITS 3 & 4) ATAR

Prerequisites required for this course

C grade or above in Year 11 Biology (Units 1 & 2) ATAR

Course Description

The Biology ATAR course aims to develop students’:

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

Unit 3 – Continuity of species

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 – Surviving in a changing environment

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.

Course Assessment

| | |
|-------------------|-----|
| Science Enquiry | 20% |
| Extended Response | 10% |
| Tests | 20% |
| Examinations | 50% |

Note – A detailed assessment outline will be provided to students at the commencement of the course.

Additional information about this course

Understanding of biological concepts, 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.

Indicative Additional Costs

| | |
|---------------------|----------|
| Excursions | \$120.00 |
| Additional Material | \$20.00 |



YEAR 12 CHEMISTRY (UNITS 3 & 4) ATAR

Prerequisites required for this course

C grade or above in Year 11 Chemistry (Units 1 & 2) ATAR

Course Description

Chemistry aims to develop students':

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

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

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

Unit 4 – Organic chemistry and chemical synthesis

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.

Course Assessment

| | |
|-------------------|-----|
| Science Enquiry | 20% |
| Extended Response | 10% |
| Tests | 20% |
| Examinations | 50% |

Note – A detailed assessment outline will be provided to students at the commencement of the course.

Additional information about this course

An understanding of chemistry is relevant to a range of careers, including those in forensic science, environmental science, engineering, medicine, dentistry, pharmacy and sports science.

Chemistry is listed as being a prerequisite for more university courses than any other course.

Indicative Additional Costs

| | |
|----------------------------------|------------------------------------|
| Excursions | \$50.00 |
| Competitions | \$20.00 |
| Calculator (HP30S or equivalent) | \$20.00 (if purchased from school) |



YEAR 12 COMPUTER SCIENCE (UNITS 3 & 4) ATAR

Prerequisites required for this course

C grade or above in Year 11 Computer Science (Units 1 & 2) ATAR

Course Description

Computer Science ATAR prepares students for a society that is increasingly reliant on Information Technology taking advantage of artificial intelligence to leverage their skills. Students utilise and enhance established analysis and algorithm design skills to create innovative digital solutions to real-world problems. In the process, students develop problem solving, computational, algorithmic and systems thinking skills which can be successfully applied to problems across domains outside Information Technology.

This course provides students with a sound understanding of Computer Science to support students pursuing further studies and employment in other areas, including Science, Technology, Cybersecurity of systems and personal information, Engineering, Mathematics and Business, all of which are underpinned and driven by advances in Computer Science. The field of Computer Science is driven by innovative and creative thinkers. Computing jobs are highly paid, and lead in terms of flexible work arrangements, reporting high levels of job satisfaction.

Further extension Topics covered in this course include: coding and software development, databases, data security, hardware, software and networks.

Course Assessment

| | |
|----------------|-----|
| Project | 40% |
| Theory Test | 10% |
| Practical Test | 10% |
| Examination | 40% |

Note – A detailed assessment outline will be provided to students at the commencement of the course.

Additional information about this course

A high external workload should be expected.

Indicative Additional Costs

There are no additional costs for this course.



YEAR 12 DRAMA (UNITS 3 & 4) ATAR

Prerequisites required for this course

C grade or above in Year 11 Drama (Units 1 & 2) ATAR

Course Description

Drama ATAR is a challenging and rewarding course, ideal for students who would like a creative, performance-based subject to contribute to their university entrance score.

In this course students will complete assessments whilst performing and writing in the roles of Actor, Director and the roles of Costume, Lighting, Set and Sound designer. There is a focus on detailed study and interpretation of published plays. Students apply the approach of selected theatre practitioners to the realisation of dramatic text, context, forms and styles. A significant part of the course is the development of the student's practical exam performance, which comprises of two scripted monologues and an improvisation.

Course Assessment

Practical Component 50%

comprised of:

- Performance/production tasks 30%
- Practical examination 20%

Written Component 50%

comprised of:

- Response tasks 30%
- Written examination 20%

Additional information about this course

Students studying Drama develop transferable skills of creative problem solving, collaboration, innovation, flexibility, social skills and empathy, self-regulation and leadership. These are the 'soft-skills' so valued by employers in the modern workplace.

The study of Drama supports the learning of Year 12 Literature ATAR, and is an ideal companion subject.

Indicative Additional Costs

Students will be invited to attend a range of professional theatre performances outside school hours. Tickets range from \$18.00 to \$100.00. Students will need to see at least **two** professional theatre productions in the course of the year.

Drama Camp: \$300.00

School Production: \$25.00/ticket

YEAR 12 ECONOMICS (UNITS 3 & 4) ATAR

Prerequisites required for this course

C grade or above in Year 11 Economics (Units 1 & 2) ATAR

Course Description

Unit 3 – Australia and the global economy

This unit explores our economic relationships with other countries, and current global economic events and issues of significance to Australia. This includes the impact of war, droughts, political instability, resource booms and natural disasters. A detailed analysis of our pattern of trade will give students an insight to the future opportunities and growth areas within Australia. Students will examine the reasons other nations choose to invest in Australia and the effect this has on our economy and exchange rate. This unit evaluates the impact of increasing globalisation on Australia and our major trading partners, our move towards free trade agreements and their impact on inflation and unemployment.

Unit 4 – Macroeconomic theory and economic policy

This unit explores the economic objectives of the Australian Government and the actions and policies taken in the pursuit of these objectives. This unit explores the idea that changes in the level of economic activity influence the policy mix and the government's capacity to achieve its objectives. It also focuses on understanding the business cycle using the aggregate expenditure model and the aggregate demand-aggregate supply model. Students examine recent macroeconomic data to analyse the performance of the economy. This unit also explores how economic policies, including fiscal policy, monetary policy and policies that promote productivity, operate in the pursuit of the Australian Government's economic objectives. Students apply the language, theories and tools of economics to analyse the effectiveness of these policies.

Course Assessment

Breakdown of assessment types as follows:

| | |
|----------------------------------|-----|
| Data Interpretation/Short Answer | 30% |
| Extended Answer | 30% |
| Examinations | 40% |

Note – A detailed assessment outline will be provided to students at the commencement of the course.

Additional information about this course

The Economics course develops reasoning, logical thinking and interpretation skills demanded by the world of work, business and government. These skills relate to a variety of qualifications in vocational, technical and university education contexts.

Students can relate theory to practice and are flexible in their approach to solving problems. The knowledge and analytical skills developed in this context could be used in a variety of other areas such as commerce, law, government administration, accounting, finance and management in a wide range of fields including the sciences and engineering.

Throughout the year organisations such as the WA Economics Teachers' Association and various universities offer seminars, forums and briefing sessions to students. All students are encouraged to attend whenever possible.

Indicative Additional Costs

| | |
|------------|---------|
| Excursions | \$40.00 |
|------------|---------|



YEAR 12 ENGLISH (UNITS 3 & 4) ATAR

Prerequisites required for this course

C grade or above in Year 11 English (Units 1 & 2) ATAR

Course Description

The English ATAR course focuses on developing students' analytical, creative, and critical thinking and communication skills in all language modes, encouraging students to critically engage with texts from their contemporary world, the past, and from Australian and other cultures. 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 to enjoy creating imaginative, interpretive, persuasive and analytical responses in a range of written, oral, multimodal and digital forms.

Unit 3

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

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.

Course Assessment

| | |
|--------------|-----|
| Responding | 35% |
| Creating | 35% |
| Examinations | 30% |

Note – A detailed assessment outline will be provided to students at the commencement of the course.

This course leads to

University/TAFE

Additional information about this course

This course provides the literacy background needed to cope with entry-level university and TAFE courses.

Indicative Additional Costs

Good Answers Book \$30.00



YEAR 12 FRENCH: SECOND LANGUAGE (UNITS 3 & 4) ATAR

Prerequisites required for this course

C grade or above in Year 11 French: Second Language (Units 1 & 2) ATAR

Course Description

The French: Second Language ATAR course is designed to further develop students' knowledge and understanding of the culture and the language of French-speaking communities, providing them with opportunities to gain a broader and deeper understanding of French and extend and refine their communication skills. The course focuses on the interrelationship of language and culture, and equips students with the skills needed to function in an increasingly globalised society, a culturally and linguistically diverse local community, and provides them with the foundation for life-long language learning. Relevant and engaging tasks, delivered through a range of appropriate contexts and topics, develop literacy in the French language as well as extend literacy development in English. The Year 12 syllabus is divided into two units which are delivered as a pair.

Unit 3 – This unit focuses on *Les médias (The media)*. Through the three topics: Technology and me, Film and music, and In the media, students extend and refine their communication skills in French. They also gain a broader and deeper understanding of the language and culture.

Unit 4 – This unit focuses on *Le monde qui nous entoure (The world around us)*. Through the three topics: Planning my future, Migrant experiences, and Youth issues, students extend and refine their communication skills in French. They also gain a broader and deeper understanding of the language and culture.

The cognitive complexity of the syllabus content increases from Year 11 to Year 12. Students extend their communication skills in French and gain a broader insight into the language and culture of France and francophone countries via selected literature texts, magazine and newspaper articles, feature films, voice recordings, and modern music. Oral and written skills are developed, as well as aural and written comprehension. Culture is extended through various channels, including conversation practice with a French native speaker, interaction with visiting French students, and the opportunity to travel to France or Réunion Island (International travel regulations permitting).

Course Assessment

| | |
|------------------|-----|
| Practical (Oral) | 30% |
| Written | 70% |

Note – A detailed assessment outline will be provided to students at the commencement of the course.

Career Possibilities

With globalisation, the knowledge of another language is an acknowledged asset and a valuable skill in any industry. French is the official language of 30 countries and used in many more. Speaking French would open the doors to industries such as Tourism, Journalism, Trade, Diplomacy, Public Service, Foreign Affairs, Engineering and more, as well as incredible overseas employment opportunities.

LOTE Bonus for University Entry

A bonus is offered to students in Year 12 completing a language course. 10% of a student's final score in French will be added to their Tertiary Entrance Aggregate (TEA) even if it is not in the student's top four subjects. Further guidance and advice related to enrolments in a language course can be found on the Authority website at www.scsa.wa.edu.au.

Indicative Additional Costs

| | |
|-------------------|---------|
| Film excursion | \$20.00 |
| French restaurant | \$50.00 |

The Alliance Française runs Immersion Day courses to help prepare students for the WACE examination.



YEAR 12 HUMAN BIOLOGY (UNITS 3 & 4) ATAR

Prerequisites required for this course

C grade or above in Year 11 Human Biology (Units 1 & 2) ATAR

Course Description

Human Biology ATAR enables students to:

- plan and conduct investigations
- analyse data, draw conclusions, evaluate investigation design and findings
- evaluate the impact of advancements in human biology on individuals and society
- communicate understandings of human biology
- understand that knowledge of human biological systems has developed over time and continues to develop with improving technology
- understand how scientists use knowledge of human biological systems in a wide range of applications
- understand how knowledge of human biological systems influences society in local, regional and global contexts.
- understand structure and function in the body
- understand inheritance in humans
- understand how the body maintains homeostasis
- understand human variability and evolution.

Unit 3 – Homeostasis and disease

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

Unit 4 – Human variation and evolution

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

Course Assessment

| | |
|-------------------|-----|
| Science Inquiry | 10% |
| Extended Response | 15% |
| Tests | 25% |
| Examinations | 50% |

Note – A detailed assessment outline will be provided to students at the commencement of the course.

Additional information about this course

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 fields, such as science education, medical and paramedical fields, food and hospitality, childcare, sport and social work.

Indicative Additional Costs

| | |
|----------------------|---------|
| Excursions | \$80.00 |
| Additional Materials | \$20.00 |



YEAR 12 MATHEMATICS APPLICATIONS (UNITS 3 & 4) ATAR

Prerequisites required for this course

C grade or above in Year 11 Mathematics Applications (Units 1 & 2) ATAR

Course Description

The Year 12 syllabus is divided into two units which are delivered as a pair.

Unit 3 contains the three topics:

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

‘Bivariate data analysis’ introduces students to some methods for identifying, analysing and describing associations between pairs of variables, including using the least-squares method as a tool for modelling and analysing linear associations.

‘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 find application in a wide range of practical situations, including modelling the growth of a compound interest investment, the growth of a bacterial population, or the decrease in value of a car over time. To understand the patterns of growth and decay in loans and investments, studied in detail in Unit 4, knowledge of sequences is essential.

‘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 network.

Unit 4 contains the three topics:

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

‘Time series analysis’ continues students’ study of statistics by introducing them to the concepts and techniques of time series analysis. This content 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’ uses networks to model and aid decision making in practical situations.

Course Assessment

| | |
|---------------|-----|
| Response | 40% |
| Investigation | 20% |
| Examinations | 40% |

Note – A detailed assessment outline will be provided to students at the commencement of the course.

Additional information about this course

This option leads to general tertiary entry. It does not, however, provide adequate preparation for tertiary courses such as biological, social or management sciences in which knowledge of elementary integral calculus and statistical inference would be useful.

Indicative Additional Costs

There are no additional costs for this course.



YEAR 12 MATHEMATICS METHODS (UNITS 3 & 4) ATAR

Prerequisites required for this course

C grade or above in Year 11 Mathematics Methods (Units 1 & 2) ATAR

Course Description

The Year 12 syllabus is divided into two units which are delivered as a pair.

Unit 3 contains the three topics:

- Further differentiation and applications
- Integrals
- Discrete random variables.

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 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 contains the three topics:

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

The logarithmic function and its derivative are studied. Continuous random variables are introduced and their applications examined. 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. Students will already be familiar with many examples of these types of populations.

Course Assessment

| | |
|---------------|-----|
| Response | 40% |
| Investigation | 20% |
| Examinations | 40% |

Note – A detailed assessment outline will be provided to students at the commencement of the course.

Additional information about this course

Suitable for student who require a strong mathematical preparation for tertiary studies in courses such as mathematics, computing, engineering and the physical sciences but do not wish to study double mathematics.

Indicative Additional Costs

There are no additional costs for this course.



YEAR 12 MATHEMATICS SPECIALIST (UNITS 3 & 4) ATAR

Prerequisites required for this course

C grade or above in Year 11 Mathematics Specialist (Units 1 & 2) ATAR

Course Description

The Year 12 syllabus is divided into two units which are delivered as a pair.

In this course there is a progression of content, applications, level of sophistication and abstraction. For example, vectors in the plane are introduced in Year 11 Unit 1 and then in Year 12 Unit 3, they are studied for three-dimensional space. In Unit 3, the topic 'Vectors in three dimensions' leads to the establishment of the equations of lines and planes, and this in turn, prepares students for solving simultaneous equations in three variables.

Unit 3

This unit contains the three topics:

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

The Cartesian form of complex numbers was introduced 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 is 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 in Unit 3 to three-dimensional vectors, vector equations and vector calculus, with the latter building on students' knowledge of calculus from the Mathematics Methods ATAR course. Cartesian and Vector equations, together with equations of planes, enables students to solve geometric problems and to solve problems involving motion in three-dimensional space.

Unit 4

This unit 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 this course. Also in this unit, all of 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 utility and power of statistics.

Course Assessment

| | |
|---------------|-----|
| Response | 40% |
| Investigation | 20% |
| Examinations | 40% |

Note – A detailed assessment outline will be provided to students at the commencement of the course.

Additional information about this course

This course is suitable for students who require the strongest mathematical preparation for tertiary studies. It is the most appropriate preparation for courses such as mathematics, computing, engineering and the physical sciences. Students who enjoy studying mathematics and intending to study biological, social or management science at tertiary level would also gain great benefit from this unit selection.

Indicative Additional Costs

There are no additional costs for this course.

YEAR 12 MODERN HISTORY (UNITS 3 & 4) ATAR

Prerequisites required for this course

C grade or above in Year 11 Modern History Units 1& 2 ATAR

Students should be enrolling in either ATAR English or ATAR Literature

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. It develops student understandings of the world we live in today and how past events resonate into the future.

Unit Three – Modern Nations in the 20th Century

Unit elective: Russia and the Soviet Union 1914 – 1945

This unit examines the characteristics of the modern nations in the 20th century; the crisis that confronted nations, their responses to these crises and the different paths nations have taken to fulfil their goals. Students will investigate this idea through the context of Russia and the Soviet Union and will investigate the Bolshevik Revolution, which challenged the stability of government, the development and means of achieving communism in the newly formed Soviet Union, the significance of key figures such as Stalin, and how the world responded to the growing influence of Soviet communism. They will consider the impact this had on the economy, ideas, social groups, politics, international relations and leadership during the era.

Unit Four – The Modern World Since 1945

Unit elective: The changing European world since 1945

This unit examines the significant and distinctive features of the modern world within the time period of 1925-2001 in order to build the students understanding of the contemporary world; that is, why we are here at this point in time.

This will be investigated through examining the changing European world since 1945, which includes the origins and development of the Cold War, evolving ideas such as communism and capitalism, key events such as the Cuban Missile Crisis and the Arms race, the unification of Germany and pulling down of the Berlin Wall, and the formation of the European Union. Students will consider how these events and ideas impacted the economy, ideas, social groups, politics, international relations and leadership during the era.

Course Assessment

| | |
|--------------------|-----|
| Historical Inquiry | 20% |
| Source Analysis | 20% |
| Essays | 20% |
| Examinations | 40% |

Note – A detailed assessment outline will be provided to students at the commencement of the course.

Additional information about this course

Through this course, students benefit from acquiring the literacy skills of the discipline of history such as critical thinking, research, analysis and effective written expression. These skills equip students for a world changed and linked by information and communication technology and prepare them for lifelong learning. Students are well prepared for careers involving policy-making, administration and research. Learning the skills of critical inquiry is essential for people working in business, government, law, health, science, academia, industry, tourism, environment, media and the arts.

Indicative Additional Costs

| | |
|-----------------------|---------|
| Excursion | \$30.00 |
| History Course Reader | \$20.00 |

YEAR 12 PHYSICAL EDUCATION STUDIES (UNITS 3 & 4) ATAR

Prerequisites required for this course

C grade or above in Year 11 Physical Education Studies (Units 1 & 2) ATAR

Course Description

This course aims to provide opportunity for students to build upon their acquired physical skills. It also provides an opportunity to extend their understanding of biomechanical, psychological and physiological concepts to improve and evaluate their own and others' performance.

On completion of this course, students should be able to:

- analyse proficiency of movement skills in a selected sport
- adjust and refine movement skills in modified competitive situations, define transfer of learning and understand its effects
- evaluate the different types of transfer and their impact on skill execution and movement efficiency
- analyse movement skills of self and others and design coaching/ teaching programs to improve performance
- define and relate the following biomechanical principles: momentum, impulse momentum, coefficient restitution, levers, moment of inertia and angular momentum
- understand and describe the microstructure of skeletal muscles and how they contract
- understand the relationship between muscle contraction and the amount of force exerted
- investigate the relationship between nutritional requirement & energy demands during physical activity
- understand the implications of preparing and performing in different environmental conditions
- explain the physiological impact of performance enhancers
- understand the influence that age, gender, skill level and type of activity has on mental skills
- adapt and implement strategic responses varying in complexity to situational demands in modified practical situations, analyse and reflect on self and others performance
- explain & apply fluid mechanics such as spin, Bernoulli's principle & drag in specific physical activities
- apply biomechanical principles to analyse and evaluate specific skills
- understand the role of the neuromuscular systems in relation to muscle function
- identify fast and slow twitch fibres and their relationship to physical performance types
- critically evaluate training programs designed to improve performance
- analyse mental skills strategies used during pre-, and post-performance to manage stress, motivation, concentration, arousal levels and self-confidence.

Netball is the selected sport for Physical Education Studies ATAR. Students will be provided with quality learning opportunities, specifically tailored towards achieving maximal marks in their external performance examination assessment. There are opportunities for students to pursue an alternative sport in their final exam if they are competing at a high level (for example state) and are willing to refine their skills outside of school hours to match the ATAR assessment criteria.

Course Assessment

Practical Performance (including a practical examination) 30%

Investigations, Response and Written Examinations 70%

Note – A detailed assessment statement will be provided to students at the commencement of the course.

This course leads to

This course will be useful for any student wishing to gain an ATAR score to enter university and could help with professions such as sports science, physiotherapy, occupational therapy, medicine, sports management to name just a few.

Additional Costs

Excursions Maximum of \$30.00 (if any occur)



YEAR 12 PHYSICS (UNITS 3 & 4) ATAR

Prerequisites required for this course

C grade or above in Year 11 Physics (Units 1 & 2) ATAR

Course Description

The Physics ATAR course aims to develop students’:

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

Unit 3 – Gravity and electromagnetism

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

Unit 4 – Revolutions in modern physics

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

Course Assessment

| | |
|-----------------|-----|
| Science Inquiry | 20% |
| Tests | 30% |
| Examinations | 50% |

Note – A detailed assessment outline will be provided to students at the commencement of the course.

Additional information about this course

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

Indicative Additional Costs

| | |
|----------------------------------|------------------------------------|
| Excursions | \$80.00 |
| Competitions | \$20.00 |
| Calculator (HP30S or equivalent) | \$20.00 (if purchased from school) |

YEAR 12 PSYCHOLOGY (UNITS 3 & 4) ATAR

Prerequisites required for this course

C grade or above in Year 11 Psychology (Units 1 & 2) ATAR

Course Description:

Psychology is the scientific study of how people think, feel and behave. It is an evidence-based discipline that follows the principles of scientific inquiry to explore human cognition, behaviour and thought. The Year 12 Psychology ATAR course introduces students to the principles of scientific inquiry and their application to planning, designing and conducting psychological investigations using appropriate procedures and practices. Students have the opportunity to collect, process, evaluate 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. Through the study of psychology, students will be introduced to a variety of psychological theories, studies, models and concepts that exist simultaneously and continue to evolve in a variety of contexts. They will learn how to critically evaluate psychological concepts, interpretations, claims and conclusions with reference to empirical evidence.

Unit 3 – Memory and learning

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

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

Unit 4 – Psychology motivation, wellbeing and health

This unit uses analysis of theories and models associated with motivation and wellbeing to establish psychological understandings of these concepts. It introduces some elements of the relationships between stress, sleep and wellbeing. Students learn psychological models and techniques to improve wellbeing in these contexts.

The unit emphasises the role and relevance of Science inquiry, where the psychological research is applied to contemporary concerns.

Additional information about this course

Psychology allows for the possibility of many vocations some of which include Counsellor, Sports Psychologist, Therapist, Clinical Psychologist, Forensic Psychologist, Criminologist, Rehabilitation Therapist, Psychiatric Nursing, Military Psychologist and Teaching. In addition to this the content studied in the course has broad applications in many professional settings from business to childcare and beyond.

Course Assessment

| | |
|--------------------------------|-----|
| Practical and research inquiry | 15% |
| Response | 40% |
| Examinations | 40% |

Note – A detailed assessment outline will be provided to students at the commencement of the course.

Indicative Additional Costs

| | |
|------------|---------|
| Excursions | \$50.00 |
|------------|---------|



YEAR 12 VISUAL ART (UNITS 3 & 4) ATAR

Prerequisites required for this course

C grade or above in Year 11 ATAR Visual Arts Units 1&2

Course Description

The Visual Arts ATAR course encompasses the practice and theory of the broad areas of art, craft and design. Students have opportunities to express their imagination, develop personal imagery, develop skills and engage in the making and presentation of artwork. They develop aesthetic understandings and a critical awareness that assists them to appreciate and make informed evaluations of art. This course places value on divergence, uniqueness and individuality. It assists students to value and develop confidence in their own creative abilities and to develop a greater understanding of their environment, community and culture. The 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.

Unit 3 – Commentaries. This unit offers students the opportunity to 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. They document their thinking and working practices, having the flexibility to work across media and art forms. 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.

Unit 4 – Points of view. This unit provides students with the opportunity to 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. Skills, techniques and processes are combined in the pursuit of new art forms, innovation and personal style.

In both units, students will undertake drawing and studio practice to develop awareness that each artist, including them, has his or her own particular way of expressing personal vision. Students will examine distinctly individualised styles and approaches by artists, for example representational, expressive, and abstract, to both art making and art interpretation, and explore these modes in their own work. The use of visual language will also allow students greater understanding of how their own art can convey meaning.

Use of a range of art forms and technologies such as drawing, painting, sculpture, ceramics, graphic design and digital art will be encouraged to allow students to explore, create and communicate their ideas. The work will be presented both informally, and formally in an exhibition at the end of the year.

Course Assessment

| | |
|------------|-----|
| Production | 50% |
| Theory | 50% |

Note – A detailed assessment outline will be provided to students at the commencement of the course.

Indicative Additional Costs

| | |
|------------|---------|
| Excursion: | \$25.00 |
|------------|---------|

YEAR 12 ANCIENT HISTORY (UNITS 3 & 4) GENERAL

Prerequisites required for this course

C grade or above in Year 11 Ancient History (Units 1 & 2) General

Course Description

Are you STILL interested in the mysteries of the Ancient World? If so, the Year 12 General History continues to develop the skills and understanding of the Year 11 Ancient History General course, but is also accessible to aspirant Ancient History students. Through examination of primary sources such as artefacts and ancient texts, students explore the ancient world to understand and make connections to the modern world. In Year 12, the units offered are:

Unit 3 – Societies and change.

In this unit, students learn about 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.

Focus area: Rome, the Late Republic to the Lex Manilia c. 133–66 BC

Unit 4 – Confrontation and resolution.

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.

Focus area: Rome, from Pompey’s Eastern Command to the First Settlement of Augustus 66–27 BC.

Course Assessment

| | |
|--------------------|-----|
| Historical Inquiry | 20% |
| Explanation | 25% |
| Source Analysis | 25% |
| Tests | 15% |
| EST | 15% |

Note – A detailed assessment outline will be provided to students at the commencement of the course.

NOTE: This course will not have an external examination; however, students will be required to sit a 50 minute externally set task (EST). The EST is a compulsory assessment, set by the Authority, and it is completed under test conditions. The EST is subject to the same attendance requirements as Senior School Exams.

Indicative Additional Costs

Potential excursion \$30



YEAR 12 AUTOMOTIVE ENGINEERING AND TECHNOLOGY (UNITS 3 & 4) GENERAL

Prerequisites required for this course

C grade or above in Year 11 Automotive Engineering and Technology (Units 1 & 2) General

Course description

Students develop skills and understandings relating to the component parts, ancillaries, systems, and technologies of automotive vehicles. They also work towards developing knowledge and skills needed to service, maintain, and repair vehicles. Students learn about historical and current changes in automotive technology, use of materials and automotive design, and the impact on communities and society.

Course Assessment

| | |
|-------------------------------|-----|
| Response | 15% |
| Investigation and diagnostics | 20% |
| Production and assembly | 50% |
| Externally Set Task | 15% |

Note – A detailed assessment outline will be provided to students at the commencement of the course.

NOTE: This course will not have an external examination; however, students will be required to sit a 50 minute externally set task (EST). The EST is a compulsory assessment, set by the Authority, and it is completed under test conditions. The EST is subject to the same attendance requirements as Senior School Exams.

This course leads to

Automotive Engineering and Technology prepares students to undertake work and/or further training in the automotive industry.

Additional information about this course

This course prepares students for an apprenticeship, career and/or further training related to the Automotive industry.

Indicative Additional Costs

There are no additional costs for this course.



YEAR 12 COMPUTER SCIENCE (UNITS 3 & 4) GENERAL

Prerequisites required for this course

C grade or above in Year 11 Computer Science (Units 1 & 2) General

Course Description

In the Computer Science General course students are introduced to the fundamental principles, concepts and skills within the field of computing. They learn how to diagnose and solve problems while exploring the building blocks of computing. Students explore the principles related to the creation of computer and information systems; software development; the connectivity between computers; the management of data; the development of database systems; and the moral and ethical considerations for the use of computer systems. This course provides students with the practical and technical skills that equip them to function effectively in a world where these attributes are vital for employability and daily life in a technological society.

Unit 3 – Developing computer-based systems and producing spreadsheet and database solutions

The focus for this unit is on developing computer-based systems and producing spreadsheet and database solutions. Students are introduced to the internal, interrelating components of computer-based systems in an industry context. They examine a variety of systems, build on their spreadsheet and database skills and gain an appreciation of how these concepts and technologies are used in industry.

Unit 4 – Developing computer-based solutions and communications

The focus for this unit is on developing computer-based systems solutions and communications. Students are introduced to networking concepts, as applied to industry. Through the use of algorithms, students develop programming skills. Students create solutions exploring the ethical, legal and societal implications of industry-based applications.

Course Assessment

| | |
|---------------------|-----|
| Project | 50% |
| Theory tests | 20% |
| Practical tests | 15% |
| Externally Set Task | 15% |

Note – A detailed assessment outline will be provided to students at the commencement of the course.

NOTE: This course will not have an external examination; however, students will be required to sit a 50 minute externally set task (EST). The EST is a compulsory assessment, set by the Authority, and it is completed under test conditions. The EST is subject to the same attendance requirements as Senior School Exams.

Additional information about this course

This course provides students with practical and technical skills that equip them to function effectively in a world where these attributes are vital for employability and daily life in a technological society. It provides a sound understanding of computing to support students pursuing further studies in related fields.

Indicative Additional Costs

There are no additional costs for this course.



YEAR 12 DANCE (UNITS 3 & 4) GENERAL

Prerequisites required for this course

No formal prerequisites required. Students should note, however, that the course builds on content delivered in Year 11. It is therefore recommended that students have completed the Year 11 Dance course and are prepared to participate in public performances.

Course description

The Dance General course is a highly practical course that allows students to develop and present their creativity through a variety of dance styles. Students will learn safe dance practices, genre – specific technique and choreography in a range of styles. The course includes the opportunity for students to create their own movement and choreography and work with industry professionals, performing finished dances in the annual showcase.

Analysis and theory are focused on exploring current popular dance and Australian dance, linking directly to the viewing of recorded or live dance performances. Where suitable, students will view professional dance with excursions to the theatre. Students will experience an intrinsic sense of enjoyment and personal achievement through expressing and challenging themselves physically and developing their dance ability.

The Year 12 Dance General course is delivered in two semester units:

Unit 3 – Popular culture

Unit 4 – Australian dance

Course Assessment

| | |
|------------------------|-----|
| Performance/Production | 65% |
| Response | 20% |
| Externally Set Task | 15% |

Note – A detailed assessment outline will be provided to students at the commencement of the course.

NOTE: This course will not have an external examination; however, students will be required to sit a 50 minute externally set task (EST). The EST is a compulsory assessment, set by the Authority, and it is completed under test conditions. The EST is subject to the same attendance requirements as Senior School Exams.

Additional information about this course

Through participation in the Dance General course, students develop transferable skills essential to their future. These include communication skills, collaborative teamwork skills, negotiation and conflict resolution skills, problem-solving skills, as well as the ability to organise, analyse and evaluate. Participation may lead to opportunities for future study in dance or related arts fields.

Indicative Additional Costs

Students will attend one professional dance performance as part of this course. Tickets typically range from \$30.00 - \$100.00.

| | |
|------------------------|---------|
| Dance Showcase tickets | \$20.00 |
|------------------------|---------|



YEAR 12 DESIGN (PHOTOGRAPHY) (UNITS 3 & 4) GENERAL

Prerequisites required for this course

No formal prerequisites required. Students should note, however, that the course builds on content delivered in Year 11. It is therefore recommended that students have completed the Year 11 Design (Photography) course, or have successfully studied Year 10 Photography, Visual Arts, Graphics or Media.

Course Description

The goals of the Year 12 Design (Photography) General course are to facilitate a deeper understanding of how design works 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.

This course will be delivered in the context of Photography. In this context, design may use analogue, and/or digital photographic systems and/or digital media.

The course will have a strong Photography base, looking towards practical application of these skills. Semester One will focus around commercial Photography and involves students working on their own magazine. Semester Two will look at Photography in terms of Graphic Design and Media Arts, focusing on Photo manipulation.

Course Structure

The course will be delivered as two concurrent units.

Unit 3 – Product design

The focus for this unit is product design. Students learn that the commercial world is comprised of companies, requiring consumer products, services and brands for a particular audience.

Unit 4 – Cultural design

The focus for this unit is cultural design. Students learn that society is made up of different groups of people who share diverse values, attitudes, beliefs, behaviours and needs; and that different forms of visual communication transmit these values and beliefs.

Course Assessment

| | |
|---------------------|-----|
| Production | 65% |
| Response | 20% |
| Externally Set Task | 15% |

Note – A detailed assessment outline will be provided to students at the commencement of the course.

NOTE: This course will not have an external examination; however, students will be required to sit a 50 minute externally set task (EST). The EST is a compulsory assessment, set by the Authority, and it is completed under test conditions. The EST is subject to the same attendance requirements as Senior School Exams.

Indicative Additional Costs

| | |
|------------|----------|
| Excursion | \$50.00 |
| Media Camp | \$120.00 |



YEAR 12 DRAMA (UNITS 3 & 4) GENERAL

Prerequisites required for this course

No formal prerequisites required. Students should note, however, that the course builds on content delivered in Year 11. It is therefore recommended that students have completed the Year 11 Drama course or at least achieved a C or above in lower school Drama unit in lower school and are prepared to participate in public performances.

Course Description

The Drama General course is a highly practical course, focusing on drama in practice as students integrate their knowledge and skills. They engage in drama processes such as improvisation, play building, text interpretation, play-writing and dramaturgy which allow them to create original drama and interpret a range of texts written or devised by others. Their work in this course includes production and design aspects involving sets, costumes, makeup, props, promotional materials, stage management, front-of-house activities, and sound and lighting. Increasingly, students use new technologies such as digital sound and multimedia. They present drama to a range of audiences and work in different performance settings.

The Year 12 Drama General course is delivered in two semesterised units:

Unit 3 – Representational, realist drama

Unit 4 – Presentational, non-realist drama

Course Assessment

| | |
|------------------------|-----|
| Performance/production | 55% |
| Response | 30% |
| Externally Set Task | 15% |

Note – A detailed assessment outline will be provided to students at the commencement of the course.

NOTE: This course will not have an external examination; however, students will be required to sit a 50 minute externally set task (EST). The EST is a compulsory assessment, set by the Authority, and it is completed under test conditions. The EST is subject to the same attendance requirements as Senior School Exams.

Additional information about this course

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

Indicative Additional Costs

Students will need to attend a minimum of **two** professional theatre performances outside of school hours as part of this course. Tickets typically range from \$18.00 to \$100.00.

Drama Camp \$300.00



YEAR 12 ENGLISH (UNITS 3 & 4) GENERAL

Prerequisites required for this course

C grade or above in Year 11 English (Units 1 & 2) General

Course Description

This 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 course is designed to provide students with the skills to succeed in a wide range of post-secondary pathways by developing their language, literacy and literary skills.

Unit 3

Unit 3 focuses on exploring different perspectives presented in a range of texts and contexts. Students will:

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

Unit 4

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
- analyse the ways in which authors influence and position audiences
- investigate differing perspectives and develop reasoned responses to these in a range of text forms for a variety of audiences
- construct and clearly express coherent, logical and sustained arguments and demonstrate an understanding of purpose, audience and context
- consider intended purpose and audience response when creating their own persuasive, analytical, imaginative, and interpretive texts.

Additional Information

This is helpful choice for a student who has not met the criteria for ATAR English and wishes to pursue an alternate entry to University. Students must maintain a grade average of 'A' across Years 11 and 12 to be a competitive candidate for Alternate University entry.

Course Assessment

| | |
|---------------------|-----|
| Responding | 40% |
| Creating | 45% |
| Externally Set Task | 15% |

Note – A detailed assessment outline will be provided to students at the commencement of the course.

NOTE: This course will not have an external examination; however, students will be required to sit a 50 minute externally set task (EST). The EST is a compulsory assessment, set by the Authority, and it is completed under test conditions. The EST is subject to the same attendance requirements as Senior School Exams.

This course leads to

TAFE/Employment

Indicative Additional Costs

| | |
|-----------|---------|
| Excursion | \$40.00 |
|-----------|---------|



YEAR 12 FOOD SCIENCE AND TECHNOLOGY (UNITS 3 & 4) GENERAL

Prerequisites required for this course

C grade or above in Year 11 Food Science Technology (Units 1 & 2) General

Course Description

In the Food Science and Technology General course, students develop their interests and skills through the design, production and management of food-related tasks. They develop knowledge of the various properties of food and apply these in practical situations, as well as developing their problem-solving abilities and decision-making skills. The students will work individually as well as in small production teams.

Unit 3 – Food science

This unit explores the societal, lifestyle and economic issues that influence food choices and investigate a range of diet-related health conditions that affect individuals and families. Students develop technology and communication skills to design food products. They will 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 – The undercover story

Students investigate food processing techniques and the principles of food preservation. They examine the regulations which determine the way food is packaged, labelled and stored and how the principles of the Hazard Analysis Critical Control Point (HACCP) system are administered and implemented to guide the production and provision of safe food. Students will also investigate the food supply and value-adding techniques applied to food to meet consumer and producer requirements. They will examine influences on the nutritional wellbeing of individuals that arise from lifestyle and cultural traditions. Students will adapt recipes and processing techniques when designing and preparing food for the specific nutritional needs of various cultural groups.

There is no set homework, as the assessment tasks (both practical and written components) are completed in class time throughout the year and there are no exams in this course.

Course Assessment

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

Note – A detailed assessment outline will be provided to students at the commencement of the course.

NOTE: This course will not have an external examination; however, students will be required to sit a 50 minute externally set task (EST). The EST is a compulsory assessment, set by the Authority, and it is completed under test conditions. The EST is subject to the same attendance requirements as Senior School Exams.

Additional information about this course

This course gives students opportunities to develop a wide range of practical skills when producing various recipes which will always be valuable throughout life.

The Food Science and Technology General course enables students to connect with further education, training and employment pathways and enhances employability and career opportunities in areas that include nutrition, health, food and beverage manufacturing, food processing, community services, hospitality, and retail.

Indicative Additional Costs

There are no additional costs for this course.



YEAR 12 HUMAN BIOLOGY (UNITS 3 & 4) GENERAL

Prerequisites required for this course

C Grade or above in Year 11 Human Biology (Units 1 & 2) General.

Course Description

Human Biology General enables students to:

- plan and conduct investigations
- analyse data, draw conclusions, evaluate investigation design and findings
- evaluate the impact of advancements in human biology on individuals and society
- communicate understandings of human biology
- understand that knowledge of human biological systems has developed over time and continues to develop with improving technology
- understand how scientists use knowledge of human biological systems in a wide range of applications
- understand how knowledge of human biological systems influences society in local, regional and global contexts
- understand structure and function of the body systems
- understand the mechanism of reproduction
- understand how the body maintains coordination of systems
- understand the effect of infectious diseases on humans.

Unit 3 – Coordination

This unit explores bones, muscles, nerves and hormones and how they maintain the body to act in a coordinated manner. Students investigate the musculoskeletal, nervous and endocrine systems through dissections and practical examination of reflexes, vision, hearing and skin sensitivity. They are encouraged to interpret and communicate their findings in a variety of ways.

Unit 4 – Infectious disease

This unit explores the causes and spread of disease and how humans respond to invading pathogens. Students investigate transmission of diseases using second-hand data from a historical perspective and recent global incidences. They consider how data is used to inform personal decisions and community responses related to disease prevention and control. They are encouraged to use ICT to interpret and communicate findings in a variety of ways.

Course Assessment

| | |
|---------------------|-----|
| Science inquiry | 30% |
| Extended response | 20% |
| Tests | 35% |
| Externally set task | 15% |

Note – A detailed assessment outline will be provided to students at the commencement of the course.

NOTE: This course will not have an external examination; however, students will be required to sit a 50 minute externally set task (EST). The EST is a compulsory assessment, set by the Authority, and it is completed under test conditions. The EST is subject to the same attendance requirements as Senior School Exams.

Additional information about this course

An understanding of human biology is valuable for a variety of career path, such as social work, medical and paramedical fields, food and hospitality, childcare, sport, science and health education.

Indicative Additional Costs

| | |
|-----------|---------|
| Excursion | \$30.00 |
|-----------|---------|



YEAR 12 MATHEMATICS ESSENTIAL (UNITS 3 & 4) GENERAL

Prerequisites required for this course

C grade or above in Year 11 Mathematics Essential (Units 1 & 2) General.

Course Description

The Year 12 syllabus is divided into two units which are delivered as a pair.

Unit 3

This unit includes the following four topics:

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

Unit 3 provides students with the mathematical skills and understanding to solve problems related to measurement, scales, plans and models, drawing and interpreting graphs and data collection. Teachers are advised to apply the content of all topics in contexts which are meaningful and of interest to the students. Possible contexts for this unit are Construction and Design, and Medicine.

Unit 4

This unit includes the following three topics:

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

Unit 4 provides students with the mathematical skills and understanding to solve problems related to probability, earth geometry and time zones, loans and compound interest. Teachers are advised to apply the content of all topics in contexts which are meaningful and of interest to the students. Possible contexts for this unit are Finance, and Travel. However, these contexts may not be relevant for all students and teachers are encouraged to find a suitable context that will make the mathematical topics of this unit relevant for their particular student cohort.

Course Assessment

| | |
|------------------------|-----|
| Response | 40% |
| Practical applications | 45% |
| Externally set task | 15% |

Note – A detailed assessment outline will be provided to students at the commencement of the course.

NOTE: This course will not have an external examination; however, students will be required to sit a 50 minute externally set task (EST). The EST is a compulsory assessment, set by the Authority, and it is completed under test conditions. The EST is subject to the same attendance requirements as Senior School Exams.

Additional information about this course

The Mathematics Essential General course 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.

Indicative Additional Costs

There are no additional costs for this course.



YEAR 12 MATERIALS DESIGN AND TECHNOLOGY (WOOD) (UNITS 3 & 4) GENERAL

Prerequisites required for this course

Nil

Course Description

This is a Materials Design and Technology course. Wood Design is an excellent introduction to developing valuable skills for personal development or pursuing a trade qualification. This is a practical course where students work with wood in the design and manufacture of products. The course provides opportunity for students to experience practical and functional furniture making with creative and useful outcomes. The knowledge, skills and tasks in the course can be used for leisure time activities or in planning a career working with wood and furniture. Students achieve functional outcomes which stimulate students in design, ingenuity of construction, pride of achievement and the knowledge and application of the correct use of tools, machines and materials. In order to do these well, students research and test materials and use strategies to develop innovative and creative ideas. They apply skills of management in planning and implementing a process, at the same time as they manipulate tools and machines to produce high-quality products. The student will be required to design and manufacture a personal project during their second semester.

Course Assessment

| | |
|------------------------------|-----|
| Design (Practical portfolio) | 25% |
| Production (Practical) | 50% |
| Response (Written) | 10% |
| Externally set task | 15% |

Note – A detailed assessment outline will be provided to students at the commencement of the course.

NOTE: This course will not have an external examination; however, students will be required to sit a 50 minute externally set task (EST). The EST is a compulsory assessment, set by the Authority, and it is completed under test conditions. The EST is subject to the same attendance requirements as Senior School Exams.

Additional information about this course

Further education, training and employment opportunities within this industry are greatly enhanced for students completing this course. Opportunities may include apprenticeships, traineeships, scholarships, credit entry to State Trading Providers (TAFEWA), University entry and a range of direct employment options for example cabinet maker; finisher and shop fitter.

Indicative Additional Costs

Students are expected to complete a Personal Project during second semester. Cost of structural materials will need to be covered by the student. Prices for materials will often be upwards of \$20.00.



YEAR 12 MEDIA PRODUCTION AND ANALYSIS (UNITS 3 & 4) GENERAL

Prerequisites required for this course

No formal prerequisites required. Students should note, however, that the course builds on content delivered in Year 11. It is therefore recommended that students have completed the Year 11 Media course, or have studied Year 10 Photography, Media, Graphics or Visual Art.

Course Description

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. Students learn the languages of media communication and how a story is constructed using representations. Students are encouraged to explore, experiment and interpret their world, reflecting and analysing contemporary life while understanding that this is done under social, cultural and institutional constraints. Students as users and creators of media products, consider the important role of audiences and their context.

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

This course is highly recommended for those students who have an interest in Media production. It provides valuable opportunities for self-expression and creativity. Works produced throughout this course can be included in a portfolio-based entry to university and other tertiary institutions.

The Year 12 Media Production and Analysis General course is delivered in two concurrent units:

Unit 3 – Entertainment and **Unit 4 – Representation and Reality**

Course Assessment

| | |
|---------------------|-----|
| Production | 60% |
| Response | 25% |
| Externally set task | 15% |

Note – A detailed assessment outline will be provided to students at the commencement of the course.

NOTE: This course will not have an external examination; however, students will be required to sit a 50 minute externally set task (EST). The EST is a compulsory assessment, set by the Authority, and it is completed under test conditions. The EST is subject to the same attendance requirements as Senior School Exams.

Indicative Additional Costs

| | |
|-----------|----------|
| Excursion | \$20.00 |
| Camp | \$120.00 |

YEAR 12 OUTDOOR EDUCATION (UNITS 3 & 4) GENERAL

Prerequisites required for this course

C grade or better in Year 11 Outdoor Education (Units 1 & 2) General

Students must pass the following tests:

- A timed 200m swim (to be achieved within 5 minutes)
- Treading water for 5 minutes (immediately after the 200m swim)

Course Description

Unit 3 – Building confidence in the outdoors

Students understand planning and organisational requirements necessary for them to participate in safe, short-duration excursions/expeditions. They will 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. components, patterns and forecasting are introduced. Students develop a greater understanding of human interactions with nature, past and present.

Unit 4 – Outdoor leadership

Students will continue to develop navigational skills and respond to an emergency in the outdoors. Students focus on developing commitment, tolerance, resilience, and conflict resolution skills. Students lead briefing and debriefing sessions and appraise their own and others' leadership skills. Students continue to forecast weather and apply strategies to minimise human impact on natural environments. They explore sustainability projects and understand human responsibility for the environment.

Activities *will* include, but are not limited to:

- surfing
- mountain biking
- camping

Students will be required to participate in classes outside of the normal schooling times (one hour before or after school). This time is always paid back to students in the form of early finishes or late starts.

Course Assessment

| | |
|----------------------------|-----|
| Investigation and Response | 35% |
| Practical Performances | 50% |
| Externally set task | 15% |

Note – A detailed assessment outline will be provided to students at the commencement of the course.

NOTE: This course will not have an external examination; however, students will be required to sit a 50 minute externally set task (EST). The EST is a compulsory assessment, set by the Authority, and it is completed under test conditions. The EST is subject to the same attendance requirements as Senior School Exams.

Additional information about this course

Expedition: An expedition is defined as at least two days and one night with a non-motorised mode of travel used to move from one campsite to the next. Self-sufficiency refers to the students' ability to meet their own needs as required, without aid, support or interaction with others outside of their expedition group.

To establish optimal teaching, learning and assessment situations for this course, students will participate in two expeditions, (two days/one night & three days/two nights) in a natural environment, be self-sufficient, and include at least one mode of travel.

Additional Costs

There will be a camp as part of the course offered and the opportunity to attend a one-day excursion to practise skills learnt.

| | |
|-----------------|----------|
| Camp/Excursions | \$250.00 |
|-----------------|----------|

YEAR 12 PHYSICAL EDUCATION STUDIES (UNITS 3 & 4) GENERAL

Prerequisites required for this course

A genuine interest in sport/physical activity and a desire to pursue the associated theoretical components.

Course Description

This course focuses on simple movement, biomechanical, physiological, psychological, functional anatomy and motor learning concepts. Students will build their understanding the relationship between skill, movement production and fitness. Assessment of student's own and others' movement competency and identifying areas for improvement will also be a focus. Students will continue to build their knowledge of training principles, nutrition and goal setting concepts, to enhance students own and others' performance in physical activity.

Students will progressively develop skills, knowledge and understanding that will enable them to pursue their personal interests and potential in physical activity as athletes' coaches, officials and/or administrators.

The course is delivered through six interrelated content areas; these being:

- developing physical skills and tactics
- motor learning and coaching
- functional anatomy
- biomechanics
- exercise physiology
- sport psychology.

The course is comprised of at least 50% theory work.

All students undertaking this course are expected to participate or officiate at the school swimming and athletics carnivals.

Sports undertaken will be selected from a range of individual and team sports including activities such as tennis, netball, volleyball, golf, hockey, soccer, touch, AFL, cricket and badminton.

The sports chosen will be covered in greater depth than in lower school.

Course Assessment

| | |
|----------------------------|-----|
| Practical Performances | 50% |
| Investigation and Response | 35% |
| Externally set task | 15% |

Note – A detailed assessment outline will be provided to students at the commencement of the course.

NOTE: This course will not have an external examination; however, students will be required to sit a 50 minute externally set task (EST). The EST is a compulsory assessment, set by the Authority, and it is completed under test conditions. The EST is subject to the same attendance requirements as Senior School Exams.

Additional Costs

| | |
|------------|---------|
| Excursions | \$30.00 |
|------------|---------|

YEAR 12 PSYCHOLOGY (UNITS 3 & 4) GENERAL

Prerequisites required for this course

C grade or above in Year 11 Psychology (Units 1 & 2) General

Course Description

Are you interested in the way that we think? The way that we feel? Or even the way that we behave? If so, Psychology is the course for you. It aims to answer important questions such as what motivates people and what factors influence their development. Psychological knowledge helps us understand factors relating to individuals such as the way we think, biological influences and personality. Psychological knowledge helps us understand the way individuals form groups, function within groups and interact with other groups including how people relate and communicate. On a larger scale, psychological knowledge can be applied to society as a whole, helping students to understand how individuals function within different contexts and how this is influenced by culture; shaping people's values, attitudes and beliefs.

Unit 3

The focus for this semester is on understanding ourselves, and the way that we interact with others. Students will delve deeper into personality testing to consider how it is used in different settings; from understanding performance, to a predictor of success in the field of employment. Unit 3 will provide students with an opportunity to understand features of the mind to support them in their studies; considering memory and strategies for improving the retrieval of information. This unit really allows students to focus on how to improve and enhance human understanding and learning, as they are readying to leave high school!

Unit 4

This semester, students are presented with the opportunity to explore the inner workings of the brain. They will explore case studies that allow them to understand the role of different parts of the brain in how our mind works. They will then have the chance to look at the modern methods of understanding the operation of our brains such as EEGs, CAT scans and fMRIs. Students will delve beyond the brain to explore the other factors that influence our development and how we grow into adults. This unit allows students to consider the world in which they live and helps to build key skills to make positive choices in their lives after school.

Course Assessment

| | |
|---------------------|-----|
| Investigations | 25% |
| Response | 40% |
| Projects | 20% |
| Externally set task | 15% |

Note – A detailed assessment outline will be provided to students at the commencement of the course.

NOTE: This course will not have an external examination; however, students will be required to sit a 50 minute externally set task (EST). The EST is a compulsory assessment, set by the Authority, and it is completed under test conditions. The EST is subject to the same attendance requirements as Senior School Exams.

Additional information about this course:

This General (non-ATAR) Psychology course is a fantastic subject in which to explore the nature of human behaviour, thinking and relationships. It is extremely useful in gaining insight into how people operate as individuals, within group situations and as a part of society as a whole. This course is great for students studying a non-ATAR pathway who want a challenge in their final year of high school without the pressures of external examinations. Their studies of Psychology will assist students to build valuable skills to allow them to critically review information and consider evidence presented to them in all aspects of their lives. The study of psychology is highly relevant to further studies in health professions, education, human resources, social sciences, sales, media and marketing, and aims to provide a better understanding of human behaviour.

Indicative Additional Costs:

| | |
|------------|---------|
| Excursions | \$50.00 |
|------------|---------|



YEAR 12 VISUAL ART (UNITS 3 & 4) GENERAL

Prerequisites required for this course

No formal prerequisites required. Students should note, however, that the course builds on content delivered in Year 11. It is therefore recommended that students have completed the Year 11 Visual Arts course, or have competent drawing skills and have achieved a C grade or above in lower school Art.

Course Description

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. Students transform and shape ideas to develop resolved artworks. They engage in art making processes in traditional and new media areas which involve exploring, selecting and manipulating materials, techniques, processes, emerging technologies and responses to life. 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 Year 12 syllabus is divided into two units (Units 3 & 4) which are delivered as a pair.

Unit 3 – 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 – Investigations. Students investigate a variety of selected artists' work to further develop their understanding of the creative process. They become aware that artists gain inspiration and generate ideas from diverse sources, including what is experienced, learned about, believed in, valued, imagined or invented.

This course provides opportunities for students to develop ideas through problem solving and research to arrive at a finished product of high quality and personal relevance. Students work in co-operation with others and as individuals on projects that express contemporary concerns. Design processes are used in the development of the student's original ideas. Use of a range of art forms and technologies such as drawing, painting, sculpture, textiles, ceramics, graphic design and digital art will be encouraged to allow students to explore, create and communicate their ideas.

This course is highly recommended for those students who have an interest in the Visual Arts but are not in a position to endure the academic rigours of the Arts ATAR Courses. It provides valuable opportunities for self-expression and creativity that could lead towards productive leisure time pursuits, employment possibilities or entry into State Trading Providers (TAFEWA).

Course Assessment

| | |
|--------------------------------------|-----|
| Practical (Production) | 65% |
| Theory (Analysis and investigations) | 20% |
| Externally set task | 15% |

Note – A detailed assessment outline will be provided to students at the commencement of the course.

NOTE: This course will not have an external examination; however, students will be required to sit a 50 minute externally set task (EST). The EST is a compulsory assessment, set by the Authority, and it is completed under test conditions. The EST is subject to the same attendance requirements as Senior School Exams.

Indicative Additional Costs

| | |
|------------|---------|
| Excursions | \$25.00 |
|------------|---------|

YEAR 12 CHC22015 CERTIFICATE II IN COMMUNITY SERVICES (VET)

COURSE CONTINUES FROM YEAR 11

Prerequisites required for this course

Completion of Year 11 units in Certificate II in Community Services.

Course Content-

The Certificate II in Community Services will have a focus on Child Care. The students will develop an understanding of working within the child care industry, organisations and related services. Students will study the importance of play, early education and the need for good nutrition for growth and physical development. This will be gained by completing a range of interesting practical, written and research activities. The Aged Care Industry will also be investigated.

Visiting guest speakers and excursions to various venues (such as child care facilities, kindergartens and community services) will be incorporated into the course. These excursions are compulsory as they are part of the assessment.

Students will also complete a Senior First Aid certificate as part of this course.

Core Units

| | |
|-----------|--|
| CHCCOM001 | Provide first point of contact |
| CHCCOM005 | Communicate and work in health or community services |
| CHCDIV001 | Work with diverse people |
| HLTWHS001 | Participate in workplace health and safety |
| BSBWOR202 | Organise and complete daily work activities |

Elective Units

| | |
|-----------|--|
| HLTFSE001 | Follow basic food safety practices |
| FSKWGT09 | Write routine workplace texts |
| FSKOCM07 | Interact effectively with others at work |
| HLTAID011 | Provide first aid |

Course Duration

This course will be completed over two years.

Additional information about this course

This course is excellent preparation for those students who wish to be a part of the Child Care Industry, Early Childhood Education, Education Assistant, Nursing, Kindergarten and Primary School Education Assistant and Teaching.

Indicative Additional Costs

There will be an extra cost for the outside assessor for the First Aid Certificate of approximately \$100.00.
 Additional Material \$28.00

The CHC22015 Certificate II in Community Services is a proposed offering for the 2025 academic year. At the time of publication, no agreements have been entered into with a Registered Training Organisation for the delivery of this qualification. On the basis of interest from students in the CHC22015 Certificate II in Community Services, the school will initiate a formal partnership agreement with a RTO for the delivery of the qualification.

YEAR 12 SIT20322 CERTIFICATE II IN HOSPITALITY (VET)

COURSE CONTINUES FROM YEAR 11

Prerequisites required for this course

Completion of the Year 11 units in Certificate II in Hospitality.

Course Content

Core Units

| | |
|------------|--|
| SITXWHS005 | Participate in safe work practices |
| SITXCCS011 | Interact with customers |
| SITHIND006 | Source and use information on the hospitality industry |
| BSBTWK201 | Work effectively with others |
| SITXCOM007 | Show social and cultural sensitivity |
| SITHIND007 | Use hospitality skills efficiently |

Elective Units

| | |
|------------|---|
| SITXFSA005 | Use hygienic practices for food safety |
| BSBTEC201 | Use business software applications |
| SITHFAB021 | Provide responsible service of alcohol |
| SITHFAB025 | Prepare and serve espresso coffee |
| SITXFIN007 | Process financial transactions |
| SITXCOM008 | Provide a briefing or a scripted commentary |

Course Assessments

This course is assessed on a competency basis; assessments are theoretical and practical. Students learn the theory and then get hands on experience, demonstrating their skills and industry readiness. There are also a number of local excursions designed to support student knowledge.

Course Duration

This course is completed over two years.

This course leads to

Year 12 concurrent completion of SIT20322 Certificate II in Hospitality.

Completion of a Certificate course is great for employment and additional TAFE studies.

Vocational opportunities examples

- Barista
- Restaurant Staff
- Travel Agent
- Food and Beverage Attendant
- Tour Guide
- Event Staff

Example employment from past students

Crown, Optus Stadium, Rottneest Fast Ferries, Quality Resort and other local restaurants and cafés.

Additional information about this course

Successful completion gives students 12 units of competency within Tourism and Travel, Event Management, Hospitality and Business pathways.

Indicative Additional Costs

Additional costs include transport to and from tourist sites and may include entry fees.

Most excursions will be no more than \$20.

'SIT20322- Certificate II in Hospitality' is offered in partnership via auspicings with a registered training organisation 'Australian Institute of Education and Training'
RTO number: 121314. More information can be found from the website: <https://www.aiet.edu.au/>

YEAR 12 CUA20620 CERTIFICATE II IN MUSIC (VET)

COURSE CONTINUES FROM YEAR 11

Prerequisites required for this course

Completion of the Year 11 units in Certificate II in Music.

Course Content

Core Units

| | |
|-----------|--|
| BSBWHS211 | Contribute to the health and safety of self and others |
| BSBTWK201 | Work effectively with others |
| CUAIND211 | Develop and apply creative arts industry knowledge |

Elective Units

| | |
|-----------|--|
| CUAMPF211 | Perform simple musical pieces |
| CUAMPF213 | Perform simple repertoire in ensembles |
| CUASTA212 | Assist with bump in and bump out of shows |
| CUASOU212 | Perform basic sound editing |
| CUAMLT202 | Apply knowledge of music culture to music making |

Course duration

This course will be completed over two years.

Additional information about this course

This course is suited to students who wish to develop the basic skills required to work in the music industry, particularly in a performance role. On completing the course, students will be able to rehearse and perform in solo or group situations and will be able to effectively use audio equipment such as PA's for live rehearsal and performance and DAW's for sound editing.

This course is a preparatory qualification that can be used as a pathway into Certificate III in Music.

Indicative Additional Costs

| | |
|--------------------|-----------------------------|
| Music Gala Tickets | \$15.00/ticket per semester |
|--------------------|-----------------------------|

The CUA20620 Certificate II in Music is a proposed offering for the 2025 academic year. At the time of publication, no agreements have been entered into with a Registered Training Organisation for the delivery of this qualification. On the basis of interest from students in the CUA20620 Certificate II in Music, the school will initiate a formal partnership agreement with an RTO for the delivery of the qualification.

YEAR 12 SIS20321 CERTIFICATE II IN SPORT COACHING (VET) COURSE CONTINUES FROM YEAR 11

Prerequisites required for this course

Completion of the Year 11 units in Certificate II in Sports Coaching.

Course Description

This course will be completed over two years and includes the following units:

Core units

| | |
|------------|-----------------------------------|
| SIRXWHS001 | Work safely |
| HLTAID011 | Provide first aid |
| SISSCO002 | Work in a community coaching role |

Elective Units

| | |
|------------|---|
| SISSCO001 | Conduct sport coaching sessions with foundation level participants |
| SISSOF002 | Continuously improve officiating skills and knowledge |
| SISSPAR009 | Participate in conditioning for sport |
| SISSBSB001 | Conduct basketball coaching sessions with foundation level participants |
| SIXIND006 | Conduct sport, fitness or recreation events |

Additional information about this course

Students who complete this course will develop a variety of skills and the knowledge to contribute to sport at the community level in assistant coaching and official roles, as well as be able to enter the sport, fitness and recreational industry in a generalist capacity. The program includes practical coaching and officiating experience that will challenge and ultimately build student confidence, and decision-making skills. This will allow students to engage with the community by participating in sports which may include squash, basketball, netball, soccer, volleyball, AFL and weight training. The opportunity also exists for students to improve their own sporting performance by learning about physical conditioning. Students will also have the opportunity to plan and implement the organisation of large-scale events.

At the completion of this course, students will receive a First Aid certificate, a Level 0 Coaching Qualification and an 'Introduction to Sports Taping' certificate.

Vocational opportunities

This course may lead to vocational opportunities in coaching, umpiring, sports training, Physical Education teaching, study in Sports Science, gym instructor or personal training.

Additional Costs

Excursions Maximum of \$30.00 (if any occur)

YEAR 12 BSB20120 CERTIFICATE II IN WORKPLACE SKILLS (VET) (1 Year course)

Prerequisites required for this course

Nil

Course Content

If you enjoy supporting people in their work roles and are keen to liaise with the public, then this certificate is for you. All modern companies have an office and in today's economic climate, many expect their employees to multitask. For example, the motor mechanic, hairdresser, and event manager, must also be able to use databases, order stock and invoice customers. Students will develop both written and oral communication skills, as well as business software skills. No matter one's career, these fundamental skills are imperative to being able to function in a digital world.

Core Units

| | |
|-----------|--|
| BSBCMM211 | Apply communication skills |
| BSBOPS201 | Work effectively in business environments |
| BSBPEF202 | Plan and apply time management |
| BSBSUS211 | Participate in sustainable work practices |
| BSBWHS211 | Contribute to health and safety of self and others |

Elective Units

| | |
|-----------|---|
| BSBCRT201 | Develop and apply thinking and problem solving skills |
| BSBTEC202 | Use digital technologies to communicate in a work environment |
| BSBTEC203 | Research using the internet |
| BSBTEC301 | Design and produce business documents |
| BSBCRT311 | Apply critical thinking skills in a team environment |

Course Duration

This course will be completed over one year.

Additional information about this course

This certificate is delivered using a model business where opportunities exist to perform 'real' tasks for 'real' employers. Students will develop both written and oral communication skills, as well as skills in business software applications. No matter one's career, these fundamental skills are imperative to being able to function in a digital world. Successful completion may give students the opportunity of completing a Certificate III in Business.

Indicative Additional Costs

There are no additional costs for this course.

The BSB20120 Certificate II in Workplace Skills is a proposed offering for the 2025 academic year. At the time of publication, no agreements have been entered into with a Registered Training Organisation for the delivery of this qualification. On the basis of interest from students in the BSB20120 Certificate II in Workplace Skills, the school will initiate a formal partnership agreement with a RTO for the delivery of the qualification

YEAR 12 BSB30120 CERTIFICATE III IN BUSINESS (VET)

Prerequisites required for this course

Students must complete the Certificate II in Workplace Skills in Year 11 to enter this course. Some students who complete the Certificate II in Workplace Skills in Year 11 may not be capable of the Certificate III course.

Course Content

If you enjoy supporting people in their roles and want challenge and variety in your work, then this certificate is for you. This certificate suits the person who is keen undertake the challenge of an office management position or become an executive assistant. Students will develop both written and oral communication skills, management skills and business software skills. No matter one's career, these fundamental skills are imperative in a digital world and are also essential for those embarking on tertiary studies.

Unit Code

| | |
|-----------|--|
| BSBCRT311 | Apply critical thinking skills in a team environment |
| BSBPEF201 | Support personal wellbeing in the workplace |
| BSBSUS211 | Participate in sustainable work practices |
| BSBTWK301 | Use inclusive work practices |
| BSBWHS311 | Assist with maintaining workplace safety |
| BSBXCM301 | Engage in workplace communication |

Elective Units

| | |
|-----------|---|
| BSBTEC202 | Use digital technologies to communicate in a work environment |
| BSBTEC302 | Design and produce spreadsheets |
| BSBTEC303 | Create electronic presentations |
| BSBPEF301 | Organise personal work priorities |
| BSBPEF202 | Plan and apply time management |
| BSBOPS201 | Work effectively in business environment |
| BSBCMM211 | Apply communication skills |

Course duration

This course will be completed over one year.

Indicative Additional Costs

There are no additional costs for this course.

The BSB30120 Certificate III in Business is a proposed offering for the 2025 academic year. At the time of publication, no agreements have been entered into with a Registered Training Organisation for the delivery of this qualification. On the basis of interest from students in the BSB30120 Certificate III in Business, the school will initiate a formal partnership agreement with a RTO for the delivery of the qualification.

YEAR 12 WORKPLACE LEARNING (ENDORSED); CAREER AND ENTERPRISE GENERAL

NOTE: This course is ONLY suitable for students who are completing a NON-ATAR pathway as work placement is completed during the examination period.

Prerequisites required for this course:

There is no minimum entry requirement for this program; however, an interview may be requested for some work placements.

Program Description

This program is highly recommended for those students who are focused on gaining firsthand experience in the workforce.

By successfully completing this program, students will be credited with:

- One Career and Enterprise (CAE) Unit
- Two Workplace Learning (ADWPL) Units

The **Career & Enterprise** unit prepares students for their work placements and future career decisions by studying the following topics:

- Work Related Decision Making
- Entrepreneurial behaviours - Risk Taking / Initiative and Work Success
- Occupational Health & Safety and Satisfying Workplaces
- Career Development and Management
- Gaining and keeping work

The **Workplace Learning** units provides a valuable opportunity for students to explore career pathways by choosing to undertake practical and relevant work experience in an industry of their choice. It provides students with the knowledge, workplace skills and attitudes valued within work environments, as a preparation for employment. Specific technical skills and knowledge learnt during formal education help students gain and keep employment. These skills are vital to all forms of employment in today's world.

These units provide **ongoing opportunities for Workplace Learning**. Students prepare for, and are placed in a suitable workplace. **WPL is completed in two x two week blocks throughout the year in an industry area of interest** to the student.

During their work placements, students are given an opportunity to develop generic work related skills that are transferable and vital to all forms of employment. These skills are often referred to as "employability skills" and are relevant for everyone seeking work. Employability skills are developed over the life time of an individual and are valued in education, training, employment and participation in the community.

Students **may** be offered part-time work opportunities, full-time or school based apprenticeships and traineeships after successful work placements, thus offering an excellent networking opportunity for students.

Program Assessment

Career & Enterprise completion requirements

To pass this unit of Career & Enterprise, students must complete the following four assignments:

- Investigate different learning styles. Prepare an oral presentation sharing the findings.
- Use decision-making steps for a problem that you have identified in a workplace with which you are familiar and use a SWOT as the model for making a decision.
- Participate in a mock personal job interview using a SAO technique to respond to the questions.
- Create or update your career portfolio.

This unit is graded A - E at the end of the year.

Workplace Learning

Completion requirements

To achieve one unit of workplace learning students must have:

- completed a total of 55 hours of experience during a ten (10) day work placement
- maintained a logbook documenting workplace attendance and tasks undertaken
- complete a Workplace Learning Skills Journal.

Note – A detailed assessment outline will be provided to students at the commencement of the course.

Additional information about this program

This program allows students to experience different workplaces, assisting them to make informed career decisions. These decisions are important as students move from school to further education, training, employment and participation in the community.

Some examples of work placements include electrical, plumbing and gas fitting, carpentry and joinery, hospitality, automotive, metals and engineering, child care, hairdressing, IT, animal care, teacher assistant, retail and health services.

Indicative Additional Costs

Nil

Note: A construction induction training card (White Card) is required if students are attending a construction workplace. This may be completed as part of an external training provider course or on-line and will have an associated cost.

The cost of any required PPE will be the responsibility of the participant.

COST OF SUBJECTS AND PAYMENTS

COSTS OF SUBJECTS

Each elective subject will attract a charge being the value of cost recovery. Each subject is carefully costed each year ensuring the best value for money is achieved along with experiences that enrich your child's education.

The actual cost of each subject will not be available until after the school has completed its budgeting process later in the school year. Costs are indicated in the Subject Selection Online (SSO) system used to select subject electives for the following year. The SSO prices are indicative only and based on the previous year's actual costs.

Once our timetable is finalised we can then allocate students to elective subjects. By 1 December each year, families are notified of the next year's cost of schooling. This includes each subject cost and any additional costs such as excursions, camps and extra curricula activities such as the Year 12 Ball.

Costs are based on student participation, therefore, should a student not attend an excursion, a part or all of the charge may not need to be paid.

SET AND FORGET PAYMENT PLAN

As students' progress through high school, subject costs do increase in line with the experiences and materials the required. Collectively this can get expensive for families particularly when siblings are at high school together.

To assist families manage the cost of schooling, please consider putting in place a '[Set and Forget](#)' payment plan for as little as \$20 per fortnight, early in your child's high school career. This small contribution will accumulate and be put towards our annual contributions and charges (subject electives) at the beginning of the school year.

We will keep you updated with the value of your contribution. As Year 11 and 12 subjects are more intense and resource heavy, you have the opportunity to have some surplus accumulated over previous years to put towards these years, without needing to worry about debt and juggling multiple expenses that we know teenagers attract.

Importantly, we will keep in touch with you and provide regular statements, so you are aware of the situation at all times. Values and frequency of the plans can be altered to suit your personal needs.

STATEMENTS AND DEBT COLLECTION

We issue information to families by 1 December each year, indicating the maximum cost of the next year's schooling for each child. Once the deadline for subject changes has passed during Term One of the school year, we can then apply our costs and email statements to families. At this time we ask for payment of the accounts.

Reminders are sent each term by email. Multiple ways are available to [pay](#) including Qkr! and BPoint; all of which are available via our website.

Any unpaid subject electives and additional activities (excursions) for the previous year are promptly passed early in the following school year to our debt collectors, to seek payment. To avoid this uncomfortable situation, we encourage families to put in place a '[Set and Forget](#)' plan to assist with spreading the total cost of schooling across your child's 6 years of high school.