



Our Lady of
Mercy College

Embracing Life | Nurturing Faith | Inspiring Learning

COURSE INFORMATION

YEAR 11 2023

YEAR 12 2024

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Dear Parents and Guardians,

Assisting your child in planning their future can be a challenging task. With so many options and pathways available, the process of deciding on a particular course of study may seem daunting. At Our Lady of Mercy College, we aim to make this process a little easier by providing your child with a variety of resources, information and support involving course selection.

This handbook outlines information relating to the courses on offer at Our Lady of Mercy College for Year 11 - 2023 and Year 12 - 2024. It highlights the courses available on ATAR and General pathways and those that are on offer as part of our Vocational Education and Training (VET) programs. Students are encouraged to select their courses based upon their interests and abilities. The courses outlined in the handbook provide excellent information for your child's transition into Senior Secondary and then to further study or the workplace.

When planning for Years 11 and 12, students are advised to:

- Read the handbook carefully, looking at all the courses and options available
- Talk with their parents
- Seek advice from their course teachers, Heads of Learning Areas, Heads of Year, Director of Student Wellbeing, Director of Teaching and Learning and the Vice Principal
- Participate fully in their Careers lessons to develop their knowledge of post-school opportunities and pathways
- Research further study options such as university and State Training Provider websites, investigate apprenticeships and traineeships and the world of work
- Attend interviews with College staff to assist with course selection

It is hoped that the careful, well-planned selection of courses will mean that students enjoy and benefit from studying at a Senior Secondary level.

By selecting the right course combinations, meeting the requirements regarding literacy and numeracy competency and achieving the required standard in courses throughout Year 11 and Year 12, students will be well-equipped to achieve a Western Australia Certificate of Education (WACE).

We wish all students every success as they embark on this journey.

Mrs Natasha Hart
Director of Teaching and Learning

Disclaimer: This document was correct at the time of going to print

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GENERAL INFORMATION

Year 11 signals the beginning of studies that will enable students to move beyond school to a variety of tertiary destinations or into the workplace. The courses chosen by a student should be based upon:

- **Academic Ability**
In order to achieve success in Year 11 and Year 12 courses, students need to have demonstrated a high standard of ability and achievement in Year 10 courses (For example, if a student has not performed at a high level in the study of Year 10 Science, Physics in Year 11 should not be selected).
- **Interests**
The range of choices offered at Our Lady of Mercy College provides students with the opportunity to pursue their particular interests at the level at which they are able to achieve success.
- **Future Intentions**
Students should choose courses that maximise their options for the future.

It is hoped that this booklet will assist students in the selection of courses that will provide the most suitable pathway ahead.

FREQUENTLY USED TERMS

- **WACE** – Western Australian Certificate of Education (presented at the successful completion of courses at the end of Year 12).
- **OLNA** – Online Literacy and Numeracy Assessment.
- **COURSE** – The area of study that the student wishes to pursue. For example: Drama, Mathematics, Certificate II in Business.
- **UNIT** – The Year level and semester of study.
- **VET** – Vocational Education and Training in schools engages students in work-related learning built on strategic partnerships between schools, registered training organisations, business, industry and the wider community. Completion of VET qualifications provides students with credit towards a nationally recognised vocational qualification within the Australian Qualifications Framework. A broad range of post-school vocational options and pathways are available through VET studies.
- **ENDORSED PROGRAMS** – Endorsed programs provide access to areas of learning typically not covered by courses and can contribute to students' WACE requirements. Endorsed programs can be delivered in a variety of settings by schools, training organisations and workplaces.

WACE LIST A AND B COURSES FOR BREADTH OF STUDY

Our Lady of Mercy College offers a wide range of courses to students in Years 11 and 12. These are grouped into:

- List A (Arts/ Languages/ Social Sciences) and
- List B (Mathematics/ Science/ Technology)

Please see the table below for the courses that Our Lady of Mercy is offering in 2022/2023. **Please note that not all courses are available on the ATAR and General pathways. Some Courses will be available as online courses if there are not enough numbers to make them viable to run face to face at Our Lady of Mercy College.**

Students must complete, in their final WACE year (Year 12), **at least one course from List A and at least one course from List B.**

List A Arts/Languages/Social Sciences					List B Mathematics/Science/Technology				
Course Codes	Course Name	A T A R	G E N	V i S N	Course Codes	Course Name	A T A R	G E N	V i S N
BME	Business Management & Enterprise		✓		AIT	Applied Information Technology	✓	✓	
DAN	Dance	✓	✓		BLY	Biological Science	✓	✓	✓
DRA	Drama	✓	✓		BCN	Building & Construction	✓	✓	
ECO	Economics	✓		✓	CHE	Chemistry	✓		
ENG	English	✓	✓		DES	Design: Graphics			✓
GEO	Geography	✓	✓	✓	EST	Engineering Studies: Mechatronics	✓		
HIM	Modern History	✓		✓	HEA	Health Studies			✓
LIT	Literature	✓			HBV	Human Biology	✓	✓	✓
MUS	Music	✓			MDT	Materials: Metal Materials: Wood	✓	✓	
REL	Religion & Life	✓	✓	✓	MAA	Mathematics: Applications	✓		
PAL	Politics & Law			✓	MAE	Mathematics: Essential		✓	
VAR	Visual Arts	✓	✓		MAM	Mathematics: Methods	✓		
					MAS	Mathematics: Specialist	✓		✓
					PES	Physical Education Studies	✓		
					PHY	Physics	✓		
					PSY	Psychology	✓	✓	✓

VISN ONLINE LEARNING

ViSN (Virtual School Network) provides students with the opportunity to engage in studies not available at their own school and in doing so, helps them build their technology skills, their ability to work independently and expands their network in the Catholic Education WA (CEWA) system.

Online learning is of particular benefit in transitioning to further study, especially university, where more and more courses are being delivered online. A ViSN course may suit a student who has a timetable clash, there are not viable numbers to run a class at Our Lady of Mercy College or a student who is frequently away from the College for sporting competitions etc.

How does ViSN Work?

Students remain enrolled at their own school but register for a ViSN online course, taught by a teacher (usually) in another WA Catholic school. ViSN courses are compliant with SCSA requirements and can be used towards the calculation of WACE.

A ViSN course is one of the 5 or 6 courses that are a part of a student's total study program. Classmates may be from their own school and/or other Catholic schools around WA. Students are timetabled by their own school for 5 periods a week for the online course. Students spend 4 of the 5 lessons working independently or collaboratively online with other students. Students and the Teacher come together for 1 period a week via Skype. ViSN teachers are available daily to answer questions, provide feedback, monitor progress and provide assistance.

Many of these courses are offered by the College in this Handbook. If it is not possible for the College to run a course, students will be offered enrolment in their chosen course through ViSN. Please see the Curriculum Tab on the College Website for further information.

SUMMARY

To assist your child to ensure that their course selections are completed in an informed manner, please note the following;

- Read the Course Information handbook carefully.
- 2 units = 1 course
- Must pick 6 courses for Year 11
- ATAR courses = direct university pathway for 4 or more ATAR courses.
- General courses = TAFE, work, other training pathways.
- General pathway → are able to select a combination of ATAR courses, General courses and Certificate courses.
- Must have at least 1 List A course (REL and ENG are compulsory – Both List A).
- Must have at least 1 List B course (Maths not compulsory but highly recommended).
- Find out as much information as possible about the courses (Handbook, teachers, Heads of Learning Areas, Directors, SCSA website – where you will find all syllabus material).
- Individual student meetings are provided to Year 10 students at the beginning of Term 3 and must be attended. Parents are most welcome to attend.
- Submit all course selection forms on or before the due date.

UNIVERSITY ENTRANCE – 2024

There are four public universities in Western Australia; Curtin University, Edith Cowan University (ECU), Murdoch University and The University of Western Australia (UWA). There is one independent (Catholic) University - The University of Notre Dame Australia (UNDA). The universities are located in Perth or Fremantle with ECU having a campus in Bunbury.

Admission Requirements for School Leavers (2024 – Year 12)

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

1. Meet the requirements for the **WACE** as prescribed by the School Curriculum and Standards Authority, and
2. Achieve **competence in English** as prescribed by the individual universities, and
3. ** Obtain a **sufficiently high ATAR** for entry to a particular course. (ECU may not require an ATAR for some pathways) and
4. Satisfy any **prerequisites** or special requirements for entry to particular courses.

There are different entry requirements for the four public universities. Most universities now offer alternative entry pathways for students who may not have the usual prescribed standards.

Australian Tertiary Admission Rank (ATAR)

The Australian Tertiary Admission Rank is the basis of admission to most university courses. A Tertiary Entrance Aggregate (TEA) is used as the basis for the calculation of an ATAR. The ATAR ranges between 0 and 99.95. It reports the student's rank relative to all other WA students of Year 12 school leaving age and takes into account the number of students with a Tertiary Entrance Aggregate (TEA) as well as the number of people of Year 12 school leaving age in the population of this state. An ATAR of 75.00 indicates that a student has an overall rating equal to or better than 75% of the Year 12 school leaving age population in Western Australia.

The ATAR is calculated using the scaled scores in the student's four best ATAR courses.

For all universities scaled scores which contribute to the ATAR may be accumulated over **five** consecutive years.

Bonuses

Several universities provide a bonus to ATAR students who complete a School Curriculum and Standards Authority (SCSA) approved Languages Other Than English course and/or the more difficult Mathematics courses (Methods, Specialist). The ATAR will be calculated on the basis of this enhanced TEA.

Under consideration at present are bonuses for other courses. Check TISC and University websites for current information.

For current information on university entrance please consult the following websites:

Curtin University [Study with Curtin | Find a course | Curtin University](#)

Edith Cowan University (ECU) <https://www.ecu.edu.au/future-students/applying>

Murdoch University [Study | Murdoch University](#)

University of Western Australia (UWA) <https://www.uwa.edu.au/study>

UNIVERSITY ENTRANCE – 2024 Cont.

University of Notre Dame Australia (UNDA):

Entry to the University of Notre Dame is based upon personal qualities and motivation to study, contribution to school and community life, academic record, the ATAR and a university interview.

The admissions process considers school results from Years 11 and 12, ATAR, personal statement in essay format, references, relevant supplementary documentation, and performance at an admissions interview. <https://www.notredame.edu.au/forms/apply>

TISC – TERTIARY INSTITUTIONS SERVICE CENTRE <https://tisc.edu.au/static/home.tisc>

The UniReady Enabling Program is now available to students at Our Lady of Mercy College as a WACE Endorsed Program. This allows students who would not otherwise meet university minimum entry requirements to do so, whilst remaining in school and achieving a WACE.

What is UniReady?

UniReady is an alternate entry pathway, run by Curtin University. Students complete 4 units and upon successful completion of the course, are awarded a notional ATAR of 70 and English competency. This will provide entry into a number of Curtin's minimum entry courses.

How is UniReady in Schools different to ATAR?

Generally, students who wish to study at University will gain entry via their ATAR score, which is calculated from the results of their ATAR courses. However, this is not the only pathway to Curtin, as we recognize that there are other non-ATAR students who will be successful at university. The ATAR pathway focuses on the academic knowledge required for each specific field of study. However, UniReady students develop transferable study and communication skills needed for University. Our core units focus on developing students' skills in terms of reading, writing and communication. Our optional units introduce students to the different study areas, and cover both the required academic content as well as developing general study and technical skills.

What Courses Does UniReady Lead To?

UniReady in Schools leads to a range of Curtin Health Sciences, Science and Engineering, Humanities and Business courses. View the full list of courses that UniReady leads to at curtin.edu.au/uniready. Please note, UniReady in Schools students do not have the option to undertake the Mathematics for Science unit and as such do not meet the entry requirements for direct entry to Construction Management and some Science and Engineering courses.

What do UniReady in Schools students' study?

The program is designed to develop students' independent learning skills and prepare them for university study. Students will study two core compulsory units, and then two optional units. Please note, there may not be the full range of option units available at your high school. Please speak directly to your school if you would like to confirm which optional units are available.

Core Units

- Fundamentals of Academic Writing
- Foundations of Communication

Optional Units

- Introduction to Health Sciences
- Introduction to Humanities
- Introduction to Commerce
- Applying Mathematics

Minimum Entry Requirements

To be considered for UniReady students will need to study ATAR English.

TAFE ENTRANCE

Students wishing to enter TAFE are advised to consult the TAFE Full Time Studies Guide or visit the website <https://www.fulltimecourses.tafe.wa.edu.au/>

Detailed information can be located at this website about course requirements, achievement credentials, employment prospects, alternative entry, TAFE locations and other relevant material.

TAFE offer six levels of courses: Certificate I, Certificate II, Certificate III, Certificate IV, Diploma and Advanced Diploma.

The selection criteria to enter a TAFE course is based on academic achievement, work experience, industry and employment status. Students are ranked using this information and entry points are allocated.

To be considered for TAFE admission an applicant needs to meet the entrance requirements for the chosen course. Courses that require selection criteria to be addressed will clearly indicate this below the entrance requirement information. Many courses are highly competitive, so to maximise admission prospects, students should:

- undertake VET studies at school (especially Certificate courses);
- undertake Workplace Learning;
- keep a log/record of any part-time work;
- achieve as high a grade as possible in all school-based courses.

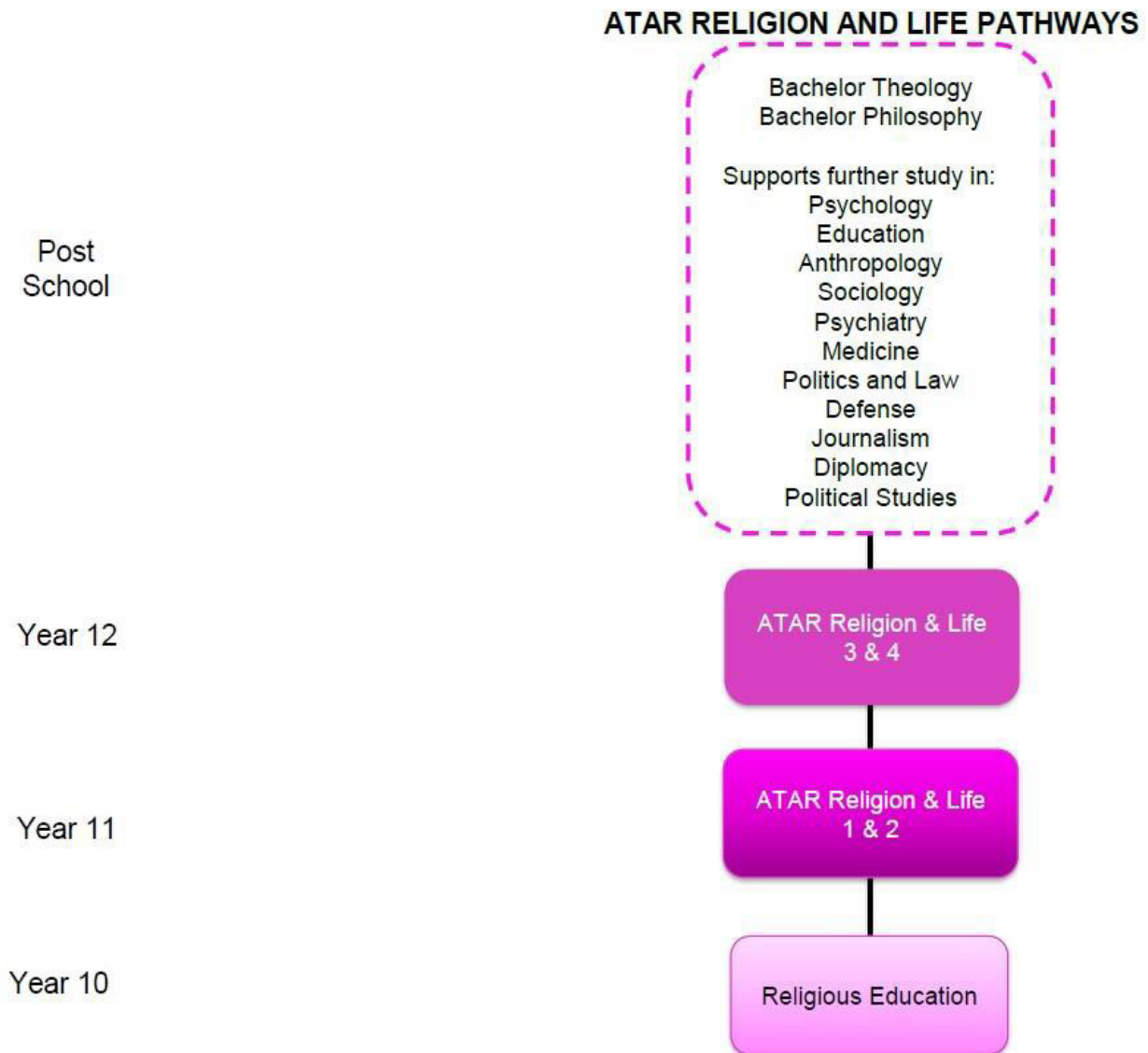
It should be noted that studying at TAFE can enable alternative entry to some university courses.

South Regional TAFE is the TAFE for the South-West region, but there are many TAFEs located throughout WA that offer specialist courses.

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RELIGION AND LIFE



POST SCHOOL OPTIONS ARE ONLY A SAMPLE OF WHAT IS AVAILABLE.

ATAR RELIGION AND LIFE – Year 11

The ATAR Religion and Life course provides students with opportunities to learn about religion and the interplay that occurs between religion, societies and people. Students develop an informed and critical understanding of this interplay by drawing from a detailed knowledge of one or more religions.

Every religion offers a system of beliefs and practices. In the ATAR Religion and Life course, students explore one or more religions and investigate the characteristics of religion, their origins, foundations, social influence and development over time. They analyse the role religion has played in society and understand the challenges and opportunities religions face.

MINIMUM ENTRY REQUIREMENTS

Students must have strong literacy skills in this course therefore it is recommended that students have achieved a B grade or above in Year 10 General English and a B grade or above in Year 10 Religious Education.

	Description and content
Unit 1	The focus of this unit is the place of religion in society . It examines the responses of people to religion, in particular how people understand the response of religion to their concerns, needs and questions. Students develop the skills required for conducting an inquiry, processing information, and communicating findings about the interplay between religion and life.
Unit 2	The focus of this unit is religious identity and purpose . It investigates how religion shapes, forms and supports people in life. The unit also examines how religion impacts on and interacts with, groups in society. Students develop the skills required for conducting an inquiry, processing information, and communicating findings about the interplay between religion and life.

Assessment	Course code	Reference
<ul style="list-style-type: none"> Investigation (25%) Explanation (20%) Source Analysis (25%) Examination (30%) 	<ul style="list-style-type: none"> AEREL 	https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/humanities-and-social-sciences/religion-and-life

ATAR RELIGION AND LIFE – Year 12

The ATAR Religion and Life course provides students with opportunities to learn about religion and the interplay that occurs between religion, societies and people. Students develop an informed and critical understanding of this interplay by drawing from a detailed knowledge of one or more religions.

Every religion offers a system of beliefs and practices. In the ATAR Religion and Life course, students explore one or more religions and investigate the characteristics of religion, their origins, foundations, social influence and development over time. They analyse the role religion has played in society and understand the challenges and opportunities religions face.

The connections between religion and life occur in many areas of human activity. Religion motivates and influences how people interact with each other and the world around them.

MINIMUM ENTRY REQUIREMENTS

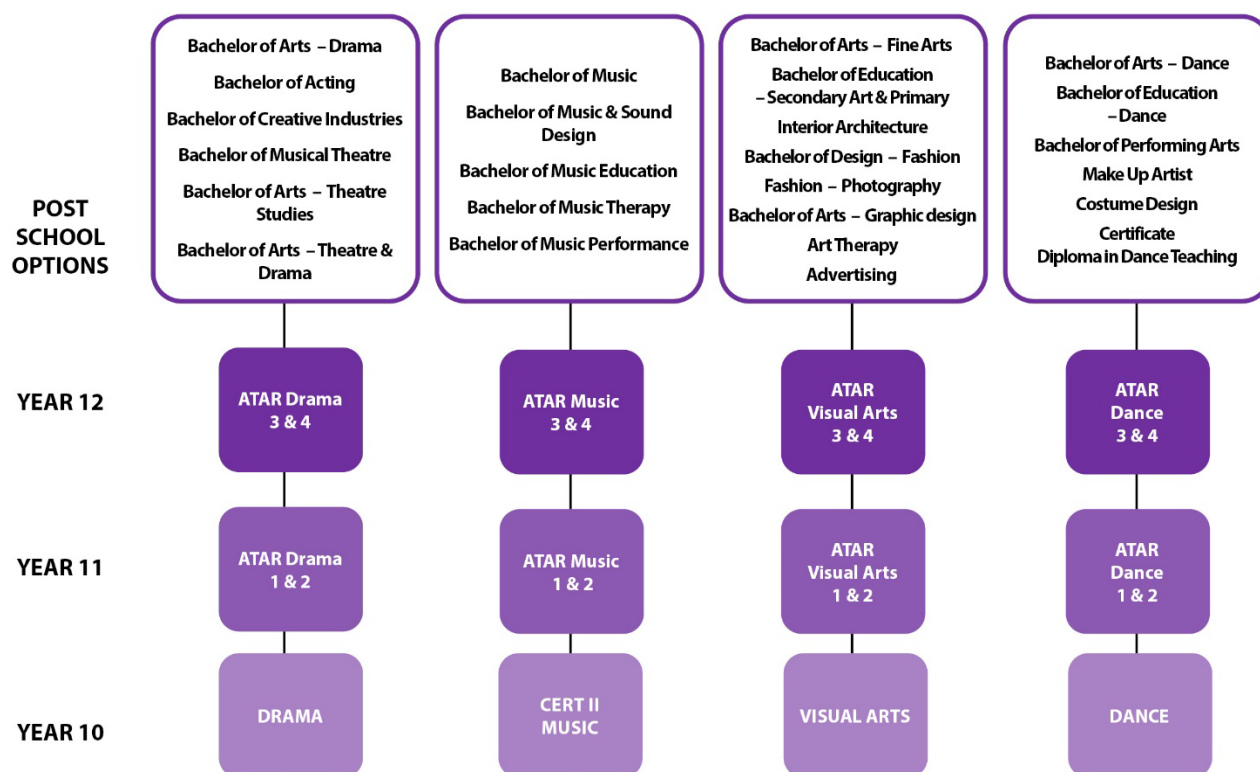
Students should have achieved a C grade or above in Year 11 ATAR Religion and Life.

	Description and content
Unit 3	The focus for this unit is the connection between past and present experiences of religion . Students analyse the impact of changes within society and how these changes shape the way individuals and groups interact with religion. They further develop research skills for conducting an inquiry, processing information and, communicating findings about the interplay between religion and life.
Unit 4	The focus for this unit is the interplay between religion and life . Students explore how religion responds to, and interacts with, issues that arise within society. They further develop research skills for conducting an inquiry, processing information, and communicating findings about the interplay between religion and life.

Assessment	Course code	Reference
<ul style="list-style-type: none"> Investigation (25%) Explanation (20%) Source Analysis (25%) Examination (30%) 	<ul style="list-style-type: none"> ATREL 	https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/humanities-and-social-sciences/religion-and-life

THE ARTS

ATAR ARTS PATHWAYS



POST SCHOOL OPTIONS ARE ONLY A SAMPLE OF WHAT IS AVAILABLE

ATAR DANCE - Year 11

The Dance ATAR course develops and presents ideas through a variety of genres, styles and forms, as it provides a unique way in which to express our cultural view and understanding of the world.

Through critical decision making in individual and group work, movement is manipulated and refined to reflect the choreographer's intent. Students use a wide range of creative processes, such as improvisation and the use of choreographic elements and devices and draw on their own physicality and the interpretation of existing work of others to make dance works.

Students experience an intrinsic sense of enjoyment and personal achievement through expressing and challenging themselves physically. As a physical art form, dance is able to offer an opportunity for them to achieve an elite level of movement skills. They gain an understanding of the physical competencies specific to dance, including experiential anatomy (movement specific alignment), strength, flexibility, coordination, and rhythmic understanding, while learning to use the body as a medium for artistic expression.

The study of dance draws on other disciplines, including yoga, martial arts and gymnastics. It is essential that students demonstrate safe dance practices and understand health issues that will enhance their general physical well-being and prolong their dance involvement.

MINIMUM ENTRY REQUIREMENTS

It is recommended that Year 11 Dance has been completed and/or students have an interest in dance. Students must be prepared to perform at various college events, concerts and competitions in front of an audience. Some performances or excursions will occur outside of school hours, and these must be attended.

	Description and content
Unit 1	Popular culture This unit focuses on the exploration of dance in popular culture and how this leads to a wider understanding of the diverse contexts and functions of dance in society.
Unit 2	Australian dance This unit focuses on the diverse range of functions and contexts of dance in Australia. Students analyse critically their own cultural beliefs and values in relation to traditional and contemporary dance forms and styles and develop an understanding of their own dance heritage.

Assessment	Course code	Reference
<ul style="list-style-type: none"> • Performance/ Production 50% • Response 30% • Written Response 10% • Practical (Performance) Exam 10% 	<ul style="list-style-type: none"> • DAEDAN 	https://senior-secondary.scsa.wa.edu.au/data/assets/pdf_file/0004/9157/Dance-Y11-Syllabus-ATAR-2016-GD.pdf

DRESS REQUIREMENTS: All students will need a black sleeveless leotard, black leggings and possibly tan jazz shoes – depending on the genres chosen.

Students who select this course in Year 11 will study Dance ATAR units 3 and 4 in Year 12.

ATAR DANCE - Year 12

The Dance ATAR course develops and presents ideas through a variety of genres, styles and forms as it provides a unique way in which to express our cultural view and understanding of the world. Through critical decision-making in individual and group work, movement is manipulated and refined to reflect the choreographer's intent. Students use a wide range of creative processes, such as improvisation and the use of choreographic elements and devices, and draw on their own physicality and the interpretation of existing work of others to make dance works.

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The study of Dance draws on other disciplines, including yoga, martial arts and gymnastics. It is essential that students demonstrate safe dance practices and understand health issues that will enhance their general physical well-being and prolong their dance involvement.

MINIMUM ENTRY REQUIREMENTS

It is recommended that Year 11 ATAR Dance has been completed and students have an interest in dance. Students must be prepared to perform at various college events, concerts and competitions in front of an audience. These performances will be a mixture of solo and group performances which students need to be prepared to participate in. Some performances or excursions will occur outside of school hours, and these must be attended.

	Description and content
Unit 3	Youth voice This unit focuses on creating dance that explores original concepts and expresses personal ideas. The students will consider how dance reflects and is shaped by society and its values.
Unit 4	Extending the boundaries This unit focuses on the development of choreographic ideas to create unique dance work with personal style. The students analyse critically and evaluate the relationships between dance works, audiences and contexts.

Assessment	Course code	Reference
<ul style="list-style-type: none"> Performance/ Production 30% Practical (performance) examination 20% Responding 30% Written Response 20% 	<ul style="list-style-type: none"> EATDAN 	https://senior-secondary.scsa.wa.edu.au/_data/assets/pdf_file/0006/9159/Dance_Y12_Syllabus_ATAR_GD.pdf

ATAR DRAMA - Year 11

In today's modern and ever-changing world, Drama builds much needed skillsets including confidence, leadership, time management, showing initiative and interpersonal skills. Drama prepares students to engage peers and colleagues in a thoughtful and insightful way. Drama is a valuable pathway for many career choices, such as marketing, law, education and medicine as well as careers within acting/performing arts areas.

In the Drama courses students engage in the creation of original drama as well as interpret a range of texts, using the acting approaches of some of the most well-known practitioners in the industry. Students will create and adapt practical work both individually and as part of an ensemble performance, to make meaning for a range of audiences and to suit different performance settings.

The work in this course is not limited to 'acting' and includes production and design aspects involving directing, scenography, costumes, props, promotional materials, and sound and lighting. Increasingly, students use new technologies, such as digital sound and multimedia.

Students may have the opportunity to view live theatre throughout the course and will be encouraged to attend a Drama camp and performance workshops when available.

MINIMUM ENTRY REQUIREMENTS

Drama studied in Years 9 & 10 is recommended but not compulsory. A 'C' Grade or better in General English.

	Description and content
Unit 1	Representational/Realist Drama This unit focuses on representational, realistic drama forms and styles. Students explore techniques of characterisation through different approaches to text interpretation, particularly those based on the work of Stanislavski and other representational drama. In this unit, students have the opportunity to research and collaboratively workshop, interpret, perform and produce texts in forms and styles related to representational, realistic drama that educate and present perspectives.
Unit 2	Presentational/Non-Realist Drama The focus of this unit is presentational, non-realist drama. Students explore techniques of role and/or character through different approaches to group-based text interpretation, particularly those based on the work of Brecht and others. In this unit, students have the opportunity to research and collaboratively workshop, interpret and perform drama texts related to presentational, non-realistic drama that challenge and question perspectives.

Assessment	Course code	Reference
<ul style="list-style-type: none"> Performance/ Production 50% Written Response 50% 	<ul style="list-style-type: none"> DAEDRA 	https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/arts/drama

ATAR DRAMA - Year 12

The Drama ATAR course focuses on drama in practice and aesthetic understanding as students integrate their knowledge and skills. They engage in drama processes such as improvisation, play building, text interpretation, playwriting and dramaturgy. This allows them to create original drama and interpret a range of texts written or devised by others by adapting the theoretical approaches of drama practitioners like Stanislavski and Brecht.

Students' work in this course includes production and design aspects involving directing, scenography, costumes, props, promotional materials, and sound and lighting. Increasingly, students use new technologies, such as digital sound and multimedia. They present drama to make meaning for a range of audiences and adapt their drama to suit different performance settings. The focus in this course is on both individual and ensemble performance, as well as the roles of actor, director, scenographer, lighting designer, sound designer, costume designer and dramaturge.

MINIMUM ENTRY REQUIREMENTS

An understanding of the Year 11 content is assumed knowledge for students in Year 12. It is recommended that students studying Unit 3 and Unit 4 have completed Unit 1 and Unit 2.

	Description and content
Unit 3	Reinterpretation of drama for contemporary audiences The focus for this unit is to reinterpret dramatic text, context, forms and styles for contemporary audiences through applying theoretical and practitioner approaches. This includes physical theatre approaches, such as Jacques Lecoq, Anne Bogart and Tadashi Suzuki and text-based approaches, such as Theatre of the Absurd, Asian theatre and Poor Theatre. In this unit, students work on the reinterpretation of text, subtext, context, form and style through in-depth study.
Unit 4	Contemporary and devised drama The focus for this unit is interpreting, manipulating and synthesising a range of practical and theoretical approaches to contemporary and devised drama. This includes contemporary theatre approaches, such as Barrie Kosky and Robert Lepage and experimental approaches, such as Robert Wilson and VE Meyerhold. In this unit, students show their understanding of how a range of practical and theoretical approaches manipulate the elements of drama to devise and perform original work.

Assessment	Course code	Reference
<ul style="list-style-type: none"> Performance/ Production 50% Written Response 50% 	<ul style="list-style-type: none"> EATDRA 	https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/arts/drama

ATAR MUSIC - Year 11

The Music ATAR course encourages students to explore a range of musical experiences, developing their musical skills and understanding, and creative and expressive potential, through a choice of one of two defined contexts: Western Art Music or Contemporary Music. The course consists of a written component incorporating Aural and Theory, Composition and arrangement, Cultural and historical analysis, and a practical component, where students can choose to perform on an instrument or voice in one of four contexts, and/or submit a composition portfolio.

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

In ATAR music we have a choice to study Western Art Music OR Contemporary Music.

MINIMUM ENTRY REQUIREMENTS

For success in this subject, a student should have prior music classroom experience; year 9 or 10. The ability to read and notate music and confidence as a performer. Music theory should be a level 2 to 3 and performance level 3 to 4. Students MUST have individual tuition for their chosen instrument or voice. An audition and interview may be required for entry into this course.

	Description and content
Unit 1 & Unit 2	Contemporary Music looks at the development of the music that we listen to everyday from the first Rock and Rollers to Electronica, House Music, Rap and Funk. The process of music composition, recording and performance with the latest developments in technologies. You will study Pop Music as a compulsory area of study and then have the choice of Rock or African American.
Unit 1 & Unit 2	Western Art Music explores the development of music from the 'classical' genres of music. You will explore where music came from, the famous composers who helped to create the sounds we are familiar with today, and how different historical periods affected the music of the day. The compulsory area of study in year 11 is Concerto, and a choice of Opera, Solo Works (instrumental) or Symphony.

Assessment	Course code	Reference
<ul style="list-style-type: none"> Performance – practical 50% Written 50 % <ul style="list-style-type: none"> Aural Theory & Composition Cultural and Historical Analysis Written Examination 	<ul style="list-style-type: none"> DAEMUS 	https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/arts/music

ATAR MUSIC - Year 12

The Music ATAR course encourages students to explore a range of musical experiences, developing their musical skills and understanding, and creative and expressive potential, through a choice of one of two defined contexts: Western Art Music or Contemporary Music. The course consists of a written component incorporating Aural and Theory, Composition and arrangement, Cultural and historical analysis, and a practical component, where students can choose to perform on an instrument or voice in one of four contexts, and/or submit a composition portfolio.

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

In ATAR music we have a choice to study Western Art Music OR Contemporary Music

MINIMUM ENTRY REQUIREMENTS

For success in this subject, it is highly recommended that students have completed ATAR music in year 11 – Units 1 & 2. Students should have the ability to read and notate music and confidence as a performer. Students must have individual tuition for their chosen instrument or voice. An audition and interview may be required for entry into this course.

	Description and content
Unit 3 & Unit 4	<p>Contemporary Music looks at the development of the music that we listen to everyday from the first Rock and Rollers to Electronica, House Music, Rap and Funk. The process of music composition, recording and performance with the latest developments in technologies. You will study Rock Music as a compulsory area of study and then have the choice of Pop or African American.</p> <p style="text-align: center;">OR</p>
Unit 3 & Unit 4	<p>Western Art Music explores the development of music from the 'classical' genres of music. You will explore where music came from, the famous composers who helped to create the sounds we are familiar with today, and how different historical periods affected the music of the day. The compulsory area of study in year 12 is Symphony, and a choice of Opera, Solo Works (instrumental) or Concerto.</p>

Assessment	Course code	Reference
<ul style="list-style-type: none"> Performance – practical 50% Written 50% <ul style="list-style-type: none"> Aural Theory & Composition Cultural and Historical Analysis Written Examination 	<ul style="list-style-type: none"> EATMUS 	https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/arts/music

ATAR VISUAL ARTS - Year 11

The Visual Arts ATAR course encompasses the practice and theory of art, craft, and design, providing students an opportunity to express their imagination, personal imagery, develop skills and engage in the making and presentation of artwork. This course encourages students to develop problem-solving skills together with creative and analytical ways of thinking, whilst at the same time provides opportunity to gain understanding and a deep appreciation of art and culture, both in Australian and international contexts. The course places emphasis on uniqueness and individuality. Students engage in visual literacy, analysis and investigate the life, times, and artworks of notable international or Australian artists. Students participate in skills-based workshops, attend excursions and are encouraged to enter their artworks into exhibitions.

MINIMUM ENTRY REQUIREMENTS

Achievement of a B Grade or higher in Visual Arts, Years 9 or 10 is highly recommended. C grade in English is required.

	Description and content
Unit 1	The focus for unit 1 is Differences. Students consider differences arising from cultural diversity, place, gender, class, and historical periods in their art making and interpretation. Differences relating to art forms, media and conventions may also provide a stimulus for exploration and expression. Students will be introduced to short answer analysis and research the social cultural and historical context of an artist and associated artworks presenting this information in essay format.
Unit 2	The focus for unit 2 is Identities. Students explore concepts or issues related to personal, social, cultural or gender identity in their art making and interpretation. They become aware that self-expression distinguishes individuals as well as cultures. Students will be introduced to comparative analysis and further develop their research and essay writing skills, focussing on the social, cultural, and historical context of Australian artists.

Assessment	Course code	Reference
<ul style="list-style-type: none"> • Inquiry 10% • Production piece 40% • Analysis 15 % • Investigation 15% • Examination 20% 	<ul style="list-style-type: none"> • DEAVA 	https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/arts/visual-arts

Students who select this course in Year 11 will study ATAR or General units 3 and 4 in Year 12.

ATAR VISUAL ARTS - Year 12

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.

This course places value on 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. Year 12 Visual Arts ATAR course engages students in a process that helps them develop motivation, discipline, collaborative practice and resilience, all of which are essential life skills.

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. Students produce two production pieces, one of which will be sent to Perth and examined as the practical component of their WACE.

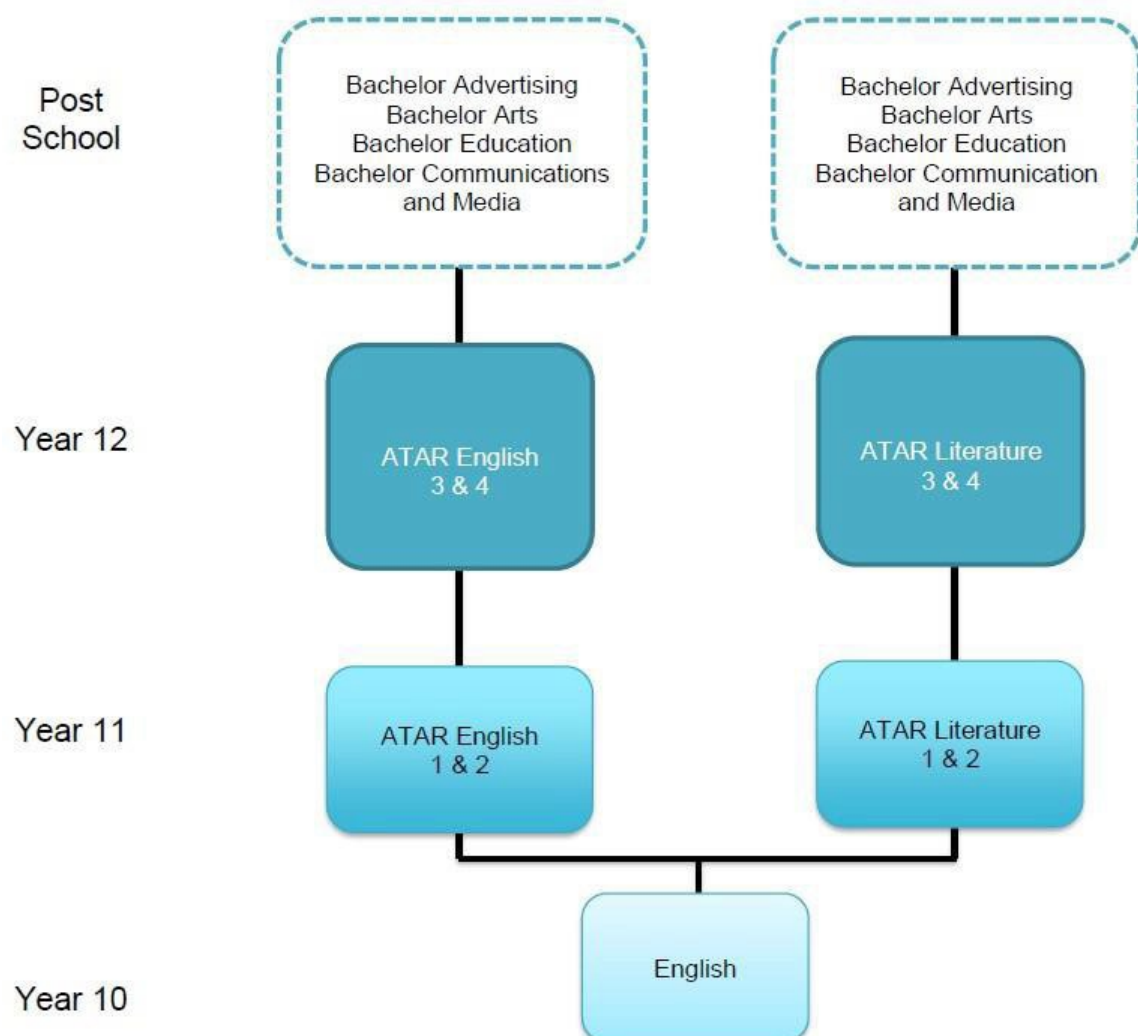
MINIMUM ENTRY REQUIREMENTS

Students are required to have achieved a C Grade in Year 11 ATAR, Visual Arts, in both Production and Interpretation sections of the course.

	Description and content
Unit 3	The focus is on commentaries. In this unit, students engage with the social and cultural purposes of art making and interpretation. 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
Unit 4	The focus is on points of view. In this unit, students identify and explore concepts or issues of personal significance in art making and interpretation. They engage in sustained inquiry, exploring ideas and developing concepts to communicate a personal point of view.

Assessment	Course code	Reference
<ul style="list-style-type: none"> Visual Diary 10% Practical Production 40% Analysis 17.5 % Investigation 17.5% Examination 15% 	<ul style="list-style-type: none"> EAVAR 	https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/arts/visual-arts

ATAR ENGLISH AND LANGUAGES PATHWAYS



POST SCHOOL OPTIONS ARE ONLY A SAMPLE OF WHAT IS AVAILABLE.

ATAR ENGLISH – Year 11

Study of the ATAR English course focuses on developing students' analytical, creative, critical thinking and communication skills. Students will develop the ability to analyse and evaluate the texts they study and create their own responses. The course focuses on imaginative, persuasive, interpretive and analytical text types.

MINIMUM ENTRY REQUIREMENTS

Students should have achieved a C grade or above in their Year 10 English general or extension course.

	Description and content
Unit 1	<p>Students will explore how meaning is communicated including how language and texts are shaped by their purpose, the audiences for whom they are intended, and the contexts in which they are created and received.</p> <p>Content: Texts in context, language and textual analysis, engaging and responding, creating texts and reflecting.</p>
Unit 2	<p>Students will analyse the representation of ideas, attitudes and voices in texts to consider how texts represent the world and human experience. Students critically examine the effect of stylistic choices and the ways in which these choices position audiences.</p> <p>Content: Texts in context, language and textual analysis, engaging and responding, creating texts and reflecting.</p>

Assessment	Course code	Reference
<ul style="list-style-type: none"> • Response (35-40%) • Create (35-40%) • Examination (20-30%) 	<ul style="list-style-type: none"> • DAEENG 	https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/english/english2

Students who select this course in Year 11 will study English Units 3 and 4 in Year 12.

ATAR ENGLISH – Year 12

The ATAR English course is designed to develop students' facility with all types of texts and language modes.

Students refine the skills learnt in Year 11 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.

MINIMUM ENTRY REQUIREMENTS

Students must have achieved a C grade or above in their Year 11 ATAR English.

	Description and content
Unit 3	<p>Students explore representations of themes, issues, ideas and concepts through a comparison of texts. Students compare and evaluate the effect of different media, forms and modes on the structure of texts and how audiences respond to them.</p> <p>Content: Texts in context, language and textual analysis, engaging and responding, creating texts and reflecting.</p>
Unit 4	<p>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.</p> <p>Content: Texts in context, language and textual analysis, engaging and responding, creating texts and reflecting.</p>

Assessment	Course code	Reference
<ul style="list-style-type: none">• Responding (35%)• Creating (35%)• Examination (30%)	<ul style="list-style-type: none">• EATENG	https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/english/english2

ATAR LITERATURE – Year 11

The ATAR Literature course explores how literary texts construct representations, shape perceptions of the world and enable us to enter other worlds of the imagination. In this course, students actively participate in the dialogue of literary analysis and the creation of imaginative and analytical texts. The course focuses on the genres of poetry, prose and drama

MINIMUM ENTRY REQUIREMENTS

Students should have achieved a B grade or above in their Year 10 English general or extension course.

	Description and content
Unit 1	<p>Students will develop the knowledge and understanding of different ways of reading and creating literary texts drawn from a widening range of historical, social, cultural and personal contexts. Students analyse the relationships between language, text, contexts, individual points of view and the reader's response.</p> <p>Content: Investigate and reflect on different ways of reading, analyse distinctive features in literary texts, and create analytical and imaginative texts.</p>
Unit 2	<p>Students will develop the knowledge and understanding of intertextuality; the ways literary texts connect with each other. Drawing on a range of language and literary experiences, students consider the relationships between texts, genres, authors, readers, audiences and contexts.</p> <p>Content: Analyse and reflect on the relationships between authors, readers, texts and contexts; compare and evaluate the form, language and content, create analytical and imaginative texts.</p>

Assessment	Course code	Reference
<ul style="list-style-type: none"> Extended response (10-20%) Short response (30-40%) Creative (10-20%) Oral (10-20%) Examination (20-30%) 	<ul style="list-style-type: none"> DAELIT 	https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/english/literature

Students who select this course in Year 11 will study Literature Units 3 and 4 in Year 12.

ATAR LITERATURE – Year 12

The ATAR Literature course explores how literary texts construct representations, shape perceptions of the world and enable us to enter other worlds of the imagination. Students refine the skills learnt in Year 11 by engaging critically and aesthetically with texts. They hone their close reading skills and knowledge of genre.

MINIMUM ENTRY REQUIREMENTS

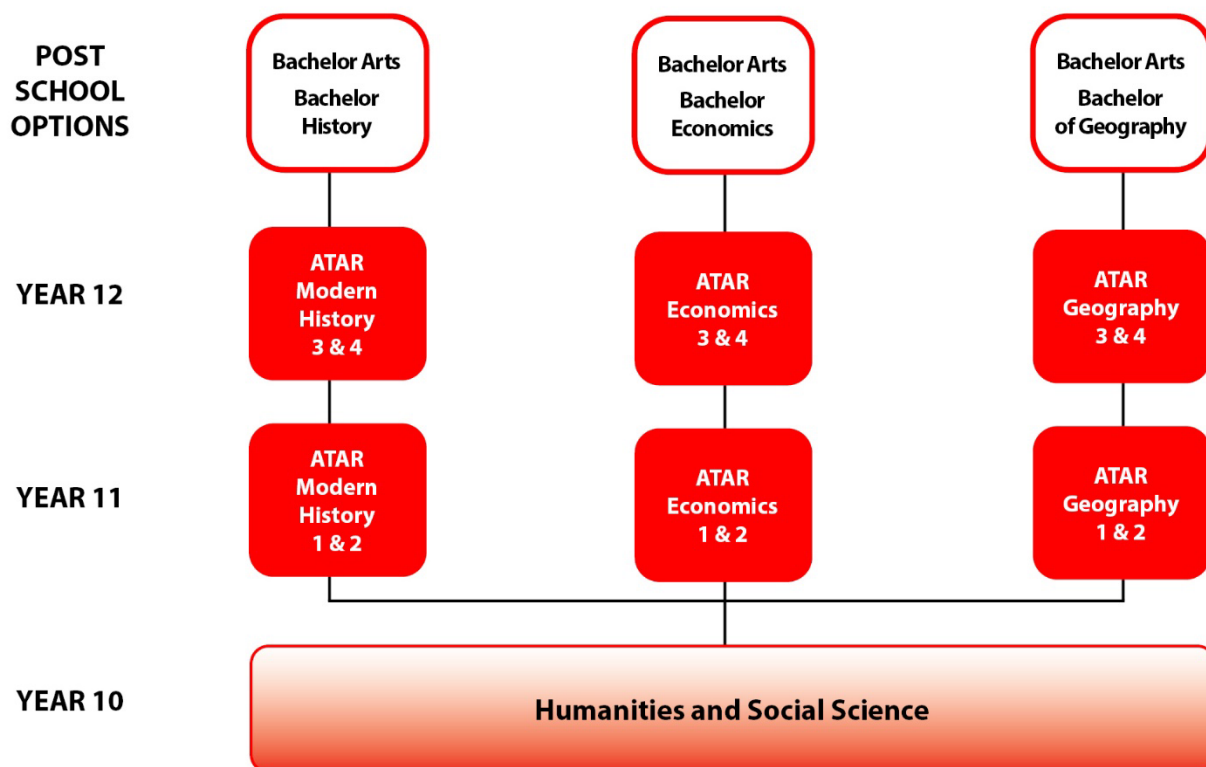
Students must have achieved a C grade or above in Year 11 Literature.

	Description and content
Unit 3	<p>To develop students' knowledge and understanding of the relationship between language, culture and identity in literary texts. Students inquire into the power of language to represent ideas, events and people, comparing these across a range of texts, contexts, modes and forms.</p> <p>Content: Evaluate the ways in which literary texts represent culture and identity, evaluate and reflect on how representations of culture and identity vary in different texts and forms of texts, create analytical and imaginative texts.</p>
Unit 4	<p>To develop students' appreciation of the significance of literary study through close critical analysis of literary texts drawn from a range of forms, genres and styles. Students reflect upon the creative use of language, and the structural and stylistic features that shape meaning and influence response.</p> <p>Content: Evaluate the dynamic relationship between authors, texts, audiences and contexts, reflect on the ways in which literary texts can be interpreted, create analytical and imaginative texts.</p>

Assessment	Course code	Reference
<ul style="list-style-type: none"> Extended response (15%) Short response (35%) Creative (10%) Oral (10%) Examination (30%) 	<ul style="list-style-type: none"> EATLIT 	https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/english/literature

HUMANITIES AND SOCIAL SCIENCES

ATAR HUMANITIES AND SOCIAL SCIENCE



POST SCHOOL OPTIONS ARE ONLY A SAMPLE OF WHAT IS AVAILABLE

ATAR ECONOMICS –Year 11

Everybody likes to discuss taxes, unemployment, the deficit, health care, the stock market, inflation and welfare. While most people have their own views about these, very few have informed opinions. The study of economics provides valuable knowledge for making decisions in everyday life. The economics major prepares students for careers in banking, insurance, service and manufacturing firms, real estate, consulting, government agencies and non-profit organisations.

MINIMUM ENTRY REQUIREMENTS

Students should have achieved a C grade in Humanities Extension OR a B grade in Humanities General.

	Description and content
Unit 1	Microeconomics This unit is an introduction to microeconomics and explores the role of the market in determining the wellbeing of individuals and society. Students explore the workings of real world markets with an emphasis on the Australian economy.
Unit 2	Macroeconomics This unit is an introduction to macroeconomics and explores economic growth, inflation and unemployment with an emphasis on the Australian economy. Students learn that it is important to measure and monitor changes in these macroeconomic indicators as changes in the level of economic activity affect the wellbeing of individuals and society.

Assessment	Course code	Reference
<ul style="list-style-type: none"> Data interpretation/Short answers (30%) Extended answer (40%) Exam (30%) 	<ul style="list-style-type: none"> DAEEO 	https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/humanities-and-social-sciences/economics

Students who select this course in Year 11 will study Economics Units 3 and 4 in Year 12.

ATAR ECONOMICS–Year 12

Everybody likes to discuss taxes, unemployment, the deficit, health care, the stock market, inflation and welfare. While most people have their own views about these, very few have informed opinions. The study of economics can also provide valuable knowledge for making decisions in everyday life. The economics major prepares students for careers in banking, insurance, service and manufacturing firms, real estate, consulting, government agencies and non-profit organisations.

MINIMUM ENTRY REQUIREMENTS

Students must have achieved a C grade or above in Year 11 Economics.

	Description and content
Unit 3	Australia and the global economy Australia is a relatively open economy and, as such, is influenced by changes in the world economy. This unit explores the interdependence of Australia and the rest of the world. Concepts of globalisation, trade liberalisation and protection in relation to the Australian economy will be studied. Students will examine Australia's trade, the recording of international transactions and the impact of these transactions on the Australian economy
Unit 4	Economic policies and management This unit explores the economic objectives of the Australian Government and the actions and policies, such as fiscal policy, monetary policy and microeconomic policy, taken in pursuit of these objectives. Students apply the language, theories and tools of economics to develop a critical perspective on the role of these policies in the current Australian Government policy mix.

Assessment	Course code	Reference
<ul style="list-style-type: none"> • Data Interpretation/Short answers (30%) • Extended Answer (30%) • Examination (40%) 	<ul style="list-style-type: none"> • EATECO 	https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/humanities-and-social-sciences/economics

ATAR GEOGRAPHY –Year 11

Geography covers a broad range of interesting topics which investigate natural and human environments and the impact of people on them. An understanding of the natural world and what is in it, is a source of not only a great curiosity but great fulfillment. Studying Geography will allow you to better understand and tackle important issues of our time and develop important life skills. Policy work by geographers is becoming increasingly important with the growing population and the resulting strain on natural resources. So, whether you enjoy data analysis, bushfire management, fieldwork, or any of the geographical skills in between, there are opportunities in this course for you.

MINIMUM ENTRY REQUIREMENTS

Students should have achieved a C grade in Humanities Extension OR a B grade in Humanities General.

	Description and content
Unit 1	Natural and ecological hazards This unit explores the management of hazards and the risk they pose to people and environments. This will allow for a better understanding of harm to human life, health, income, and property. Risk management is defined in terms of preparedness, mitigation and/or prevention. Potential for fieldwork to visit places or properties impacted by a hazard for example bushfires.
Unit 2	Global networks and interconnections We live in an increasingly interconnected world. This unit explores the economic and cultural transformations taking place in the world that will enable a better understanding of the dynamic nature of the world in which we live. Giving opportunities to gain an understanding of global citizenship and the important skills needed in a globalised world.

Assessment	Course code	Reference
<ul style="list-style-type: none"> Geographical inquiry (20%) Fieldwork/practical skills (20%) Short answer and extended answer (30%) Exam (30%) 	<ul style="list-style-type: none"> DAEGEO 	https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/humanities-and-social-sciences/geography

Students who select this course in Year 11 will study Geography Units 3 and 4 in Year 12.

ATAR GEOGRAPHY–Year 12

Learning to live sustainably is one of the greatest challenges currently facing humanity. Studying Geography will allow you to explore the diversity of the world's people and places and the knowledge to promote a more sustainable way of life. During the Geography course you will be studying topics that include, mapping skills, the geography of wine, the impacts of climate change, ecological hazards such as diseases and pandemics, bushfires, and the morphology of Perth. There are many opportunities for field trips that involve understanding how people and places are connected.

MINIMUM ENTRY REQUIREMENTS

Students must have achieved a C grade or above in Year 11 Geography.

	Description and content
Unit 3	Global environmental change The Earth's surface is constantly changing and all environments are, to a greater or lesser extent, being modified by human activity. In this unit, students assess the impacts of land cover transformations with particular reference to climate change or biodiversity loss. Through applying the concept of sustainability, students are given the opportunity to examine and evaluate solutions to address the negative effects of climate change.
Unit 4	Planning sustainable places Challenges exist in designing urban places to render them more productive, vibrant and sustainable. This unit explores urban planning and investigates ways present and future needs of society can be addressed by looking at challenges with population increase and allocation of land use. It will also cover the causes and consequences of urbanisation as well as challenges that exist in metropolitan and regional centres and megacities.

Assessment	Course code	Reference
<ul style="list-style-type: none"> Geographical inquiry (15%) Fieldwork/practical skills (15%) Short answer and extended answer (30%) Exam (40%) 	<ul style="list-style-type: none"> EATGEO 	https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/humanities-and-social-sciences/geography

ATAR MODERN HISTORY – Year 11

The ATAR Modern History course enables students to study the forces that have shaped today's world and provides them with a broader and deeper comprehension of the world in which they live. The Modern History ATAR course continues to develop the historical skills and understandings taught in the Years 7–10 History curriculum.

MINIMUM ENTRY REQUIREMENTS

Students should have achieved a C grade in Humanities Extension OR a B grade in Humanities General.

	Description and content
Unit 1	<p>Unit 1 – Understanding the modern world</p> <p>This unit provides an introduction to significant developments in the modern period that have defined the modern world, and the ideas that underpinned them, such as liberty, equality and fraternity.</p> <p>Context: <u>Capitalism – the American Experience 1907–1941</u> (rise of capitalism; impacts of capitalism on different groups in society (e.g. migrants, African Americans); impact of key events e.g. World War 1, Roaring Twenties (e.g. gangsters), Great Depression, World War 2).</p>
Unit 2	<p>Unit 2 – Movements for change in the 20th century</p> <p>This unit examines significant movements developed in response to the ideas studied in Unit 1 that brought about change in the modern world and that have been subject to political debate. The unit focuses on the ways in which individuals, groups and institutions challenge authority and transform society.</p> <p>Context: <u>Nazism in Germany</u> (factors leading to rise of Nazi Party; life under the Nazi regime; support and opposition to Nazism; the Holocaust; role of significant individuals; impact of Nazism after WWII).</p>

Assessment	Course code	Reference
<ul style="list-style-type: none"> Historical inquiry (20%) Explanation (20–30%) Source analysis (20–30%) Examination (30%) 	<ul style="list-style-type: none"> DAEHIM 	https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/humanities-and-social-sciences/modern-history

Students who select this course in Year 11 will study Modern History Units 3 and 4 in Year 12.

ATAR MODERN HISTORY – Year 12

The ATAR Modern History course enables students to study the forces that have shaped today's world and gain a greater comprehension of the themes, individuals, movements, events and ideas that have shaped the contemporary world –particularly those that have emerged since World War II and that are central to an understanding of the present.

The course continues the development of the historical skills and understandings taught in the Years 7–10 History curriculum and builds on those taught in the Year 11 Modern History course.

MINIMUM ENTRY REQUIREMENTS

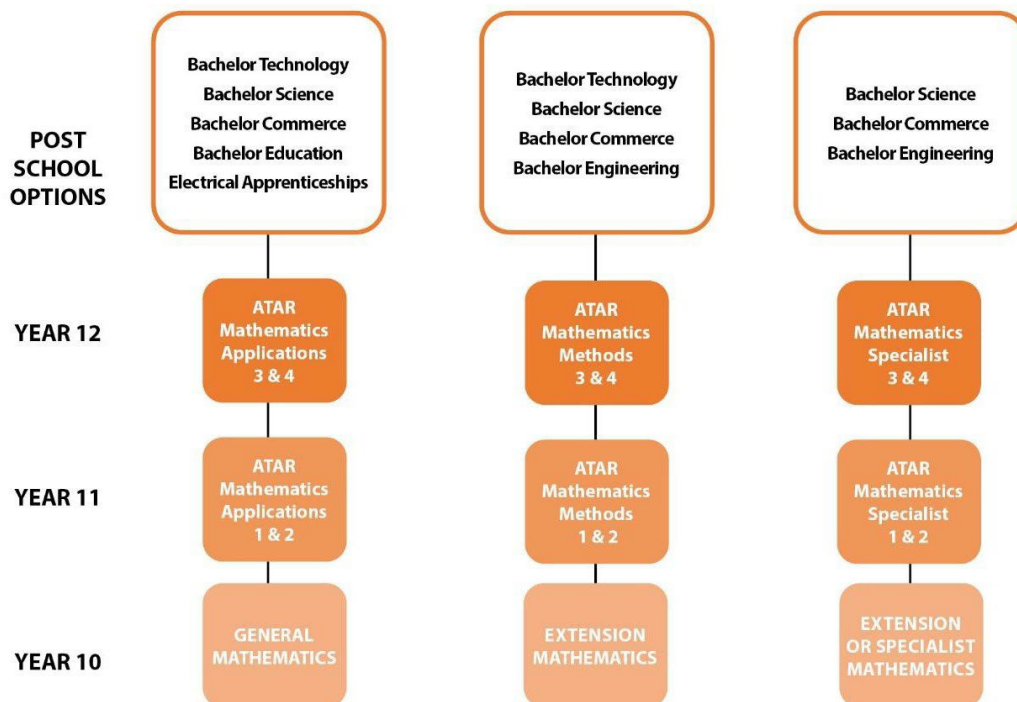
Students must have achieved a C grade or above in Year 11 Modern History.

	Description and content
Unit 3	<p>Modern nations in the 20th Century</p> <p>This unit examines the concept of nation: crises that confronted nations in the 20th Century; responses to these crises, and the different paths taken to fulfil their goals. Students study the characteristics of one nation.</p> <p>Context: Australia 1918-1955 (The end of World War One to the ALP Split).</p>
Unit 4	<p>The modern world since 1945</p> <p>This unit focuses on the features of the modern world that emerged 1945–2001 and aims to build students' understanding of today's world. (E.g. the nature of various conflicts, regional and international attempts to create peace and security). Students study one of these features, making connections with contemporary events.</p> <p>Context: The changing European World since 1945 (Cold War – 2001)</p>

Assessment	Course code	Reference
<ul style="list-style-type: none"> Historical inquiry (20%) Explanation (20%) Source analysis (20%) Examination (40%) 	<ul style="list-style-type: none"> EATHIM 	https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/humanities-and-social-sciences/modern-history

MATHEMATICS

ATAR MATHEMATICS PATHWAYS



POST SCHOOL OPTIONS ARE ONLY A SAMPLE OF WHAT IS AVAILABLE

ATAR MATHEMATICS: APPLICATIONS – Year 11

The ATAR Mathematics Applications 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. It also provides opportunities for students to develop systematic strategies based on the statistical investigation process for answering statistical questions that involve analysing univariate and bivariate data, including time series data.

MINIMUM ENTRY REQUIREMENTS

Students should have achieved a B grade or above in Year 10 General A Mathematics.

Description and content	
Unit 1	Consumer arithmetic reviews the concepts of rate and percentage change in the context of earning and managing money and provides a context for the use of spread sheets. Algebra and matrices continues the Years 7–10 study of algebra and introduces the new topic of matrices. The emphasis of this topic is the symbolic representation and manipulation of information from real-life contexts using algebra and matrices. Shape and measurement extends the knowledge and skills students developed in the Years 7–10 curriculum with the concept of similarity and associated calculations involving simple and compound geometric shapes. The emphasis in this topic is on applying these skills in a range of practical contexts, including those involving three-dimensional shapes.
Unit 2	Univariate data analysis and the statistical investigation process develop students' ability to organise and summarise univariate data in the context of conducting a statistical investigation. Applications of trigonometry extend 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 situations.

Assessment	Course code	Reference
<ul style="list-style-type: none"> • Response (40%) • Investigation (20%) • Examination (40%) 	<ul style="list-style-type: none"> • DAEMAA 	https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/mathematics/mathematics-applications

Students who select this course in Year 11 will study Mathematical Applications Units 3 and 4 in Year 12.

ATAR MATHEMATICS: APPLICATIONS – Year 12

The ATAR Mathematics Applications 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. It also provides opportunities for students to develop systematic strategies based on the statistical investigation process for answering statistical questions that involve analysing univariate and bivariate data, including time series data.

MINIMUM ENTRY REQUIREMENTS

Students must have achieved a C grade or above in Year 11 Mathematics Applications or have completed Year 11 Mathematics Methods.

	Description and content
Unit 3	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. The content is to be taught within the framework of the statistical investigation process. 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 the value of a car over time. Sequences are also essential to understanding the patterns of growth and decay in loans and investments that are studied in detail in Unit 4. Graphs and networks introduce 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	Time series analysis continues students' study of statistics by introducing them to the concepts and techniques of time series analysis. The content is to 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.

Assessment	Course code	Reference
<ul style="list-style-type: none"> • Response (40%) • Investigation (20%) • Examination (40%) 	<ul style="list-style-type: none"> • EATMAA 	https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/mathematics/mathematics-applications

ATAR MATHEMATICS: METHODS – Year 11

The ATAR Mathematics Methods 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.

MINIMUM ENTRY REQUIREMENTS

Students should have achieved a B grade or above in Year 10 Extension Mathematics.

Description and content	
Unit 1	Review of the basic algebraic concepts and techniques required for a successful introduction to the study of functions and calculus. Simple relationships between variable quantities are reviewed, and these are used to introduce the key concepts of a function and its graph. The study of probability and statistics begins in this unit with a review of the fundamentals of probability, and the introduction of the concepts of conditional probability and independence. The study of the trigonometric functions begins with a consideration of the unit circle using degrees and the trigonometry of triangles and its application. Radian measure is introduced, and the graphs of the trigonometric functions are examined and their applications in a wide range of settings are explored.
Unit 2	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.

Assessment	Course code	Reference
<ul style="list-style-type: none">• Response (40%)• Investigation (20%)• Examination (40%)	<ul style="list-style-type: none">• DAEMAM	https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/mathematics/mathematics-methods

Students who select this course in Year 11 will study Mathematics Methods Units 3 and 4 in Year 12.

ATAR MATHEMATICS: METHODS – Year 12

The ATAR Mathematics Methods 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.

MINIMUM ENTRY REQUIREMENTS

Students must have achieved a C grade or above in Year 11 Mathematics Methods.

	Description and content
Unit 3	The study of calculus continues by introducing the derivatives of exponential and trigonometric functions and their applications, as well as some basic differentiation techniques and the concept of a second derivative, its meaning and applications. The aim is to demonstrate to 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	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.

Assessment	Course code	Reference
<ul style="list-style-type: none">• Response (40%)• Investigation (20%)• Examination (40%)	<ul style="list-style-type: none">• EATMAM	https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/mathematics/mathematics-methods

ATAR MATHEMATICS: SPECIALIST – Year 11

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

MINIMUM ENTRY REQUIREMENTS

Students should have achieved an A grade in Year 10 Extension Mathematics.

Description and content	
Unit 1	This unit contains three topics: Combinatorics, vectors in the plane and geometry that complement the content of the ATAR Mathematical Methods course. The proficiency strand, reasoning, of the Years 7–10 curriculum is continued explicitly in geometry through a discussion of developing mathematical arguments. While these ideas are illustrated through deductive Euclidean geometry in this topic, they recur throughout all topics in the Mathematics Specialist ATAR course.
Unit 2	This unit contains three topics: Trigonometry, matrices, and real and complex numbers. Trigonometry contains techniques that are used in other topics in both this unit and Unit 3. Real and complex numbers provides a continuation of students' study of numbers, and the study of complex numbers is continued in Year 12. This topic also contains a section on proof by mathematical induction. The study of matrices is undertaken, including applications to linear transformations of the plane.

Assessment	Course code	Reference
<ul style="list-style-type: none"> • Response (40%) • Investigation (20%) • Examination (40%) 	<ul style="list-style-type: none"> • DAEMAS 	https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/mathematics/mathematics-specialist

Students who select this course in Year 11 will study Mathematics Specialist Units 3 and 4 in Year 12.

ATAR MATHEMATICS: SPECIALIST – Year 12

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

MINIMUM ENTRY REQUIREMENTS

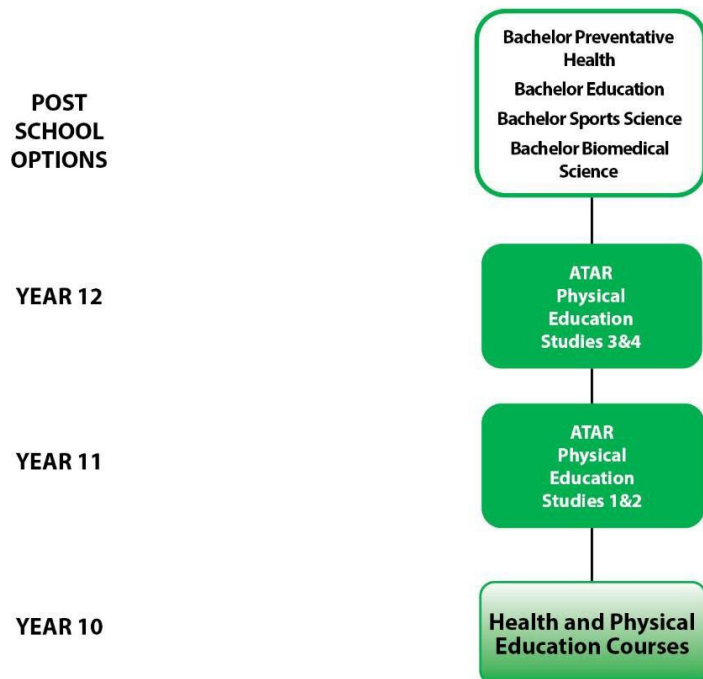
Students should have achieved a C grade or above in Year 11 Mathematics Specialist.

	Description and content
Unit 3	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 ATAR Mathematics Methods 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 ATAR Mathematics Methods 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	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.

Assessment	Course code	Reference
<ul style="list-style-type: none"> • Response (40%) • Investigation (20%) • Examination (40%) 	<ul style="list-style-type: none"> • EATMAS 	https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/mathematics/mathematics-specialist

PHYSICAL EDUCATION

ATAR HEALTH AND PHYSICAL EDUCATION PATHWAYS



POST SCHOOL OPTIONS ARE ONLY A SAMPLE OF WHAT IS AVAILABLE

ATAR PHYSICAL EDUCATION STUDIES YEAR 11

Study of the ATAR Physical Education Studies course contributes to the development of the whole person. It promotes the physical, social and emotional growth of students. Throughout the course, emphasis is placed on complex interrelationships between motor learning and psychological, biomechanical and physiological factors that influence individual and team performance. The integration of theory and practice is central to studies in this course. The course appeals to students with varying backgrounds, physical activity knowledge and dispositions.

MINIMUM ENTRY REQUIREMENTS

Students should have achieved a minimum of a C grade in Science (Extension) or B in Science (General) and a B grade in Health and Physical Education.

	Description and content
Unit 1	<p>To explore anatomical and biomechanical concepts, the body's responses to physical activity and stress management processes to improve their own performance and that of others in physical activity.</p> <p>Content: Motor learning and coaching, functional anatomy, biomechanics, exercise physiology and sport psychology.</p>
Unit 2	<p>To identify the relationship between skill, strategy and the body in order to improve the effectiveness and efficiency of performance.</p> <p>Content: Developing physical skills and tactics, motor learning and coaching, functional anatomy, biomechanics, exercise physiology and sport psychology.</p>

Assessment	Course code	Reference
<ul style="list-style-type: none"> • Practical (30%) • Investigation (15%) • Response (15%) • Examination (40%) 	<ul style="list-style-type: none"> • DAEPES 	https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/health-and-physical-education/physical-education-studies

Students who select this course in Year 11 will study Physical Education Studies Units 3 and 4 in Year 12.

ATAR PHYSICAL EDUCATION STUDIES YEAR 12

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

MINIMUM ENTRY REQUIREMENTS

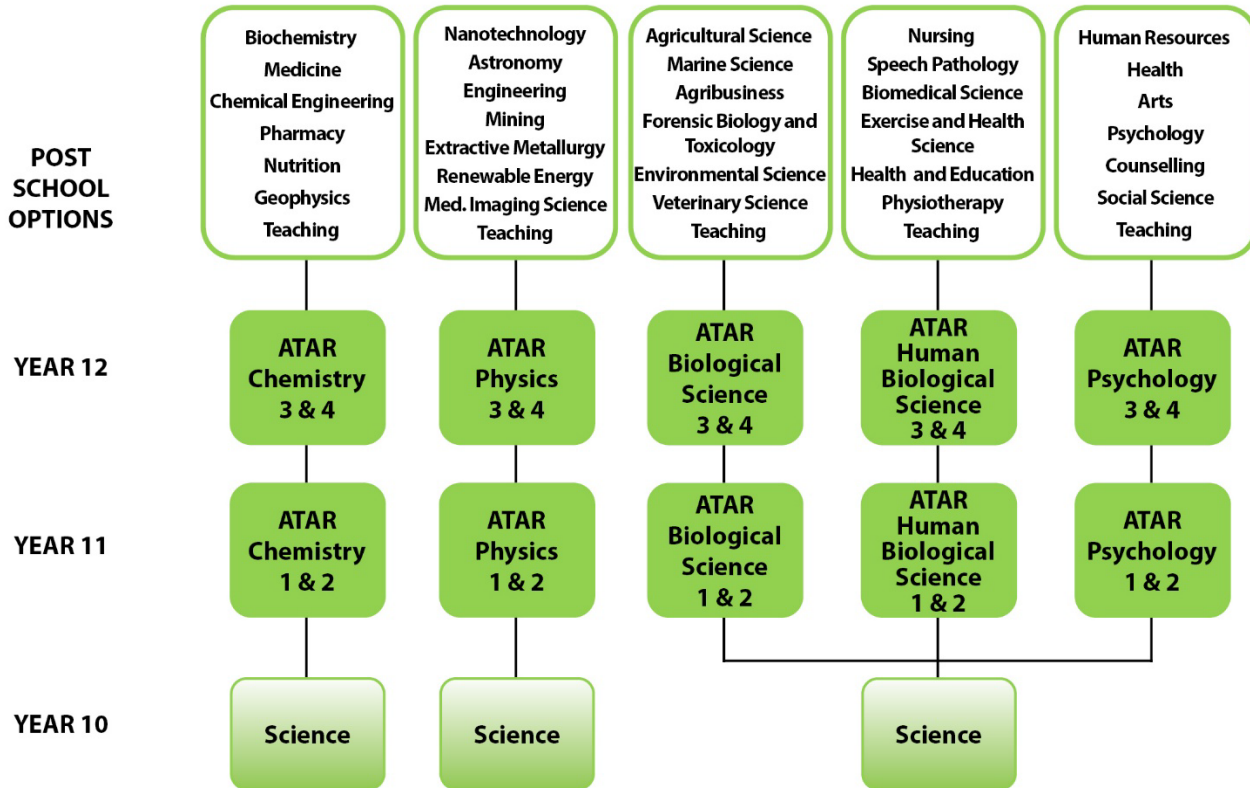
Students must have achieved a C grade or above in Year 11 Physical Education Studies.

	Description and content
Unit 3	<p>The focus of this unit is to provide opportunities for students to build upon their acquired physical skills and biomechanical, physiological and psychological understandings to improve the performance of themselves and others in physical activity.</p> <p>Content: Developing physical skills and tactics, motor learning and coaching, functional anatomy, biomechanics, exercise physiology and sport psychology.</p>
Unit 4	<p>The focus of this unit is to extend the understanding by students of complex biomechanical, psychological and physiological concepts to evaluate their own and others' performance.</p> <p>Content: Developing physical skills and tactics, motor learning and coaching, functional anatomy, biomechanics, exercise physiology and sport psychology.</p>

Assessment	Course code	Reference
<ul style="list-style-type: none"> • WRITTEN (70%) • Investigation (20%) • Response (25%) • Examination (55%) • PRACTICAL (30%) • Practical Performance (70%) • Practical performance examination (30%) 	<ul style="list-style-type: none"> • EATPES 	<p>https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/health-and-physical-education/physical-education-studies</p>

SCIENCE

ATAR SCIENCE PATHWAYS



POST SCHOOL OPTIONS ARE ONLY A SAMPLE OF WHAT IS AVAILABLE

ATAR BIOLOGY – Year 11

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. 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.

MINIMUM ENTRY REQUIREMENTS

A 'C' grade in Science Extension OR an 'A' grade in Science General. Strong performances in Science examinations. Highly proficient in English and Mathematics.

	Description and content
Unit 1	<p>Ecosystems and biodiversity</p> <p>In this unit, students investigate and describe a number of diverse ecosystems and develop an understanding of the processes involved in the movement of energy and matter in them. Students study ecosystem dynamics, including interactions within and between species, and interactions between abiotic and biotic components of ecosystems. They also investigate how measurements of abiotic factors, population numbers and species diversity, and descriptions of species interactions, can form the basis for comparisons between ecosystems. Students use classification keys to identify organisms, describe the biodiversity in ecosystems, investigate patterns in relationships between organisms, and aid scientific communication.</p>
Unit 2	<p>From single cells to multicellular organisms</p> <p>In this unit, students investigate the interdependent components of the cell system and the multiple interacting systems in multicellular organisms. Students examine inputs and outputs of cells to develop an understanding of the chemical nature of cellular systems, both structurally and functionally, and the processes required for cell survival. Students investigate the ways in which matter moves and energy is transformed and transferred in the processes of photosynthesis and respiration, and the role of enzymes in controlling biochemical systems.</p>

Assessment	Course code	Reference
<ul style="list-style-type: none"> Science inquiry (30%) Extended response (10%) Test (20%) Examination (40%) 	<ul style="list-style-type: none"> DAEBLY 	https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/science/biology

Students who select this course in Year 11 will study Biology Units 3 and 4 in Year 12.

ATAR BIOLOGY – Year 12

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

MINIMUM ENTRY REQUIREMENTS

Students must have achieved a C grade or above in Year 11 Biology.

	Description and content
Unit 3	Continuity of species In this unit, students investigate mechanisms of heredity and the ways in which inheritance patterns can be explained, modelled and predicted; they connect these patterns to population dynamics and apply the theory of evolution by natural selection in order to examine changes in populations.
Unit 4	Surviving in a changing environment In this unit, students investigate system change and continuity in response to changing external conditions and pathogens; they investigate homeostasis and the transmission and impact of infectious disease; and they consider the factors that encourage or reduce the spread of infectious disease at the population level.

Assessment	Course code	Reference
<ul style="list-style-type: none"> Science inquiry (20%) Extended response (10%) Test (20%) Examination (50%) 	<ul style="list-style-type: none"> EATBLY 	https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/science/biology

ATAR CHEMISTRY – Year 11

The ATAR Chemistry course develops students' understanding of the key chemical concepts and models of structure, bonding, and chemical change including the role of chemical, electrical and thermal energy. Students learn how models of structure and bonding enable chemists to predict properties and reactions and to adapt these for particular purposes. Studying Chemistry provides students with a suite of skills and understandings that are valuable to a wide range of further study pathways and careers including those in forensic science, environmental science, engineering, medicine, dentistry, pharmacy and sports science.

MINIMUM ENTRY REQUIREMENTS

A 'B' grade in Science Extension. Strong performances in Science examinations. Superior proficiency in English and Mathematics is required.

	Description and content
Unit 1	<p>Chemical fundamentals: structure, properties and reactions</p> <p>In this unit, students use models of atomic structure and bonding to explain the macroscopic properties of materials. Students develop their understanding of the energy changes associated with chemical reactions and the use of chemical equations to calculate the masses of substances involved in chemical reactions.</p>
Unit 2	<p>Molecular interactions and reactions</p> <p>In this unit, students continue to develop their understanding of bonding models and the relationship between structure, properties and reactions, including consideration of the factors that affect the rate of chemical reactions. Students investigate the unique properties of water and the properties of acids and bases and use chemical equations to calculate the concentrations and volumes of solutions involved in chemical reactions.</p>

Assessment	Course code	Reference
<ul style="list-style-type: none"> Science Inquiry (25%) Extended response (10%) Test (15%) Examination (50%) 	<ul style="list-style-type: none"> DAECHE 	https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/science/chemistry

Students who select this course in Year 11 will study Chemistry Units 3 and 4 in Year 12.

ATAR CHEMISTRY – Year 12

The ATAR Chemistry course develops students' understanding of the key chemical concepts and models of structure, bonding, and chemical change, including the role of chemical, electrical and thermal energy. Students learn how models of structure and bonding enable chemists to predict properties and reactions and to adapt these for particular purposes. It provides students with an essential background if they are choosing to study any of the sciences at a tertiary level.

MINIMUM ENTRY REQUIREMENTS

Students must have achieved a C grade or above in Year 11 Chemistry.

	Description and content
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.

Assessment	Course code	Reference
<ul style="list-style-type: none"> Science Inquiry (20%) Extended response (10%) Test (20%) Examination (50%) 	<ul style="list-style-type: none"> EATCHE 	https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/science/chemistry

ATAR HUMAN BIOLOGY – Year 11

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. Appreciation of the range and scope of such professions broadens student's horizons and enables them to make informed choices. 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.

MINIMUM ENTRY REQUIREMENTS

A 'C' grade in Science Extension OR an 'A' grade in Science General. Strong performances in Science examinations. Highly proficient in English and Mathematics.

	Description and content
Unit 1	The functioning human body This unit looks at how human structure and function supports cellular metabolism and how lifestyle choices affect body functioning.
Unit 2	Reproduction and inheritance This unit provides opportunities to explore, in more depth, the mechanisms of transmission of genetic materials to the next generation, the role of males and females in reproduction and how interactions between genetics and the environment influence early development. Students learn how cellular mechanisms for gamete production and zygote formation contribute to human diversity, and that meiosis and fertilisation are important in producing new genetic combinations.

Assessment	Course code	Reference
<ul style="list-style-type: none">Science Inquiry (20%)Extended response (15%)Test (25%)Examination (40%)	<ul style="list-style-type: none">DAEHBY	https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/science/human-biology

Students who select this course in Year 11 will study Human Biology Units 3 and 4 in Year 12.

ATAR HUMAN BIOLOGY – Year 12

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.

MINIMUM ENTRY REQUIREMENTS

Students must have achieved a C grade or above in Year 11 Human Biology.

	Description and content
Unit 3	Homeostasis and disease Content: 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 Content: This unit explores the variations in humans, their changing environment and evolutionary trends in hominids.

Assessment	Course code	Reference
<ul style="list-style-type: none"> Investigation (20%) Extended task (10%) Test (20%) Examination (50%) 	<ul style="list-style-type: none"> EATHBY 	https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/science/human-biology

ATAR PHYSICS – Year 11

The ATAR Physics course provides a foundation in physics knowledge, understanding and skills for those students who wish to pursue tertiary study in science, engineering, medicine and technology.

MINIMUM ENTRY REQUIREMENTS

A 'B' grade in Science Extension. Strong performances in Science examinations. Superior proficiency in English and Mathematics is required.

	Description and content
Unit 1	<p>Thermal, nuclear and electrical physics</p> <p>An understanding of heating processes, nuclear reactions and electricity is essential to appreciate how global energy needs are met. In this unit, students explore the ways physics is used to describe, explain and predict the energy transfers and transformations that are pivotal to modern industrial societies. Students investigate heating processes, apply the nuclear model of the atom to investigate radioactivity and learn how nuclear reactions convert mass into energy. They examine the movement of electrical charge in circuits and use this to analyse, explain and predict electrical phenomena.</p>
Unit 2	<p>Linear motion and waves</p> <p>Students develop an understanding of motion and waves which can be used to describe, explain and predict a wide range of phenomena. Students describe linear motion in terms of position and time data and examine the relationships between force, momentum and energy for interactions in one dimension. Students investigate common wave phenomena including waves on springs, and water, sound and earthquake waves.</p>

Assessment	Course code	Reference
<ul style="list-style-type: none"> Science inquiry (30%) Test (30%) Examination (40%) 	<ul style="list-style-type: none"> DAEPHY 	https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/science/physics

Students who select this course in Year 11 will study Physics Units 3 and 4 in Year 12.

ATAR PHYSICS – Year 12

Studying Physics provides students with a suite of skills and understandings that are valuable to a wide range of further study pathways and careers. Studying Physics will enable students to become citizens who are better informed about the world around them and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues. The ATAR Physics course will also provide a foundation in physics knowledge, understanding and skills for those students who wish to pursue tertiary study in science, engineering, medicine and technology.

MINIMUM ENTRY REQUIREMENTS

Students must have achieved a C grade or above in Year 11 Physics.

	Description and content
Unit 3	<p>Gravity and electromagnetism</p> <p>In this unit, students develop a deeper understanding of motion and its causes by using Newton's Laws of Motion and the gravitational field model to analyse motion on inclined planes, the motion of projectiles and satellite motion. They investigate electromagnetic interactions and apply this knowledge to understand the operation of direct current motors, direct current (DC) and alternating current (AC) generators, transformers, and AC power distribution systems. Students also investigate the production of electromagnetic waves.</p>
Unit 4	<p>Revolutions in modern physics</p> <p>In this unit, students examine observations of relative motion, light and matter that could not be explained by existing theories and investigate how the shortcomings of existing theories led to the development of the special theory of relativity and the quantum theory of light and matter. Students evaluate the contribution of the quantum theory of light to the development of the quantum theory of the atom and examine the Standard Model of Particle Physics and the Big Bang theory.</p>

Assessment	Course code	Reference
<ul style="list-style-type: none"> Science inquiry (20%) Test (30%) Examination (50%) 	<ul style="list-style-type: none"> EATPHY 	https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/science/physics

ATAR PSYCHOLOGY – Year 11

Psychology introduces students to a breadth of knowledge focusing on the psychology of self and others. Psychological knowledge helps us understand factors relating to individuals such as: cognition, or the way we think; biological bases of behaviour; and personality and the enduring traits that distinguish individuals. Psychological knowledge also helps us understand socialisation, moral development, the formation of attitudes and also how people relate and communicate.

MINIMUM ENTRY REQUIREMENTS

A 'C' grade in Science Extension OR an 'A' grade in Science General. Strong performances in Science examinations. Highly proficient in English and Mathematics.

Description and content	
Unit 1	This unit focuses on a number of concepts that enable students to gain an understanding of how and why people behave the way they do. Students learn about the human brain and explore the impact of external factors on behaviour, such as physical activity and psychoactive drugs. Cognitive processes, such as sensation and perception, and selective and divided attention are investigated. Students examine different types of relationships and the role of verbal and non-verbal communication in initiating, maintaining and regulating these. Students are introduced to ethics in psychological research and carry out investigations.
Unit 2	This unit focuses on developmental psychology. Students analyse twin and adoption studies to gain insight into the nature/nurture debate and look at the role of play in assisting development. Students explore what is meant by the term personality and examine historical perspectives used to explain personality. They also explore behaviour and causes of prejudice. Psychological research methods studied in Unit 1 are further developed.

Assessment	Course code	Reference
<ul style="list-style-type: none">Investigation (20%)Response (30%)Project (20%)Examination (30%)	<ul style="list-style-type: none">DAEPSY	https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/science/psychology

Students who select this course in Year 11 will study Psychology Units 3 and 4 in Year 12.

ATAR PSYCHOLOGY – Year 12

Psychology introduces students to a breadth of knowledge focusing on the psychology of self and others. Psychological knowledge helps us understand factors relating to individuals, such as: cognition, or the way we think; biological bases of behaviour; and personality, the enduring traits that distinguish individuals. Psychological knowledge also helps us understand socialisation, moral development, the formation of attitudes and also how people relate and communicate.

MINIMUM ENTRY REQUIREMENTS

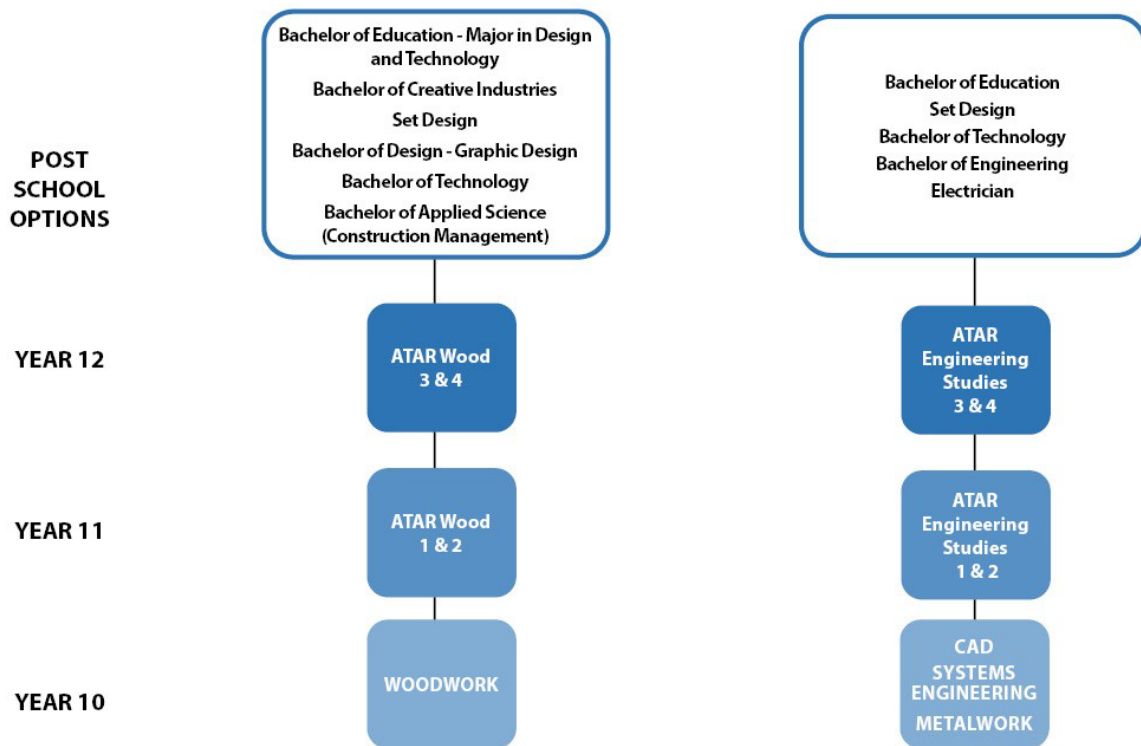
Students must have achieved a C grade or above in Year 11 Psychology.

	Description and content
Unit 3	This unit focuses on the functions of the lobes of the cerebral cortex and examines how messages are transmitted from the brain to the body. It explores how behaviour is influenced by learning and other factors, and the impact of others on individual behaviour. Students examine socialisation processes observed within families and how social background and gender can shape communication styles. Students expand on their knowledge of ethics in psychological research as they engage in detailed investigations.
Unit 4	This unit focuses on developmental and contemporary personality theories, and behaviours observed when individuals are examined in the social context. Students analyse the causes of conformity and obedience and gain an understanding of the factors that shape a sense of community. Students continue to develop their understanding and application of psychological research methods.

Assessment	Course code	Reference
<ul style="list-style-type: none">Investigation (15%)Response (30%)Project (15%)Examination (40%)	<ul style="list-style-type: none">EATPSY	https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/science/psychology

TECHNOLOGIES

ATAR TECHNOLOGIES



POST SCHOOL OPTIONS ARE ONLY A SAMPLE OF WHAT IS AVAILABLE

ATAR APPLIED INFORMATION TECHNOLOGY – Year 11

In the ATAR Applied Information Technology course, students investigate, design, construct and evaluate digital products and digital solutions to meet client-driven requirements.

They will develop skills in a variety of software applications including Photoshop, Audacity (audio editing), Animate (animation software) and the Office 365 suite to create animations, posters, budgets and websites.

MINIMUM ENTRY REQUIREMENTS

Students should have achieved an C grade or above in Year 10 English.

	Description and content
Unit 1	Media information and communication technologies This unit focuses on the use of digital technologies to create and manipulate digital media. Students use a range of applications to create visual and audio communications. They examine trends in digital media transmissions and implications arising from the use of these technologies.
Unit 2	Digital technologies in business This unit focuses on the skills, principles and practices associated with various types of documents and communications. Students identify the components and configuration of networks to meet the needs of a business. They design digital solutions for clients, being mindful of the various impacts of technologies within legal, ethical and social boundaries

Assessment	Course code	Reference
<ul style="list-style-type: none">• Project (40%)• Short Answer (15%)• Extended Answer (15%)• Examination (30%)	<ul style="list-style-type: none">• DAEAIT	https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/technologies/applied-information-technology

Students who select this course in Year 11 will study Applied Information Technology Units 3 and 4 in Year 12.

ATAR APPLIED INFORMATION TECHNOLOGY – Year 12

In the ATAR Applied Information Technology course, students investigate, design, construct and evaluate digital products and digital solutions to meet client-driven requirements.

They will develop skills in a variety of software applications including Premiere (video editing), Photoshop, Audacity (audio editing), Animate (animation software) and the Office 365 suite to create videos, animations, posters, GANTT charts and websites.

MINIMUM ENTRY REQUIREMENTS

Students must have achieved an C grade or above in Year 11 Applied Information Technology.

	Description and content
Unit 3	Evolving digital technologies This unit focuses on the use of applications to create, modify, manipulate, use and/or manage technologies. Students consider the nature and impact of technological change and the effect this has when creating products for a particular purpose and audience.
Unit 4	Digital technologies within a global society This unit focuses on the production of a digital solution for a particular client. Students undertake the management of data and develop an appreciation of the social, ethical and legal impacts of digital technologies within a global community.

Assessment	Course code	Reference
<ul style="list-style-type: none">• Project (40%)• Short Answer (10%)• Extended Answer (10%)• Examination (40%)	<ul style="list-style-type: none">• EATAIT	https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/technologies/applied-information-technology

ATAR ENGINEERING STUDIES: MECHATRONICS - Year 11

The Engineering Studies ATAR course provides opportunities for students to investigate, research and present information through a design process and then undertake project management to make a functioning product. These activities provide students with opportunities to apply engineering processes, understand underpinning scientific and mathematical principles, develop engineering technology skills and to understand the interrelationships between engineering projects and society.

The Engineering Studies ATAR course is essentially a practical course focusing on real-life contexts. It aims to prepare students for a future in an increasingly technological world by providing the foundation for life-long learning about engineering. It is particularly suited to those students who are interested in engineering and technical industries as future careers.

Mechatronic engineering is focused on robotic engineering and is the content area that will be followed. The structure of the course will mean that students will look at the theory and knowledge from the syllabus and then relay this into action with practical demonstrations and projects. Both will compliment each other and will work towards creating a practical project at the end.

MINIMUM ENTRY REQUIREMENTS

At least an C grade in General A Maths

	Description and content
Unit 1	<p>In the development of an engineering project, students study core engineering theory and their chosen specialist area theory. They develop an understanding of different forms of energy, uses of these different forms and sources of renewable and non-renewable energy.</p> <p>Students apply their knowledge of the engineering design process and theory to develop and respond to a design brief. Design ideas are developed through annotated sketches and concept drawings. Students finalise their chosen design by documenting its specifications in the form of appropriate orthographic drawings, specialist diagrams and lists of materials and components. They calculate the cost of the prototype or model.</p>
Unit 2	<p>This unit develops students' understanding of core and specialist area theory to better understand the scientific, mathematical and technical concepts that explain how engineered products function. They study the impact of the different forms of obsolescence in engineering products on society, business and the environment.</p> <p>Students continue to refine their understanding and skills of the engineering design process, undertaking tasks to produce, test and evaluate the product.</p>

Assessment	Course code	Reference
<ul style="list-style-type: none">• Response (30%)• Production (40%)• Examination (30%)	<ul style="list-style-type: none">• AEEST	https://senior-secondary.scsa.wa.edu.au/syllabus-al nd-support-materials/technologies/engineering-studies

Students who select this course in Year 11 will study Engineering Studies Units 3 and 4 in Year 12.

ATAR ENGINEERING STUDIES: MECHATRONICS –Year 12

Engineers are involved in the design, manufacture and maintenance of a diverse range of products and infrastructure integral to the functioning of society, business and industry. They rely strongly on their creativity and problem solving to turn ideas into reality by applying lateral thinking and mathematical and scientific principles to develop solutions to problems, needs and opportunities. An Engineer also needs to be socially aware and involved in broader community issues, impacts on the environment, sustainable energy, health and safety, and consultation processes to understand social attitudes and opinions.

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

The Engineering Studies ATAR course is essentially a practical course focusing on real-life contexts. It aims to prepare students for a future in an increasingly technological world by providing the foundation for life-long learning about engineering. It is particularly suited to those students who are interested in engineering and technical industries as future careers.

MINIMUM ENTRY REQUIREMENTS

Nil

	Description and content
Unit 3	In this unit, students develop their understanding of core and specialist area theory. They also study the impacts of obtaining and using the different forms of renewable and non-renewable energy on society, business and the environment. Students use the engineering design process beginning with the development of a comprehensive design brief that has a focus on a problem, need or opportunity. They synthesise responses to the brief by engaging in a range of activities that include: detailed research of similar existing engineering products; construction materials and components; sketching, drawing and notating concepts; analysing and justifying the choice of the most promising of these for production as a prototype or working model. Students refine their understanding and skills of the engineering design process, undertaking tasks to produce, test and evaluate the product.
Unit 4	In this unit, students consider and analyse the stages within the life cycle of engineering products. Students develop and demonstrate an understanding of the impacts on society, business and the environment that occur during the life cycle of engineered products. Students continue to refine their understanding and skills of the engineering design process, undertaking tasks to produce, test and evaluate the product. Core and specialist area theory continues to be studied to forge greater understanding of the scientific, mathematical and technical concepts that explain how engineered products function.

Assessment	Course code	Reference
<ul style="list-style-type: none"> Design (30%) Production (30%) Examination (40%) 	<ul style="list-style-type: none"> ATEST 	https://senior-secondary.scsa.wa.edu.au/syllabus-1and-support-materials/technologies/engineering-studies

ATAR MATERIALS DESIGN AND TECHNOLOGY WOOD – Year 11

The Materials Design and Technology ATAR course is a practical course. The course allows for the exploration and use of three materials learning contexts: metal, textiles and wood with the design and manufacture of products as the major focus. There is also the flexibility to incorporate additional materials from outside the three designated contexts. This can enhance and complement the knowledge and skills developed within the course as many modern-day products are manufactured using a range of different material types. Students may use a few or many materials in innovative designs and explore the interactions between materials, people and their environment. Students examine social and cultural values and the short-term and long-term impacts of the use and misuse of materials and associated technologies. Through this inquiry, experimentation and research, students develop their creativity and understanding of the society in which they live.

Working with materials, students develop a range of processing, manufacturing and organisational skills. When designing with materials, they develop cognitive skills such as critiquing, analysing, solving problems, generating innovative ideas and communicating what they do. This helps them become more technologically literate and, as consumers, enables them to make more informed decisions about the use and misuse of technology. It also prepares them to make predictions about likely changes to technology in the future.

MINIMUM ENTRY REQUIREMENTS

Nil

	Description and content
Unit 1	Students develop an understanding of the elements and fundamentals of design and consider human factors involved in the design, production and use of their projects. They develop creative thinking strategies and work on design projects within specified constraints. Students learn about the classification, structure and properties of a variety of materials, making appropriate materials selection for design needs.
Unit 2	<p>Students learn about the nature of designing for a client, target audience or market. Students learn about the nature, properties and environmental impacts and issues related to a variety of materials and production techniques. They develop creative thinking strategies, and work on design projects within specified constraints as well as consider the environmental impacts and issues related to the sustainability and recycling of materials.</p> <p>Students extend their understanding of safe working practices and contemporary manufacturing techniques, and develop the knowledge, understanding and skills required to manage the processes of designing and manufacturing.</p>

Assessment	Course code	Reference
<ul style="list-style-type: none"> Design (25%) Production (50%) Response (25%) 	<ul style="list-style-type: none"> DAEMDTW 	https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/technologies/materials-design-and-technology

ATAR MATERIALS DESIGN AND TECHNOLOGY WOOD

– Year 12

The Materials Design and Technology ATAR course is a practical course. The course allows for the exploration and use of three materials learning contexts: metal, textiles and wood with the design and manufacture of products as the major focus. There is also the flexibility to incorporate additional materials from outside the three designated contexts. This can enhance and complement the knowledge and skills developed within the course as many modern-day products are manufactured using a range of different material types. Students may use a few or many materials in innovative designs and explore the interactions between materials, people and their environment. Students examine social and cultural values and the short-term and long-term impacts of the use and misuse of materials and associated technologies. Through this inquiry, experimentation and research, students develop their creativity and understanding of the society in which they live.

Working with materials, students develop a range of processing, manufacturing and organisational skills. When designing with materials, they develop cognitive skills such as critiquing, analysing, solving problems, generating innovative ideas and communicating what they do. This helps them become more technologically literate and, as consumers, enables them to make more informed decisions about the use and misuse of technology. It also prepares them to make predictions about likely changes to technology in the future.

MINIMUM ENTRY REQUIREMENTS

Nil

	Description and content
Unit 3	Students extend their understanding of design aesthetics through the application of the elements and principles of design and the use of creative and critical thinking strategies. Students work with an open and self-directed design brief to manage a project to design products to meet needs. Students investigate a range of materials and analyse the molecular structure, relating material characteristics and properties, and methods of processing and finishing, appropriate to their application and use. Students identify and manage risks and select and use appropriate methods for communicating ideas and design development. Students develop competence with production processes and learn to manage projects to determined design specifications.
Unit 4	<p>Students investigate and analyse cultural and social factors which may have influenced historical and contemporary design. Students extend their understanding of design aesthetics by using creative and critical thinking strategies. They critically examine current products and explore how emerging materials and technologies may affect, and be incorporated into, the design and development of future products.</p> <p>Students incorporate a wide range of design concepts and apply sophisticated conceptualisation skills and production processes to realising design ideas that reflect their personal influences in combination with the style and tastes of a target audience/market.</p>

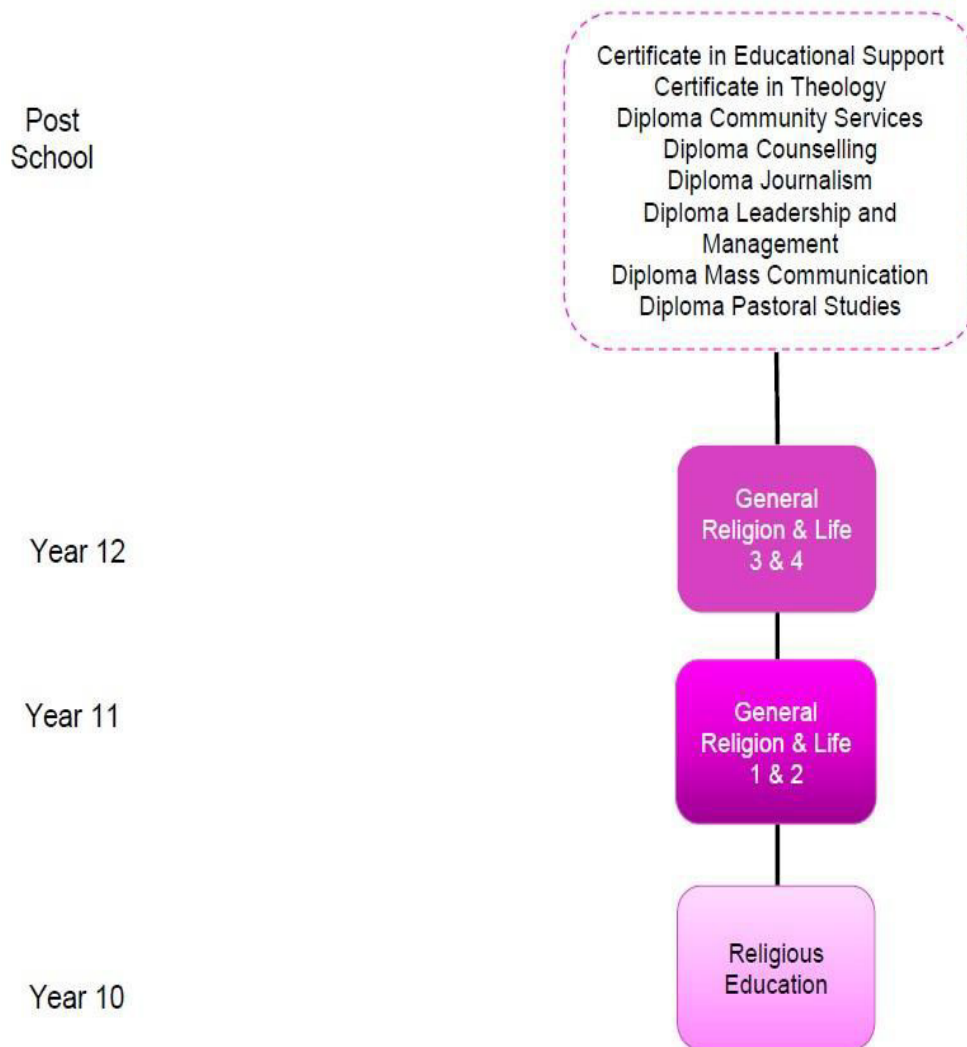
Assessment	Course code	Reference
50% of combined mark <ul style="list-style-type: none"> • Design Practical (30%) • Production (50%) • Evaluation (20%) 	<ul style="list-style-type: none"> • EATMDTW 	https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/technologies/materials-design-and-technology
50% of combined mark <ul style="list-style-type: none"> • Design Written (40%) • Response (20%) • Examination (40%) 		

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RELIGION AND LIFE

GENERAL RELIGION AND LIFE PATHWAYS



POST SCHOOL OPTIONS ARE ONLY A SAMPLE OF WHAT IS AVAILABLE.

GENERAL RELIGION AND LIFE – Year 11

The General Religion and Life course provides students with opportunities to learn about religion and explores the relationships between religion, society and individuals. It examines the nature of religion and how it offers individuals and their communities an understanding of the world around them. Students develop an understanding of ways in which people discover, understand and express their religious beliefs.

They explore one or more religions and investigate the characteristics of religion, origins, foundations, cultural influences and development over time. They analyse the role religion has played in human affairs and explore issues of concern to religion. Through the General Religion and Life course, students learn skills that will enable them to understand the role religion plays in society and in the lives of people. They use a range of primary and secondary sources and employ a variety of methods to investigate information. These methods include research, observation, analysis, and discussion.

MINIMUM ENTRY REQUIREMENTS

There are no minimum requirements for this course.

	Description and content
Unit 1	The focus of this unit is religion as a human activity. It explores how people search for meaning in life and the characteristics of religion. Students conduct research and develop the skills required for processing information and communicating findings about religion and life.
Unit 2	The focus of this unit is the role religion plays in society. It considers the responses offered by religion to issues that exist in society. Students conduct research and develop the skills required for processing information and communicating findings about religion and life.

Assessment	Course code	Reference
<ul style="list-style-type: none"> Investigation (30%-40%) Explanation (30%-40%) Source Analysis (30%-40%) 	<ul style="list-style-type: none"> DGEREL 	https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/humanities-and-social-sciences/religion-and-life

Students who select this course in Year 11 will study Religion and Life Units 3 and 4 in Year 12.

GENERAL RELIGION AND LIFE – Year 12

The General Religion and Life course provides students with opportunities to learn about religion and explores the relationships between religion, society and individuals. It examines the nature of religion and how it offers individuals and their communities an understanding of the world around them. Students develop an understanding of ways in which people discover, understand and express their religious beliefs.

They explore one or more religions and investigate the characteristics of religion, origins, foundations, cultural influences and development over time. They analyse the role religion has played in human affairs and explore issues of concern to religion. Through the General Religion and Life course, students learn skills that will enable them to understand the role religion plays in society and in the lives of people. They use a range of primary and secondary sources and employ a variety of methods to investigate information. These methods include research, observation, analysis, and discussion.

MINIMUM ENTRY REQUIREMENTS

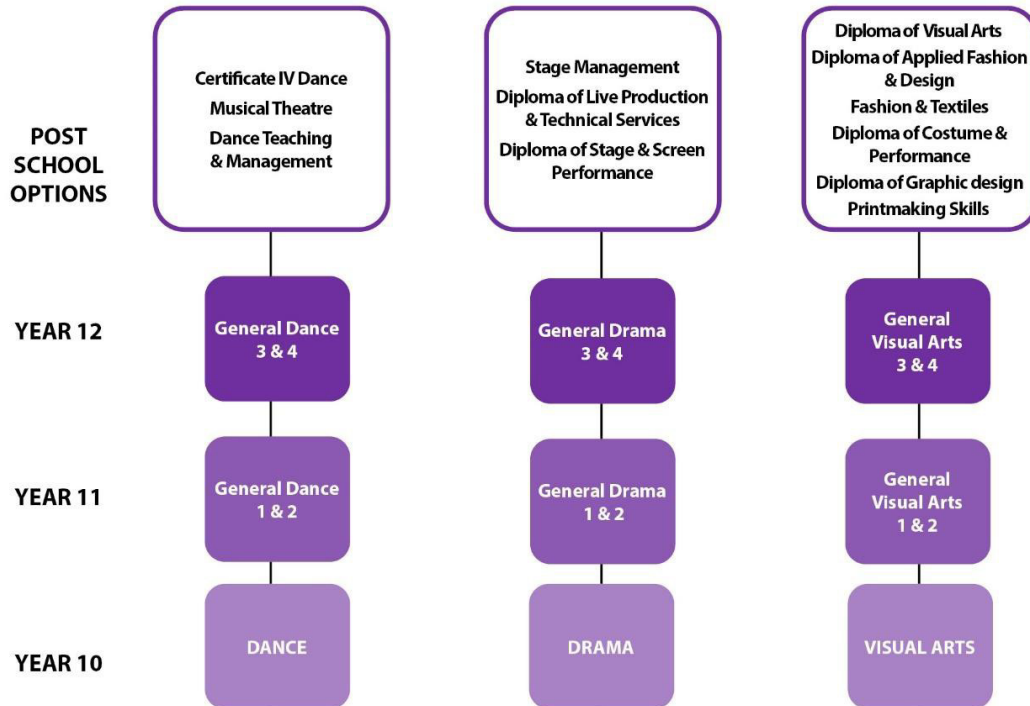
There are no minimum requirements for this course.

	Description and content
Unit 3	The focus of this unit is the role religion plays in the lives of people. It explores how people interact with and respond to religion. Students consolidate the skills required for conducting an inquiry, processing information and communicating findings about religion and life.
Unit 4	The focus for this unit is the interplay between religion and life. Students explore how religion responds to and interacts with issues that arise within society. They further develop research skills for conducting an inquiry, processing information and communicating findings about the interplay between religion and life.

Assessment	Course code	Reference
<ul style="list-style-type: none">Investigation (25%)Explanation (30%)Source Analysis (30%)Externally Set Task (15%)	<ul style="list-style-type: none">EGTREL	https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/humanities-and-social-sciences/religion-and-life

THE ARTS

GENERAL ARTS PATHWAYS



POST SCHOOL OPTIONS ARE ONLY A SAMPLE OF WHAT IS AVAILABLE

GENERAL DANCE – Year 11

The Dance General course develops and presents ideas through a variety of genres, styles and forms, as it provides a unique way in which to express our cultural view and understanding of the world. Through critical decision-making in individual and group work, movement is manipulated and refined to reflect the choreographer's intent. Students use a wide range of creative processes, such as improvisation and the use of choreographic elements and devices and draw on their own physicality and the interpretation of existing work of others to make dance works.

MINIMUM ENTRY REQUIREMENTS

It is recommended that Year 10 Dance has been completed and/or students have an interest in dance.

	Description and content
Unit 1	<p><i>Exploring the Components of dance</i></p> <p>The elements of dance and processes of choreography are explored, and students solve structured choreographic tasks to produce dance works for performance. They have first-hand experience of dance-making which actively engages them in exploration, improvisation, research, reflection and response. Technologies and design concepts are introduced to the planning stage of dance creation.</p>
Unit 2	<p><i>Dance as Entertainment</i></p> <p>Within the broad focus of dance as entertainment, contexts are selected to relate to the interests of students and build upon the understandings that they have already acquired.</p> <p>Students explore the entertainment potential of dance and choreography. In practical lessons, they improve safe dance practices and their physical competencies while acquiring genre-specific technique.</p> <p>Students identify and select technologies and design concepts which enhance the entertainment value of the dance.</p>

Assessment	Course code	Reference
<ul style="list-style-type: none"> • Performance/ Production 70 % • Written Response 30 % 	<ul style="list-style-type: none"> • DGEDAN 	https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/arts/dance

DRESS REQUIREMENTS: All students will need a black sleeveless leotard, black leggings and possibly tan jazz shoes – depending on the genres chosen. Some after-school rehearsals and excursions will occur and must be attended.

Students who select this course in Year 11 will study Dance General units 3 and 4 in Year 12.

GENERAL DANCE – Year 12

The Dance General course develops and presents ideas through a variety of genres, styles and forms, as it provides a unique way in which to express our cultural view and understanding of the world. Through critical decision-making in individual and group work, movement is manipulated and refined to reflect the choreographer's intent. Students use a wide range of creative processes, such as improvisation and the use of choreographic elements and devices and draw on their own physicality and the interpretation of existing work of others to make dance works.

MINIMUM ENTRY REQUIREMENTS

It is recommended that Year 10 Dance has been completed and/or students have an interest in dance.

	Description and content
Unit 3	<p><i>Popular Culture</i></p> <p>Within the broad focus of popular culture, learning contexts are selected to relate to the interests of their students and build upon the understandings that they have already acquired.</p> <p>Through practical lessons, students use safe dance practices and improved physical competencies to acquire genre-specific technique. Performance qualities and etiquette are improved through increased opportunities for performance of popular styles. Students solve choreographic tasks to produce dance works during this course.</p> <p>The exploration of dance in popular culture leads to a wider understanding of the diverse contexts and functions of dance in our society.</p>
Unit 4	<p><i>Australian Dance</i></p> <p>Within the broad focus of Australian dance, learning contexts are selected that relate to the interests of their students and build upon the understandings that they have already acquired.</p> <p>Opportunities to perform in increasingly formal environments enhance the ability to develop individual stage presence.</p> <p>An understanding of the diverse range of functions and contexts of dance in Australia enables students to make relevant comparisons between their own dance and the dance of others.</p>

Assessment	Course code	Reference
<ul style="list-style-type: none"> • Performance/production 65% • Written Response 20 % • Externally Set Task 15 % 	<ul style="list-style-type: none"> • EGT DAN 	https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/arts/dance

DRESS REQUIREMENTS

All students will need a black sleeveless leotard, black leggings and possibly tan jazz shoes – depending on the genres chosen.

GENERAL DRAMA – Year 11

The Drama General course focuses on drama in practice and aesthetic understanding as students integrate their knowledge and skills. They engage in drama processes such as improvisation, play building, text interpretation, playwriting and dramaturgy. This allows them to create original drama and interpret a range of texts written or devised by others by adapting the theoretical approaches of drama practitioners like Stanislavski and Brecht. Students' work in this course includes production and design aspects involving directing, scenography, costumes, props, promotional materials, and sound and lighting. Increasingly, students use new technologies, such as digital sound and multimedia. They present drama to make meaning for a range of audiences and adapt their drama to suit different performance settings. The focus in this course is primarily on ensemble performance and team work.

MINIMUM ENTRY REQUIREMENTS

An understanding of the Year 11 content is assumed knowledge for students in Year 12. It is recommended that students studying Unit 3 and Unit 4 have completed Unit 1 and Unit 2.

	Description and content
Unit 1	The focus for this unit is representational, realist drama . Students explore techniques of characterisation through different approaches to group-based text interpretation, particularly those based on the work of Stanislavski and others. In this unit, students have the opportunity to research and collaboratively workshop, interpret, perform and produce texts in forms and styles related to representational, realistic drama that educate and present perspectives.
Unit 2	The focus of this unit is presentational, non-realist drama . Students explore techniques of role and/or character through different approaches to group-based text interpretation, particularly those based on the work of Brecht and others. In this unit, students have the opportunity to research and collaboratively workshop, interpret and perform drama texts related to presentational, non-realistic drama that challenge and question perspectives.

Assessment	Course code	Reference
<ul style="list-style-type: none"> Performance/ Production 70 % Written Response 30 % 	<ul style="list-style-type: none"> DGEDRA 	https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/arts/drama

GENERAL DRAMA– Year 12

The Drama General course focuses on drama in practice and aesthetic understanding as students integrate their knowledge and skills. They engage in drama processes such as improvisation, play building, text interpretation, playwriting and dramaturgy. This allows them to create original drama and interpret a range of texts written or devised by others by adapting the theoretical approaches of drama practitioners like Stanislavski and Brecht. Students' work in this course includes production and design aspects involving directing, scenography, costumes, props, promotional materials, and sound and lighting. Increasingly, students use new technologies, such as digital sound and multimedia. They present drama to make meaning for a range of audiences and adapt their drama to suit different performance settings. The focus in this course is primarily on ensemble performance and teamwork.

MINIMUM ENTRY REQUIREMENTS

An understanding of the Year 11 content is assumed knowledge for students in Year 12. It is recommended that students studying Unit 3 and Unit 4 have completed Unit 1 and Unit 2.

	Description and content
Unit 3	The focus for this unit is representational, realist drama . Students explore techniques of characterisation through different approaches to group-based text interpretation, particularly those based on the work of Stanislavski and others. In this unit, students have the opportunity to research and collaboratively workshop, interpret, perform and produce texts in forms and styles related to representational, realistic drama that educate and present perspectives.
Unit 4	The focus of this unit is presentational, non-realist drama . Students explore techniques of role and/or character through different approaches to group-based text interpretation, particularly those based on the work of Brecht and others. In this unit, students have the opportunity to research and collaboratively workshop, interpret and perform drama texts related to presentational, non-realistic drama that challenge and question perspectives.

Assessment	Course code	Reference
<ul style="list-style-type: none"> Performance/ Production 70 % Written Response 30 % 	<ul style="list-style-type: none"> EGTDRA 	https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/arts/drama

GENERAL VISUAL ARTS – Year 11

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 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.

Two units are studied in Year 11. Students must complete a Visual Diary and Studio Production for the practical component and Analysis and Investigation tasks for the written component, which will prepare students for the Externally Set Task (EST) in Year 12.

Students participate in skills-based workshops, attend excursions and are encouraged to enter their artworks into exhibitions. Students wishing to complete the General course will experience friendly and fun working environment.

This course is suitable for students wishing to study at TAFE, who are moving into the workforce or wish to study Art for personal interest and enjoyment.

MINIMUM ENTRY REQUIREMENTS

Students are required to have achieved a C Grade in General English and have completed Visual Arts in Year 9 or 10.

	Description and content
Unit 1	The focus for Unit 1 is experiences. Students base art making and interpretation on their lives and personal experiences, observations of the immediate environment, events and/or special occasions. They will produce an artwork, complete analysis, and artist investigation tasks.
Unit 2	The focus for Unit 2 is explorations. Students explore ways to generate and develop ideas using a variety of stimulus materials and explorations from their local environment in their art making and interpretation. They will produce an artwork, complete analysis, and artist investigation tasks.

Assessment	Course code	Reference
<ul style="list-style-type: none"> Visual Diary 20% Final Artwork 50% Analysis 15% Investigation 15% 	<ul style="list-style-type: none"> DGEVAR 	https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/arts/visual-arts

Students who select this course in Year 11 will study Visual Arts General units 3 and 4 in Year 12.

GENERAL VISUAL ARTS – Year 12

The Visual arts General course encompasses the practice and theory of the broad areas of art, craft and design, traditional, modern and contemporary art forms and conventions, such as sculpture, painting, drawing, printmaking and textiles. Students are encouraged to express their imagination and develop personal imagery, skills and engage in the making and presentation of artworks.

The course assists students to value and develop confidence in their own creative abilities and to develop a greater understanding of their environment, community and culture. It helps students develop motivation, self-esteem, discipline, collaborative practice and resilience, all of which are essential life skills and encourages students to develop problem-solving skills together with creative and analytical ways of thinking for future work and life. Students 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.

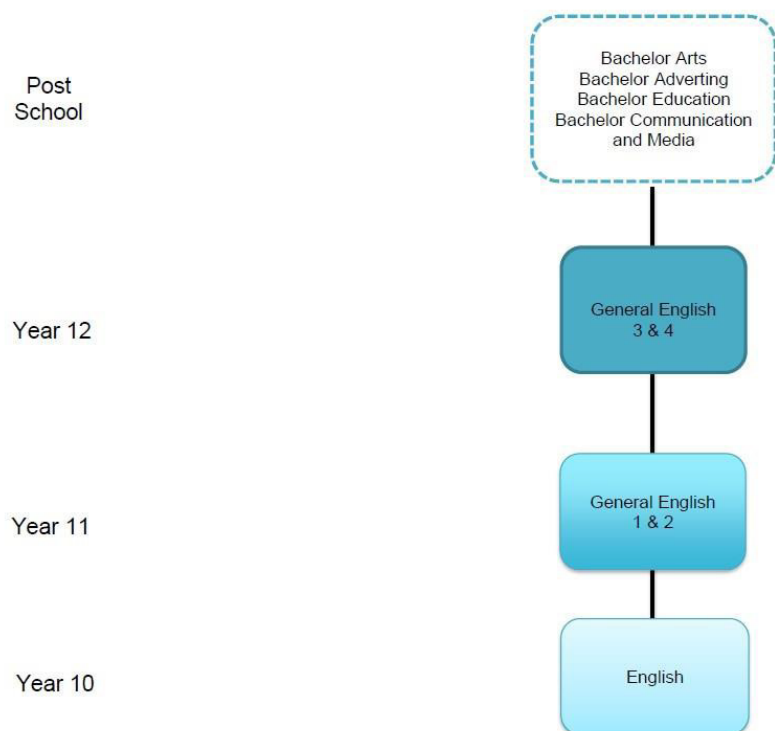
MINIMUM ENTRY REQUIREMENTS

Students need to have achieved a C Grade in Year 11 General Visual Arts to complete Year 12 Visual Arts. If students have not completed the Year 11 General Course, they may enter having completed Year 11 ATAR, or produce a folio of work to demonstrate their interest and talents in Visual Arts and should have completed English in Year 11 achieving at a C Grade.

	Description and content
Unit 3	The focus for Unit 3 is inspirations. Students become aware that artists gain inspiration and generate ideas from diverse sources, including what is experienced, learned about, believed in, valued, imagined, or invented. Through exploration, investigation and experimentation, students develop skills in inquiry, recording observations and manipulating media to create artworks in selected art forms. Students engage in research, reflection and response considering the ways in which artists, past and present, have been inspired to develop artworks.
Unit 4	The focus for Unit 4 is investigations. Students explore and develop ideas for art making and interpretation through the investigation of different artists, art forms, processes, and technologies. They further develop their knowledge and understanding of visual language and apply this to both art making and art interpretation.

Assessment	Course code	Reference
<ul style="list-style-type: none"> • Production 65% • Analysis 10% • Investigation 10% • Externally Set Task 15% 	<ul style="list-style-type: none"> • EGTVAR 	https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/arts/visual-arts

GENERAL ENGLISH AND LANGUAGES PATHWAYS



- POST SCHOOL OPTIONS ARE ONLY A SAMPLE OF WHAT IS AVAILABLE.

GENERAL ENGLISH – Year 11

The General English 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 General English course is designed to provide students with the skills that will empower them to succeed in a wide range of post-secondary pathways.

MINIMUM ENTRY REQUIREMENTS

Students must have achieved a Category 3 or above in the Literacy component of the Online Literacy and Numeracy Assessment (OLNA).

	Description and content
Unit 1	<p>Students will focus on comprehending and responding to ideas and information presented in texts. They will learn to interact with others in a range of contexts, including every day, community, social, further education, training and workplace.</p> <p>Content: Comprehension strategies, language and textual analysis, using information, creating texts and communicating and interacting with others.</p>
Unit 2	<p>Students will focus on interpreting ideas and arguments in arrange of texts and contexts. They will consider the purposes and possible audiences of texts and learn to interact effectively in a range of contexts.</p> <p>Content: Comprehension strategies, language and textual analysis, using information, creating texts, communicating and interacting with others.</p>

Assessment	Course code	Reference
<ul style="list-style-type: none"> • Reading (40-60%) • Creating (40-60%) 	<ul style="list-style-type: none"> • DGEENG 	https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/english/english2

Students who select this course in Year 11 will study English Units 3 and 4 in Year 12.

GENERAL ENGLISH – Year 12

The General English 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

General English course is designed to provide students with the skills that will empower them to succeed in a wide range of post-secondary pathways.

MINIMUM ENTRY REQUIREMENTS

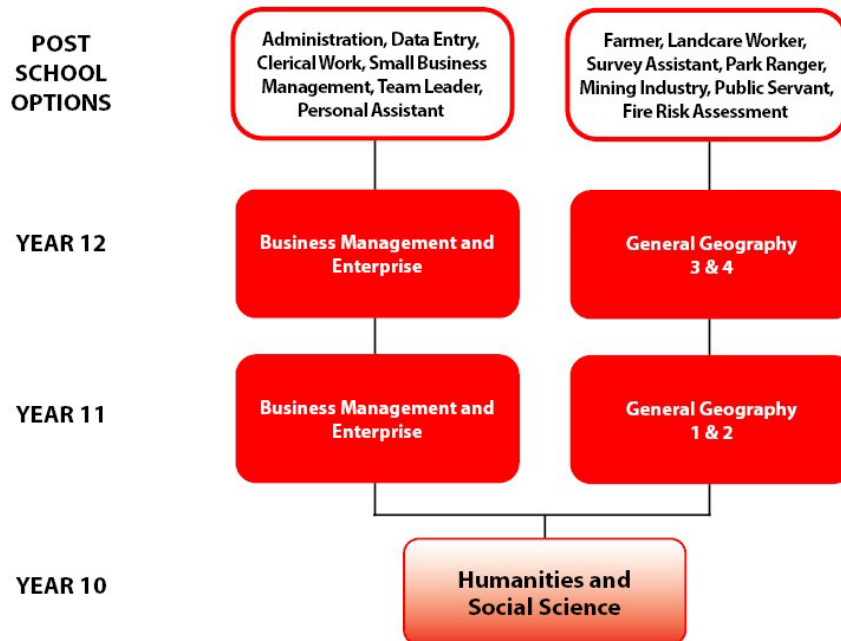
Students must have achieved a Category 3 or above in the Literacy component of the Online Literacy and Numeracy Assessment (OLNA).

	Description and content
Unit 1	<p>Students explore attitudes, text structures and language features to understand a text's meaning and purpose. They will learn how to communicate logically, persuasively and imaginatively in different contexts, for different purposes, using a variety of types of texts.</p> <p>Content: Comprehension strategies, language and textual analysis, using information, creating texts and communicating and interacting with others.</p>
Unit 2	<p>Students will explore how ideas, attitudes and values are presented by synthesising information from a range of sources to develop independent perspectives. They will construct and clearly express coherent, logical and sustained arguments and demonstrate an understanding of purpose, audience and context</p> <p>Content: Comprehension strategies, language and textual analysis, using information, creating texts and communicating and interacting with others.</p>

Assessment	Course code	Reference
<ul style="list-style-type: none"> Responding (40%) Creating (45%) Externally Set Task (15%) 	<ul style="list-style-type: none"> EGTENG 	https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/english/english2

HUMANITIES AND SOCIAL SCIENCES

GENERAL HUMANITIES PATHWAYS



POST SCHOOL OPTIONS ARE ONLY A SAMPLE OF WHAT IS AVAILABLE

GENERAL BUSINESS MANAGEMENT AND ENTERPRISE – Year 11

The Business Management and Enterprise General course aims to prepare all students for a future where they will need to identify possibilities and create opportunities within a business environment. This course provides students with the ability to make sound and ethical business decisions based on critical thinking, in line with their own and societal values. The course equips students to proactively participate in the dynamic world of business, behave responsibly and demonstrate integrity in business activities.

MINIMUM ENTRY REQUIREMENTS

Students should have received a C grade or above in Year 10 Humanities or above in Year 11 Business Management & Enterprise.

	Description and content
Unit 1	ESTABLISHING A SMALL BUSINESS The focus of this unit is on establishing a small business in Australia. Opportunities are provided to explore business start-ups and to recognise the factors that contribute to business success. Entrepreneurship and innovative thinking are introduced, generating ideas and proposals that may be suitable for business ventures. These proposals are then developed into a business plan.
Unit 2	OPERATING A SMALL BUSINESS The focus of this unit is on operating a small business in Australia. The unit is suited to the running of a small business in the school or local environment, or to the use of business simulations. The concepts of innovation, marketing and competitive advantage and the key factors that influence consumer decision making are introduced. Legal aspects of running a small business, including rights and responsibilities of employer and employee, are investigated.

Assessment	Course code	Reference
<ul style="list-style-type: none">• Business Research• Response	<ul style="list-style-type: none">• DGE BME	https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/humanities-and-social-sciences/business-management-and-enterprise

Students who select this course in Year 11 will study Business Management & Enterprise Units 3 and 4 in Year 12.

GENERAL BUSINESS MANAGEMENT AND ENTERPRISE – Year 11

The Business Management and Enterprise General course aims to prepare all students for a future where they will need to identify possibilities and create opportunities within a business environment. This course provides students with the ability to make sound and ethical business decisions based on critical thinking, in line with their own and societal values. The course equips students to proactively participate in the dynamic world of business, behave responsibly and demonstrate integrity in business activities.

MINIMUM ENTRY REQUIREMENTS

Students should have received a C grade or above in Year 10 Humanities

	Description and content
Unit 1	UNIT 3 – SUCCESS IN BUSINESS The focus of this unit is on success in business at a national level. It explores what it takes to be successful beyond the initial start-up stage. Students investigate the features of successful marketing campaigns and report on how businesses succeed and prosper through methods, such as expansion in products, market share or diversification. The unit explores how the marketing plan contributes to the overall business plan.
Unit 2	UNIT 4 – BUSINESS GROWTH The focus of this unit is on business growth and the challenges faced by businesses expanding at a national level. The unit explores issues in the business environment, including the importance of intellectual property in protection business ideas. The unit addresses the significance of employee motivation and the development of a business plan in the overall success of expansion.

Assessment	Course code	Reference
<ul style="list-style-type: none"> • Business Research • Response • EST 	<ul style="list-style-type: none"> • EGTBME 	https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/humanities-and-social-sciences/business-management-and-enterprise

GENERAL GEOGRAPHY –Year 11

Geography as a discipline values imagination, creativity, and speculation as ways of thinking. It develops students' knowledge about the interconnections between places and explores the patterns and processes related to environments at risk, and to the protection of such environments through management at local, regional, and global levels. Students will be able to gain a better understanding of our local region by engaging with the challenges faced and how to manage our environment sustainably for the future.

MINIMUM ENTRY REQUIREMENTS

Students should have achieved a C grade or above in a Year 10 Humanities

	Description and content
Unit 1	GEOGRAPHY OF ENVIRONMENTS AT RISK This unit explores the spatial patterns and processes related to environments at risk, and to the protection of such environments through management at local, regional, and global levels. Depth studies will involve understanding catchments at risk, such as the Swan River or coral reefs, such as, Ningaloo.
Unit 2	GEOGRAPHY OF PEOPLE AND PLACES This unit explores the natural and cultural characteristics of a region and the processes that have enabled it to change over time and the challenges it may face in the future. Depth studies will involve understanding a tourist destination or attraction, such as, Rottnest Island or an agricultural region, such as, the wheat belt.

Assessment	Course code	Reference
<ul style="list-style-type: none"> Geographical inquiry Fieldwork/practical skills Tests 	<ul style="list-style-type: none"> DGEGEO 	https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/humanities-and-social-sciences/geography

Students who select this course in Year 11 will study Geography Units 3 and 4 in Year 12.

GENERAL GEOGRAPHY–Year 12

Geography as a discipline values imagination, creativity, and speculation as ways of thinking. It develops students' knowledge about the interconnections between places and explores the patterns and processes related to environments at risk, and to the protection of such environments through management at local, regional, and global levels. Students will be able to gain a better understanding of our local region by engaging with the challenges faced and how to manage our environment sustainably for the future.

MINIMUM ENTRY REQUIREMENTS

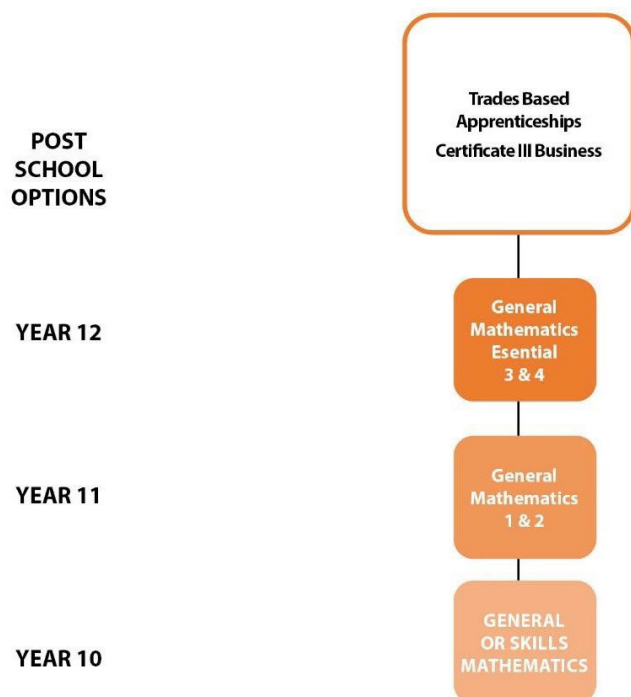
Students must have achieved a C grade or above in Year 11 Geography.

	Description and content
Unit 3	NATURAL AND ECOLOGICAL HAZARDS In this unit, students explore the management of hazards and the risks they pose to people and environments. Students will gain a better understanding of hazards, such as, floods, droughts, and bushfires. Risk management is defined in terms of preparedness, mitigation and/or prevention.
Unit 4	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.

Assessment	Course code	Reference
<ul style="list-style-type: none"> Geographical inquiry Fieldwork/practical skills Tests 	<ul style="list-style-type: none"> EGTGEO 	https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/humanities-and-social-sciences/geography

MATHEMATICS

GENERAL MATHEMATICS PATHWAYS



POST SCHOOL OPTIONS ARE ONLY A SAMPLE OF WHAT IS AVAILABLE

GENERAL MATHEMATICS: ESSENTIALS – Year 11

The General Mathematics Essential 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.

MINIMUM ENTRY REQUIREMENTS

Students must have achieved a Category 2 or above in the Numeracy component of the Online Literacy and Numeracy Assessment (OLNA).

	Description and content
Unit 1	This unit provides students with the mathematical skills and understanding to solve problems relating to calculations, the use of formulas to find an unknown quantity, applications of measurement and the use and interpretation of graphs.
Unit 2	This unit provides students with the mathematical skills and understanding to solve problems related to representing and comparing data, percentages, rates and ratios, and time and motion.

Assessment	Course code	Reference
<ul style="list-style-type: none">• Response (50%)• Practical application/ Statistical investigation process (50%)	<ul style="list-style-type: none">• DGEMAE	https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/mathematics/mathematics-essential

Students who select this course in Year 11 will study Mathematics: Essential Units 3 and 4 in Year 12.

GENERAL MATHEMATICS: ESSENTIALS – Year 12

The General Mathematics Essential 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.

MINIMUM ENTRY REQUIREMENTS

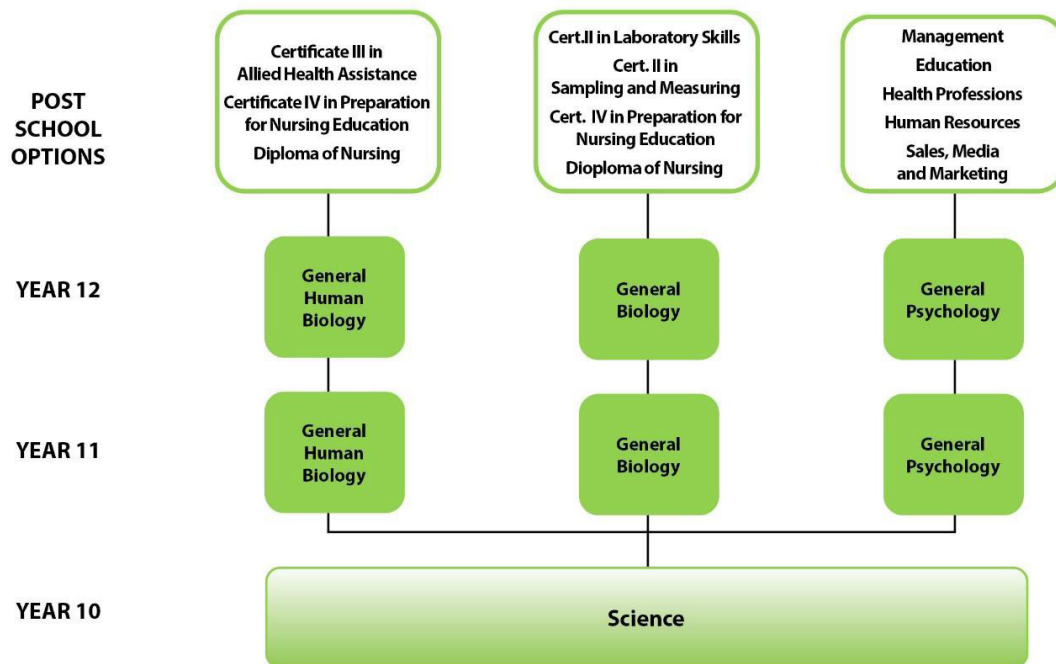
Students must have achieved a Category 2 or above in the Numeracy component of the Online Literacy and Numeracy Assessment (OLNA).

	Description and content
Unit 3	This unit 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.
Unit 4	This unit provides students with the mathematical skills and understanding to solve problems related to probability, earth geometry and time zones, loans and compound interest.

Assessment	Course code	Reference
<ul style="list-style-type: none">• Response (40%)• Practical application (45%)• Externally Set Task (15%)	<ul style="list-style-type: none">• EGTMAE	https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/mathematics/mathematics-essential

SCIENCE

GENERAL SCIENCE PATHWAYS



POST SCHOOL OPTIONS ARE ONLY A SAMPLE OF WHAT IS AVAILABLE

GENERAL BIOLOGY – Year 11

The General Biology course provides opportunities for students to develop their scientific skills of curiosity, observation, collection and analysis of evidence in the context of the living world. They conduct practical investigations and have the opportunity to participate in field-based excursions that encourage them to apply what they have learnt to real world situations.

Students explore the diversity of organisms and how scientists make sense of the natural world. A local area study will be conducted to understand the dynamics of ecosystems. They study cells and cell processes, adaptations of organisms and the transition of genetic material to the next generation.

MINIMUM ENTRY REQUIREMENTS

Completed Science Extension OR a 'B' grade in Science General. Good work ethic. Proficient in English and Mathematics.

	Description and content
Unit 1	<p>Classification and cell processes</p> <p>In this unit, students will explore both classification and cell structures, looking for similarities and differences in cells and organisms, using the microscope and field observations. They will develop and use classification keys, using local area specimens to recognise the limitations and processes of classification. Students will also investigate the cellular processes of photosynthesis and respiration.</p>
Unit 2	<p>Solving problems to survive</p> <p>This unit provides opportunities to engage in practical activities to observe and compare systems and model how these systems work. Students will study adaptations of organisms in terrestrial and aquatic environments. Visits to herbariums, museums, parks and zoos provide the opportunity to observe a variety of organisms, and how adaptations enhance survival in different environments.</p>

Assessment	Course code	Reference
<ul style="list-style-type: none"> Science inquiry (40%) Extended response (20%) Test (40%) 	<ul style="list-style-type: none"> DGEBLY 	https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/science/biology

Students who select this course in Year 11 will study Human Biology Units 3 and 4 in Year 12.

GENERAL BIOLOGY – Year 12

In the Year 12 General Biology course, students investigate asexual and sexual reproduction in a diverse range of organisms, life cycles of selected plants and animals, the role of deoxyribonucleic acid (DNA) in inheritance, how changes in DNA occur and the effects on populations in the face of environmental change.

MINIMUM ENTRY REQUIREMENTS

Successful completion of the Year 11 General Biology course.

	Description and content
Unit 3	<p>Reproduction and inheritance</p> <p>Organisms exhibit a diverse and interesting range of reproductive structures and behaviours to ensure reproductive success. This unit explores the genetic basis for variation and inheritance of characteristics by the next generation. Environmental conditions can also influence observable traits, including the sex of the offspring, and the timing and behaviours of reproduction. Life cycles of living organisms involve different modes of reproduction, methods of fertilisation, gestation, and distribution to maximise survival. Natural selection occurs when changing environments cause differential survival of organisms with adaptive characteristics.</p>
Unit 4	<p>Ecosystems and eco-issues</p> <p>In ecosystems, there is a dynamic interaction between organisms in a community and their abiotic environment. Varying environmental conditions in different geographical and physical situations have resulted in a wide diversity of ecosystems. Models of the flow of energy and matter help biologists understand interactions and how they might be applied in conservation. Human activity has impacted on the biodiversity in Western Australia.</p>

Assessment	Course code	Reference
<ul style="list-style-type: none"> Science inquiry (30%) Extended response (20%) Test (35%) Externally Set Task (15%) 	<ul style="list-style-type: none"> EGTBLY 	https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/science/biology

GENERAL HUMAN BIOLOGY – Year 11

In the General Human Biology 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.

MINIMUM ENTRY REQUIREMENTS

Completed Science Extension OR a 'B' grade in Science General. Good work ethic. Proficient in English and Mathematics.

	Description and content
Unit 1	Healthy Body This unit explores how the systems of the human body are interrelated to help maintain a healthy body. Cells are the basic structural and functional units of the human body. Materials are exchanged in a variety of ways within and between the internal and external environment to supply inputs and remove outputs for life processes. The respiratory, circulatory, digestive and urinary systems control the exchange and transport around the body of materials required for efficient functioning. Students investigate the body systems through real or virtual dissections and practical examination of cells, organs and systems. They research contemporary treatments for dysfunctions to the body systems and are encouraged to use ICT to interpret and communicate their findings in a variety of ways.
Unit 2	Reproduction This unit explores the role that males and females have in reproduction, including contraception, and the issues of sexually transmitted infections. Students learn about the reproductive systems of males and females and how they are specialised in many different ways to ensure the chances of fertilisation and implantation are more likely. Embryo and foetus development and associated technologies will be presented. Infertility, factors and options available for couples, along with associated risks. Sexually transmitted infections will be researched, and effects, treatments and ways to minimise infection will be examined. Students are encouraged to use ICT to interpret and communicate their findings in a variety of ways.

Assessment	Course code	Reference
<ul style="list-style-type: none">Science inquiry (40%)Extended response (20%)Test (40%)	<ul style="list-style-type: none">DGEHBY	https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/science/human-biology

Students who select this course in Year 11 will study Human Biology Units 3 and 4 in Year 12.

GENERAL HUMAN BIOLOGY – Year 12

This course is designed to provide students studying the Diploma of Nursing with a basic background for their TAFE studies.

MINIMUM ENTRY REQUIREMENTS

Successful completion of the Year 11 General Human Biology course.

	Description and content
Unit 3	<p>Coordination</p> <p>This unit explores bones, muscles, nerves and hormones and how they maintain the body to act in a coordinated manner. The structure and function of the musculoskeletal system provides for human movement, balance and growth as the result of coordinated actions. This is brought about by the interaction of the musculoskeletal system with the nervous and endocrine systems. Conditions affecting these systems, such as sporting injuries, hearing and vision defects, can result in a decrease or loss of function. Students investigate the musculoskeletal, nervous and endocrine systems through dissections and practical examination of reflexes, vision, hearing and skin sensitivity.</p>
Unit 4	<p>Infectious disease</p> <p>This unit explores the causes and spread of disease and how humans respond to invading pathogens. Disease is caused by various pathogens that are transmitted between individuals and populations in many different ways. Prevention of transmission of disease can be achieved by adopting good hygiene practices at a personal, domestic and workplace level. The body responds naturally to disease in several ways. These actions of the body can be assisted by the use of medications, such as antibiotics and the use of vaccines. 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.</p>

Assessment	Course code	Reference
<ul style="list-style-type: none"> Science inquiry (40%) Extended response (20%) Test (25%) Externally Set Task (15%) 	<ul style="list-style-type: none"> EGTHBY 	https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/science/human-biology

GENERAL PSYCHOLOGY – Year 11

Psychology is the scientific study of how people think, feel and act. It aims to answer important questions such as what factors influence human development. This course introduces students to a breadth of knowledge focussing on the psychology of self and others. Psychological knowledge also helps us understand the way that individuals function within groups. This consists of knowledge associated with socialisation, moral development, the formation of attitudes and also how people relate and communicate.

On a larger scale psychological knowledge can help us to understand how individuals function within different contexts and how this is influenced by culture, shaping people's values, attitudes and beliefs.

MINIMUM ENTRY REQUIREMENTS

Completed Science Extension OR a 'B' grade in Science General. Good work ethic. Proficient in English and Mathematics.

	Description and content
Unit 1	This unit provides a general introduction to personality and intelligence and seeks to explain how individuals are influenced by their surroundings. Students explore a number of influential theories used to describe and/or explain personality such as Freud's psychodynamic approach and Eysenck's trait theory. A range of intelligence theories are reviewed and cultural influences with respect to intelligence testing and child-rearing are examined. Beyond the individual, the impact of others on behaviour is a key focus. Students examine different agents of socialisation, focusing on the impact of parenting style on behaviour. Types of communication and the role of verbal and non-verbal communication in initiating, maintaining and regulating relationships are studied. Students are introduced to qualitative methods of data collection and explore fundamental ethical considerations in research including informed consent and voluntary participation.
Unit 2	This unit introduces students to the human brain, focusing on the major parts. Students explore the impact of factors influencing behaviour, emotion and thought, including heredity, hormones, physical activity and psychoactive drugs. The scientific study of development is an important component of psychology. Students review physical, cognitive, social and emotional development and the role of nature and nurture. Erikson's stages of psychosocial development are examined as students learn about the impact of external factors on personality development. Students examine the impact of group size on behaviour and look at the influence of culture in shaping attitudes towards issues such as mental illness and disability. Students interpret descriptive data such as mean and range. They use this data to create tables, graphs and diagrams and draw conclusions using patterns observed in the data.

Assessment	Course code	Reference
<ul style="list-style-type: none"> Investigation (30%) Response (40%) Project (30%) 	<ul style="list-style-type: none"> DGEPSY 	https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/science/psychology

Students who select this course in Year 11 will study General Psychology Units 3 and 4 in Year 12.

GENERAL PSYCHOLOGY – Year 12

This course introduces students to a breadth of knowledge focusing on the psychology of self and others. Psychological knowledge helps us understand factors relating to individuals, such as: cognition, or the way we think; biological bases of behaviour and personality, the enduring traits that distinguish individuals. Psychological knowledge also helps us understand the way that individuals function within groups. This consists of knowledge associated with socialisation, moral development, the formation of attitudes and also how people relate and communicate. On a larger scale, psychological knowledge can help us to understand how individuals function within different contexts and how this is influenced by culture, shaping people's values, attitudes and beliefs.

MINIMAL ENTRY REQUIREMENTS

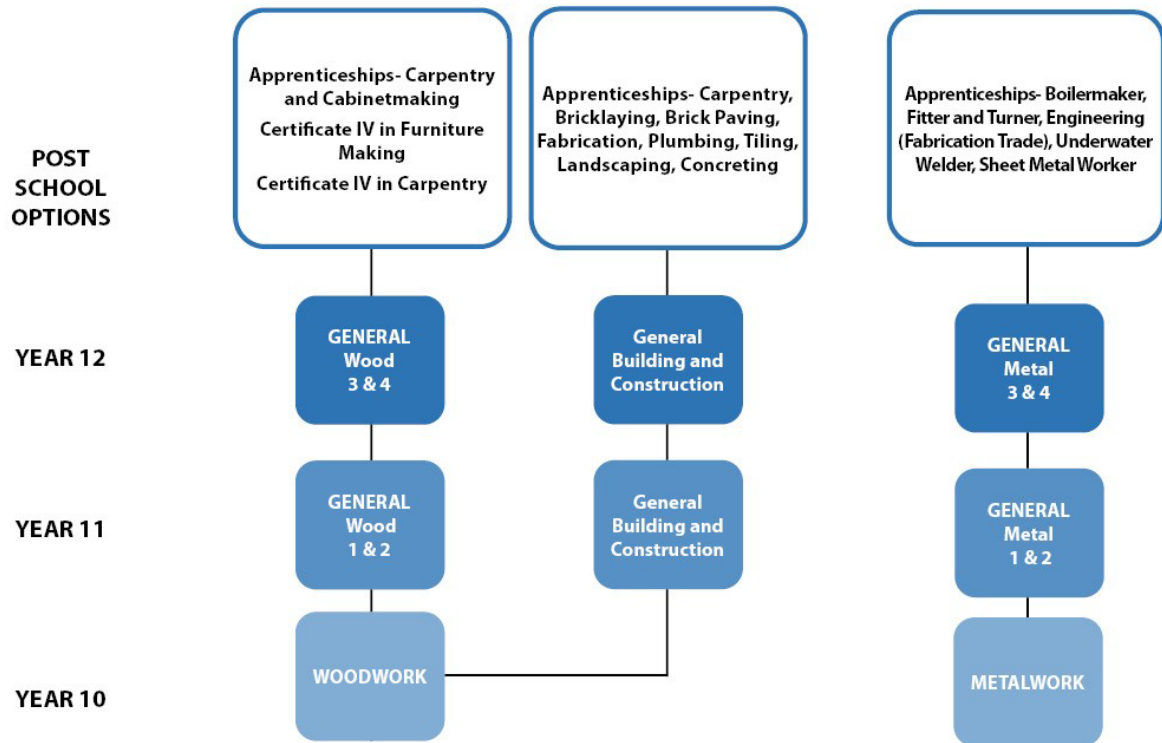
Successful completion of the Year 11 General Psychology course.

	Description and content
Unit 3	This unit expands on personality theories studied in Unit 1 by introducing students to important theorists including Bandura, Pavlov and Skinner. Students apply knowledge and understandings to explore how personality can shape motivation and performance. An analysis of the use of personality testing by organisations is undertaken. Students are introduced to different states of consciousness and the role of sensation, perception and attention in organising and interpreting information. Factors which determine friendships and conflict resolution are explored. Students expand on their knowledge of ethics in psychological research by examining the role of deception in experiments. Key terminology, such as sample and populations, are defined and an understanding of experimental and control groups is acquired.
Unit 4	In this unit, the functions of the four lobes of the cerebral cortex are examined. Brain scanning techniques and relevant case studies are used to illustrate the link between the brain and behaviour. In developmental psychology, students learn about Piaget's theory of cognitive development and Kohlberg's theory of moral development. Groups behaviours, including conformity, group polarisation and the bystander effect, are studied. The causes of prejudice and ways of reducing prejudice are explored. Students continue to develop and apply their understanding of psychological research and data collection methods.

Assessment	Course code	Reference
<ul style="list-style-type: none"> Investigation (25%) Response (40%) Project (20%) Externally Set Task (15%) 	<ul style="list-style-type: none"> EGTPSY 	https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/science/psychology

TECHNOLOGIES

GENERAL TECHNOLOGIES



POST SCHOOL OPTIONS ARE ONLY A SAMPLE OF WHAT IS AVAILABLE

GENERAL APPLIED INFORMATION TECHNOLOGY – Year 11

In the General Applied Information Technology course, students investigate, design, construct and evaluate digital products and digital solutions to meet client-driven requirements.

They will develop skills in a variety of software applications including Photoshop, Audacity (audio editing), and the Office 365 suite to create posters, budgets and podcasts.

MINIMUM ENTRY REQUIREMENTS

There are no minimum requirements for this course.

	Description and content
Unit 1	Personal communication The focus of this unit is to enable students to use technology to meet personal needs. Students develop a range of skills that enable them to communicate using appropriate technologies and to gain knowledge that assists in communicating within a personal context.
Unit 2	Working with others The focus of this unit is to enable students to use a variety of technologies to investigate managing data, common software applications and wireless network components required to effectively operate within a small business environment. They examine the legal, ethical and social impacts of technology within society.

Assessment	Course code	Reference
<ul style="list-style-type: none">• Project (70%)• Short answer (20%)• Extended answer (10%)	<ul style="list-style-type: none">• DGEAIT	https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/technologies/applied-information-technology

Students who select this course in Year 11 will study Applied Information Technology Units 3 and 4 in Year 12.

GENERAL APPLIED INFORMATION TECHNOLOGY

– Year 12

In the General Applied Information Technology course, students investigate, design, construct and evaluate digital products and digital solutions to meet client-driven requirements.

They will develop skills in a variety of software applications including Photoshop, Audacity (audio editing), Animate (animation software) and the Office 365 suite to create animations, posters, budgets and websites.

MINIMUM ENTRY REQUIREMENTS

Students should have achieved a C grade or above in Year 11 Applied Information Technology course.

	Description and content
Unit 3	Media information and communication technologies The emphasis is on the use of digital technologies to create and manipulate digital media. Students use a range of applications to create visual and audio communications. They examine trends in digital media transmissions and implications arising from the use of these technologies.
Unit 4	Digital technologies in business The emphasis of this unit is on the skills, principles and practices associated with various types of documents and communications. Students identify the components and configuration of networks to meet the needs of a business. Students design digital solutions for clients, being mindful of the various impacts of technologies within legal, ethical and social boundaries.

Assessment	Course code	Reference
<ul style="list-style-type: none">• Project (50%)• Short answer (20%)• Extended answer (15%)• Externally Set Task (15%)	<ul style="list-style-type: none">• EGTAIT	https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/technologies/applied-information-technology

GENERAL BUILDING AND CONSTRUCTION – Year 11

The Building and Construction General course develops students' knowledge and practical appreciation of building technologies. The course provides students with a

context in which to practise and integrate their knowledge and apply it to meet community and environmental responsibilities. It develops their knowledge of environmental issues. It allows them to apply and extend mathematical knowledge

and strategies for problem solving. It develops their skills in planning and management, in technical communication and in the use of information technologies. In achieving the course outcomes, students learn and practise building processes and technologies, principles of design, planning and management and social considerations.

The course is an introduction to further studies in trades, engineering and architecture.

It helps young people become informed contributors to the community through application of their knowledge and skills. The course leads to employment options, further vocational education and industry training.

MINIMUM ENTRY REQUIREMENTS

There are no minimum requirements for this course.

	Description and content
Unit 1	This unit introduces students to the considerations required in building design and explores properties of common, natural or pre-made construction materials, their mechanical properties and use in construction. Students realise differences in structure and materials used. Basic plan drawing and reading is practised with application in building, in addition to the skills in areas of content, such as working with construction materials, spatial perception and computation and levelling. The unit explores processes drawn from building projects. Students work with a variety of materials and develop a range of practical skills.
Unit 2	This unit introduces students to the considerations required in building design and explores properties of common, natural or pre-made construction materials, their mechanical properties and use in construction. Students realise differences in structure and materials used. Basic plan drawing and reading is practised with application in building, in addition to the skills in areas of content, such as working with construction materials, spatial perception and computation and levelling. The unit explores processes drawn from building projects. Students work with a variety of materials and develop a range of practical skills.

Assessment	Course code	Reference
<ul style="list-style-type: none">• Design (20%)• Production (70%)• Response (10%)	<ul style="list-style-type: none">• DGEBCN	https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/technologies/building-and-construction

Students who select this course in Year 11 will study Building and Construction Units 3 and 4 in Year 12.

GENERAL BUILDING AND CONSTRUCTION – Year 12

The Building and Construction General course develops students' knowledge and practical appreciation of building technologies. The course provides students with a context in which to practise and integrate their knowledge and apply it to meet community and environmental responsibilities. It develops their knowledge of environmental issues. It allows them to apply and extend mathematical knowledge and strategies for problem solving. It develops their skills in planning and management, in technical communication and in the use of information technologies. In achieving the course outcomes, students learn and practise building processes and technologies, principles of design, planning and management and social considerations.

The course is an introduction to further studies in trades, engineering and architecture.

It helps young people become informed contributors to the community through application of their knowledge and skills. The course leads to employment options, further vocational education and industry training.

MINIMUM ENTRY REQUIREMENTS

There are no minimum requirements for this course.

	Description and content
Unit 3	This unit explores properties of common construction materials (timber, metals, concrete, grout, brickwork, block work, insulation, mortar and paint); their mechanical properties under load and flexural actions; and their use in construction. Concepts in space and computation are developed. Students practice reading drawn/drafted information as applied to building. Documentation for small projects is developed. The unit explores processes in contexts drawn from building, landscaping, earthwork, projects involving different energy use, and the recycling of building materials.
Unit 4	This unit builds upon the understandings of building materials, structures and structural components and the evaluation of combinations of various materials to sustain the strength of structural components. The methods and materials used in connecting building elements are explored. Further design considerations are studied. Drawing/drafting skills are refined and practised with application to more complex building issues. New criteria are incorporated in the specifications of design projects and skills are practised in these areas of content. Service networks, economics and recycling are studied. The unit explores processes in contexts drawn from building, landscaping, and earthwork projects, involving environmental issues of building waste disposal, water and sewerage treatment.

Assessment	Course code	Reference
<ul style="list-style-type: none">• Design (20%)• Production (50%)• Response (15%)• Externally Set Task (15%)	<ul style="list-style-type: none">• EGTBCN	https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/technologies/building-and-construction

GENERAL MATERIALS DESIGN AND TECHNOLOGY: METALWORK – Year 11

The General Materials Design and Technology course is a practical course. The course allows students the opportunity to explore and use metal with the design and manufacture of products as the major focus. Products include an Eski, centre punch, scooter and a personal project. Students examine social and cultural values and the short-term and long-term impacts of the use and misuse of materials and associated technologies.

MINIMUM ENTRY REQUIREMENTS

There are no minimum requirements for this course.

	Description and content
Unit 1	<p>Students interact with a variety of materials to produce products that have been specifically designed to meet certain needs. Students are introduced to the fundamentals of design.</p> <p>Content: Design fundamentals and skills, use of technology, nature and properties of materials.</p>
Unit 2	<p>Students interact with products designed for a specific market. Students learn to conceptualise and communicate their ideas and various aspects of the design process within the context of constructing their own personal projects.</p> <p>Content: Design fundamentals and skills, use of technology, nature and properties of materials.</p>

Assessment	Course code	Reference
<ul style="list-style-type: none"> • Design (25%) • Production (60%) • Response (15%) 	<ul style="list-style-type: none"> • DGEMDTM 	https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/technologies/materials-design-and-technology

Students who select this course in Year 11 will study General Materials Design and Technology: Metalwork Units 3 and 4 in Year 12.

GENERAL MATERIALS DESIGN AND TECHNOLOGY: METALWORK – Year 12

The General Materials Design and Technology course is a practical course. The course allows students the opportunity to explore and use metal with the design and manufacture of products as the major focus. Students design and develop their own firepit, toolbox and personal project within the course parameters. Students examine social and cultural values and the short-term and long-term impacts of the use and misuse of materials and associated technologies.

MINIMUM ENTRY REQUIREMENTS

Students should have achieved a C grade or above in Year 11 course in the corresponding context.

	Description and content
Unit 3	Students develop an understanding of the elements and fundamentals of design and consider human factors involved in the design, production and use of their designed personal projects. Content: Design fundamentals, practical skills and production management.
Unit 4	Students learn about the nature of designing for a client, target audience or market. Students apply an understanding of the elements and fundamentals of design and consider human factors involved in their design projects. Content: Design fundamentals, practical skills and production management.

Assessment	Course code	Reference
<ul style="list-style-type: none"> Design (25%) Production (50%) Response (10%) Externally Set Task (15%) 	<ul style="list-style-type: none"> EGTMDTM 	https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/technologies/materials-design-and-technology

GENERAL MATERIALS DESIGN AND TECHNOLOGY: WOODWORK – Year 11

The General Materials Design and Technology course is a practical course. The course allows students the opportunity to explore and use different wood with the design and manufacture of products as the major focus. Products include a hall table. Students examine social and cultural values and the short-term and long-term impacts of the use and misuse of materials and associated technologies.

MINIMUM ENTRY REQUIREMENTS

There are no minimum requirements for this course.

	Description and content
Unit 1	<p>Students interact with a variety of materials to produce products that have been specifically designed to meet certain needs. Students are introduced to the fundamentals of design.</p> <p>Content: Design fundamentals and skills, use of technology, nature and properties of materials.</p>
Unit 2	<p>Students interact with products designed for a specific market. Students learn to conceptualise and communicate their ideas and various aspects of the design process within the context of constructing their own personal projects.</p> <p>Content: Design fundamentals and skills, use of technology, nature and properties of materials.</p>

Assessment	Course code	Reference
<ul style="list-style-type: none"> • Design (25%) • Production (60%) • Response (15%) 	<ul style="list-style-type: none"> • DGEMDTW 	https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/technologies/materials-design-and-technology

Students who select this course in Year 11 will study General Materials Design and Technology: Woodwork Units 3 and 4 in Year 12.

GENERAL MATERIALS DESIGN AND TECHNOLOGY: WOODWORK – Year 12

The General Materials Design and Technology course is a practical course. The course allows students the opportunity to explore and use wood with the design and manufacture of products as the major focus. Students design and develop their own personal project within the course parameters. Students examine social and cultural values and the short-term and long-term impacts of the use and misuse of materials and associated technologies.

MINIMUM ENTRY REQUIREMENTS

Students should have achieved a C grade or above in Year 11 course in the corresponding context.

	Description and content
Unit 3	Students develop an understanding of the elements and fundamentals of design and consider human factors involved in the design, production and use of their designed personal projects. Content: Design fundamentals, practical skills and production management.
Unit 4	Students learn about the nature of designing for a client, target audience or market. Students apply an understanding of the elements and fundamentals of design and consider human factors involved in their design projects. Content: Design fundamentals, practical skills and production management.

Assessment	Course code	Reference
<ul style="list-style-type: none"> Design (25%) Production (50%) Response (10%) Externally Set Task (15%) 	<ul style="list-style-type: none"> EGTMDTW 	https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/technologies/materials-design-and-technology

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VOCATIONAL EDUCATION AND TRAINING

Vocational Education and Training (VET) programs provide the opportunity for students to gain a nationally recognised qualification along with workplace experience and skills, while at school.

The VET system and the education system are distinct but complimentary. The VET sector is industry driven allowing industry to indicate the skills and knowledge needed and the qualifications are linked to job roles. VET is lined up to match industry skill requirements and skill shortage areas.

Vocational Education and Training (VET) is a valuable option for students. It engages them in work-related learning that helps their transition into a broader range of post-school opportunities. This may be for university, further training and/or the workforce.

Delivery, assessment and the certification of VET qualifications are the responsibility of Registered Training Organisations (RTOs). All RTOs, and the qualifications and statements of attainment they certify, must meet the VET Quality Framework standards or the Australian Quality Training Framework (AQTF) essential conditions and standards.

VET CONTRIBUTION TO THE WACE

Students are required to achieve 14 C grades (or equivalents) in Year 11 and Year 12 ATAR or General units, including at least six C grades in Year 12 ATAR or General units (or equivalents).

Unit equivalence can be obtained through Vocational Education and Training (VET) programs and/or endorsed programs. The maximum unit equivalence available through these programs is eight units – four Year 11 units and four Year 12 units. Students may obtain unit equivalence as follows:

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

The amount of unit equivalence allocated to VET and endorsed programs is as follows:

- VET qualifications
 - ☐ Certificate I is equivalent to two Year 11 units
 - ☐ Certificate II is equivalent to two Year 11 and two Year 12 units
 - ☐ Certificate III or higher is equivalent to two Year 11 and four Year 12 units
- Endorsed programs – unit equivalence is identified on the School Curriculum and Standards Authority's (SCSA) approved list of endorsed programs.

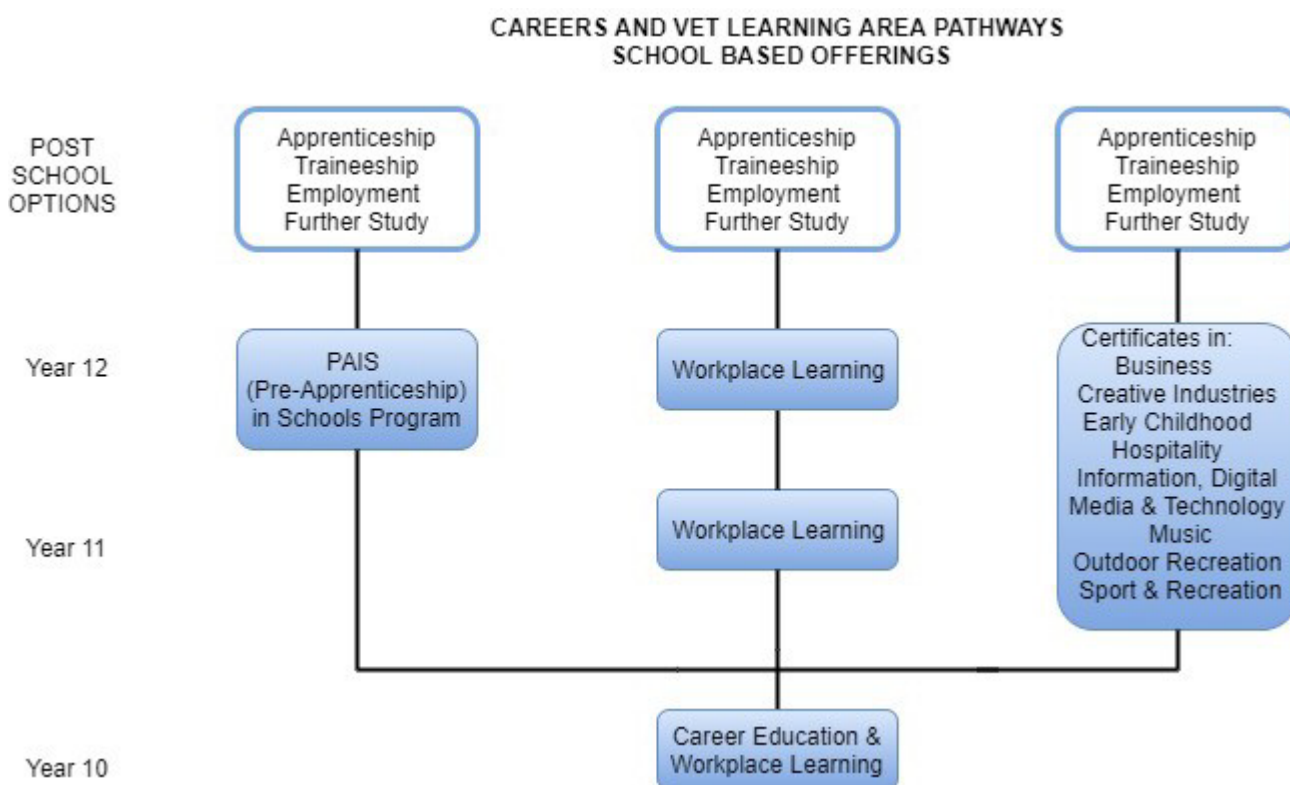
VOCATIONAL EDUCATIONAL TRAINING IN SCHOOLS-(VETiS) INTERNAL

VETiS programs develop the skills and knowledge of individuals in relation to specific industries and occupations. Working in partnership with Registered Training Organisations (RTOs), the College can offer a range of VETiS qualifications for Year 11 and Year 12 students.

The qualifications are delivered at the College as part of a student's timetable, in the same way that ATAR and General courses are delivered.

While not compulsory, students studying four or more ATAR courses may also elect to do a Certificate course.

Minimum student numbers are required for Certificate courses to proceed.



Employability Skills

Certificate courses are designed to teach students some vital employability or foundation skills that are transferrable irrespective of which industry the student wishes to work in. Employability skills such as Complex problem solving, Critical thinking, Creativity, People Management, Collaboration and Communication.

In order for a student to be successful in their future career path they must develop these employability skills or "soft skills" alongside the technical skills of the job role. These employability skills are transferable between job roles, which is why the certificate courses are designed to develop these skills as well as the technical skills of the qualification.

CERTIFICATE II IN CREATIVE INDUSTRIES (Film & Photography)

This course will give students practical skills that can be of direct use in the workplace. It has been designed by the media industry to equip its future employees with the skills that the industry wants and needs. Therefore, the course develops relevant skills and experience that will benefit students in their future studies and careers.

MINIMUM REQUIREMENTS

Any student who is completing a General Pathway OR ATAR pathway can select this course.

Content

Students will:

- learn how to use a DSLR camera and various industry-standard microphones
- study lighting design in our school studio, which includes professional backdrops and green screen capabilities.
- Make short films in a variety of genres.
- Perform vision and sound editing using the latest Adobe software.
- Study design processes
- Learn about the creative arts industry.
- Master critical thinking techniques
- Develop group work skills.

Attain experience and industry contacts to enable students to pursue a career pathway in one of the creative industries, such as film, television, journalism, advertising, design and photography.

Assessment	Course Levy	Course Code & RTO
<ul style="list-style-type: none">• Students complete 10 units of competency.• Competency MUST be achieved in all units for the student to be awarded the qualification.	<ul style="list-style-type: none">• Year 11: \$200• Year 12: \$200 <p><i>Levy correct at time of printing but may change.</i></p>	<p>Code: CUA20215</p> <p>RTO: North Metropolitan TAFE</p>

This is a two-year course completed over Year 11 and Year 12.

CERTIFICATE III IN MUSIC INDUSTRY – Performance

Certificate III in Music Industry is a course designed for students who are interested in music or wanting to pursue a career in the music industry. This course is Performance focused but will be exploring other areas of the music industry.

MINIMUM REQUIREMENTS

A student should have some ability to read and notate music and confidence as a performer. It is highly recommended that students are participating in individual tuition for their chosen instrument or voice.

Content

Students will:

- Develop their skills on their chosen instrument to prepare for performance
- Perform as part of a group
- Analyse 'lead' sheets and create new compositions
- Plan and run a school event
- Explore career opportunities in the Creative Arts Industry
- Apply knowledge of Music Culture to Music Making
- Apply knowledge of Style and Genre to Music Industry practice.

Assessment	Course Levy	Course Code & RTO
<ul style="list-style-type: none"> • Students complete a total of 11 units of competency. Four core units and seven elective units. Please note that the elective units are chosen for the whole group not individual students. • Competency MUST be achieved in all units for a student to be awarded the qualification. 	<ul style="list-style-type: none"> • Year 11: \$200 • Year 12: \$200 <p><i>Levy correct at time of printing but may change.</i></p>	<p>Code: CUA30915</p> <p>RTO: COSAMP</p>

This is a two-year course completed over Year 11 and Year 12.

CERTIFICATE III IN BUSINESS

This qualification will give you sound skills and knowledge needed to succeed in a wide range of business-related roles.

MINIMUM REQUIREMENTS

C Grades in Year 10 English and Maths or equivalent.

Content

This training course aims to enhance employability and promotional opportunities, by building a varied range of useful office and business skills including but not limited to: WHS legislation, personal finance, recommending products, sustainable work practices, customer service, communication, teamwork and self-management. Practical skills will include creating business documents and using various business software.

Assessment	Course Levy	Course Code & RTO
<ul style="list-style-type: none">Students complete 12 units of competency.Competency MUST be achieved in all units for the student to be awarded the qualification.	<ul style="list-style-type: none">Year 11: \$200Year 12: \$200 <p><i>Levy correct at time of printing but may change.</i></p>	<p>Code: BSB30115</p> <p>RTO: IVET Institute of Training</p>

This is a two-year course completed over Year 11 and Year 12.

CERTIFICATE II IN OUTDOOR RECREATION/SPORT COACHING

This qualification provides the skills and knowledge for an individual to be competent in performing core skills in outdoor recreation environments and assisting with the conduct of a range of outdoor activities. This is a two-year course which is completed over Year 11 and 12. The course contains an even mix of theory and practical activities and assessments including camps and excursions.

MINIMUM REQUIREMENTS

Any student who is completing a General Pathway OR ATAR pathway can select this course.

Content

Through interaction with the natural world, Outdoor Recreation and Sport Coaching aims to develop an understanding of our relationships with the Future career pathways that may exist in areas such as outdoor leadership, guiding activities and environmental interpretation, planning for future environments, managing facilities & eco-tourism. They will also develop the knowledge to contribute to sport at a community level.

The course operates on one pathway where students will complete a Certificate II in Outdoor Recreation over the 2 years. The course is designed into 15 units of competency. To achieve the full certificate qualification, students must demonstrate competency in each of the 15 units of competency. Students will also complete a Senior First Aid qualification, Bronze Medallion, Recreational Skippers Ticket, Basic Skills Award for Surfing and Sea Kayaking. This course is for students who enjoy the outdoors and have an appreciation and interest in the environment.

Assessment	Course Levy	Course Code & RTO
<ul style="list-style-type: none"> Assessment is based on practical and theory-based exercises that will allow a student to demonstrate their competency in units. Competency MUST be achieved in all units for a student to be awarded the qualification. 	<ul style="list-style-type: none"> Year 11: \$400 Year 12: \$500 (Course Levy in Year 11 and in Year 12 includes camps and excursions) <p><i>Levy correct at time of printing but may change.</i></p>	<p>Code: SIS20419 SIS20319</p> <p>RTO: IVET Institute</p>

This is a two-year course completed over Year 11 and Year 12.

CERTIFICATE III IN SPORT AND RECREATION

This qualification is for students who are interested in health, fitness and well-being and wish to develop sound leadership and team skills. The course prepares students for a variety of post-school pathways, including immediate employment or tertiary studies. It provides students with an increasingly diverse range of employment opportunities in the sport, leisure and recreation industries, education, sport development, youth work and health and medical fields linked to physical activity and sport. The course also equips students to take on volunteer and leadership roles in community activities.

MINIMUM REQUIREMENTS

Any student who is completing a General Pathway OR ATAR pathway can select this course.

Content

Students will have to complete a minimal number of VOLUNTEER hours outside of school time to complete this course.

By completing a Certificate III in Sport and Recreation, you will:

Have the option to complete the AUSTSWIM Instructors Course – leading to direct employment as a swimming instructor at the conclusion of year 12.

Qualify to apply for direct entry into Certificate IV in Sport and Recreation at South Regional TAFE and put you in good standing, skills and knowledge for entry into Certificate III in Fitness.

Have the skills and knowledge for direct employment into the Fitness Sport and Recreation Industry. Attain points for entry into any competitive certificate at South Regional TAFE or other TAFE.

Assessment	Course Levy	Course Code & RTO
<ul style="list-style-type: none"> Assessment is based on practical and theory-based exercises that will allow a student to demonstrate their competency in units. Competency MUST be achieved in all units for a student to be awarded the qualification. 	<ul style="list-style-type: none"> Year 11: \$200 Year 12: \$200 <p><i>Levy correct at time of printing but may change.</i></p>	<p>Code: SIS30115</p> <p>RTO: IVET Institute</p>

This is a two-year course completed over Year 11 and Year 12.

CERTIFICATE III IN ANIMAL STUDIES

This course is intended to give students foundation knowledge in animal care, hygiene, feeding and maintenance. It provides an insight into biology and understanding scientific concepts. The course develops foundation knowledge that will enable students to move forward in a career that focuses on the care of animals and the environment. Students will engage in practical activities and excursions to learn about the animal kingdom and understanding mammals, birds, fish and reptiles.

MINIMUM REQUIREMENTS

Preferred C Grades for English in Year 10. Pass in OLNA

Content

This Certificate will be part of a student's normal Timetable and will have a mentor teacher to help and guide them through the information and assist them in their preparation of assessments. The course will be fully on-line.

Assessment	Course Levy	Course Code & RTO
<ul style="list-style-type: none">Assessment is based on practical and theory-based exercises that will allow a student to demonstrate their competency in the units.Competency MUST be achieved in all units for a student to be awarded a full qualification.	<ul style="list-style-type: none">\$2000 payable directly to Health Science Hub <p><i>Levy correct at time of printing but may change.</i></p>	<p>Code: ACM 30117</p> <p>RTO: Health Science Hub</p>

This is a one-year course completed in Year 11.

CERTIFICATE III IN EARLY CHILDHOOD EDUCATION AND CARE

This course is an introduction to the field of Early Childhood Education and Care. It is aimed at people who wish to work with children. This nationally accredited qualification is the current industry minimum standard to become a qualified assistant and educator in a childcare centre.

MINIMUM REQUIREMENTS

Any student who is completing a General Pathway OR ATAR pathway can select this course.

Content

This course will teach students a range of skills designed to help them give young children the best start in life. Students will learn how to ensure children's health and safety is maintained, promote healthy eating, how to support the physical and emotional wellbeing of children, provide experiences of play and learning to support children's development plus many other childcaring and work based skills.

Training is provided in a purpose-built Early Childhood centre at Our Lady of Mercy College. This offers students an experience in a workplace learning environment that includes a playgroup where students work with young children.

Assessment	Course Levy	Course Code & RTO
<ul style="list-style-type: none">All assessments are based on completing and passing 18 Units of Competency.To achieve the full Certificate qualification, you must demonstrate competency to a satisfactory level in each of the Units of Competency and complete work placement hours.	<ul style="list-style-type: none">Year 11: \$200Year 12: \$200 <p><i>Levy correct at time of printing but may change.</i></p>	<p>Code: CHC30113</p> <p>RTO: Fremantle Education Centre</p>

This is a two-year course completed over Year 11 and Year 12.

CERTIFICATE II IN HOSPITALITY

Offers students the chance to develop an understanding of the key tasks and skills required throughout the hospitality sector over the course of two years.

MINIMUM REQUIREMENTS

Any student who is completing a General Pathway OR ATAR pathway can select this course.

Content

This qualification provides you with the skills and understanding to operate in a wide variety of hospitality settings, while supervised. Throughout the course you will learn how to handle routine, repetitive tasks, industry expectations and key skillsets. Included as a part of this course are the units required to work as a barista. Students will be expected to prepare and present foods for school functions out of school hours as well as working as a barista before school and undertake placements within the hospitality sector.

Assessment	Course Levy	Course Code & RTO
<ul style="list-style-type: none">Students complete 12 units of competency.Competency MUST be achieved in all units for the student to be awarded the qualification.	<ul style="list-style-type: none">Year 11: \$200Year 12: \$200 <p><i>Levy correct at time of printing but may change.</i></p>	<p>Code: SIT20316</p> <p>RTO: Hospitality Group Training (Perth)</p>

This is a two-year course completed over Year 11 and Year 12.

CERTIFICATE III IN INFORMATION, DIGITAL MEDIA AND TECHNOLOGY

This course provides students with the skills and knowledge to be competent in a wide range of general information and communications technology (ICT) technical functions and to achieve a degree of self-sufficiency as an advanced ICT user.

MINIMUM REQUIREMENTS

Any student who is completing a General Pathway OR ATAR pathway can select this course.

Content

The Certificate covers a range of Competencies fundamental to an ever- increasing number of workplaces. Students study digital media skills covering a range of forms of online publishing combined with an understanding of the technology that underpins them.

The Certificate will:

- Provide a basis for the use of technology in a range of industries.
- Give a good understanding of the personal use of technology in the real world.

Lead into pathways in a number of ICT related fields at the Certificate IV level ranging from the creative to the technical., journalism, advertising, design and photography.

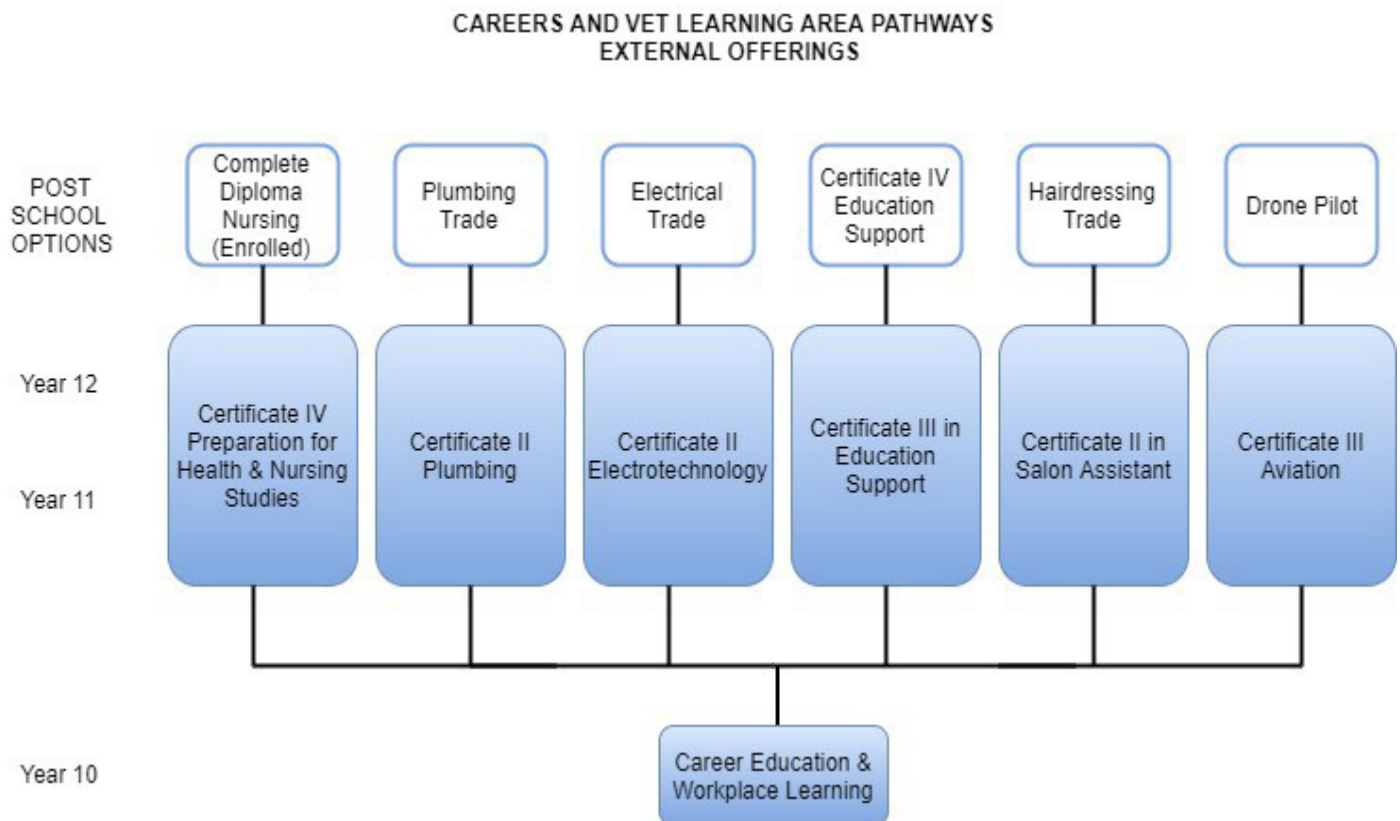
Assessment	Course Levy	Course Code & RTO
<ul style="list-style-type: none">• Students complete 17 units of competency.• Competency MUST be achieved in all units for the student to be awarded the qualification.	<ul style="list-style-type: none">• Year 11: \$200• Year 12: \$200 <p><i>Levy correct at time of printing but may change.</i></p>	<p>Code: ICT30118</p> <p>RTO: IVET Institute of Training</p>

This is a two-year course completed over Year 11 and Year 12.

VOCATIONAL EDUCATIONAL TRAINING IN SCHOOLS – (VETIS) EXTERNAL OFFERINGS

Through working in partnership with Registered Training Organisations (RTO) the College can offer a range of VET qualifications, including Pre-apprenticeships for Year 11 and Year 12 students. These qualifications are delivered externally at South Regional TAFE and Bunbury Trade Training Centre.

Those qualifications delivered externally will involve the student attending South Regional TAFE or Bunbury Trade Training Centre Campus for one or two days a week depending upon the course selected. There is a cost involved with undertaking some external courses. Below are some examples.



Bunbury Trade Training Centre

Students can apply to study Vocational courses delivered by industry leading Registered Training Providers.

Enrolments in VET qualifications delivered at the Bunbury Regional Trade Training Centre cannot be guaranteed as many have competitive entry and are subject to the availability of places.

Students who successfully complete their program will be issued with a qualification from the RTO under the Australian Qualification Framework.

Qualifications delivered in partnership with the BRTTC can be subject to change and can be outside the school's control. Every effort will be made to deliver the courses as described, however where alterations are made students and parents will be informed as soon as possible. Students must be suited to a flexible, adult learning environment. There is a work placement component.

More information can be obtained from Mr Dale Briers at the VET/Careers Centre.

COURSES

CERTIFICATE II in ALLIED HEALTH ASSISTANCE
CERTIFICATE II in AUTOMOTIVE ELECTRICAL TECHNOLOGY
CERTIFICATE II in AUTOMOTIVE SERVICING TECHNOLOGY
CERTIFICATE III in AVIATION (Remote Pilot - Drone)
CERTIFICATE II in BUILDING AND CONSTRUCTION (Pathway – Trades)
CERTIFICATE III in BUSINESS
CERTIFICATE IV in BUSINESS
CERTIFICATE III in COMMUNITY SERVICES
CERTIFICATE IV in COMMUNITY SERVICES
CERTIFICATE III in DENTAL ASSISTING
CERTIFICATE III in EARLY CHILDHOOD EDUCATION AND CARE
CERTIFICATE II in ELECTROTECHNOLOGY (Career Start)
CERTIFICATE III in EDUCATION SUPPORT
CERTIFICATE IV in EDUCATION SUPPORT
CERTIFICATE II in ENGINEERING PATHWAYS
CERTIFICATE III in HEALTH SERVICES ASSISTANCE
CERTIFICATE III in HORTICULTURE
CERTIFICATE III in HOSPITALITY
CERTIFICATE III in INDIVIDUAL SUPPORT
CERTIFICATE II in MEDICAL SERVICE FIRST RESPONSE
CERTIFICATE II in PLUMBING
CERTIFICATE IV in PREPARATION FOR HEALTH AND NURSING STUDIES
CERTIFICATE III in RETAIL

South Regional TAFE

Successful completion of a vocational qualification provides students with credits towards a nationally recognised VET qualification that will enable them to gain employment in their chosen career or undertake further training.

Qualifications delivered in partnership with the South Regional TAFE can be subject to change and can be outside the school's control. Every effort will be made to deliver the courses as described, however where alterations are made students and parents will be informed as soon as possible.

More information can be obtained from Mr Dale Briers at the Career Services Department.

COURSES

PRE-APP COMMERCIAL COOKERY (Kitchen Operations Pre-Apprenticeship)

PRE-APP BUILDING & CONSTRUCTION (Pathway – Trades) (Bricklaying & Blocklaying)

PRE-APP BUILDING & CONSTRUCTION (Pathway – Trades) (Painting & Decorating)

PRE-APP BUILDING & CONSTRUCTION (Pathway – Trades) (Carpentry & Joinery)

PRE-APP ELECTROTECHNOLOGY (Electrotechnology Pre-Apprenticeship)

PRE-APP SERVICING TECHNOLOGY (Light Vehicle Servicing Pre-Apprenticeship)

PRE-APP SERVICING TECHNOLOGY (Heavy Vehicle Servicing Pre-Apprenticeship)

CERTIFICATE III in ACCOUNTS ADMINISTRATION

CERTIFICATE II in CONSERVATION AND LAND MANAGEMENT

CERTIFICATE II in ENGINEERING PATHWAYS

CERTIFICATE II in HORTICULTURE

CERTIFICATE II in ENGINEERING PATHWAYS

CERTIFICATE II in RETAIL COSMETICS

CERTIFICATE II in RETAIL SERVICES

CERTIFICATE II in SALON ASSISTANT

CERTIFICATE II in TOURISM

SCHOOL BASED APPRENTICESHIPS (SBA) SCHOOL BASED TRAINEESHIPS (SBT) AND ABORIGINAL SCHOOL BASED TRAINEESHIPS (ASBT)

S SBAs, SBTs and ASBTs provide opportunities for students to gain qualifications and experience in an industry of interest, while completing Year 11 and Year 12. Students in one of these programs, will go to school and, with a guardian, (if you are under 18) will sign a training contract with an employer in your chosen industry. This gives you the same employment and training conditions and responsibilities as other apprentices/trainees. The employer will pay you for the time you spend at work. Your qualification will be provided to you by TAFE or private training provider.

Structure

Our Lady of Mercy College partners with South Regional TAFE and Bunbury Regional Trade Training Centre to source employers and to prepare students for their placement or if a student has an employer already in mind, Our Lady of Mercy College will facilitate the program. Students are required to attend an interview and if successful, participate in an induction program prior to commencing their placement.

Training and assessment in the workplace must be completed to fulfil the qualification requirements.

Students will be out school one or two days a week and it is the responsibility of the student to catch up on schoolwork missed on these days.

Assessment	Course Levy	Course Code
<ul style="list-style-type: none"> Assessment is based on practical and theory-based exercises that will allow a student to demonstrate their competency in the units. Assessments will generally be conducted in the workplace. Competency MUST be achieved in all units and complete required time in workplace for a student to be awarded the qualification. 	<ul style="list-style-type: none"> There are no course levies for your school-based apprenticeship or traineeship training. You may have to buy uniforms, protective equipment, textbooks or trade equipment/tools required by your chosen industry. 	N/A

Queries about SBAs or SBTs should be directed to Mr Dale Briers Head of Learning Area – Career Services / Vocational Education & Training.

ENDORSED PROGRAMS

An endorsed program is a significant learning program that has been developed by a school, community organisation or private provider, and endorsed by the School Curriculum and Standards Authority for students in Years 10, 11 and 12. These programs offer a range of exciting activities not covered by traditional school courses or vocational education and training. They can be delivered in or outside of school by a variety of community organisations, universities, training organisations, schools and workplaces. Achievement of endorsed programs can contribute to the Western Australian Certificate of Education (WACE) breadth and depth requirement.

EXAMPLES OF ENDORSED PROGRAMS

- Cadets WA (Air Force, Army, Navy, Police Rangers, Emergency Services and Bush Rangers).
- Surf Life Saving WA certificates and awards.
- Music and Speech and Drama examinations (Australian Music Examinations Board, Associated Board of the Royal Schools of Music, Trinity College London and St Cecilia's).
- Information Technology programs (Cisco).
- Service Clubs (Leos, Interact).
- Yachting Australia Small Boat Sailing programs.
- Diver certificates (Open Water).
- Duke of Edinburgh's Award.
- Off-campus Enrichment Programs.
- Community Arts Performance.
- University programs (selected units from WA universities).
- Workplace learning programs.

EVIDENCE OF LEARNING

Some programs provide a statement of attainment, qualification, academic transcript, certificate or award as evidence of learning. Others require students to draw together a portfolio of evidence to demonstrate what they have learnt.

Copies of these must be given to Mr Michael Bryce in the year that the qualification is awarded.

WORKPLACE LEARNING

Workplace Learning is an endorsed program that provides an opportunity for a student to demonstrate and develop the core skills for work, referred to as generic, transferable or employability skills. Students learn to apply and adapt these skills that are necessary to understand and carry out different types of work.

Developing workplace skills aids an individual to gain employment, and in the longer term, to progress within the organisation or industry area in which they are employed, and to contribute successfully to the organisation's objectives and to the wider community.

Minimum Requirements

Completion of the 'Worksafe Induction' certificate. Students will need to undertake an interview, a workplace induction, complete the necessary paperwork and meet Occupational Health and safety requirements.

HOW TO APPLY

- Students complete an application form, available from Careers, and return it by the due date.
- Students will attend an interview, with a small panel of Our Lady of Mercy staff and industry representatives, to determine if students are 'work-ready'.
- Students will be notified before the end of the year and will be required to work with the Careers Services Department to identify work placement possibilities.
- At the start of the year, students will be required to participate in a school-based induction, complete paperwork which must be returned by the due date

Enquiries should be directed to Mr Dale Briers Head of Learning Area – Career Services / Vocational Education & Training.

Content

Workplace Learning is an Authority-developed endorsed program that is managed by the College. To complete this endorsed program, a student works in one or more real workplace/s to develop a set of transferable workplace skills. The student must record the number of hours completed and the tasks undertaken, they must also provide evidence of their knowledge and understanding of the workplace skills after each 55 hours completed in the workplace. The student will attend the workplace for one day each week during the school term.

Unit equivalence (for WACE)

Unit equivalence is allocated based on 1-unit equivalent for each 55 hours completed in the workplace, to a maximum of 4 units. That is:

- 55 – 109 hours = 1 unit equivalent
- 110 – 164 hours = 2 unit equivalents
- 165 – 219 hours = 3 unit equivalents
- 220 + hours = 4 unit equivalents

Assessment	Course Levy	Course Code
<ul style="list-style-type: none"> • Completion of 55 hours in the workplace • Completion of the 'Workplace learning Logbook' • Completion of the 'Workplace learning Skills' Journal 	<ul style="list-style-type: none"> • Course costs are included in tuition fees. 	WPL

WORKPLACE LEARNING: YEAR 11 & 12

There could be no more important choice for a young person than that of their career. So much of our lives involve working, and often where we live, the direction our lives take and our standard of living are dependent on that initial choice of career.

This course is holistic – it encompasses life, work and learning. Students explore a world of work that is constantly changing. Working independently and in collaboration with others, they develop an understanding of what is possible, and develop a set of “career skills”. It’s about pursuing one’s dreams – wisely.

WORKPLACE LEARNING: (ENDORSED PROGRAM)

Students who are studying a vocational pathway have the option of selecting Workplace Learning as part of their course. Students will combine school learning with experience in industry/commercial work placements and represents a partnership between schools and the business sector. The aim is to develop competence in the Generic Skills area. These are the skills employers consider vital as a base from which one can develop industry specific skills. Matching personal and work profiles, using career development and work search skills are reflected in career portfolios, which should show evidence of organising work, training and learning experiences to reflect preferred career pathway options.

Workplace Learning is available in Years 11 and 12. In each year students must complete at least two placements with a minimum of fifty-five hours per work placement.

Benefits for Students:

- Workplace Learning develops responsible work skills and assists in career planning and/or employment
- Increases self-esteem and confidence and develops broader communication skills.
- Complements and reinforces school courses and increases awareness of the link between school, work and further education.
- Provides a realistic understanding of the expectations of specific industries.
- Provides students with a ‘Skills Profile’ which enhances their employment prospects.
- TAFE entry points are awarded on successful completion.
- Contributes towards WACE.