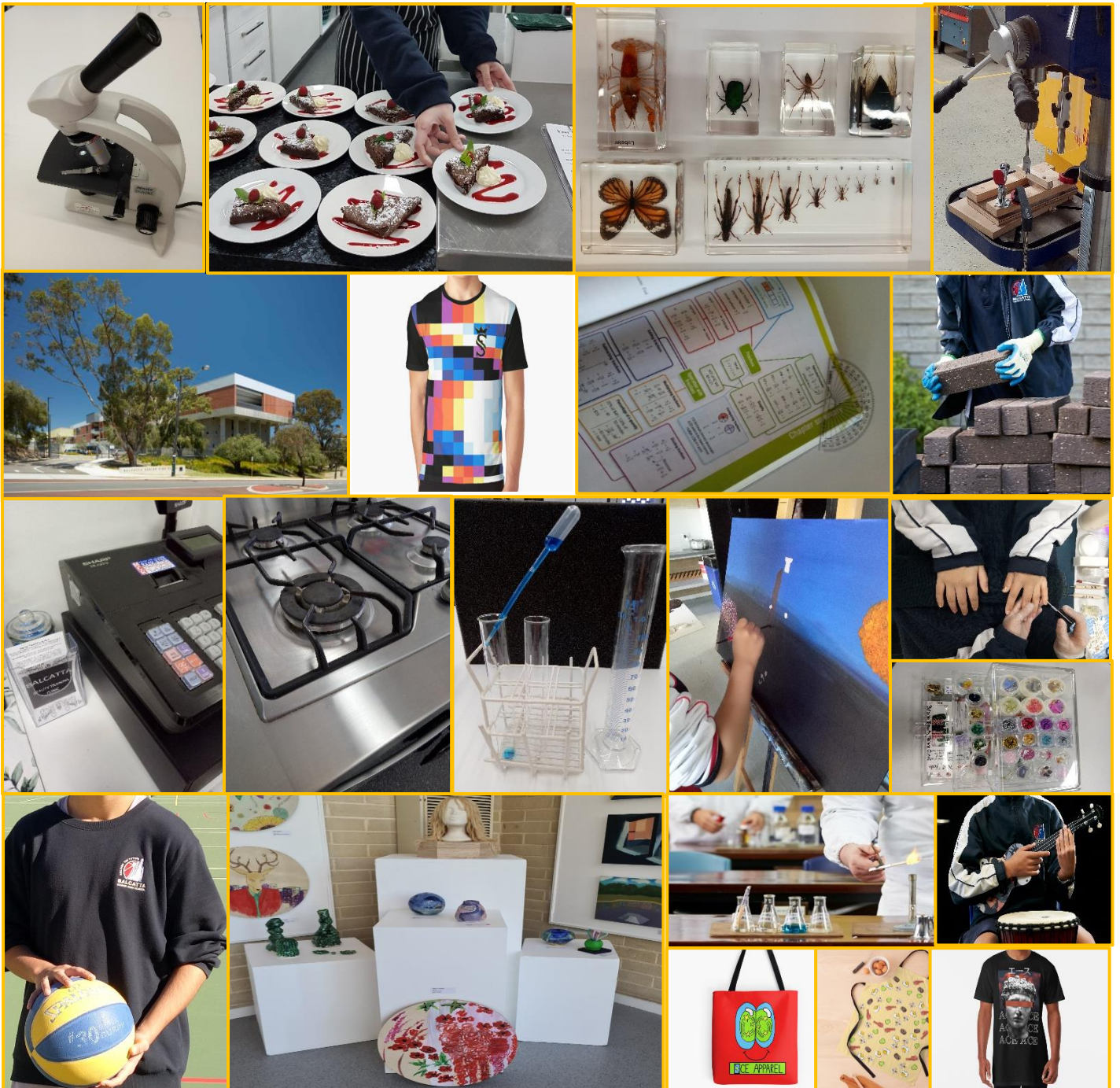


2024

Academic Handbook

For Year 11 and Year 12 students



A course information guide

for Year 11 and Year 12

Parents and Students

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Introduction

This Academic Handbook contains information about all courses on offer for Year 11 and Year 12 in 2024. The handbook is a resource offered by Balcatta Senior High School to assist you and your child to make appropriate planning decisions to facilitate future career aspirations.

This handbook will be modified throughout the year to reflect course offerings once the timetable is set.

It is vital that students have an academic goal. Studying an ATAR Course or a General Course are both equally important. Entry into University, TAFE, Apprenticeships and Traineeships is competitive, so students need to strive to do their best in whichever pathway they choose. It is essential that students select for success. Advice provided by the school is designed to maximise student achievement and to keep options open, irrespective of the pathway chosen. Students should be proactive in researching and exploring career options.

Terminology

ATAR	Australian Tertiary Admission Rank
EST	Externally Set Task
OLNA	Online Literacy and Numeracy Assessment
RTO	Registered Training Organisation
SAE	Standard Australian English
SCSA	School Curriculum and Standards Authority
The Authority	School Curriculum and Standards Authority
TISC	Tertiary Institutions Service Centre
VET	Vocational Education and Training
WACE	Western Australian Certificate of Education
WASSA	Western Australian Statement of Student Achievement

The Western Australian Statement of Student Achievement (WASSA)

The WASSA is issued to each Year 12 student at the completion of their senior secondary schooling; senior secondary school typically takes two years. The WASSA lists all courses and programs that a student has completed, and the grades and marks achieved.

The WASSA formally records, as relevant:

- achievement of WACE requirements
- achievement of the literacy (reading and writing) and numeracy standard
- achievement of any exhibitions and awards
- school grades, school marks and combined scores in ATAR courses
- school grades and school marks in General and Foundation courses
- completed VET industry specific courses
- successfully completed VET qualifications and VET units of competency
- completed endorsed programs.

The Western Australian Certificate of Education (WACE)

Year 12 Students Only

The WACE is awarded by the School Curriculum and Standards Authority (Authority) when students successfully meet the requirements of the WACE.

To achieve a WACE, students must complete at least four Year 12 Australian Tertiary Admission Rank (ATAR) courses or a Certificate II (or higher) VET qualification.

WACE achievement requirements

To meet the WACE achievement requirements students must:

- complete one of three course combination options:
 - * complete at least four Year 12 ATAR courses; or
 - * complete at least five Year 12 General courses and/or ATAR courses or equivalent; or
 - * complete a Certificate II (or higher) VET qualification in combination with ATAR, General or Foundation courses
- demonstrate the literacy and numeracy standards
- meet the requirements for breadth and depth of study
- meet the achievement standard.

Note:

- In the context of ATAR courses in the WACE, the term 'complete' requires that a student sits the ATAR course examination in that course. Students who do not sit the ATAR course examination will not have a course mark or grade recorded on their WASSA, nor will they receive an ATAR course report. The pair of units will not contribute to any WACE requirements.
- For ATAR courses with practical components, students must complete both the written and practical examinations.

Literacy and numeracy standard requirement

For the WACE literacy standard, students must demonstrate the minimum standard of literacy and numeracy by either:

- Demonstrating the standard through the Online Literacy and Numeracy Assessment (OLNA); or
- achieving Band 8 or higher in the reading, writing and numeracy tests of the Year 9 National Assessment Program – Literacy and Numeracy (NAPLAN) and being exempted from that component in OLNA.

Breadth and depth requirement

Students must complete a minimum of 20 units or the equivalent, including:

- a minimum of ten Year 12 units, or the equivalent
- four units from an English learning area course, post-Year 10, including at least one pair of Year 12 units from an English learning area course
- one pair of Year 12 units from List A
- one pair of Year 12 units from List B

Achievement standard requirement

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

Unit equivalents

The WACE requirement for at least 20 units and at least 14 C grades may be met partly through unit equivalents. These are units within VET and endorsed programs of least 55 nominal hours. They are known as unit equivalents because they are considered equivalent to one unit of a Year 11 or Year 12 course.

For VET qualifications, a:

- 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.

Study Options

WACE courses

Students are offered three study options which they can mix and match. Options available at Balcatta Senior High School are:

- WACE courses – ATAR and General
- VET programs
- Endorsed Program (ADWPL).

Australian Tertiary Admission Rank (ATAR) courses

ATAR courses are designed for students who are aiming to enrol in a university course direct from school. These courses will be examined by the Authority and contribute to the achievement of an ATAR. You must sit the final examination to complete the course.

General courses

General courses are designed for students who are aiming to enter vocationally based training or the workforce straight from school. These courses will each have an externally set task (EST) in Year 12 which is set by the Authority.

Vocational Education and Training (VET)

VET is nationally recognised and enables students to gain qualifications for all types of employment, and specific skills to help them in the workplace or in further training.

Endorsed Program

These programs:

- provide access to areas of learning not covered by WACE courses or VET programs and contribute to the WACE as unit equivalents.
- are for students wishing to participate in programs that are delivered in a variety of settings by schools, workplaces, universities and community organisations.

Courses Offered in 2024

ATAR Courses

List A (Arts/Languages/Social Sciences) ATAR	List B (Mathematics/Science/Technology) ATAR
English – Year 11 and Year 12	Chemistry – Year 11 and Year 12
English as an Additional Language or Dialect – Year 11 and Year 12	Human Biology – Year 11 and Year 12
Geography – Year 11	Mathematics Applications – Year 11 and Year 12
Modern History – Year 11 and Year 12	Mathematics Methods – Year 11 and Year 12
Visual Art – Year 11 and Year 12	Mathematics Specialist – Year 11 and Year 12
	Physics – Year 11 and Year 12
	Psychology – Year 11 and Year 12

General Courses

List A (Arts/Languages/Social Sciences) General	List B (Mathematics/Sciences/Technology) General
Business Management and Enterprise – Year 11	Accounting and Finance – Year 11 and Year 12
Career and Enterprise – Year 11 and Year 12	Applied Information Technology – Year 11 and Year 12
Dance – Year 11 and Year 12	Biology – Year 11
Design (Graphic Design) – Year 11 and Year 12	Building and Construction – Year 11 and Year 12
Drama – Year 11 and Year 12	Children Family and Community – Year 11 and Year 12
English – Year 11 and Year 12	Computer Science – Year 11 and Year 12
English as an Additional Language or Dialect – Year 11 and Year 12	Food Science and Technology – Year 11 and Year 12
Health Studies Year 11 and Year 12	Integrated Science – Year 11
Media Production and Analysis – Year 11 and Year 12	Materials, Design and Technology (Wood) – Year 11 and Year 12
Music – Year 11 and Year 12	Mathematics Essentials – Year 11 and Year 12
Visual Art – Year 11 and Year 12	Mathematics Foundations – Year 11
	Outdoor Education – Year 11 and Year 12
	Physical Education Studies – Year 11 and Year 12
	Psychology – Year 11 and Year 12

Vocational Education and Training Certificates Offered in 2024

Certificate II in Workplace Skills	Year 11 or Year 12
Certificate III in Business	Year 11 or Year 12
Certificate II in Cookery	Year 11
Certificate II in Retail Services (Beauty Focus)	Year 11
Certificate II in Applied Digital Technologies	Year 11 or Year 12

Endorsed Program – Workplace Learning	Year 11 or Year 12
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While these courses and qualifications may be offered, there is no guarantee that all will be timetabled. Final decisions on timetabling will be determined by student interest and school resourcing. A variety of training qualifications may also be available to students in a range of industry areas through TAFE or a private RTO. Further qualifications can also be achieved by students who opt to do School-Based Traineeships and School Based Apprenticeships. Details of specific qualifications/programs are not available at the time of printing this booklet but will be promoted to students as and when available.

Course Information

The following pages contain specific information on each of the courses offered in 2024.

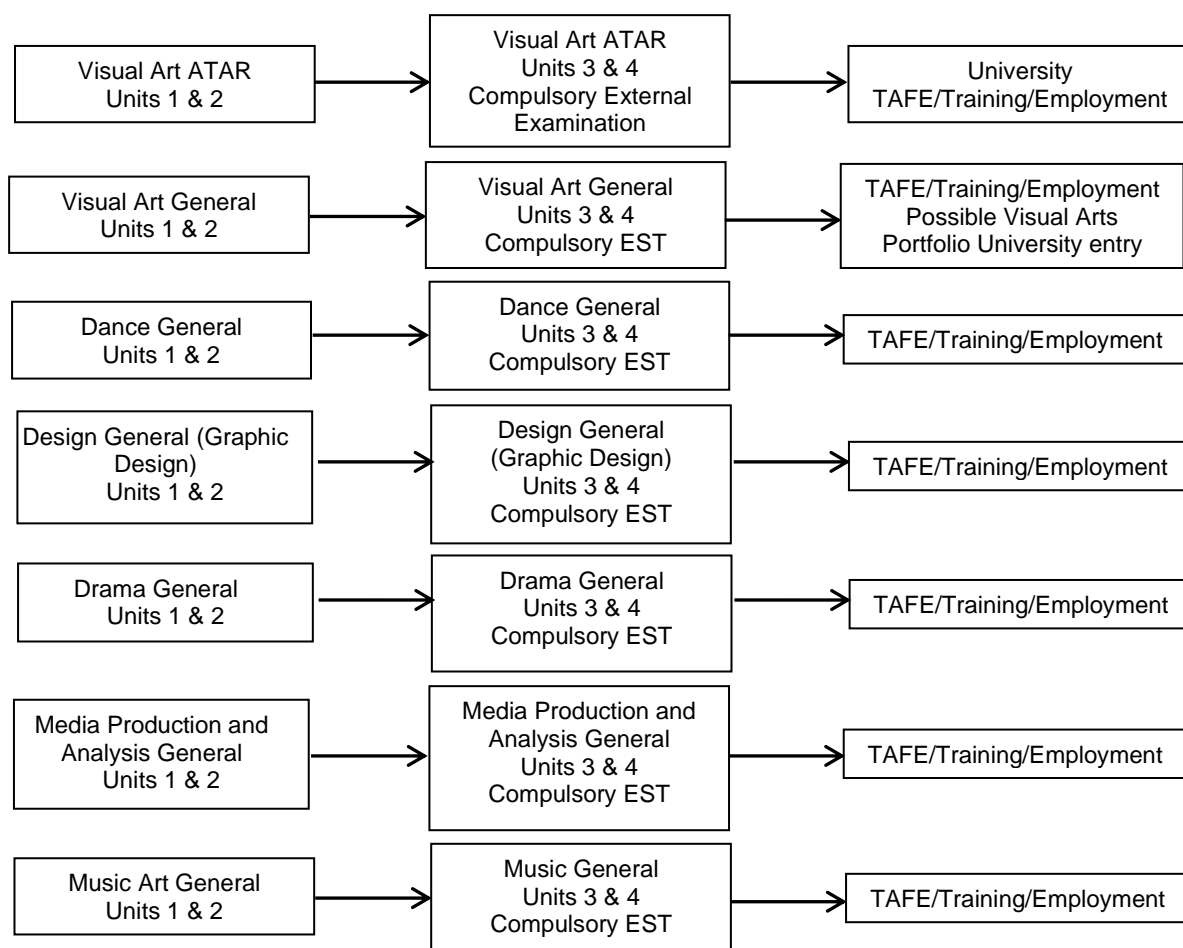
The Arts

Academic Courses – Year 11

- Visual Art ATAR
- Visual Art General
- Dance General
- Design General (Photography/Graphics)
- Drama General
- Media Production and Analysis General
- Music General

Academic Courses – Year 12

- Visual Art ATAR
- Visual Art General
- Dance General
- Design General (Graphic Design)
- Drama General
- Media Production and Analysis General
- Music General



Post School Career Options:

Performer, Choreographer, Dance Teacher, Arts Management, Theatre Manager, Stage Manager, Set Designer and construction, Lighting Designer, Costume Designer, Exercise and Sports Science study, Yoga/Pilates Instructor, Physiotherapist, Studio Manager, Dancewear and Supplies retail, Marketing and Promotions, Arts Administration, Events Coordinator, Public Relations, Film Making, Journalism, Broadcasting, Graphic Design, Animation, Digital Game Design.

Visual Art ATAR

Year 11 Course Code	AEVAR
Year 12 Course Code	ATVAR
Highly recommended	Year 11: OLN A Reading and Writing, prior art experience. Recommendation by Head of Learning Area
	Year 12: Year 11 Visual Art ATAR 'C' Grade
Cost	\$150.00 (cost is approximate – subject to change)

Year 11 Overview

The Visual Art 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. Students are encouraged to explore and represent their ideas and gain an awareness of the role artists and designers play in reflecting, challenging and shaping societal values. The Visual Art ATAR course allows student to develop aesthetic understandings and a critical awareness to appreciate and make informed evaluations of art through their engagement of their own art practice and work.

Unit content includes:

Art Making

- Inquiry
- Visual language and visual influence
- Art forms, media and techniques
- Art Practice
- Presentation
- Reflection

Art Interpretation

- Visual analysis
- Personal Response
- Meaning and purpose
- Social, cultural and historical contexts

Year 11 Course Structure

Unit 1 - Difference

Focuses on difference in art making and interpretation including:

- Cultural diversity
- Place
- Gender
- Class and historical period

Unit 2 - Identities

Focuses on identities in art making and interpretation including:

- Personal
- Social
- Cultural

Year 12 Overview

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

The Visual Art ATAR course encourages students to develop problem-solving skills together with creative and analytical ways of thinking. Innovation is encouraged through a process of inquiry, exploration and experimentation. It aims to enable students to make connections to relevant fields of study, prepare them for creative thinking and problem-solving in future work and life. Participation in this course may contribute to a sense of enjoyment, engagement and fulfilment in their everyday lives, as well as to promote an appreciation for the environment and ecological sustainability.

Year 12 Course Structure

Unit 3 – Commentaries

In this unit, students engage with the social and cultural purposes of art making and interpretation. The focus is on commentaries.

Unit 4 – Points of view

In this unit, students identify and explore concepts or issues of personal significance in art making and interpretation. The focus is on points of view.

Visual Art General

Year 11 Course Code	GEVAR
Year 12 Course Code	GTVAR
Highly recommended	Year 11: Prior art experience
	Year 12: Year 11 Visual Art General
Cost	\$150.00 (cost is approximate – subject to change)

Year 11 Overview

Within contemporary society, there is increasing demand for visual literacy; the ability to perceive, understand, interpret and evaluate visual information. The Visual Art General course enables students to develop their visual literacy and communication skills and become discriminating in their judgements. Particular aspects of life are understood and shared through visual symbol systems that are non-verbal modes of knowing.

This course allows students to engage in traditional, modern and contemporary art forms and conventions, such as sculpture, painting, drawing, graphic design, printmaking, collage, ceramics, earth art, video art, installations, textiles, performance, photography, montage, multimedia, and time-based works and environments.

Unit content includes:

Art Making

- Inquiry
- Visual language and visual influence
- Art forms, media and techniques
- Art Practice
- Presentation
- Reflection

Art Interpretation

- Visual analysis
- Personal Response
- Meaning and purpose
- Social, cultural and historical contexts.

Year 11 Course Structure

Unit 1 – Experiences

Students base art making and interpretation on:

- their lives and personal experiences
- observations of the immediate environment
- events and/or special occasions.

Unit 2 – 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.

Year 12 Overview

The Visual Art General course encompasses the practice and theory of the broad areas of art, craft and design. This course places value on divergence, uniqueness and individuality. It assists students to value and develop confidence in their own creative abilities and to develop a greater understanding of their environment, community and culture.

Students gain knowledge, understanding and appreciation of art and culture, both in Australian and international contexts. They analyse and evaluate their own works and the works of others from a range of historical and cultural viewpoints and develop an appreciation of the role of art in the community and their daily lives.

Year 12 Course Structure

Unit 3 – Inspirations

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

Unit 4 – Investigations

Students explore and develop ideas for art making and interpretation through the investigation of:

- different artists
- art forms
- processes and technologies.

Dance General

Year 11 Course Code	GEDAN
Year 12 Course Code	GTDAN
Highly recommended	Year 11: Year 10 Specialist Dance
	Year 12: Year 11 Dance General
Cost	\$130.00 (cost is approximate – subject to change)

Year 11 Overview

Dance encourages artistic creativity and the active use of the imagination. It acknowledges the interrelationship between practical and theoretical aspects - the making and performing of movement and the appreciation of its meaning. It allows students to make and present dance relevant to their lives.

Focus genres:

- Contemporary – Main
- Jazz
- Hip-hop

This course is divided in to three content areas:

- Choreography
- Performance
- Contextual knowledge.

Year 11 Course Structure

Unit 1 – Exploring the components of dance

Students explore the elements of dance and processes of choreography and solve structured choreographic tasks to produce dance works for performance.

Unit 2 – Dance as entertainment

Students explore the entertainment potential of dance and choreography.

Year 12 Overview

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.

Year 12 Course Structure

Unit 3 – 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 4 – Australian dance

This unit focuses on the diverse range of functions and contexts of dance in Australia. Students critically analyse 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.

Design General (Graphic Design)

Year 11 Course Code	GEDESG
Year 12 Course Code	GTDESG
Cost	\$150.00 (cost is approximate – subject to change)

Year 11 and Year 12 Course Overview

Design involves the strategic development, planning and production of visual and tactile communication. It deals with the effective and efficient communication of ideas, values, beliefs, attitudes, messages, and information to specific audiences for specific purposes and with specific intentions.

Throughout this course, students will undertake projects which will allow them to demonstrate their skills, techniques and application of design principles and processes; to analyse problems and possibilities; and to devise innovative strategies within design contexts.

Design contexts may include advertising/product/portrait photography, magazine design, clothing design, poster design, product advertisements, logo creation and packaging design. In this course, students develop a competitive edge for current and future industry and employment markets. There is potential for students to develop transferable skills while devising innovative designs. This course also emphasises the scope of design in professional and trade-based industries, allowing students to maximise vocational and/or university pathways.

Year 11 Course Structure

Unit 1 – Design fundamentals

The focus of this unit is to introduce design process and practice. Students learn that design can be used to provide solutions to design problems and communication needs.

Unit 2 – Personal design

The focus of this unit is personal design. Students learn that they visually communicate aspects of their personality, values and beliefs through their affiliations and their manipulation of personal surroundings and environments.

Year 12 Course Structure

Unit 3 – Product design

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

Unit 4 – Cultural design

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

Drama General

Year 11 Course Code	GEDRA
Year 12 Course Code	GTDRA
Cost	\$70.00 (cost is approximate – subject to change)

Year 11 Overview

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.

Year 11 Course Structure

Unit 1 – Dramatic storytelling

This unit engages students with the skills, techniques and conventions of dramatic storytelling.

Unit 2 – Drama performance events

This unit focuses on drama performance events for an audience other than their class members.

Year 12 Overview

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.

Year 12 Structure

Unit 3 – Representational, realist drama

This unit focuses on representational, realistic drama. Students explore techniques of characterisation through different approaches to text interpretation, particularly those based on the work of Stanislavski and others.

Unit 4 – Presentational, non-realist drama

This unit focuses on presentational, non-realist drama. Students explore techniques of role and/or character through different approaches to text interpretation, particularly those based on the work of Brecht and others.

Media Production and Analysis General

Year 11 Course Code	GEMPA
Year 12 Course Code	GTMPA
Highly recommended	A, B or C in Year 10 English
Cost	\$150.00 (cost is approximate – subject to change)

Year 11 and Year 12 Course Overview

The Media Production and Analysis General course aims to prepare students for a future in a digital and interconnected world by providing the skills, knowledge and understandings to tell their own stories and interpret the stories of others. Students are encouraged to explore, experiment and interpret their world, reflecting and analysing contemporary life, while understanding that this is done under social, cultural and institutional constraints. Students, as users and creators of media products, consider the important role of audiences and their context. This course focuses on the development of technical skills in the practical process.

Year 11 Course Structure

Unit 1 – Mass media

Within this broad focus, students reflect on their own use of the media, common representations, including the examination of characters, stars and stereotypes and the way media is constructed and produced.

Unit 2 – Point of view

In this unit, students will be introduced to the concept and learn how a point of view can be constructed. They will analyse media work and construct a point of view in their own productions.

Year 12 Course Structure

Unit 3 – Entertainment

Within this broad focus, students will expand their understanding of media languages, learning how codes and conventions are used to construct entertainment media. They examine the process of representation, and the way values are constructed in media work. Students consider how the experiences of audiences influence their responses to media and how media work is shaped by the production context and through the production process.

Students analyse, view, listen to and interact with interesting and relevant media work. They also generate ideas and learn production skills and processes as they apply their knowledge and creativity in their productions.

Unit 4 – Representation and reality

Students will consider different types of representations and how they relate to the construction of reality within media work. Students will have the opportunity to choose from a range of media genres and styles and examine ways in which codes, conventions and techniques are used to dramatise and re-present reality while at the same time engaging and informing audiences. In contexts related to representation and reality, students analyse, view, listen and interact with a variety of media work. They learn about production controls, constraints and responsibilities. Students continue to develop strategies and production skills when creating their own media work.

Music General

Year 11 Course Code	GEMUS
Year 12 Course Code	GTMUS
Highly recommended	Year 11: Year 10 Music (IMMS) or by application
	Year 12: Year 11 Music General or by application
Cost	\$150.00 (cost is approximate – subject to change)

Prerequisites

Students must have experience on a musical instrument and a background in music theory. A demonstrated willingness to participate in various musical activities and styles is also desirable. Any student who has not studied music at Balcatta SHS must sit an audition to determine suitability.

Course Objectives

This course aims to enable students to develop their musical abilities in performance, aural and composition, and to appreciate how social, cultural, and historical factors shape music in society.

Course Content

In each semester of study students complete a practical and written task, each incorporating research, musicianship skills, composition, and performance. Students will develop their knowledge and understanding.

Year 11 Unit 1 & 2 – Music

In this unit, students develop their skills, knowledge and understanding to listen to, compose, perform and analyse music. They develop aural and music literacy skills and learn how the elements of music can be applied when performing, composing and responding to music.

Students learn about how music is created and performed, analysing musical works and exploring how social, cultural and historical factors shape music in the specific context(s) selected for study.

Students develop skills, confidence and stylistic awareness to engage in music making as performers and audience members both individually and collaboratively.

Year 12 Unit 3 & 4 – Music

In this unit, students develop their skills, knowledge and understanding to listen to, compose, perform and analyse music. They develop aural and music literacy skills and learn how the elements of music can be applied when performing, composing and responding to music.

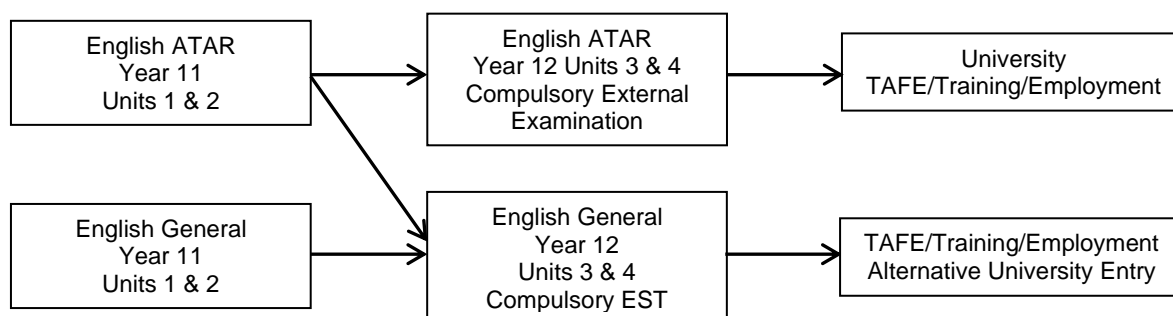
Students learn about how music is created and performed, analysing musical works and exploring how social, cultural and historical factors shape music in the specific context(s) selected for study.

Students develop skills, confidence and stylistic awareness to engage in music making as performers and audience members both individually and collaboratively.

English

Academic Courses – Year 11 and Year 12

- English ATAR
- English General



Post School Career Options:

Advertising Manager, Publicity Agent, Teacher, Advertising Manager, Journalist, Editor, Education Aide, Library Assistant, Public Servant, Court Recorder, Speech Pathologist, Film and Television Editor or Director, Arts Administrator, Curator, Writer.

English ATAR

Year 11 Course Code	AEENG
Year 12 Course Code	ATENG
Highly recommended	Year 11: OLN Category 3 A grade in Year 10 English Band 8 or above for NAPLAN Recommendation by Head of Learning Area
	Year 12: A or B grade in Year 11 English ATAR
Cost	\$76.00 (cost is approximate – subject to change)

Year 11 and Year 12 Course Overview

The English ATAR course focuses on developing students' analytical, creative, and critical thinking and communication skills in all language modes, encouraging students to critically engage with texts from their contemporary world, the past, and from Australian and other cultures.

Through close study and wide reading, viewing and listening, students develop the ability to:

- analyse and evaluate the purpose, stylistic qualities and conventions of texts
- enjoy creating imaginative, interpretive, persuasive and analytical responses in a range of written, oral, multimodal and digital forms.

Year 11 Course Structure

Unit 1 – Students explore how meaning is communicated through the relationships between language, text, purpose, context and audience.

Unit 2 – Students analyse the representation of ideas, attitudes and voices in texts to consider how texts represent the world and human experience.

Year 12 Course Structure

Unit 3 – Students explore representations of themes, issues, ideas and concepts through a comparison of texts.

Unit 4 – Students examine different representations and perspectives to further develop their knowledge and analysis of purpose and style.

English General

Year 11 Course Code	GEENG
Year 12 Course Code	GTENG
Cost	\$76.00 (cost is approximate – subject to change)

Year 11 and Year 12 Course Overview

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

Students will comprehend, analyse, interpret and evaluate the content, structure and style of a wide variety of oral, written, multimodal, digital and media texts.

Year 11 Course Structure

Unit 1 – This unit focuses on students' comprehending and responding to the ideas and information presented in texts.

Unit 2 – This unit focuses on interpreting ideas and arguments in a range of texts and contexts.

Year 12 Course Structure

Unit 3 – This unit focuses on exploring different perspectives presented in a range of texts and contexts.

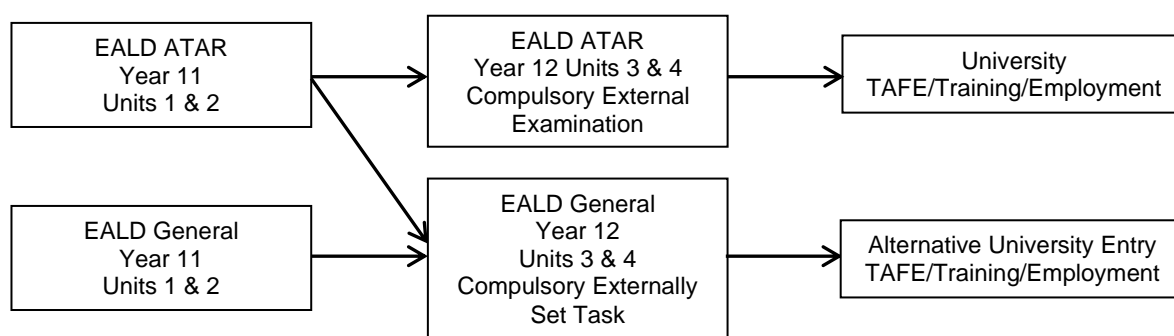
Unit 4 – This unit focuses on community, local or global issues and ideas presented in texts and on developing students' reasoned responses to them.

English as an Additional Language or Dialect

Academic Courses – Year 11 and Year 12

- English as an Additional Language or Dialect ATAR
- English as an Additional Language or Dialect General

School Curriculum and Standards Authority (SCSA) determines eligibility for these courses.



Post School Career Options:

Flight Attendant, Travel Consultant, Tour Guide, Interpreter, Language Teacher, Hotel/Motel Manager, Customs and Border Protection Officer.

English as an Additional Language or Dialect ATAR

Year 11 Course Code	AEELD
Year 12 Course Code	ATELD
Highly recommended	Year 11 SCSA EAL/D Eligibility (see your English as an Additional Language/Dialect teacher) Recommendation by Head of Learning Area
Pre-requisite	Year 12 SCSA EAL/D Eligibility (see your English as an Additional Language/Dialect teacher)
Cost	\$76.00 (cost is approximate – subject to change)

The EAL/D courses are designed for students who speak another language or dialect as their first or 'home' language. EAL/D focuses on development of the competent use of Standard Australian English (SAE) in a range of contexts.

The EAL/D ATAR course focuses on language learning and the explicit teaching of the structure, linguistic features and sociolinguistic aspects of Standard Australian English.

The EAL/D ATAR course develops academic English skills to prepare students for tertiary study.

Course Content

- Communication skills and strategies
- Comprehension skills and strategies
- Language and textual analysis
- Creating texts

Year 11 Course Structure

Unit 1 – focuses on investigating how language and culture are interrelated and expressed in a range of contexts.

Unit 2 – focuses on analysing and evaluating perspectives and attitudes presented in texts, and creating extended texts in a range of contexts.

Year 12 Course Structure

Unit 3 – focuses on analysing how language choices are used to achieve different purposes and effects in a range of contexts.

Unit 4 - focuses on analysing, evaluating and using language to represent and respond to issues, ideas and attitudes in a range of contexts.

English as an Additional Language or Dialect General

Year 11 Course Code	GEELD
Year 12 Course Code	GTELD
Highly recommended	Year 11 SCSA EAL/D Eligibility (See your English as an Additional Language/Dialect teacher)
Pre-requisite	Year 12 SCSA EAL/D Eligibility (See your English as an Additional Language/Dialect teacher)
Cost	\$76.00 (cost is approximate – subject to change)

The EAL/D courses are designed for students who speak another language or dialect as their first or 'home' language. EAL/D focuses on development of the competent use of Standard Australian English (SAE) in a range of contexts. The EAL/D General course prepares students for a range of post-secondary destinations in further education, training and the workplace.

Year 11 Course Structure

Unit 1 – focuses on responding to and creating extended texts in familiar contexts in SAE. By using the language modes, students engage with familiar and some unfamiliar texts, including literary texts.

Unit 2 – focuses on responding to and creating connected extended texts in personal, social, community and workplace contexts in SAE. The ability to use SAE language skills to communicate for a range of purposes is evident in the creation of oral, written and multimodal texts required in the workplace and some academic contexts.

Year 12 Course Structure

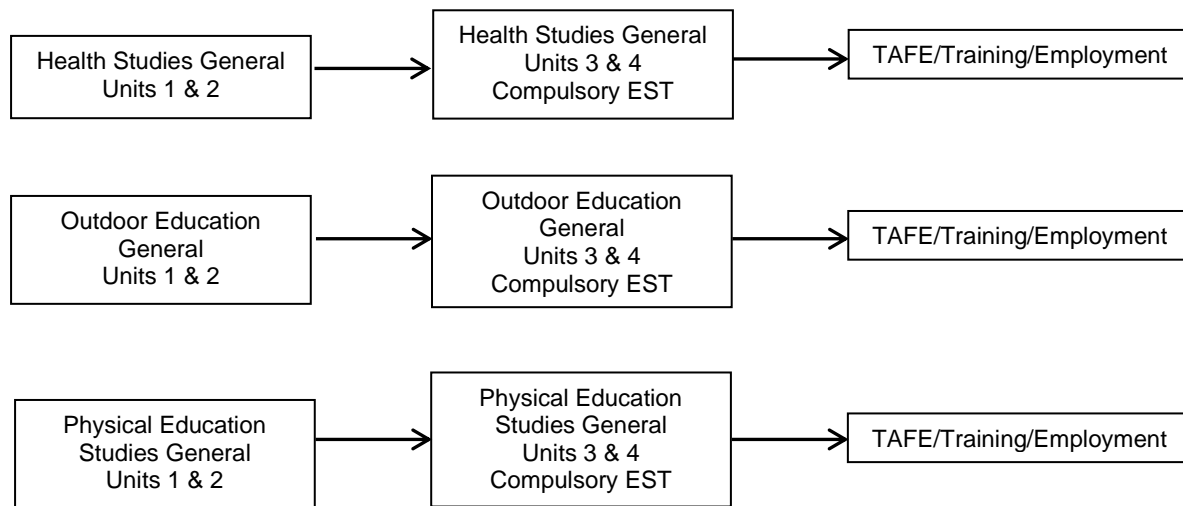
Unit 3 – focuses on investigating how language and culture are interrelated and expressed in a range of contexts. A variety of oral, written and multimodal texts are used to develop understanding of text structures and language features.

Unit 4 – focuses on analysing and evaluating perspectives and attitudes presented in texts and creating extended texts for a range of contexts. SAE language skills for effective communication in an expanding range of contexts are consolidated.

Health and Physical Education

Academic Courses – Year 11 and Year 12

- Health Studies General
- Outdoor Education General
- Physical Education Studies General



Post School Career Options:

Firefighter, Park Ranger, Lifeguard, Navy/Army/Air Force Officer, Sports Coach, Sports Commentator, Fitness Instructor, Physical Education Teacher, Surveyor, Tour Guide, Police Force.

Health Studies General

Year 11 Course Code	GEHEA
Year 12 Course Code	GTHEA
Highly recommended	Students should be: <ul style="list-style-type: none">• passionate about health and wellness• interested in promoting prevention and awareness• interested in developing skills and strategies to positively influence health and build effective relationships
Cost	\$70.00 (cost is approximate – subject to change)

Year 11 and 12 Course Content

Theoretical component:

Understanding personal health and wellbeing and what it means to be healthy, explore the factors that influence health in positive and negative ways, design action plans and strategies to improve both personal and community health. Health inquiry skills are developed and applied to investigate and report on health issues. Key self-management and interpersonal skills are assessed.

Practical component:

Excursions and project-based assessment tasks.

Year 11 Course Structure

Unit 1 – provides a general introduction to personal health and well-being and what it means to be healthy.

Unit 2 – continues to build students' knowledge and understandings about personal health and introduces the multiple determinants which influence health.

Topics covered in this course are the 5 dimensions of health, mental health, attitudes, values and beliefs in relation to road safety, lifestyle diseases culminating in a student run health expo, social and cultural norms, determinants of health and a comparison of the private health care system and the public (Medicare) system.

Year 12 Course Structure

Unit 3 – builds on students' knowledge and understanding of health determinants and their interactions and contributions to personal and community health.

Unit 4 – builds on students' knowledge and understandings of the impact of health determinants on personal and community health.

Topics covered in this course include drug use amongst teens, behavioural change models, a more in-depth look at determinants of health, contemporary health practices such as IVF, stem cells, organ donation and GMO's, health literacy, National Health Priority Areas and community development.

Outdoor Education General

Year 11 Course Code	GEOED
Year 12 Course Code	GTOED
Highly recommended	Interested in the natural world and outdoor pursuits
Pre-requisite	Students must be able to complete: <ul style="list-style-type: none">• 200m continuous swim• 5-metre-deep treading water
Cost	\$270.00 (cost is approximate – subject to change)

Year 11 and 12 Course Overview

The Outdoor Education General course focusses on outdoor activities in a range of environments such as the contexts listed below.

The course provides students with an opportunity to develop essential life skills and physical activity skills. Students work towards a positive understanding and appreciation of environment, pursue personal interests and explore new activities.

The course content is delivered in three areas:

- Outdoor experiences
- Self and others
- Environmental awareness

Year 11 Course Structure

Unit 1 - Experiencing the outdoors

Students are encouraged to engage in outdoor adventures activities.

Unit 2 – Facing challenges in the outdoors

This unit offers the opportunity to engage in a range of outdoor adventure activities that pose challenges and encourage students to step outside their comfort zone.

Year 11 Outdoor Context

- Surfing
- Group Fitness
- Team Building
- Mountain Biking

Year 12 Course Structure

Unit 3 – Building confidence in the outdoors

Students understand planning and organisational requirements necessary for them to participate in safe, short-duration expeditions.

Unit 4 – Outdoor leadership

Students consider planning and organisational requirements necessary for them to participate in positive and safe, short-duration excursions/expeditions in selected outdoor activities.

Year 12 Outdoor Context

- Snorkelling
- Navigation/Orienteering
- Camp Cooking
- Rock Climbing

Physical Education Studies General

Year 11 Course Code	GEPES
Year 12 Course Code	GTPES
Highly recommended	Students should be; <ul style="list-style-type: none">• Interested in physical activity and playing sport• Interested in learning about how the body moves and works while performing sporting activities.
Cost	\$70.00 (cost is approximate – subject to change)

Year 11 and Year 12 Course Content

Theoretical component:

- Understanding anatomy
- Fitness
- Coaching knowledge and skills
- Mental skills
- Decision-making skills

Practical component:

- Students will understand and develop movement skills
- Develop strategies and tactics for competition context

Year 11 Course Structure

Unit 1 - The focus of this unit is to explore anatomical and biomechanical concepts, the body's responses to activity and stress management processes to improve their own performance and that of others in physical activity.

Unit 2 – The focus of this unit is to identify the relationship between skill, strategy and the body in order to improve the effectiveness and efficiency of performance.

Year 11 Sport Context – a variety of sports to meet the students' needs such as:

- Basketball
- Volleyball
- Handball
- Badminton
- Soccer
- Softball

Year 12 Course Structure

Unit 3 – The focus of this unit is to provide opportunities for students to build upon their acquired physical skills and biomechanical, physiological and psychological understandings, to improve the performance of themselves and others in physical activity.

Unit 4 – The focus of this unit is to extend understanding by students of complex biomechanical, physiological and psychological concepts to evaluate their own and others' performance.

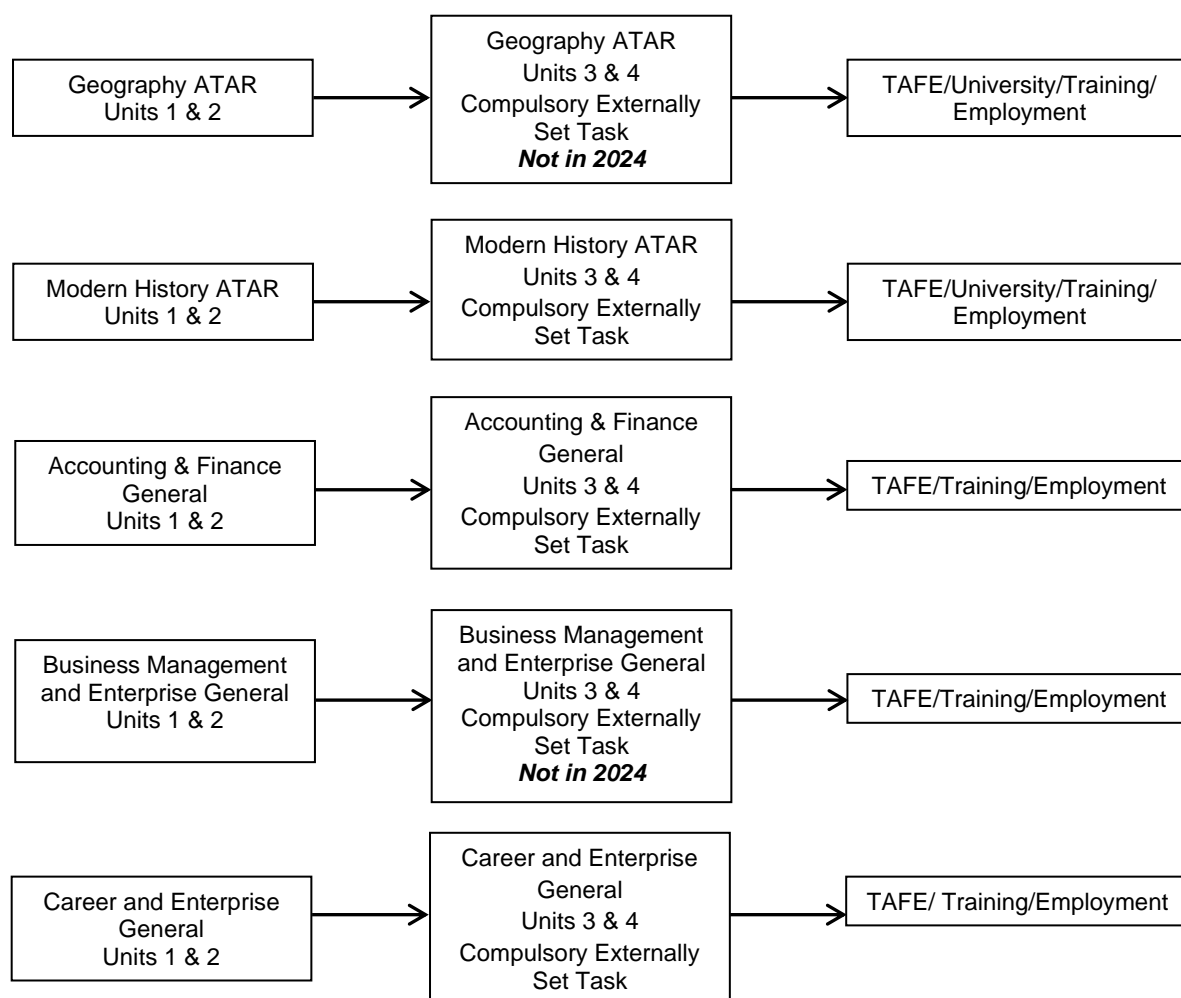
Year 12 Sport Context

- Volleyball
- Soccer
- Basketball

Humanities and Social Sciences

Academic Courses – Year 11 and Year 12 (Some Year 12 Courses will not be offered in 2024)

- Geography ATAR – **Year 12 Course is not offered in 2024**
- Modern History ATAR
- Accounting and Finance General
- Business Management and Enterprise General – **Year 12 Course is not offered in 2024**
- Career and Enterprise General



Post School Career Options:

Court Officer, Police Officer, Public Servant, Law Clerk, Historian, Librarian, Youth Worker, Counsellor, Social Worker, Museum Officer, Writer, Teacher, Journalist, Curator, Anthropologist, Cultural Heritage Officer, Town Planner, Geologist, Climatologist, Tourism, Architect, Landscaper, Environmental Manager, Banking, Consulting, Business Owner, Payroll Officer

Geography ATAR

Year 11 Course Code	AEGEO
Year 12 Course Code	Year 12 – Course is not offered in 2024 Course may be offered in 2025
Highly Recommended	Year 11: OLN Category 3 A or B grade in Year 10 Humanities and Social Sciences Band 8 or above for NAPLAN Recommendation by Head of Learning Area
Cost	\$70.00 (cost is approximate – subject to change)

Year 11 Overview

Geography addresses questions about the interaction of natural and human environments within various natural and social systems. Through fieldwork investigations students will explore environmental risk hazard management and the world of anthropology. Students undertaking the study of Geography will be required to participate in Geographical fieldwork and possess practical skills associated with reading and interpreting maps.

Year 11 Course Structure

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair.

Unit 1 – Natural and ecological hazards

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

Unit 2 – 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.

Year 12 Course Structure (may be offered in 2025)

Unit 3 – Global environmental change

This unit focuses on the changing biophysical cover of the Earth's surface, the creation of anthropogenic biomes and the resulting impacts on either global climate or biodiversity. change initiative designed to address either climate change or biodiversity loss.

In undertaking these depth studies, students develop an understanding of the use and application of geographical inquiry, tools such as spatial technologies, fieldwork and other skills, to investigate human–environment systems.

Unit 4 – Planning sustainable places

Two depth studies provide greater detail. The first study focuses on challenges in metropolitan Perth or a regional urban centre in Western Australia. The second study focuses on challenges faced in a megacity. Students examine the concepts, processes and roles of planning in these selected contexts. This approach enables students to also develop an understanding of the challenges in two urban places.

ASSESSMENTS

There are three types of assessments: Geographical Inquiry and Fieldwork, Response/Practical Skills, Examinations (Semester 1/Semester 2).

Modern History ATAR

Year 11 Course Code	AEHIM
Year 12 Course Code	ATHIM
Highly Recommended	Year 11: OLN A Category 3 A or B grade in Year 10 Humanities and Social Sciences Band 8 or above for NAPLAN Recommendation by Head of Learning Area
Cost	\$30.00 (cost is approximate – subject to change)

Year 11 Overview

A study of Modern History enables students to become critical thinkers with the ability to find, analyse and prioritise information. Students of Modern History develop written and verbal expression through research, source analysis and the formulation of extended arguments.

Year 11 Course Structure

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair.

Unit 1 – Capitalism the American Experience: 1907-1941

This unit explores crucial changes to American society in the early 20th Century. These include economic change such as the development of capitalism and mass production, economic growth of the “Roaring 20s” and the Great Depression of the 1930s in America. Social changes studied include women’s rights, treatment of social minorities, prohibition and the rise in crime and intolerance as reflected through people such as Al Capone and groups such as the Ku Klux Klan.

Unit 2 – Nazism in Germany

This unit focuses on the ways in which individuals, groups and institutions challenge authority and transform society. Students study the impacts of World War One on Germany, the failure of democracy which led to the rise of Hitler and the Nazi Party, and the implementation of Hitler’s economic, social and political policies which ultimately led to World War Two and the Holocaust. These are movements that have shaped the world in which we live and have had a lasting impact on modern societies.

Year 12 Course Structure

Unit 3 – Russia and the Soviet Union 1914-1945

This unit focuses on the political system from the Tsars to the first Communist state in the world. It investigates the social, political and economic upheaval this caused and the impact on the people of the Soviet Union.

Unit 4 – The Changing European World Since 1945

This unit examines Australia’s position within the Asia-Pacific region and the changing nature of our relationships with our closest neighbours. It investigates the reasons for and the consequences of Australian government foreign policy and the implications these decisions had, and still have, on our nation.

ASSESSMENTS

There are four types of assessments: Historical Inquiry, Explanation: in-class essays, Source Analysis, Examinations (Semester 1/Semester 2).

Accounting and Finance General

Year 11 Course Code	GEACF
Year 12 Course Code	GEACF
Cost	\$60.00 (cost is approximate – subject to change)

Year 11 Overview

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

Year 11 Course Structure

Unit 1

The focus for this unit is personal finance. The concepts, principles and terminology used in financial decision making and management on a personal basis are introduced. The unit addresses main institutions that operate in financial markets and how governments and other bodies can affect the way individuals and groups make financial decisions.

Unit 2

The focus for this unit is accounting for small cash entities. It addresses the fundamental accounting and finance principles and the application of these to the establishment and operation of small cash entities, including small, incorporated bodies. The unit explores the main issues involved in business decision making and considers simple analysis of given information to determine the financial performance and position of a business.

Year 12 Course Structure

Unit 3

The focus for this unit is double-entry accounting for small businesses. Students apply their understanding of financial principles, systems and institutions to manage financial information and make decisions in a variety of small businesses. Students develop an understanding of the rationale for the use of particular conventions and principles and the consequences of disregarding them. Students record and process financial information using the double-entry system and apply the principles of Goods and Services Tax (GST). Students learn about the various forms of business organisations adopted by small business.

Unit 4

The focus for this unit is accrual accounting. Students apply financial systems and principles to the operations of businesses and distinguish between cash and accrual methods of accounting. Students prepare and analyse financial reports for a variety of types of business organisations and become familiar with the main aspects of electronic processing of financial data. They learn of the role and functions of the professional accounting and financial associations.

ASSESSMENTS

There are two types of assessments: Tests (theory and practical) and projects (research).

Business Management and Enterprise General

Year 11 Course Code	GEBME
Year 12 Course Code	Year 12 – Course is not offered in 2024 Course may be offered in 2025
Cost	\$60.00 (cost is approximate – subject to change)

Year 11 Course Overview

The Business Management and Enterprise General course focuses on establishing and operating a small business in Australia and aims to provide students with an understanding of the knowledge and skills of the processes and procedures required for generating business ideas and turning them into a viable business venture.

The Business Management and Enterprise course content is divided into three outcomes:

- Business Concepts
- Innovation and Operation
- Business in Society

Year 11 Course Structure

Unit 1 - The focus of this unit is on establishing a small business in Australia. Students are given the opportunity to explore business start-ups and to recognise the factors that contribute to a business's success. Students will use entrepreneurial and innovation skills to develop a business plan.

Unit 2 - The focus of this unit is on operating a small business in Australia. In this unit students will develop an understanding of creating a business, including the marketing, creating a competitive advantage and of the factors that influence consumer decisions. This will culminate in students developing a small business to run either in the school or local community.

Year 12 Course Overview (may be offered in 2025)

The Business Management and Enterprise Year 12 General course gives students the opportunity to understand how vital business is to individuals and society, and how it impacts on many aspects of our lives. In Term Two, a compulsory externally set task must be completed by all students taking this course.

Year 12 Course Structure (may be offered in 2025)

Unit 3 - 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.

Unit 4 - The focus of this unit is on business growth and the challenges faced by businesses expanding at a national level. The unit explores issues in the business environment, including the importance of intellectual property in protecting business ideas. The unit addresses the significance of employee motivation and the development of a business plan in the overall success of expansion.

ASSESSMENTS

There are two types of assessments: Business research and response.

Career and Enterprise General

Year 11 Course Code	GECAE
Year 12 Course Code	GTCAE
Cost	\$60.00 (cost is approximate – subject to change)

Year 11 Course Overview

Career and Enterprise is delivered to help students to develop, review and update their individual pathway plan and to create a career portfolio to assist in their personal career development.

The Business Management and Enterprise focuses on developing the following content:

- Learning to learn
- Work skills
- Career development and management
- The nature of work
- Gaining and keeping work.

Year 11 Course Structure

Unit 1

This unit enables students to increase their knowledge of work and career choices and identify a network of people and organisations that can help with school to work transitions.

Unit 2

This unit explores the attributes and skills necessary for employment and provides students with the opportunity to identify their personal strengths and interests and the impact of these on career development opportunities and decisions.

Year 12 Course Overview

Unit 3

This unit is about adopting a proactive approach to securing and maintaining work and it involves self-management, using work search tools and techniques, developing career competencies and accessing learning opportunities.

Unit 4

This unit explores issues associated with career management, workplaces and influences and trends in times of change. Change can be analysed and the information used to inform strategies associated with self-management, career building and personal and professional learning experiences. Work, training and learning experiences provide opportunities to extend students' knowledge and skills in anticipation of responding to change and maintaining an edge. These experiences are documented in career portfolios, using an increasing range of information technology skills.

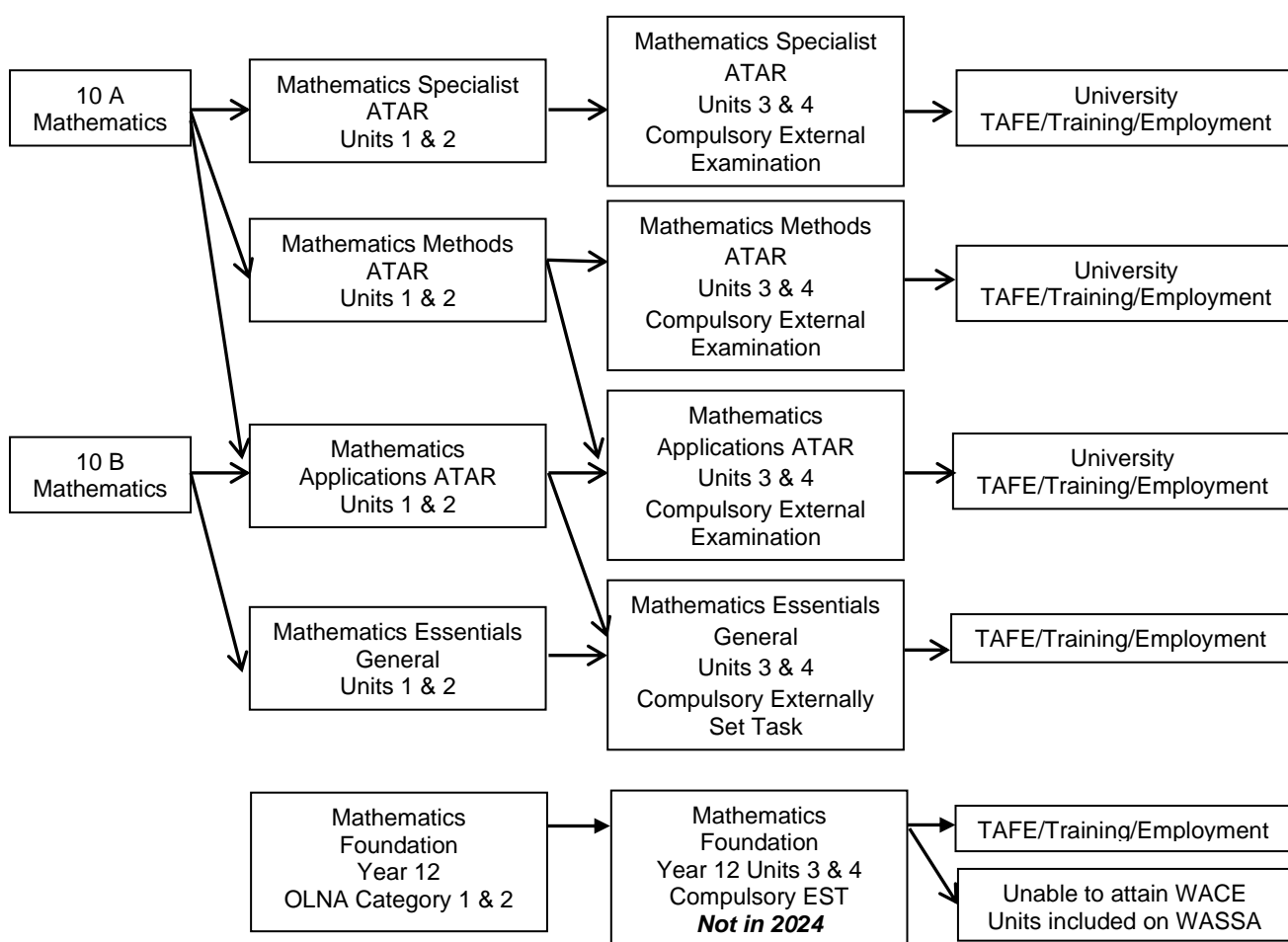
ASSESSMENTS

There are four types of assessments: Response, Individual Pathway Plan/Career Portfolio, production/performance, and investigation.

Mathematics

Academic Courses – Year 11 and Year 12

- Mathematics Specialist ATAR
- Mathematic Methods ATAR
- Mathematics Applications ATAR
- Mathematics Essential General
- Mathematics Foundations (Year 12 Course is not offered in 2024 – may be offered in 2025)



Post School Career Options:

Bank Officer, Cashier, Croupier, Insurance Broker, Surveyor, Chemist, Auditor, Architect, Air Traffic Controller, Economist, Electrical Engineer, Meteorologist, Optometrist

Mathematics Specialist ATAR

Year 11 Course Code	AEMAS – Delivered off-campus
Year 12 Course Code	ATMAS – Delivered off-campus
Pre-requisite	Year 11: OLNA Category 3 Band 8 or above in NAPLAN A or B grade in Year 10A course Recommendation by Head of Learning Area
	Year 12: An A, B or high C grade in Year 11 Maths Specialist ATAR
Cost	\$60.00 (cost is approximate – subject to change)

Year 11 and Year 12 Course Overview

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

Year 11 Course Structure

Unit 1:

- Combinatorics
- Vectors in the plane
- Geometry

Unit 2:

- Trigonometry
- Matrices
- Real and complex numbers

Year 12 Course Structure

Unit 3:

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

Unit 4:

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

The Mathematics Specialist course also extends understanding and knowledge of statistics and introduces the topics of vectors, complex numbers, and matrices. Mathematics Specialist is the only ATAR mathematics course that should not be taken as a stand-alone course and it is recommended to be studied in conjunction with the Mathematics Methods ATAR course as preparation for entry to specialised university courses such as engineering, physical sciences, and mathematics.

University entrance. Highly recommended for higher level courses at university. Medicine, Engineering, Sciences and Economics.

Will require out of school study. 2 to 4 hours a week.

Mathematics Methods ATAR

Year 11 Course Code	AEMAM
Year 12 Course Code	ATMAM
Pre-requisite	Year 11: OLN A Category 3 Band 8 or above in NAPLAN A or B grade in Year 10A course Recommendation by Head of Learning Area
	Year 12: An A, B or high C grade in Year 11
Cost	\$60.00 (cost is approximate – subject to change)

Year 11 and Year 12 Course Overview

The 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.

Mathematics Methods provides a foundation for further studies in disciplines in which mathematics and statistics have important roles. It is also advantageous for further studies in the health and social sciences. In summary, this course is designed for students whose future pathways may involve mathematics and statistics and their applications in a range of disciplines at the tertiary level.

Year 11 Course Structure

Unit 1:

- Functions and graphs
- Trigonometric functions
- Counting and probability

Unit 2:

- Trigonometry
- Matrices
- Real and complex numbers

Year 12 Course Structure

Unit 3:

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

Unit 4:

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

Mathematics Methods provides a foundation for further studies in disciplines in which mathematics and statistics have important roles. It is also advantageous for further studies in the health and social sciences. In summary, this course is designed for students whose future pathways may involve mathematics and statistics and their applications in a range of disciplines at the tertiary level.

University entrance. Highly recommended for higher level courses at university. Medicine, Engineering, Sciences and Economics.

Will require out of school study. 2 to 4 hours a week.

Mathematics Applications ATAR

Year 11 Course Code	AEMAA
Year 12 Course Code	ATMAA
Highly Recommended	Year 11: OLN Category 3 Band 8 or above in NAPLAN A or B grade in Year 10A course A, B or C grade in Year 10A course or A or B grade in Year 10 course Recommendation by Head of Learning Area
	Year 12: An A, B or C grade in Year 11
Cost	\$60.00 (cost is approximate – subject to change)

Year 11 and Year 12 Overview

This course focuses on the use of mathematics to solve problems in contexts that involve financial modelling, geometric and trigonometric analysis, graphical and network analysis, and growth and decay in sequences. 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.

The Mathematics Applications ATAR course is designed for students who want to extend their mathematical skills beyond Year 10 level, but whose future studies or employment pathways do not require knowledge of calculus.

Year 11 Course Structure

Unit 1:

- Consumer arithmetic
- Algebra and matrices
- Shape and measurement

Unit 2:

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

Year 12 Course Structure

Unit 3:

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

Unit 4:

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

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

Aids in university for science and commerce courses also can be required for technical trade courses at TAFE.

Will require out of school study. 2 to 4 hours a week.

Can be done with Mathematics Specialist and Mathematics Methods.

Mathematics Essentials General

Year 11 Course Code	GEMAE
Year 12 Course Code	GTMAE
Cost	\$60.00 (cost is approximate – subject to change)

Year 11 and Year 12 Course Overview

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

Year 11 Course Structure

Unit 1 - This unit provides students with the mathematical skills and understanding to solve problems relating to calculations, applications of measurement, the use of formulas to find an unknown quantity and the interpretation of graphs.

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.

Year 12 Course Structure

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. Students use the mathematical thinking process and apply the statistical investigation process.

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. Students use the mathematical thinking process and apply the statistical investigation process to solve problems involving probability.

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

TAFE entry and Portfolio entry University level.

May require work outside school hours 1 to 2 hours a week

Mathematics Foundations

Year 11 Course Code	FEMAT
Year 12	Year 12 – Course is not offered in 2024 Course may be offered in 2025
Pre-requisites	Year 11 – OLNA Reading, Writing and Numeracy Category 1 and 2
Cost	\$60.00 (cost is approximate – subject to change)

Year 11 Course Overview

The Mathematics Foundation course focuses on building the capacity, confidence and disposition to use mathematics to meet the numeracy standard for the WACE. This course is for students who have not demonstrated the numeracy standard in the OLNA. It provides students with the knowledge, skills and understanding to solve problems across a range of contexts including personal, community and workplace/employment. This course provides the opportunity for students to prepare for post-school options of employment and further training. This course will aid students to pass OLNA numeracy and prepare them to use the mathematics of everyday living including budgeting, tax, timetable, reading charts and statistical information.

Year 11 Course Structure

Unit 1 - This unit provides students with the mathematical knowledge, understanding and skills to solve problems relating to addition and subtraction, length, mass, capacity and time. It involves the extraction of information from, and the interpretation of, various simple forms of data representation used in everyday contexts. The number formats in Unit 1 are whole numbers and money.

Unit 2 - This unit provides students with the mathematical knowledge, understanding and skills relating to fractions and decimals to solve problems relating to multiplication and division, perimeter, area and volume and qualitative probability from everyday contexts. The number formats in Unit 2 are whole numbers, money, fractions and decimals.

The Mathematics Foundation course focuses on building the capacity, confidence and disposition to use mathematics to meet the numeracy standard for the WACE. This course is for students who have not demonstrated the numeracy standard in the OLNA. It provides students with the knowledge, skills and understanding to solve problems across a range of contexts including personal, community and workplace/employment. This course provides the opportunity for students to prepare for post-school options of employment and further training.

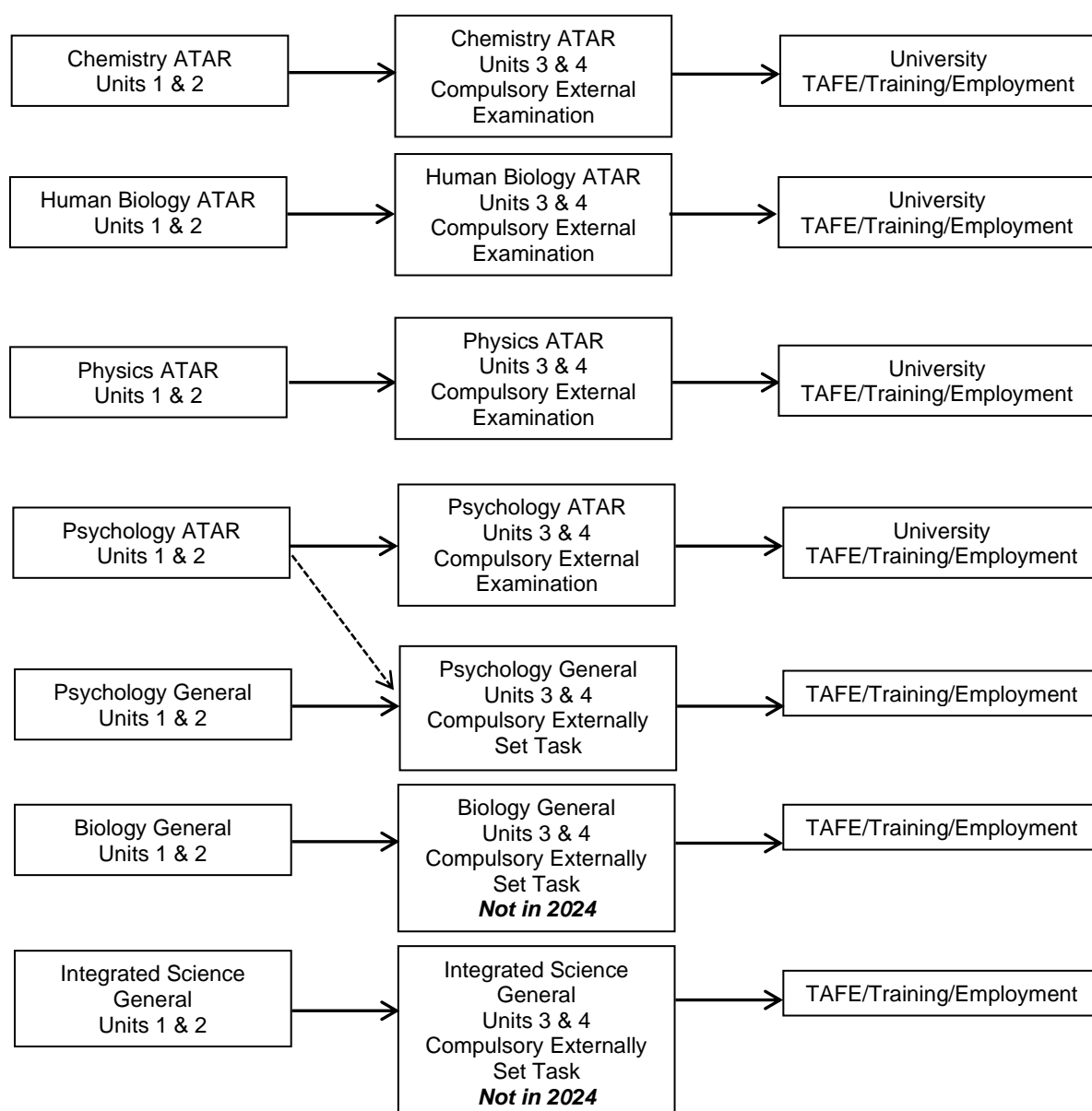
Aimed at ensuring Attainment. Only available to students who have not passed OLNA Mathematics.

Designed to give students knowledge for day-to-day survival in real world mathematics.

Science

Academic Courses - Year 11 and Year 12

- Chemistry ATAR
- Human Biology ATAR
- Physics ATAR
- Psychology ATAR
- Psychology General
- Biology General (**Year 12 course is not offered in 2024 – may be offered in 2025**)
- Integrated Science General (**Year 12 course is not offered in 2024 – may be offered in 2025**)



Post School Career Options:

Pest and Weed Controller, Food Processing Technician, Geneticist, Geologist, Registered Nurse, Nutritionist, Pathologist, Pharmacist, Veterinarian, Welder, Laboratory Worker, Engineer, Teacher

Chemistry ATAR

Year 11 Course Code	AECHE
Year 12 Course Code	ATCHE
Highly Recommended	Year 11: Year 10: A or B grade throughout the year. 75% in both semester Science examinations 90% attendance in Year 10 OLN Category 3 Recommendation by Head of Learning Area
	Year 12: A or B grade in Year 11 Chemistry
Cost	\$70.00 (cost is approximate – subject to change)

Year 11 and 12 Overview

The Chemistry ATAR course equips students with the knowledge, understanding and opportunity to investigate properties and reactions of materials. Theories and models are used to describe, explain and make predictions about chemical systems, structures and properties. Students recognise hazards and make informed, balanced decisions about chemical use and sustainable resource management. Investigations and laboratory activities develop an appreciation of the need for precision, critical analysis and informed decision making. This course prepares students to be responsible and efficient users of specialised chemical products and processes at home or in the workplace. It also enables students to relate chemistry to other sciences, including biology, geology, medicine, molecular biology and agriculture, and prepares them for further study in the sciences.

Year 11 Course Structure

Unit 1 – Chemical fundamentals: structure, properties and reactions

In this unit, students relate matter and energy in chemical reactions as they consider the breaking and reforming of bonds as new substances are produced.

Unit 2 – Molecular interactions and reactions

Students develop their understanding of the physical and chemical properties of materials, including gases, water and aqueous solutions, acids and bases.

Year 12 Course Structure

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

Through the investigation of appropriate contexts, students explore the ways in which models and theories related to acid-base and redox reactions, and their applications, have developed over time and through interactions with social, economic and ethical considerations.

Unit 4 - Organic chemistry and chemical synthesis

This unit focuses on organic chemistry and the processes of chemical synthesis by which useful substances are produced for the benefit of society. Students investigate the relationship between the structure, properties and chemical reactions of different organic functional groups and the vast diversity of organic compounds.

Human Biology ATAR

Year 11 Course Code	AEHBY
Year 12 Course Code	ATHBY
Highly Recommended	Year 11: Year 10: A or B grade throughout the year. 65% in both semester Science examinations. 90% attendance in Year 10. OLNA Category 3. Recommendation by Head of Learning Area.
	Year 12: C grade or higher in Year 11 Human Biology
Cost	\$70.00 (cost is approximate – subject to change)

Year 11 and Year 12 Course Overview

The Human Biology ATAR course gives students a chance to explore what it is to be human, how the human body works, the origins of human variation, inheritance in humans, the evolution of the human species and population genetics. Through their investigations, students research new discoveries that increase our understanding of human dysfunction, treatments and preventative measures.

Practical tasks are an integral part of this course and develop a range of laboratory skills e.g. biotechnology techniques. Students learn to evaluate risks and benefits to make informed decisions about lifestyle and health topics, such as diet, alternative medical treatments, use of chemical substances and the manipulation of fertility.

Year 11 Course Structure

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.

Year 12 Course Structure

Unit 3 - Homeostasis and disease

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

Unit 4 - Human variation and evolution

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

Physics ATAR

Year 11 Course Code	AEPHY
Year 12 Course Code	ATPHY
Highly Recommended	Year 11: A or B grade throughout the year in Year 10 Science. 75% in both semester Science examinations. 90% attendance in Year 10. Physics also requires a strong performance in Year 10 Mathematics. OLNA Category 3. Recommendation by Head of Learning Area.
	Year 12: A or B grade in Year 11 Physics
Cost	\$70.00 (cost is approximate – subject to change)

In the Physics ATAR course students will learn how energy and energy transformations can shape the environment from the small scale, in quantum leaps inside an atom's electron cloud, through the human scale, in vehicles and the human body, to the large scale, in interactions between galaxies.

Students have opportunities to develop their investigative skills and use analytical thinking to explain and predict physical phenomena. Students plan and conduct investigations to answer a range of questions, collect and interpret data and observations, and communicate their findings in an appropriate format. Problem-solving and using evidence to make and justify conclusions are transferable skills that are developed in this course.

Year 11 Course Structure

Unit 1 - Thermal, nuclear and electrical physics

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.

Unit 2 - Linear motion and waves

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.

Year 12 Course Structure

Unit 3 - Gravity and electromagnetism

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.

Unit 4 - Revolutions in modern physics

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.

Psychology ATAR

Year 11 Course Code	AEPSY
Year 12 Course Code	ATPSY
Highly Recommended	Year 11: A or B grade throughout the year in Year 10 Science. 65% in both semester Science examinations. 90% attendance in Year 10. OLNA Category 3. Recommendation by Head of Learning Area.
	Year 12: A or B grade in Year 11 Psychology
Cost	\$60.00 (cost is approximate – subject to change)

Year 11 and Year 12 Course Overview

In the Psychology ATAR course students will be introduced to psychological knowledge which supports an understanding of the way individuals' function in groups. Students learn about major psychological models and theories, and the methods used to conduct scientific investigations in the discipline of psychology. Students apply research methods and ethical principles as they analyse data to illustrate how empirical procedures are used to examine phenomena, such as memory, attention, attitudes, personality and group behaviour. Acquiring this foundation of scientific method and critical thinking is a valuable skill which students can apply throughout their study, work and everyday lives.

Year 11 Course Structure

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 are introduced to the human brain, focusing on the major parts and lobes of the cerebral cortex, and review case studies, illustrating the link between the brain and behaviour.

Unit 2 - This unit introduces students to developmental psychology by looking at the concept of average development and changes expected as people age. They analyse twin and adoption studies to gain insight into the nature/nurture debate and look at the role of play in assisting development

Year 12 Course Structure

Unit 3 - In this unit, students study the functions of the four lobes of the cerebral cortex and examine how messages are transmitted from the brain to the body. They focus on how behaviour is influenced by learning, by reviewing classical and operant conditioning, negative and positive reinforcement and observational learning.

Unit 4 - In this unit, students are introduced to theories of development, including Piaget's theory of cognitive development and Kohlberg's theory of moral development. They review contemporary personality theories and their limitations and analyse the causes of conformity and obedience by investigating the results of famous experiments conducted by Asch, Milgram and Zimbardo.

Psychology General

Year 11 Course Code	GEPSY
Year 12 Course Code	GTPSY
Highly Recommended	Year 11: C grade in Year 10 Science
	Year 12: C grade or higher in Year 11 Psychology
Cost	\$60.00 (cost is approximate – subject to change)

Year 11 and Year 12 Course Overview

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.

Year 11 Course Structure

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

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 which students can apply throughout their study, work and everyday lives.

Year 12 Course Structure

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.

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.

Biology General

Year 11 Course Code	GEPLY
Year 12 Course Code	Year 12 Course is not offered in 2024 but may be offered in 2025
Highly Recommended	Year 11: C grade in Year 10 Science
Cost	\$60.00 (cost is approximate – subject to change)

Year 11 Overview

In this course students investigate the cell as the basic unit of living systems, and how organisms solve problems to survive. The course provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives. The course supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues.

Through this course, students can become questioning, reflective and critical thinkers about biological issues. Biology highlights the importance of reasoning and respect for evidence. Students consider different perspectives on ethical, environmental and sustainability issues. This process enables students to use evidence to make informed judgements and decisions about controversial biological issues that directly affect their lives and the lives of others.

Year 11 Course Structure

Unit 1 – Classification and cell processes

This unit explores the diversity of organisms and how scientists make sense of the natural world. Microscopic activities of cells provide students with firsthand opportunities to explore a world not usually observed. Many everyday applications can be explained and explored through the understanding of cell processes, such as fermentation and plant growth. A deep understanding of a local area is complemented by collection and preservation of specimens and the use of classification keys.

Unit 2 – Solving problems to survive

This unit explores ways in which animals and plants exchange and transport materials between the internal and external environment. Through practical activities, students will study specialised structures and systems used for gas exchange, obtaining nutrients, removal of wastes and transport of materials, in a wide a range of animals and plants. Investigations will be conducted into adaptations in terrestrial and aquatic environments. These will involve visits to local ecosystems, herbariums, museums, parks or zoos.

Integrated Science General

Year 11 Course Code	GEISC
Year 12 Course Code	Year 12 Course is not offered in 2024 but may be offered in 2025
Highly Recommended	Year 11: C grade in Year 10 Science
Cost	\$60.00 (cost is approximate – subject to change)

Year 11 and Year 12 Overview

This course enables students to investigate science issues in the context of the world around them. It encourages students to develop their scientific skills of curiosity, observation, collection and analysis of evidence, in a range of contexts. The multidisciplinary approach, including aspects of biology, chemistry, geology and physics, further encourages students to be curious about the world around them and assume a balanced view of the benefits and challenges presented by science and technology. Students conduct practical investigations that encourage them to apply what they have learnt in class to real-world situations and systems.

Year 11 Course Structure

Unit 1 - In this unit, students develop an understanding of the processes involved in the functioning of systems from the macro level (cycles in nature and Earth systems) to systems at the organism, cellular and molecular level. They investigate and describe the effect of human activity on the functioning of cycles in nature. By integrating their understanding of Earth and biological systems, students come to recognise the interdependence of these systems.

Students investigate structure and function of cells, organs and organisms, and the interrelationship between the biological community and the physical environment. They use a variety of practical activities to investigate patterns in relationships between organisms.

Unit 2 - In this unit, students develop an understanding of the processes involved in the transformations and redistributions of matter and energy in biological, chemical and physical systems, from the atomic to the macro level. Students will investigate the properties of elements, compounds and mixtures, and how substances interact with each other in chemical reactions to produce new substances. They explore the concepts of forces, energy and motion and recognise how an increased understanding of scientific concepts has led to the development of useful technologies and systems.

Year 12 Course Structure

Unit 3 - In this unit, students integrate ideas relating to the processes involved in the movement of energy and matter in ecosystems. They investigate and describe a number of diverse ecosystems, exploring the range of living and non-living components, to understand the dynamics, diversity and interrelationships of these systems.

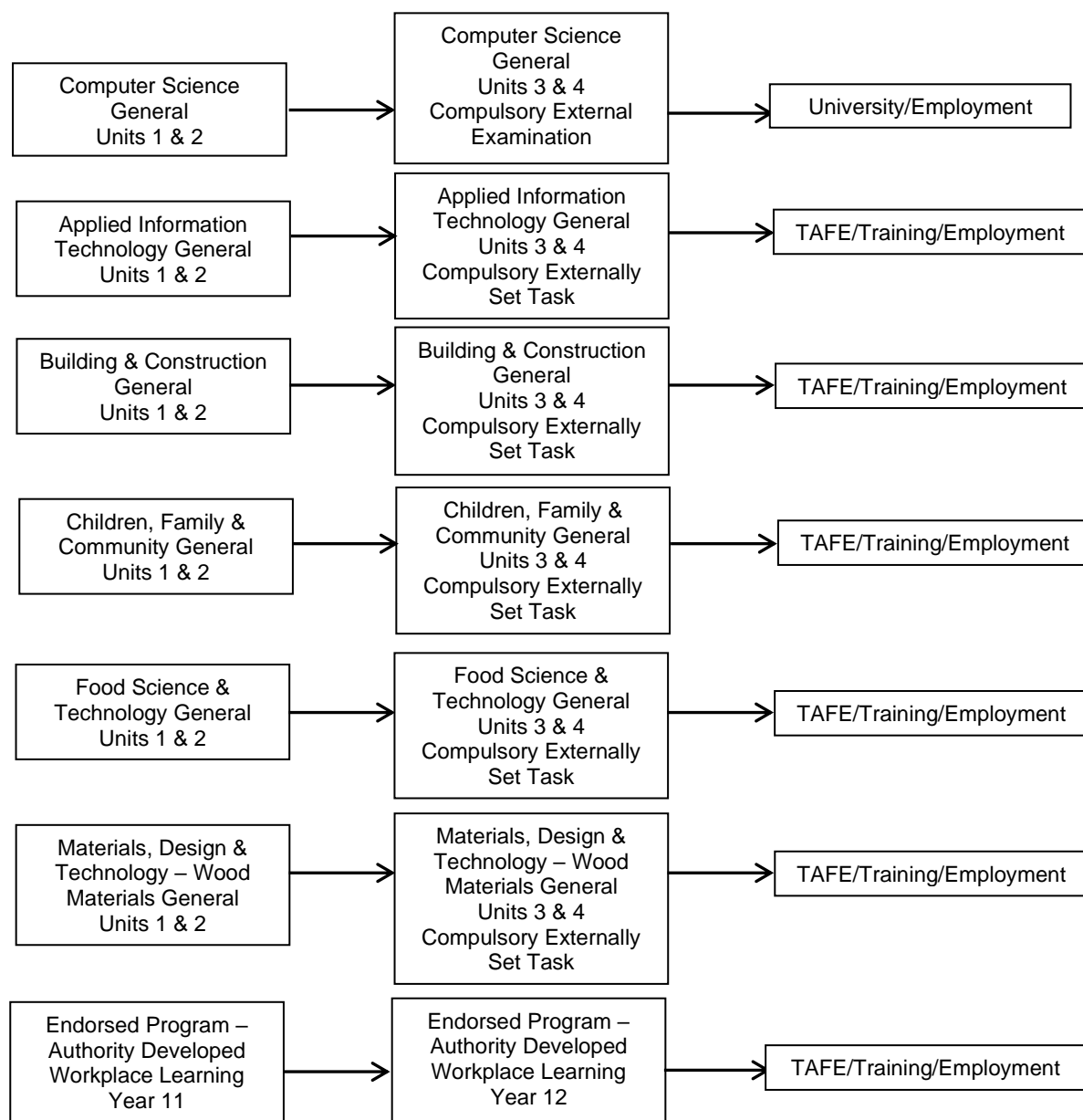
They investigate ecosystem dynamics, including interactions within and between species, and interactions between living and non-living components of ecosystems. They also investigate how measurements of population numbers, species diversity, and descriptions of species interactions, can form the basis for comparisons between ecosystems.

Unit 4 - This unit provides students with the opportunity to conduct scientific investigations that will increase their understanding of important scientific concepts and processes. Students will explore the properties of chemical substances that determine their use, and the techniques involved in separating mixtures and solutions. They will investigate forces acting upon an object and the effects of kinetic, potential and heat energy on objects. Students will discover the way in which increases in the understanding of scientific concepts have led to the development of useful technologies and systems.

Technologies

Academic Courses - Year 11 and Year 12

- Computer Science General
- Applied Information Technology General
- Building and Construction General
- Children Family and Community General
- Food Science and Technology General
- Materials, Design and Technology (Wood Materials) General
- Endorsed Program – Authority Developed Workplace Learning



Post School Career Options:

Web Designer, IT Support Technician, Statistician, Crane Operator, Construction Worker, Baker, Butcher, Cook, Chef, Events Coordinator, Child Care Worker, Food Process Worker, Dietician, Food Critic.

Computer Science General

Year 11 Course Code	GECSC
Year 12 Course Code	GTCSC
Cost	\$100.00 (cost is approximate – subject to change)

Year 11 and Year 12 Course Overview

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

Year 11 Course Structure

Unit 1 – Personal use of computer systems

This unit provides students with the knowledge and skills required to use and maintain a personal computer. It introduces a formal method for developing simple information systems and databases. While considering personal needs, students examine the social, ethical and legal implications of personal computer use.

Unit 2 – Personal use of communication and information systems

This unit introduces a formal method for developing networks and internet technologies and writing a sequence of simple instructions. Students examine the social, ethical and legal implications associated with software development.

Year 12 Course Structure

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

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

Unit 4 – Developing computer-based solutions and communications

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

Applied Information Technology General

Year 11 Course Code	GEAIT
Year 12 Course Code	GTAIT
Cost	\$100.00 (cost is approximate – subject to change)

Year 11 and Year 12 Course Overview

The Applied Information Technology General course provides students with the knowledge and skills to use a range of computer hardware and software to create, manipulate and communicate information in an effective, responsible and informed manner.

Students develop an understanding of computer systems; the management of data; and the use a variety of software applications to investigate, design, construct and evaluate digital products and digital solutions. The course offers pathways to further studies and a range of technology-based careers and a set of skills that equip students for the 21st century and give them an appreciation of the impact of information technology on society.

Year 11 Course Structure

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.

Year 12 Course Structure

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.

Building and Construction General

Year 11 Course Code	GEBCN
Year 12 Course Code	GTBCN
Cost	\$175.00 (cost is approximate – subject to change)

Year 11 and Year 12 Course Overview

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 allows them to apply and extend strategies for problem solving and develops their skills in planning and management. In achieving the course outcomes, students learn and practise building processes and technologies, principles of design, planning and management and social considerations.

Year 11 Course Structure

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.

Unit 2 - This unit explores properties of common, natural and pre-made construction materials, their production, mechanical properties under direct loads (tension or compression) and use in construction. Concepts in space and computation are developed. Basic plan reading is practised with application in building, as well as skills in areas of content, such as working with materials, spatial perception and computation and levelling. The unit explores processes in contexts drawn from building projects.

Year 12 Course Structure

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.

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.

Children, Family and Community General

Year 11 Course Code	GECFC
Year 12 Course Code	GTCFC
Cost	\$95.00 (cost is approximate – subject to change)

Year 11 and Year 12 Course Overview

The Children, Family and the Community General course focuses on factors that influence human development and the wellbeing of individuals, families and communities. Students will engage in shared research, examine goal setting, self-management, decision-making, communication and cooperation skills when creating products, services or systems that will assist individuals, families and communities to achieve their needs and wants.

Year 11 Course Structure

Unit 1 – Families and relationships

This unit focuses on family uniqueness. Students examine the role of families and the relationships between individuals, families and their communities. Students recognise the characteristics of individuals and families, and that development is affected by biological and environmental influences. They identify roles and responsibilities of families and examine their similarities and differences. Students design and produce products and services that meet the needs of individuals, families and communities.

Unit 2 – Our community

This unit focuses on families, relationships and living in communities. The influence of biological and environmental factors, lifestyle behaviours and health status on growth and development is studied. Students explore the health of individuals and communities and the protective and preventative strategies that impact on growth and development.–Students engage in shared research practice, communicate information, use decision-making, goal setting, self-management and cooperation skills when creating products, services or systems that will assist individuals, families and communities to achieve their needs and wants.

Year 12 Course Structure

Unit 3 – Building on relationships

In this unit, students investigate the principles of development and how these relate to the domains and theories of development. Students examine and evaluate the features of products, services and systems for individuals and families. They examine the diverse and dynamic nature of families in Australia. They recognise and acknowledge cultural diversity, and inequity and injustice issues.

Unit 4 – My place in the community

In this unit, students examine the effect on an individual's development and wellbeing in a society characterised by rapid change. They explore contemporary Australian issues or trends relating to families and communities at the state and national level and are introduced to a range of advocacy types. Students examine developmental theories and their influence on cognitive development.

Students use effective self-management and interpersonal skills when developing or assessing products, processes, services, systems or environments.

Food Science and Technology General

Year 11 Course Code	GEFST
Year 12 Course Code	GTFST
Highly Recommended	Year 10 Café Foods
Cost	\$285.00 (cost is approximate – subject to change)

Year 11 and Year 12 Course Overview

The Food Science and Technology General course provides opportunities for students to explore and develop food-related interests and skills.

Students will:

- Organise, implement and manage production processes in a range of food environments and understand systems that regulate food availability, safety and quality.
- Develop knowledge of the sensory, physical, chemical and functional properties of food applied in practical situations.
- Investigate the food supply chain and value-adding techniques applied to food to meet consumer and producer requirements.
- Consider the principles of dietary planning, adapting recipes, processing techniques and consider specific nutritional needs of demographic groups.
- Consider occupational safety and health requirements, safe food handling practices, and a variety of processing techniques to produce safe, quality food products.

Year 11 Course Structure

Unit 1 – Food choices and health

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

Unit 2 – Food for communities

This unit focuses on the supply of staple foods and the factors that influence adolescent food choices and ethical considerations. Students recognise factors, including processing systems, which affect the sensory and physical properties of staple foods.

Year 12 Course Structure

Unit 3 – Food Science

This unit explores the societal, lifestyle and economic issues that influence food choices. Students research the effect of under-consumption and over-consumption of nutrients on health and investigate a range of diet-related health conditions that affect individuals and families.

Unit 4 – The undercover story

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

Materials, Design and Technology (Wood Materials) General

Year 11 Course Code	GEMDTW
Year 12 Course Code	GTMDTW
Cost	\$175.00 (cost is approximate – subject to change)

Year 11 and Year 12 Course Overview

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

Year 11 Course Structure

Unit 1 – Students interact with a variety of items that have been specifically designed to meet certain needs. Students are introduced to the fundamentals of design. They learn to communicate various aspects of the technology process by constructing what they design.

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

Unit 2 – Students interact with products designed for a specific market. They use a range of techniques to gather information about existing products and apply the fundamentals of design. Students learn to conceptualise and communicate their ideas and various aspects of the design process within the context of constructing what they design.

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

Year 12 Course Structure

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 projects. They develop creative thinking strategies and work on design projects within specified constraints. Students learn about the classification and properties of a variety of materials and make appropriate materials selection for design needs.

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

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. Students learn about the nature, properties and environmental impacts related to a variety of materials and production techniques. They develop creative thinking strategies, work on design projects within specified constraints and consider the environmental impacts of recycling of materials.

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

Endorsed Program – Authority Developed Workplace Learning (ADWPL)

Participants	Year 11 or Year 12 students
Cost	\$75.00/placement 3 placements/year available (the cost is approximate – subject to change)

ADWPL (Work Placement) is an Endorsed Program that provides opportunities for students to develop skills in the workplace whilst obtaining credit toward their Senior School WA Certificate of Education.

Students will undertake training in a real workplace, where they will be expected to demonstrate skills in the context of the industry in which they are working.

There are no school based assignments in this program, students must meet the following expectations in order to complete the placement.

- Meet workplace hours, dress and behavioural expectations
- Complete logbook requirements
- Complete a skills journal
- Keep a record of attendance

Student work placements are at selected times during the year. Wednesday is the preferred placement day. Students will be expected to catch up missed class work and negotiate directly with their teachers, adjusted deadlines and test dates.

Students who select this endorsed program will need to ensure that they demonstrate the appropriate 'ready for work' skills. For example:

- Good communication
- Good time-management
- Well-organised
- Enthusiastic
- Show initiative

The ADWPL program is recommended for students who would like to explore trades and careers with a practical 'hands-on' focus.

It is also ideal for students who might want to make applications for school-based pre-apprenticeships as they become available and other school supported TAFE training options in senior school.

Vocational Education and Training Certificates

Certificate II in Workplace Skills

BSB20120 Certificate II in Workplace Skills		
Core Elective	Unit Code	UOC Title
C	BSBCMM211	Apply communication skills
C	BSBOPS201	Work effectively in a business environment
C	BSBPEF202	Plan and apply time management
C	BSBCUS211	Participate in environmentally sustainable work practices
C	BSBWHS211	Contribute to health and safety of self and others
E	BSBPEF201	Support personal wellbeing in the workplace
E	BSBTEC201	Use business software applications
E	BSBTEC202	Use digital technologies to communicate in a work environment
E	BSBOPS203	Deliver a service to customers
E	BSBTEC303	Create electronic presentations

BSB20120 CERTIFICATE II IN WORKPLACE SKILLS

Course Length	1 year
Pre-requisites	Nil
Participants	Year 11 or Year 12 students
Cost	\$130.00 (cost is approximate – subject to change)

This qualification reflects the role of individuals in a variety of junior administrative positions who perform a range of routine tasks. However, the flexibility of the qualification allows for the skills to be utilised in a multitude of contexts.

Working in a business context the qualification includes:

- Produce word processed documents
- Electronic communication
- Design basic organisational documents using computing packages
- Organising daily activities
- Workplace health and safety and equipment management

RTO partnership TBA for 2024.

Certificate III in Business

BSB30120 Certificate III in Business		
Core Elective	Unit Code	UOC Title
C	BSBCRT311	Apply critical thinking skills in a team environment
C	BSBPEF201	Support personal wellbeing in the workplace
C	BSBCUS211	Participate in sustainable work practices
C	BSBTWK301	Use inclusive work practices
C	BSBWHS311	Assist with maintaining workplace safety
C	BSBXCM301	Engage in workplace communication
E	BSBTEC201	Use business software applications
E	BSBTEC202	Use digital technologies to communicate in a work environment
E	BSBTEC302	Design and produce spreadsheets
E	BSBTEC303	Create electronic presentations
E	BSBPEF301	Organise personal work priorities
E	BSBOPS304	Deliver and monitor a service to customers
E	BSBOPS201	Work effectively in business environments

BSB30120 CERTIFICATE III IN BUSINESS

Course Length	1 year
Pre-requisites	Nil
Participants	Year 11 or Year 12 students (Certificate II in Workplace Skills completion is an advantage)
Cost	\$130.00 (cost is approximate – subject to change)

This qualification provides students with the skills and knowledge work in a variety of contexts including those where selecting and adapting previous knowledge and skills is extended. Some leadership in problem solving might also feature.

Working in a business context the qualification includes:

- Produce word processed documents
- Produce spreadsheets
- Electronic presentations
- Desktop publications
- Workplace health and safety and equipment management.

RTO partnership TBA for 2024.

Certificate II in Cookery

Certificate II in Cookery SIT20421		
Core Elective	Unit Code	UOC Title
C	SITHCCC023	Use food preparation equipment
C	SITHCCC027	Prepare dishes using basic methods of cookery
C	SITHKOP009	Clean kitchen premises and equipment
C	SITXFSA005	Use hygienic practices for food safety
C	SITXINV006	Receive, store and maintain stock
C	SITXWHS005	Participate in safe work practices
E	SITHCCC024	Prepare and present simple dishes
E	SITHCCC025	Prepare and present sandwiches
E	SITHCCC028	Prepare appetisers and salads
E	SITHCCC029	Prepare stocks, sauces and soups
E	SITHCCC030	Prepare vegetable, fruit, eggs and farinaceous dishes
C	SITHCCC034	Work effectively in a commercial kitchen
E	SITXFSA006	Participate in safe food handling practices

SIT20421 Certificate II in Cookery

Course Length	2 years
Pre-requisites	Nil
Participants	Year 11 students
Cost	\$285 (cost is approximate and subject to change)

This introductory course equips you with basic food preparation and cookery skills. Students will develop the skills to prepare and serve a range of foods for service and will participate in a variety of practical activities.

You'll learn how to:

- organise and prepare food
- prepare and present simple dishes
- understand the basic methods of cookery
- use hygienic practices for food safety
- participate in safe work practices

Pathways

This qualification may prepare individuals with a limited range of food preparation and cookery skills to prepare food and menu items in a kitchen. Graduates typically provide routine and repetitive tasks and are directly supervised. This qualification does not meet the requirements for trade recognition as a cook but can provide a pathway towards achieving that.

Pathways may include employment into various workplaces within the hospitality industry such as restaurants, hotels, catering operations, cafés, coffee shops, institutions, aged care facilities, hospitals, and schools. Typical roles include breakfast cook, catering assistant, fast food cook, sandwich hand, and takeaway cook.

RTO partnership TBA for 2024

Units of Competency will be confirmed with RTO for delivery in 2024 and are subject to change.

Certificate II in Retail Services (Beauty Focus)

SIR20216 Certificate II in Retail Services		
Core Elective	Unit Code	UOC Title
C	SIRXCEG001	Engage the customer
C	SIRXCOM001	Communicate in the workplace to support team and customer service
C	SIRXIND001	Work effectively in a service environment
C	SIRXIND003	Organise personal work requirements
C	SIRXPDK001	Advise on products and services
C	SIRXRSK001	Identify and respond to security risk
C	SIRXWHS002	Contribute to workplace health and safety
E	SIRRMER001	Produce visual merchandise displays
E	FSKLRG09	Use strategies to respond to routine workplace problems
E	SIRXIND004	Plan a career in the retail industry
E	CUADES201	Follow the design process
E	CUAPPR211	Make simple creative work

SIR20216 CERTIFICATE II IN RETAIL SERVICES (Beauty Focus)

Course Length	2 years
Pre-requisites	Nil
Participants	Year 11 students
Cost	\$250.00 (cost is approximate – subject to change)

This qualification reflects the role of individuals whose primary responsibility is engaging with the customer in a retail context with a beauty focus. A sound knowledge of the product and services is developed through participation in the Balcatta Beauty Training Clinic as well as the school's related activities. The qualification provides a pathway to a diverse range of retail roles including qualifications in Beauty Services.

Offered in the retail and retail cosmetics contexts the qualification includes:

- Engaging with the customer
- Developing a customer focused solution-based approach
- Sales skills
- Teamwork
- Security awareness and responses
- Visual merchandising displays
- Responsive Projects and activities

RTO partnership TBA for 2024.

Units of Competency will be confirmed with RTO for delivery in 2024 and are subject to change.

Certificate II in Applied Digital Technologies

ICT20120 Certificate II in Applied Digital Technologies		
Core Elective	Unit Code	UOC Title
C	BSBSUS211	Participate in sustainable work practices
C	BSBTEC202	Use digital technologies to communicate in a work environment
C	BSBWHS211	Contribute to the health and safety of self and others
C	ICTICT213	Use computer operating systems and hardware
C	ICTICT214	Operate application software packages
C	ICTICT215	Operate digital media technology packages
E	BSBTEC201	Use business software application
E	BSBTEC303	Create electronic presentations
E	ICTICT206	Install software applications
E	ICTICT216	Design and create basic organisational documents
E	ICTSAS203	Connect Hardware peripherals
E	ICTSAS213	Maintain ICT system integrity

ICT20120 CERTIFICATE II IN APPLIED DIGITAL TECHNOLOGIES

Course Length	1 year
Pre-requisites	Nil
Participants	Year 11 or Year 12 students
Cost	\$130.00 (cost is approximate – subject to change)

This pathways qualification provides the foundation skills and knowledge to use basic applied digital technologies in varied contexts.

The qualification is designed for those developing the necessary digital and technology skills in preparation for work.

These individuals carry out a range of basic procedural and operational tasks that require digital and technology skills. They perform a range of mainly routine tasks using limited practical skills and knowledge in a defined context. The qualification is suitable for someone generally performing under direct supervision.

RTO partnership TBA for 2024.