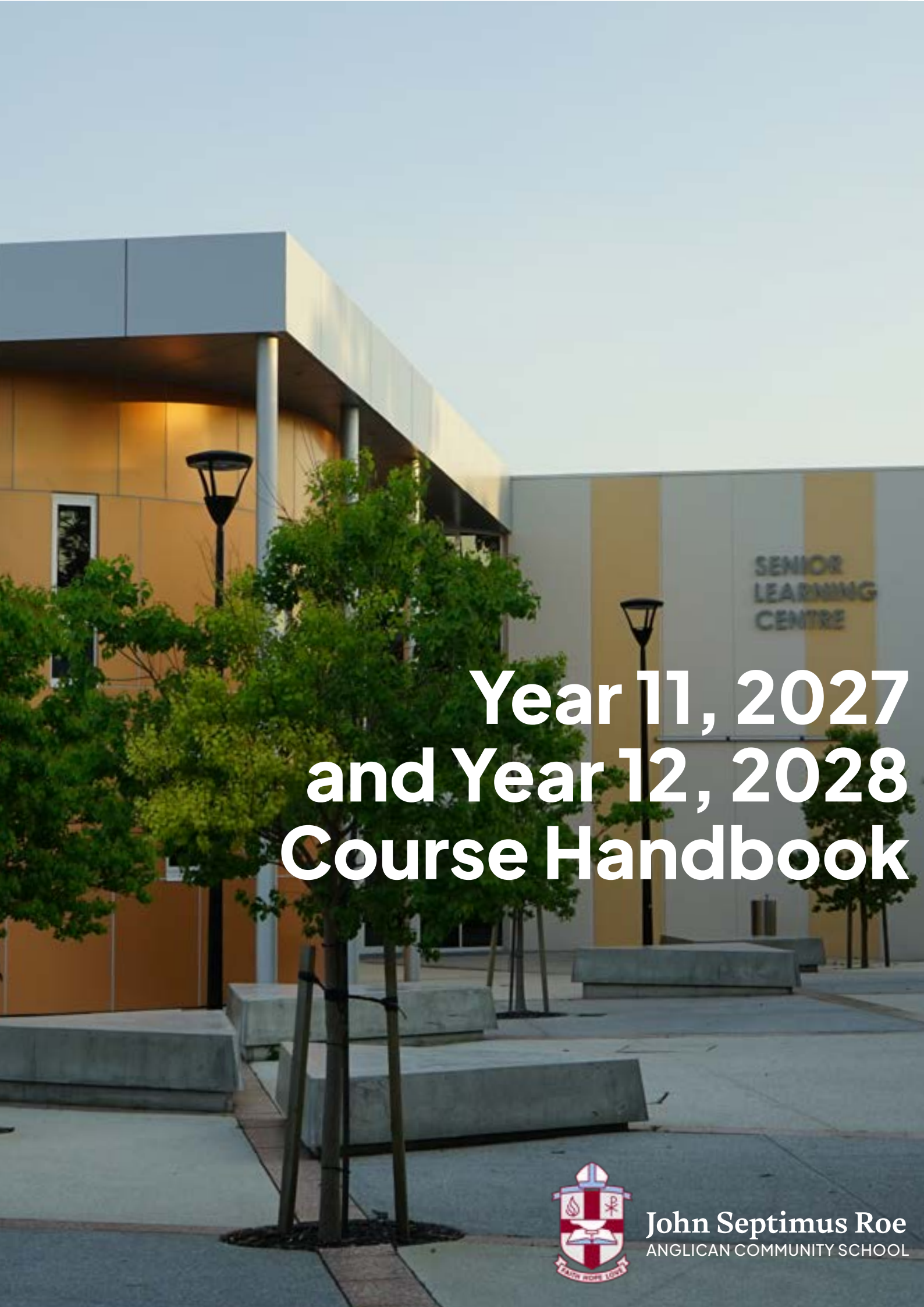

Year 11, 2027 and Year 12, 2028 Course Handbook

John Septimus Roe
ANGLICAN COMMUNITY SCHOOL

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INTRODUCTION

Years 11 and 12 represent a very important period in a young person's life. It is during this time that students commence the journey that will take them beyond school to the world of work or to one of a wide range of post school study or training options.

The aim of this booklet is to provide relevant information to assist students and their parents to make informed decisions about future education and career goals. It includes descriptions of possible Year 11 courses offered by John Septimus Roe Anglican Community School (JSRACS) as well as a brief overview of the main pathways that students have available to them, as they transition from high school to further study (ie University/ TAFE etc.), further training or employment.

Key themes

One of the themes that will emerge in this document is the need to choose courses and Pathways that lead students to success rather than to failure. The placement of a student in a course that is too difficult or does not reflect and enhance his/her interests often leads to a loss of enthusiasm, self-esteem and confidence and can eventually lead to failure. Ideally a senior school course needs to be personally challenging, relevant and allow students to enhance their development and achieve their full potential. This will maximise their level of satisfaction and most importantly their future study and career options.

Another important theme presented is that not all decisions are irreversible. There are an increasing number of pathways between TAFE and other Training Providers and university entry (and vice versa), as well as between the workforce and further education or training. In addition, universities have a range of alternative entry pathays available.

COMMONLY USED PHRASES

WACE (West Australian Certificate of Education)
A nationally recognised certificate given to a student who has successfully met the achievement, literacy and numeracy standards during their senior secondary schooling.

WASSA (Western Australian Statement of Student Achievement)
All students who complete any study that contributes to their WACE via any pathway including VET, WACE courses and endorsed programs, will receive their WASSA Certificate.

Pathway
A given pathway reflects a particular combination of courses that best suit a students goals, talents and interests.

ATAR (Australian Tertiary Admissions Rank)
A rank derived from combining the school based mark and external WACE exam marks for a student's top 4 ATAR subjects. ATAR courses are for students who are aiming to enrol in university via the Direct ATAR University Entry Pathway. These courses will be examined externally.

General Courses
General courses are designed specifically for students who are aiming to enter further training or the workforce. These courses will not be examined externally; however, students can use their grades from these courses to apply to university via alternative entry pathways.

Foundation Courses
Foundation courses are for students in Years 11 and 12 who need extended levels of support in literacy and numeracy. Students enrolled in a Foundation course must also enrol in a VET Certificate course to fulfil WACE requirements.

VET (Vocational Education and Training)
VET Certificate courses engage students in work-related learning and provides them with a broad range of post-school opportunities. VET Certificate courses delivered at JSRACS or via CareerLink will be from a training package, which is a set of nationally endorsed standards and qualifications for recognising and assessing skills and knowledge in a specific industry, job sector or enterprise.

CareerLink
CareerLink affords students the opportunity of completing a VET Certificate course in conjunction with the Workplace Learning Endorsed Program. Endorsed programs provide students with learning in areas that are not covered in ATAR or other General courses. Students enrolled in CareerLink Pathway will achieve credit for both a Certificate II (minimum) and an Endorsed Program towards their WACE.

Workplace Learning Endorsed Program
This is a SCSA endorsed pragram and can contribute to achievement of the WACE. Students selecting CareerLink will complete the SCSA endorsed program, where a student works in one or more real workplace/s to develop a set of transferable workplace skills.

Preliminary Courses
Preliminary courses have been developed for students who have been identified as having a learning difficulty and/or an intellectual disability, who require extended levels of support in order to access the curriculum. Preliminary courses do not contribute to the achievement of the WACE.

WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION

The Western Australian Certificate of Education (WACE) is the certificate that students in Western Australia receive upon successful completion of their senior secondary education. It is recognised nationally in the Australian Qualifications Framework (AQF), by universities and other tertiary institutions, industry and training providers. A WACE is required for admission to university in Western Australia.

Achievement of a WACE signifies that a student has successfully met the requirements for breadth and depth, the achievement standard and the literacy and numeracy standard in their senior secondary schooling.

This should be the minimum goal of all students completing Year 11 and 12 in Western Australia.

To achieve a WACE at the end of Year 12, a student must satisfy the following requirements:

BREADTH AND DEPTH

Students must complete a minimum of 20 units over Years 11 and 12, which may include equivalents gained through VET or endorsed programs. Each year long course is comprised of two units.

This requirement must include at least:

- a minimum of ten Year 12 units or the equivalent (ten units equates to 5 courses).
- four units from an English course, post-Year 10, including at least one pair of Year 12 units from an English course. Generally this equates to an English course in Year 11 and another in Year 12.
- one Year 12 course (ie pair of units) from each of List A (English/Arts/Languages/Social Sciences) and List B (Mathematics/Science/Technology).

ACHIEVEMENT STANDARD

Students must:

- Achieve at least 14 C grades or higher in Year 11 and 12 units (or equivalents) including at least six C grades in Year 12 units (or equivalents)
  AND
- Complete at least four Year 12 ATAR courses plus one other course
  OR
- Complete at least five Year 12 General courses (or a combination of General and up to three Year 12 ATAR courses) or equivalent
  OR
- Complete a Certificate II or higher (across Year 11 and 12) if enrolled in a Foundation Course in combination with other courses to make up the complete 20 units across Year 11 and 12.

LITERACY AND NUMERACY

Students must:

- Complete two Year 11 English units and Year 12 English courses as mentioned above.
- Achieve a Band 8 or higher in the Year 9 NAPLAN Reading, Writing and Numeracy tests OR
- Successfully complete the Online Literacy and Numeracy Assessment (OLNA).

The OLNA is compulsory for students who have not achieved a High 'Strong' in the Year 9 NAPLAN Reading, Writing or Numeracy tests. Students have up to six opportunities between Year 10 and the end of Year 12 to demonstrate the WACE minimum standards of literacy and numeracy through OLNA testing. Students can also apply to complete this post Year 12.

Unit equivalence

VET Certificate programs such as Certificates II and III and endorsed programs can contribute to the 20 unit requirement described above, to a maximum of 8 units, four Year 11 units and four Year 12 units.

ADDITIONAL NOTES

Students enrolled in a Year 12 ATAR course must sit the external examination in that course. If students do not sit an ATAR course examination and do not have an approved sickness/misadventure application for not sitting the examination in that course, the pair of units completed in that year will not contribute towards any of the WACE requirements. 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. For ATAR courses with practical components, students must complete both the written and practical examinations.

Both VET qualifications and endorsed programs can indirectly contribute to the WACE standard requirement of a C grade in at least 14 units. A C grade in a maximum of eight units (four in Year 11 and four in Year 12) can be replaced by unit equivalents from VET qualifications and/or endorsed programs. Of these eight unit equivalents, a maximum of four can be from endorsed programs (two in Year 11 and two in Year 12).

If students do not demonstrate the literacy and numeracy standard by the time they exit secondary school, they can apply to the Authority to re-sit the assessment at any age. (Note: the WACE requirements may change over time and students studying towards the achievement of the WACE after they leave school will be required to meet the WACE requirements current at the time of the completion of their studies.)

USEFUL WEBSITES

For complete WACE information, visit the website:
senior-secondary.scsa.wa.edu.au

2027 Year 11 and 2028 Year 12 COURSE SELECTION

In their final year of schooling, students must complete at least one course from each of List A and List B. For this purpose, completion of a course means that the student has received a grade in this course.

ATAR Courses

List A (Arts/Languages/Social Science)	List B (Mathematics/Science/Technology)
ENGLISH English Literature	DESIGN AND TECHNOLOGY Engineering Studies
HUMANITIES Business Management and Enterprise Geography History - Modern	HUMANITIES Accounting and Finance
LANGUAGES Indonesian: Second Language Chinese: Second Language	INFORMATION AND COMMUNICATION TECHNOLOGY Applied Information Technology Computer Science
PERFORMING ARTS Dance Drama Music	MATHEMATICS Mathematics Applications Mathematics Methods Mathematics Specialist
RELIGIOUS EDUCATION Religion and Life	PHYSICAL EDUCATION Physical Education Studies
VISUAL ARTS Visual Arts Media Production and Analysis	SCIENCE Biology Chemistry Human Biology Physics

ATAR courses are designed for students who are aiming to enrol in university. These courses will be examined externally by the School Curriculum and Standards Authority and the results processed by TISC (Tertiary Institutions Services Centre) for the purpose of university selection.

Students considering university studies should go to the TISC website for information regarding university entry requirements and the ATAR. Students can also speak to their teachers, Year Coordinator, CareerLink Coordinator, Director of Teaching and Learning and Associate Principal of Senior School.

Endorsed Programs

Workplace Learning Endorsed Program (Part of the CareerLink Program)
Anglican Religious Studies Endorsed Program
Recreational Pursuits Endorsed Program (Part of the JSR Basketball Program)

General Courses

List A (Arts/Languages/Social Science)	List B (Mathematics/Science/Technology)
ENGLISH English Foundation English	DESIGN AND TECHNOLOGY Materials Design and Technology - Metal Materials Design and Technology - Wood Engineering Studies (only as part of the Trade Preparation Pathway)
FOOD AND CONSUMER STUDIES Children, Family and the Community	FOOD AND CONSUMER STUDIES Food Science and Technology
HUMANITIES Business Management and Enterprise	INFORMATION AND COMMUNICATION TECHNOLOGY Applied Information Technology Computer Science
PERFORMING ARTS Dance Drama	MATHEMATICS Mathematics Essentials Foundation Mathematics
RELIGIOUS EDUCATION Religion and Life	PHYSICAL EDUCATION Physical Education Studies Outdoor Education
VISUAL ARTS Visual Arts Media Production and Analysis	SCIENCE Science in Practice Human Biology Marine and Maritime Science

General courses are designed for students who are aiming to enter further training or the workforce. These courses will not be examined externally by the Authority, however it is still possible for students to use their grades from these courses to apply to university via various alternative entry pathways.

VET Certificate Qualifications

Certificate II	Certificate III	Certificate IV
Delivered as a subject at JSRACS Applied Language - Indonesian Applied Language - Mandarin Chinese Hospitality (SBT) Music Sport Coaching Workplace Skills (formerly Business) **Delivered Via CareerLink** Animal Care Automotive Vocational Preparation Building and Construction Electrotechnology Plumbing Retail Cosmetics/Salon Assistant Resources and Infrastructure Work Preparation Tourism	**Delivered as a subject at JSRACS** Applied Language - Indonesian (Year 12) Applied Language - Mandarin Chinese (Year 12) Business Hospitality (SBT) Music (Year 12) Sport Coaching (Year 12) **Delivered Via CareerLink** Business Community Services Early Childhood Education and Care School Based Education Support Fitness Health Services Assistance	Please note, Certificate IV courses are by invitation only. Students invited to apply for Certificate IV courses will need to have shown aptitude for management skills, have demonstrated high levels of organisation, independence, initiative and resilience and the ability to cope with the academic demands and skill levels required for industry standard training at Certificate IV level. **Delivered Via CareerLink (Year 12 only)** Business Community Services School Based Education Support Fitness (pre-req of Cert III in Fitness) Preparation for Health and Nursing Studies

JSR PATHWAYS

ATAR DIRECT ENTRY TO UNIVERSITY

WHAT COURSES WOULD I TAKE?

A **total of 6 subjects**

At least 4 ATAR Courses (Recommend at least 5)

General subjects to make a total of 6 courses

Unable to select a Certificate Course delivered at JSRACS or SBT Hospitality as an initial preference (*these options only available after timetable is created*).

Courses that match my strengths and goals

BENEFITS

A direct pathway to Australian university courses

A pathway to a broad range of tertiary options

Breadth and depth of study to prepare for university

PERSONAL CHARACTERISTICS

I cope well with academic rigour and examinations

I have clear goals to study at a university

I can maintain a high level of academic achievement

I enjoy working independently and can self-regulate

I enjoy academic challenges

I am a critical thinker

I am fully committed to my academic studies

UNIVERSITY ENTRY

Direct Entry

FLEXIBLE PATHWAY

WHAT COURSES WOULD I TAKE?

A **total of 6 subjects**

Up to 3 ATAR Courses

General subjects to make a total of 6 courses

Can select either Certificate Course delivered at JSRACS or SBT in Hospitality as one of the 6 courses

Courses that match my strengths and goals

BENEFITS

A clear pathway to many Australian university courses

Pathway to TAFE

Apprenticeship/ Traineeship

PERSONAL CHARACTERISTICS

I want a flexible pathway to university

I take on teacher feedback and act on it to improve my learning

I have sound literacy skills

I have varied interests and usually at least one subject I am really passionate about

I like to show my learning in lots of different ways; discussion, writing, oral presentations

I sometimes find that exams are not the best way for me to demonstrate how much I have learned

UNIVERSITY ENTRY

Experience-based

Portfolio

CAREERLINK

WHAT COURSES WOULD I TAKE?

A **total of 6 subjects**

Made up of 5 General Courses and 1 Workplace Learning (ADWPL)

Certificate Course delivered through CareerLink

BENEFITS

For high achievers in this pathway an alternate pathway to University via a Uni Prep course or Certificate IV attainment

Pathway to TAFE

Apprenticeship/ Traineeship

Employment

PERSONAL CHARACTERISTICS

I enjoy learning in a context that matches with my interests

I am practical, like to see the job completed and enjoy trying 'true to life' activities

I am able to be independent and organised

I wish to gain a better understanding of the workplace

UNIVERSITY ENTRY

Certificate IV

Direct entry to most Universities for courses requiring an ATAR of 70.

UNIREADY

WHAT COURSES WOULD I TAKE?

Year 12 – by **invitation only.** Selection criteria apply.

A total of 5 subjects

1 ATAR, 4 General Courses with 1 being UniReady

Can include up to 2 ATAR courses if students are exceling in these courses with remaining course being General courses. Remaining courses to be General courses.

Can include the continuation of a Certificate Course from Year 11, delivered at JSRACS or SBT in Hospitality.

BENEFITS

Alternate pathway to University

Courses that match my strengths and goals

Understanding of university level assessment and academic requirements

PERSONAL CHARACTERISTICS

I have enjoyed subjects at school where I am able to be active in 'doing','creating' or 'showing' my learning

I have good literacy skills

I am focused, persistent and committed to succeeding in my learning

I am really motivated by completing projects that are important to me

I enjoy learning in a context that matches with my interests

I take on teacher feedback and act on it to improve my learning

UNIVERSITY ENTRY

Direct entry to most Universities for courses requiring an ATAR of 70.

UniReady will provide you the criteria required to apply for direct entry into many courses.

CRITERIA FOR UNIREADY

Entry into this alternative university entry pathway is dependent on criteria in relation to:

- achievement in Year 11 ATAR English
- achievement in other Year 11 ATAR and General courses
- organisation
- engagement in lessons and homework
- persistence
- work ethic
- ability to work independently without supervision
- attendance history
- student's goals for their future career

HOSPITALITY SCHOOL BASED TRAINEESHIP

WHAT COURSES WOULD I TAKE?

A **total of 6 subjects,** 1 of which must be the School Based Traineeship Certificate II and/or III in Hospitality

With ATAR subjects (up to 3) and/or General subjects to make a total of 6 courses

Unable to select a Certificate Course delivered at JSRACS or a CareerLink Certificate course

BENEFITS

Alternate pathway to University via a Uni Pep course

Pathway to TAFE

Apprenticeship/ Traineeship/Employment

Practical employment opportunities in the Hospitality field.

This course is a part-time paid job working 8 hours per week

Develop industry specific skills

PERSONAL CHARACTERISTICS

I want to be successful in this industry, am proactive and prepared to drive my career development

I am keen to learn new skills

I am hardworking and able to take direction

I enjoy learning in a context that matches with my interests

I enjoy practical courses and learning in 'real life' environments

I wish to gain a better understanding of the workplace

UNIVERSITY ENTRY

UniPrep/UniReady

TRADE PREP PATHWAY

WHAT COURSES WOULD I TAKE?

A **total of 5 preselected subjects plus one option**

ADWPL (Workplace Learning)

Trade specific General Engineering, Metal and Wood course

Trade specific General English and Maths

Trade Certificate course delivered through CareerLink

BENEFITS

Apprenticeship/Traineeship/Employment

Practical employment opportunities within the Trade Industry

Develop industry specific skills

Pathway to TAFE

Alternate pathway to University via Uni Prep course for high achievers in this pathway

PERSONAL CHARACTERISTICS

I want to be successful in industry, am proactive and prepared to drive my career development

I am keen to learn new trade skills

I am hardworking and able to take direction

I am practical, like to see the job completed and enjoy trying 'true to life' activities

I enjoy practical courses and learning in 'real life' environments

I wish to gain a better understanding of the workplace

UNIVERSITY ENTRY

UniPrep/UniReady

CHOOSING YOUR YEAR 11 COURSES

THE BASIS FOR SELECTING COURSES

It is important that course selection is made on the basis of a student's preferred post-school destination and possible future careers. Selection should be realistic and aligned with a student's academic ability and interests. Course selection is a process that takes some time to complete effectively.

ACADEMIC ABILITY

In order to achieve success in senior school courses, students need to have demonstrated an appropriate degree of academic ability and achievement in Year 10 courses. Without this background, students invariably have difficulty with the course content in Years 11 and 12. Therefore each course on offer in Year 11 and 12 has prerequisites a student must meet in order to select that particular course.

EXAM PERFORMANCE

For ATAR courses, success in Year 12 largely depends on a students ability to achieve satisfactory results in an exam environment. Approximately 60-70% of a students overall result in a Year 12 ATAR course stems directly from their performance in exams.

PAST PERFORMANCE

Your performance in your Year 10 semester one exams is a strong indicator of your academic potential as a student. We primarily use these results when supporting you as you choose your Year 11 courses.

If your results in the Year 10 semester two exams are an improvement or are less than in semester one, your preferences will be reviewed. Any changes made to your preferences at this time will need to fit in to the already created timetable, which may pose some restrictions to your pathway.

INTERESTS

The range of courses offered at JSRACS gives students the opportunity to pursue their particular interests at levels appropriate to their ability. Please keep in mind the whole unit of study must be considered when choosing your courses.

POTENTIAL FOR SUCCESS

No matter what pathway best allows you to follow your goals, choose the courses that best suit your ability level, taking into consideration all courses you are currently studying as this will determine your potential for success.

COURSE RECOMMENDATIONS

Students will have received their Year 11 Course Preference Planning Sheet. This sheet outlines what subjects are available for students to select based upon their Year 10 results.

For the ATAR Direct Entry to University Pathway a minimum of 4 ATAR subjects must be selected, though at least 5 ATAR courses is recommended.

Those students who have not passed the OLNA may be recommended to select the Foundation courses for either English or Mathematics. Students who should do Foundation courses will be notified. These students must also select a VET Certificate II course.

FUTURE INTENTIONS

If University entry is a student's preferred goal at the end of Year 12, an ATAR Direct Entry to University Pathway and selection of at least five ATAR courses would be recommended as appropriate for Year 11 (only if the student has met the necessary prerequisites in Year 10 and demonstrated an ability to cope with the academic rigor and demands of ATAR subjects).

If TAFE entry or direct entry to employment is the goal, then all other pathways would be appropriate.

Students, whether planning to seek early employment after leaving school or to continue with further tertiary studies (TAFE, university or other) should choose courses that will maximise their options for the future.

Flexible pathway students aiming to go to university can take up to 3 ATAR courses and can include a Certificate course delivered at JSRACS. Similarly for the School Based Traineeship in Hospitality.

Students should also be aware that many TAFE qualifications can lead to University entry with advanced standing.

REQUIRED COURSES

Every student must take an English subject in both Year 11 and 12.

For WACE it is a requirement that students choose at least one subject from List A (Arts/Languages/Social Science) and one from List B (Mathematics/Science/

Technology). See pages 5-6 for a full comprehensive list. Students studying Foundation Courses must include a Certificate Two course (minimum) as one of their courses.

COURSE COMBINATIONS

Students are unable to select the ATAR and General course of the same subject such as ATAR Physical Education and General Physical Education. They are also unable to select both Maths Applications and Maths Specialists or more than one mathematics course from Maths Applications, Maths Methods, General Mathematics and Foundation Mathmatics.

Selecting both ATAR English Literature and ATAR English is allowed.

For the ATAR Direct Entry to University Pathway, students are unable to select a Certificate Course or SBT Hospitality as an initial preference (*these options may be available after the timetable is created*).

For the CareerLink Pathway, students are unable to select a Certificate Course delivered at JSRACS or the SBT in Hospitality. The certificate course must be one of the CareerLink Certificate courses.

For the Hosiptality School Based Traineeship Pathway, students are unable to select any other Certificate Course delivered at JSRACS, only the Hospitality Certificate course.

ASK FOR HELP

If you are experiencing confusion about which pathway to take or do not yet have an end goal post-school we encourage you to seek as much support as possible by speaking to school staff and your peers.

USEFUL WEBSITES

JSR Career Tools

University Admission Requirements
tics.edu.au

TAFE Admissions
fulltimecourses.tafe.wa.edu.au

HOW TO SELECT YOUR YEAR 11 PATHWAY FOR 2027

1. Decide possible career/s you would like to pursue.

2. Determine whether your chosen career requires University study, TAFE study or education up to Year 12 level only.

3. Check pre-requisite courses for University or TAFE study.

Many University courses require students to have successfully completed certain prerequisite courses in Year 12 to be eligible for entry. Similarly, TAFE courses have minimum entrance requirements which usually involve students achieving a specific level of English (literacy standard) and Mathematics (numeracy standard) or minimum AQF Certificate Qualification level in order to be considered for entry into the course.

For specific entry requirements:

UNIVERSITIES

Check the Tertiary Institutions Service Centre (TISC) website at www.tisc.edu.au or the specific university website and/or handbooks for pre-requisites for the university course/s you are considering. Your course selection must also meet university entrance requirements.

TAFE

Check the TAFE websites at
www.northmetrotafe.wa.edu.au/ (North Metro TAFE) and www.southmetrotafe.wa.edu.au/ (South Metro TAFE).
Discuss course selections with Ms Sjepcevich, Mr Hall, your Year Coordinator, or your PCG Tutor to ensure your selections will meet the minimum entrance requirements and selection criteria for the course/s being considered.

4. Check your grades and HOD recommendations

Students should then check that they have achieved the prerequisite grade as set by the School for each particular Year 11 or 12 course being considered for 2027.

These prerequisites have been set on the basis that students need a background and a sound level of achievement before they can pursue the study of a course at Year 11 or Year 12 level with the expectation of some degree of success.

POST SCHOOL OPTIONS

WHAT ARE YOUR OPTIONS AFTER YEAR 12?
Students leaving school after Year 12 typically pursue one of three broad options:

- University Entry
- TAFE Entry
- Apprenticeship/Employment

All students should be aware that some University courses require specific prerequisite subjects in Year 12, and that some TAFE courses are highly competitive, so completing certain courses in upper school can be an advantage in terms of entry into these courses.

UNIVERSITY ENTRY
For complete University Entry information, visit: tisc.edu.au/static/guide/university-admissions-five-steps.tisc

University Admission Requirements
Admission into University is competitive with some courses having more applicants than places. To be considered for admission to a public university a school leaver must:

1. **Achieve the Western Australian Certificate of Education (WACE)**
   This is a prerequisite for entry to all universities in Western Australia.

2. **Achieve competence in English, as prescribed by the individual university**
   Normally this requires a scaled mark of at least 50 in Year 12 ATAR English or Literature, however this differs between universities.

   Students who fail to achieve a mark of at least 50 for ATAR English or Literature may still be able to meet the Competence in English requirement by sitting the Special Tertiary Admission Test or STAT, some universities also review the moderated school mark.

3. **Satisfy any pre-requisites for entry to a particular course**
   To meet this requirement students need a scaled mark of at least 50 in the specified ATAR course/s in Year 12.

4. **Achieve an Australian Tertiary Admission Rank (ATAR)** which exceeds the Minimum ATAR or Selection Rank for the chosen course if you have chosen the ATAR Direct Entry to University Pathway.

Please note: *If you are aiming to enter University via an Alternate Entry to University Pathway then you will need to check individual universities for their requirements.*

The Australian Tertiary Admission Rank (ATAR)
Each ATAR course has four units; each unit is typically completed in a semester. Units 1 and 2 (Year 11) are typically studied as a pair. Units 3 and 4 (Year 12) must be studied as a pair. The complexity of the syllabus content increases as a student progresses from Year 11 to Year 12.

For the ATAR Direct Entry to University Pathway entrance into courses at the four public universities is decided by a student's ATAR. This rank is also one of the criteria used by the University of Notre Dame in selecting students.

The ATAR is a number between 0 and 99.95 that indicates a student's relative position compared with all other people of school leaving age in the total population. So the ATAR is simply an indication of where a student sits in this ranking compared to other students. A student's ATAR will form the basis of selecting students for courses at university.

How is the ATAR calculated?
Firstly a final scaled score for each course studied is obtained by combining 50% of a student's school-based mark (generated from assessments completed at JSRACS throughout Year 12, including exams) with 50% of his/her external WACE examination mark. The WACE exams are held in November each year for Year 12 students.

Before these two scores are combined, statistical procedures are applied to the school score (moderating), examination score (standardising) and the combined score (scaling). Scaling is performed using the Average Subject Scaling Method (ASSM), as outlined on the TISC website.

In general terms, a subject is scaled according to the marks that all students doing that subject achieved in their other three, four or five courses. Its aim is to ensure that students who are completing more difficult courses are not disadvantaged compared to those students studying courses that are considered less academically demanding and hence less rigorous. This process is

applied to each of the Year 12 ATAR courses the student has studied.

The best 4 final scaled scores are then added together to get a total out of 400. This total together with any subject bonuses (worth up to 30 marks – see below) are added together to get a score out of 430. This score is known as the Tertiary Entrance Aggregate or TEA.

Language and Mathematics Bonuses
Bonuses are available to students which are then added to their Tertiary Entrance Aggregate. The bonuses are for a Language (eg Indonesian ATAR), Mathematics Methods ATAR and Mathematics Specialist ATAR. If a student is studying any of these subjects in Year 12, 10% of their scaled score for each of these is added to their total Tertiary Entrance Aggregate (TEA) to get a score out of 430.

A student's TEA therefore consists of the final scaled score for each of his/her best 4 subjects added together with any appropriate subject bonuses to get a total out of 430. This score (TEA) is then used to rank all students sitting the WACE exams that year from the highest TEA to the lowest TEA. This ranking is used to determine a student's ATAR.

COURSES WITH A PRACTICAL COMPONENT
For courses with a practical component, the weighting of the final combined mark is shown in the following table.

ATAR Practical Course	Written Component Weighting	Practical Component Weighting
Indonesian: Second Language	60%	40%
Chinese: Second Language	60%	40%
Dance	50%	50%
Drama	50%	50%
Media Production and Analysis	50%	50%
Music	50%	50%
Physical Education Studies	70%	30%
Visual Arts	50%	50%

Further information about university entrance can be found at the Tertiary Institutions Service Centre website tisc.edu.au This website has links to the four public universities in WA (i.e. UWA, Curtin, Murdoch and ECU), and provides extensive information regarding course pre-requisites and indicative ATARs required for each course.

Useful websites
University of WA uwa.edu.au
Curtin University curtin.edu.au
Edith Cowan University ecu.edu.au
Murdoch murdoch.edu.au
Notre Dame University nd.edu.au/fremantle

POST SCHOOL OPTIONS

TAFE ENTRY

TAFE offers a wide range of courses, typically of shorter duration than university courses. For example Certificate II courses can be completed in one semester, Certificate IV courses can normally be completed in one year, and Diploma and Advanced Diploma courses may be completed over one or two years.

In the metropolitan area there are now two TAFE Colleges, North Metropolitan TAFE and South Metropolitan TAFE.

North Metropolitan TAFE

North Metropolitan TAFE offers courses in a wide range of disciplines, including Business, Legal, Health, Education, Community Service, Science Sustainability, and Tourism. Some of its TAFE Certificate IV, Diploma, and Advanced Diploma courses provide pathways to university degrees.

South Metropolitan TAFE

South Metropolitan TAFE offers a range of classroom-based and online TAFE courses, short courses, and apprenticeships and traineeships from several campuses training centres south of Perth, WA.

A TAFE course of study is becoming an increasingly desirable qualification for future employment and has gained a high degree of credibility and acceptance by employers, licensing bodies and professional institutions. TAFE's nationally recognised courses provide para-professional training, pre-apprenticeship training and entry-level courses that can lead on to university study.

TAFE – QUALIFICATION PATHWAYS

TAFE WA qualifications are designed in a sequence so that a student can move from one qualification to the next, such as a Certificate II to a Certificate III, or a Certificate IV to a Diploma. Generally, successfully completing one level provides the minimum entrance requirements for the next level. Students are able to start at the level that suits their current knowledge and education and then progress to higher level qualifications as their needs, skills and interests develop.

TAFE Entrance

The criteria used to determine entry to TAFE are quite different from those used for university entrance. A key difference is that the TAFE admission process uses a student's school based grades and not a student's performance in WACE examinations. Students planning a course of study at TAFE are strongly advised to speak to Ms Sjepcevich with regards to:

- Confirming they have chosen appropriate courses in Year 11 and 12.
- Assistance in applying for entry to a TAFE course.

TAFE Enrolments

TAFE enrolments for full-time courses are centrally administered. That is, all applications for entry to TAFE courses are sent to a "central" TAFE Admissions, where they are then processed on behalf of the individual TAFE colleges. Students submit their application in October/November of the year prior to them wishing to commence study at a TAFE campus. The application form allows students to choose up to four (4) preferences based on choice of course and choice of campus.

University bound students can apply for both TAFE and University Courses, to keep their options open.

TAFE to University Pathway

Some TAFE qualifications can lead to University entry.

Students wishing to pursue the TAFE to University pathway should contact the relevant University's Prospective Student's Centre directly to gain information on which TAFE qualifications that university will consider for entry into specific courses. Students can also get information on University Advanced Standing or Credit for TAFE qualifications which may result in time off degree courses.

Students need to complete at least a Diploma level course to be considered for entry to UWA while other universities will consider a Certificate IV (although Diploma/Advanced Diplomas may give students exemptions from parts of their degree courses).

Each university treats applications by TAFE graduates separately and entry to some universities is easier than others.

TAFE graduates apply through the Tertiary Institutions Service Centre (TISC) (as do School Leaver students who have an ATAR) for admission to the public universities.

APPRENTICESHIP/EMPLOYMENT

Approximately 20 per cent of students across the state seek employment immediately after Year 12. Entering the workforce is competitive, and employers may require evidence of successful completion of school courses. In addition, workplace experience is highly regarded, therefore students who complete a Certificate via CareerLink, which incorporates Workplace Learning, are highly regarded. The Hospitality School Based Traineeship also offers part-time work and the development of general employability skills, which is also highly regarded.

PATHWAYS AND COURSES

TRADE PREPARATION PATHWAY

Course Description:

This is a specialised CareerLink pathway designed to prepare students for employment in trade-related occupations. For this pathway, Year 11 and 12 school courses are packaged into a group of subjects with a learning focus on trade skills. As such, students will spend a significant amount of time in the Design and Technology workshops each week.

As part of the CareerLink program, Trade Prep students will attend an off-campus training provider on Tuesdays to complete a vocational certificate, with catch up lessons timetabled at school for any work missed. Additionally, enrolment in the Workplace Learning endorsed program provides the opportunity to complete work placement with a host employer, gaining valuable trade skills and possible future employment opportunities.

Prerequisites: A good work ethic and positive attitude
Desirable: C in Materials and Design Metal or Wood
Class Size: Limited to 20 students
Further Information: Mr Heath Edmunds or Ms Sharna Sjepcevich

Certificate Courses included in this Pathway:

The **certificate courses** in the Trade Preparation pathway include:

- Automotive Vocational Preparation (1 year)
- Building and Construction (2 years)
- Electrotechnology (2 years)
- Plumbing (2 years)
- Resources and Infrastructure Work Preparation (1 year)

Trade Preparation students will study the following subjects in Year 11 and 12:

1. General Materials Design and Technology: Wood
2. General Materials Design and Technology: Metal
3. General Engineering Studies: Mechanical
4. General Mathematics: Essential (students who need to study Mathematics at the Foundation level will be reviewed to see if it is possible to join this pathway)
5. General English: Essential (students who need to study English at the Foundation level will be reviewed to see if it is possible to join this pathway)
6. One additional General course chosen from the other General courses available
7. CareerLink – Workplace Learning endorsed program and VET certificate course every Tuesday, off campus.

*Please see the 2027 CareerLink Handbook - Link

CAREERLINK WITH WORKPLACE LEARNING ENDORSED PROGRAM

Prerequisites: C Grade minimum in Year 10 subjects. Good Standing in behaviour and attendance.
Further Information: Mrs Sharna Sjepcevich

The CareerLink program provides the opportunity for students to gain a vocational qualification in conjunction with developing real-world skills through extended periods of work placement with a host employer. This is made possible through the Workplace Learning Endorsed Program, developed by the School Curriculum and Standards Authority (SCSA).

There are a range of vocational qualifications offered to students through CareerLink, with some having prerequisite requirements. Before applying, students must assess whether they are independent, organised and capable learners, able to take on the rigours of balancing a vocational program with regular schooling. Additionally, some courses require significant parental commitment, usually in the form of transport to and from courses / work placement at odd hours. Prior to acceptance into the program applicants will be interviewed to establish if CareerLink is appropriate for them.

CareerLink students attend off-campus vocational training on Tuesdays, completing the necessary learning and assessment for their chosen certificate course. Alternatively, students may attend a workplace in lieu of completing a certificate each Tuesday, gaining valuable skills in the industry of their choice. Throughout the week, CareerLink students attend Workplace Learning classes, where they catch up on any schoolwork they missed on Tuesday. During examination breaks, all CareerLink students complete work placements, with some courses requiring extra hours during school holidays.

The total number of hours completed in the workplace is reported on a student's Western Australian Statement of Student Achievement (WASSA) and can be used as unit credits for achieving the Western Australian Certificate of Education (WACE). Students record the number of hours completed in the workplace and the tasks undertaken in the Workplace Learning Logbook. The student must also provide evidence of their knowledge and understanding of the skills developed during their placement via a skills journal after each block of 55 hours completed in the workplace.

Unit equivalence is allocated on the basis of one unit for each 55 hours of work placement, to a maximum of four units. That is:

Less than 55 hours = 0 unit equivalents
55 - 109 hours = 1 unit equivalent
110 - 164 hours = 2 unit equivalents
165 - 219 hours = 3 unit equivalents
220 + hours = 4 unit equivalents.

2027 CareerLink Courses
Animal Care Certificate II
Automotive Vocational Preparation Certificate II
Building and Construction Certificate II
Business Certificate III and IV
Community Services Certificate III and IV
Early Childhood Education and Care Certificate III and IV
Education Support (School Based) Certificate III and IV
Electrotechnology Certificate III
Fitness Certificate III and IV
Health Services Assistance Certificate II
Plumbing Certificate II
Preparation for Health and Nursing Studies Certificate IV
Resources and Infrastructure Work Preparation Certificate II
Retail Cosmetics / Salon Assitance Certificate II
Tourism Certificate II

More information for each course including a course outline, expectations and units covered can be found on the CareerLink website.
*Please see the 2027 CareerLink Handbook - Link

VET CERTIFICATE COURSES DELIVERED AT JSRACS

Course Description:

Vocational Education and Training (VET) can be undertaken as part of the WACE and provides students with a broad range of post-school options and pathways. The successful completion of VET provides students with a nationally recognised qualification.

VET in the senior secondary years engages students in work-related learning via a certificate course provided through a partnership between our school and a Registered Training Organisation (RTO). The courses will be delivered by JSRACS staff who are qualified to deliver and assess these courses.

At JSRACS following certificate courses are offered at Certificate II and III level:

- Applied Language - Indonesian
- Applied Language - Mandarin
- Business and Workplace Skills
- Hospitality – as part of a paid School-Based Traineeship
- Music
- Sport Coaching

SIT20322 CERTIFICATE II &/OR SIT20421 III HOSPITALITY
(SCHOOL BASED TRAINEESHIP)

Prerequisites: None. Acceptable work ethic required
Further Information: Mrs Carleen Edwards

Course Description:

Being a School-based traineeship, this course offers students the unique opportunity to achieve their Certificate II and/or III in Hospitality whilst getting paid to be involved in the programme.

We are able to offer places in this course as a paid school-based traineeship in Hospitality, carried out at JSRACS, with the training delivered by both JSRACS teachers and our industry trained on-site Chef, in conjunction with a Registered Training Organisation. Contracts for this are approved by the Apprenticeship Office then students are paid for the work they do (minimum of 8 hours per week) in the programme.

Course content involves students learning the employability skills associated with the hospitality industry. Students will have to demonstrate competencies with a selection of tasks associated with various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, cafes and coffee shops. They will use hospitality skills effectively, safely and hygienically, and the main focus of this course will be food safety, kitchen operations and food and beverage service.

The students will be learning their kitchen skills from an industry trained chef employed by the School. Students are paid for work, which is comprised of time spent working at functions/canteen/kitchen/cafe shifts.

Examples of job roles applicable to the Certificate II and/or III in Hospitality are:

- Café attendant
- Catering assistant
- Food and beverage attendant
- Front office attendant
- Barista
- Function attendant
- Function or Restaurant host
- Waiter or
- Enrol in Certificate IV Hospitality

BSB20120 CERTIFICATE II WORKPLACE SKILLS & BSB30120 CERTIFICATE III BUSINESS

Prerequisites: None. Acceptable work ethic required.
Further Information: Ms Diane Vettler

Certificate II Course Description:

The Certificate II course content involves students learning skills for employability within business. Students will demonstrate competencies in a selection of tasks that apply time management, applied communication skills, sustainable work practices, application skills for business, digital technology production in a working environment and work, health and safety regulations. Students plan, organise and complete daily work activities and work effectively with others. It is anticipated that most students will successfully complete the Certificate II and will progress to the Certificate III.

Examples of job roles applicable to the Certificate II in Workplace skills are:

- Office Administration
- Administrative Assistant
- Administration Officer (local government).
- Certificate III in Workplace Skills

Certificate III Course Description:

Before the completion of Year 12, some students may also complete the Certificate III, students who do not complete this course will be awarded a partial completion with a list of competencies completed. The Certificate III builds on the skills learnt in the Certificate II course.

Examples of job roles applicable to the Certificate III in Business are:

- Various entry level positions in a diverse array of non-technical business service industries
- Administrative or clerical roles, working under supervision
- Certificate IV in Business

SIS20321 CERTIFICATE II SPORT COACHING, SIS30521 CERTIFICATE III SPORT COACHING

Prerequisites: None. Acceptable work ethic required.
Further Information: Mr Len Fernandes

Course Description:

Certificate II and III Sport Coaching

The Sport Coaching course provides students with practical experience and skills to work in sporting and community environments.

Certificate II develops foundational coaching skills through practical experience in assisting with coaching sessions, planning and organising activities, developing sport-specific skills, communicating with participants, and promoting safe participation.

Certificate III builds on these skills, providing students with further practical experience in planning and delivering coaching sessions, developing participants' skills, providing feedback, and adapting activities to different needs. Students may gain experience across a range of sporting environments and develop pathways towards roles such as **assistant coach, junior coach, community sports coach and sports program assistant.**

It is anticipated that most students will successfully complete the **Certificate II** and progress to **Certificate III Sport Coaching.** Students who do not complete the full Certificate III will receive partial completion, recognising the competencies successfully achieved during the course.

10949NAT CERTIFICATE II & 10661NAT CERTIFICATE III APPLIED LANGUAGE INDONESIAN OR MANDARIN CHINESE

Prerequisites: Have studied Indonesian or Mandarin Chinese in Year 8.
Interview required if not studied during Yr 9 or 10. Good work ethic.
Further Information: Mr Brendon Cook

Certificate II Course Description:

10949NAT - Certificate II in Applied Language aims to provide participants with the language skills and cultural knowledge to enable them to communicate in social and workplace situations in a language other than English. Students develop the intercultural sensitivity and capacity to function in environments where there is a range of cultural and language backgrounds present. They develop the basic linguistic competency required to understand and use an additional language in social and workplace settings. The length of this course is flexible depending on the context.

Compulsory Units:

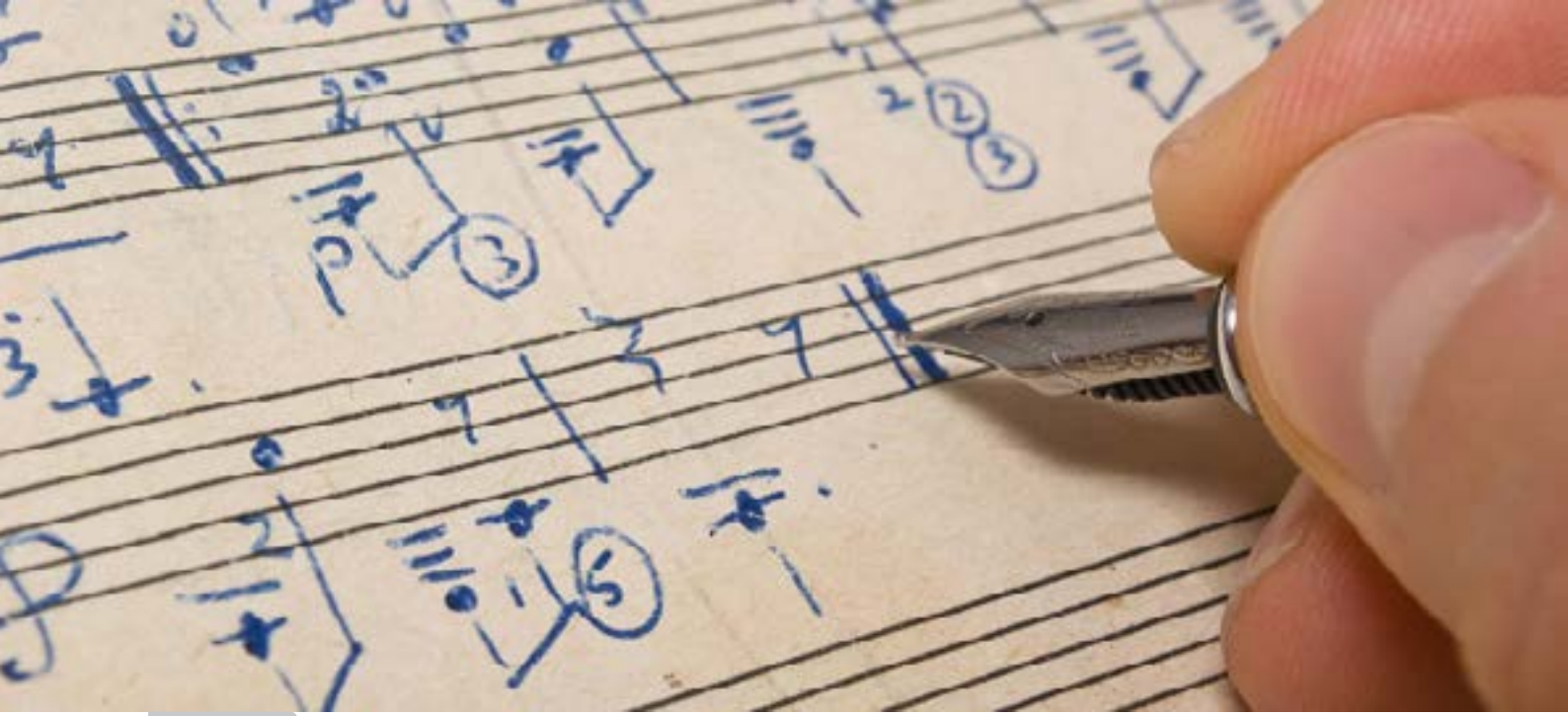
NAT10949001 Conducting basic oral communication for social purposes in a language other than English
NAT10949002 Conduct basic workplace oral communication in a language other than English
NAT10949003 Read and write basic documents for social purposes in a language other than English
NAT10949004 Read and write basic workplace documents in a language other than English

Certificate III Course Description:

10661NAT Vet Certificate III in Applied Language aims to provide participants with the language skills and cultural knowledge to enable them to communicate in social and workplace situations in a language other than English. Students develop the intercultural sensitivity and capacity to function in environments where there is a range of cultural and language backgrounds present. They develop the basic linguistic competency required to understand and use an additional language in social and workplace settings. The length of this course is flexible depending on the context.

Compulsory Units:

CALOCS301 Conduct routine oral communication for social purposes in a language other than English
CALOCW302 Conduct routine workplace oral communication in a language other than English
CALRWS303 Read and write routine texts for social purposes in a language other than English
CALRWW304 Read and write routine workplace texts in a language other than English



CUA20620 CERTIFICATE II & CUA30920 CERTIFICATE III IN MUSIC

Prerequisites:

- Weekly vocal/instrument lessons
- Able to read and notate basic music concepts in the clef used for their instrument
- Participation in a JSRACS ensemble/choir
- Interview/audition if not doing Yr 10 Music
- Acceptable work ethic required

Further Information: Mrs Diane Marsh

Course Description:

The Certificate II in Music prepares students to perform a range of tasks in the music industry, using practical elements and fundamental operational knowledge in environments that required foundational skills in music performance, music making or composition. The program is suited to students with an interest in music who are keen to develop their skills as a musician with the aim to perform, use music technology and be involved in live music events. The job roles that relate to this qualification may include music retail assistant, entry level performer, stagehand, song writer and road crew member.

Students who successfully complete the Certificate II course can progress to the Certificate III course, which continues to prepare students in a broad range of competencies in various work contexts in the music industry. Students may do work in music performance, sound production, music creation and composition, music business. The job roles that relate to this qualification may include assistant sound technician, assistant music manager, musician, sound assistant and road crew.

This VET Certificate course is ideal for students who love music, but who may not wish to study Music at ATAR level. Please note that students choosing to do ATAR Music are also permitted to choose this VET Certificate course, and therefore include two music courses within their total of 6 courses.

This course is delivered in partnership with COSAMP (RTO: 41549)

BASKETBALL PROGRAM

BASKETBALL PROGRAM

The Specialist Basketball Program builds on the Year 9 and 10 experience, fostering basketball opportunities for talented players.

Supplementing the holistic education provided by the School, the Specialist Basketball Program aims to develop physical skills and fitness, teamwork and interpersonal skills. It focuses on improving player's individual skill set, their overall understanding of the game and basketball concepts that will enable students to compete successfully in basketball at the highest level.

With specialist individual and team coaching sessions within the school timetable, students will grow as basketball players and experience high-level fitness, speed and agility training that will accelerate the leap to becoming an elite player.

Specific sessions in the following areas are a key part of the Program:

- Developing individual skills, techniques, tactics and decision making specific to Basketball.
- High level speed and agility training.
- Developing general core stability.
- Performance testing.
- Individual Development Plans (IDP's).
- Leadership and communication skills.

It is assumed that students who are in the program in Year 9 and 10 will continue into Year 11 and 12. Students in the Basketball Program will also complete the Recreational Pursuits Endorsed Program.

For more information please contact the Director of Basketball, Mr Mark Shipley on 9247 2242 or email mshipley@jsracs.wa.edu.au.

DESIGN AND TECHNOLOGY

ENGINEERING STUDIES
MATERIALS DESIGN AND TECHNOLOGY: METAL
MATERIALS DESIGN AND TECHNOLOGY: WOOD

ATAR

ENGINEERING STUDIES | ATAR

Course Description:

The Engineering Studies ATAR course provides opportunities for students to investigate, research and present information related to mechanical engineering in today's society. The course is aimed at students wishing to pursue **tertiary** studies.

The Engineering Studies ATAR course provides opportunities for students to investigate, research and present information through a design process, and then undertake project management to make a functioning product. These activities provide students with opportunities to apply engineering processes, understand underpinning scientific and mathematical principles, develop engineering technology skills and to understand the interrelationships between engineering projects and society. The project undertaken in Year 11 consists of the production of steel fabricated war machine designs to throw an object an optimum distance. The project undertaken in Year 12 consists if the production of a steel framed electric bike.

Year 11

Units 1 & 2

Prerequisites: C grade in English (50%), 60% in Advanced Science with at least 65% in Physics topics, B in Advanced Mathematics (If in Standard Maths, 75% and interview with Mrs Barnett).
Desirable: B Grade in Materials Design and Technology, Wood or Metal (65%)
Further Information: Mr Heath Edmunds

Unit 1:
In the development of an engineering project, students study core engineering theory and their chosen specialist area theory. They develop an understanding of different forms of energy, uses of these different forms, and sources of renewable and non renewable energy.

Unit 2:
This unit develops students' understanding of core and specialist area theory to better understand the scientific, mathematical and technical concepts that explain how engineered products function. They study the impact of the different forms of obsolescence in engineering products on society, business and the environment

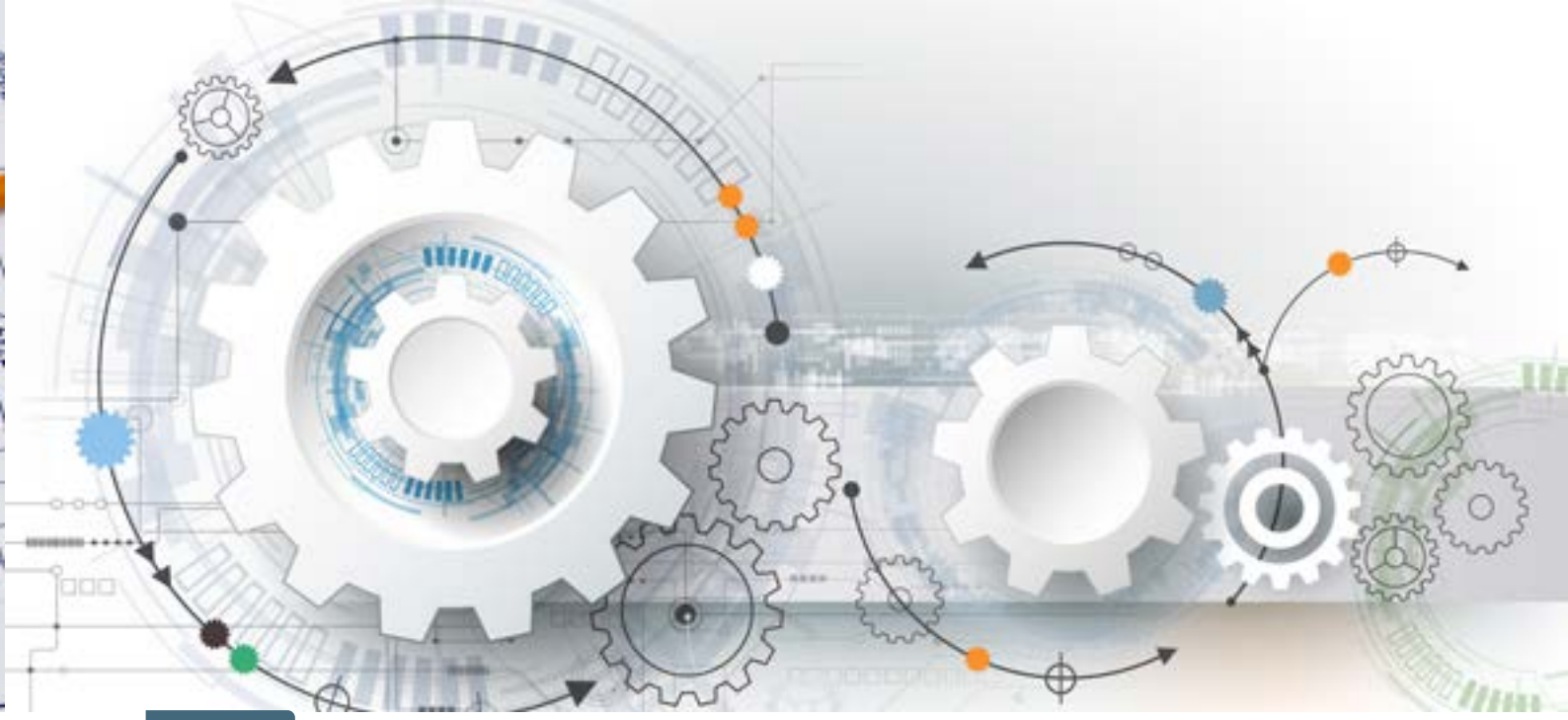
Year 12

Units 3 & 4

Prerequisites: C Grade in Year 11 ATAR Engineering
Further Information: Mr Heath Edmunds

Unit 3:
In this unit, students develop their understanding of core and specialist area theory. They also study the impacts of obtaining and using the different forms of renewable and non renewable energy on society, business and the environment. Students use the engineering design process beginning with the development of a comprehensive design brief that has a focus on a problem, need or opportunity.

Unit 4:
In this unit, students consider and analyse the stages within the life cycle of engineering products. Students develop and demonstrate an understanding of the impacts on society, business and the environment that occur during the life cycle of engineered products.



GENERAL

ENGINEERING STUDIES | GENERAL

Course Description:

The Engineering Studies General course is essentially a practical course focusing on real-life contexts. Students apply a design process to research and present information about materials, engineering principles, concepts and ideas, and design proposals. Students develop their engineering technology skills in planning and implementing a process to manipulate tools and machines to produce a prototype of their designed solution.

The project undertaken in General Engineering Studies consists of the production of a small air driven engine made from various metals in year 11 and vacuum formed skateboard with 3d printed lights in year 12.

Please note: This course is not available as a preference. It is available only within the Trader Preparation Pathway.

Year 11

Units 1 & 2

Prerequisites: None. Acceptable work ethic
Desirable: C Grade in Year 10 Materials Design and Technology Metal /Wood or Engineering
Further Information: Mr Heath Edmunds

Unit 1:
Students explore core engineering theory and relevant theory of their chosen specialist area, and learn to integrate and use this knowledge to develop and present proposals for practical solutions. Students calculate requirements, prepare drawings and produce lists of materials and components and then follow a given timeline to produce, test and evaluate the finished product.

Unit 2:
In this unit, students focus on the topics of automation and technical innovation. They investigate engineering examples within these themes and the impact these technologies have on society. Students study and interpret a given design brief. They develop responses to the brief through a process that requires them to engage in a range of activities including: researching similar existing engineered products; sketching, drawing and annotating concepts; and choosing the preferred concept for production as a prototype or working model.

Year 12

Units 3 & 4

Prerequisites: C Grade in Year 11 General Engineering
Further Information: Mr Heath Edmunds

Unit 3:
In the development of an engineering project, students study core engineering theory to develop an understanding of the different forms of energy, uses of these different forms and sources of renewable and non-renewable energy. In this unit, students also develop a greater understanding of the engineering design process and learn and apply more complex theory and understanding to a student developed design brief.

Unit 4:
In this unit, students develop their understanding of core and specialist area theory to better understand the scientific, mathematical and technical concepts that explain how engineered products function. They study the impact of the different forms of obsolescence in engineering products on society, business and the environment.

GENERAL

MATERIALS DESIGN AND TECHNOLOGY – METAL | GENERAL

Course Description:

The Materials Design and Technology General Metal course is a practical course. It allows students to design and manufacture products with the major focus for the unit in the context of METAL PRODUCT design. There is also the flexibility to incorporate additional materials from outside the designated contexts and technology such as CNC machining. Students will be responsible for the design and manufacture of articles in METAL in the areas of lathe work, welding, tube bending, milling, finishing and metalwork hand and machine skills. The students are trained in the correct use of a wide range of modern machinery and are expected to develop competence in their use.

This course is aimed at those students with a particular interest in metalwork and provides a valuable background for trades in the metal field such as fitting and machining, welding, mechanical and electrical trades. The project undertaken in Year 11 consists of the production of a plasma cut firepit and firepit tools. The project undertaken in Year 12 consists of the production of a steel based personal design project.

Year 11

Units 1 & 2

Prerequisites: None. Acceptable work ethic
Desirable: C Grade in Year 10 Materials Design and Technology Metal or Wood
Further Information: Mr Heath Edmunds

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.

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.

Year 12

Units 3 & 4

Prerequisites: C Grade in Year 11 General Metal
Further Information: Mr Heath Edmunds

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 properties of a variety of materials and make appropriate materials selection for design needs.

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.

GENERAL

MATERIALS DESIGN AND TECHNOLOGY – WOOD | GENERAL

Course Description:

The Materials Design and Technology General Wood course is a practical course. It allows students to design and manufacture products with the major focus for the unit in the context of WOOD FURNITURE design. There is also the flexibility to incorporate additional materials from outside the designated contexts and technology such as CNC machining. Students will be responsible for the design and manufacture of articles in WOOD in the areas of lathe work, furniture manufacture and free form woodwork. The students are trained in the correct use of a wide range of modern machinery and are expected to develop competence in their use. Generally the course is aimed at those students with a particular interest in furniture design and provides a valuable background for trades such as cabinet making, carpentry and joinery and fine woodcraft. It also gives students an understanding of how to operate in a workshop environment. The project undertaken in Year 11 consists of the production of a small table with CNC engraving and a hardwood jewelry box. The project in Year 12 consists of the production of a furniture piece influenced by personal design.

Year 11

Units 1 & 2

Prerequisites: None. Acceptable work ethic
Desirable: C Grade in Year 10 Materials Design and Technology Wood or Metal
Further Information: Mr Heath Edmunds

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

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.

Year 12

Units 3 & 4

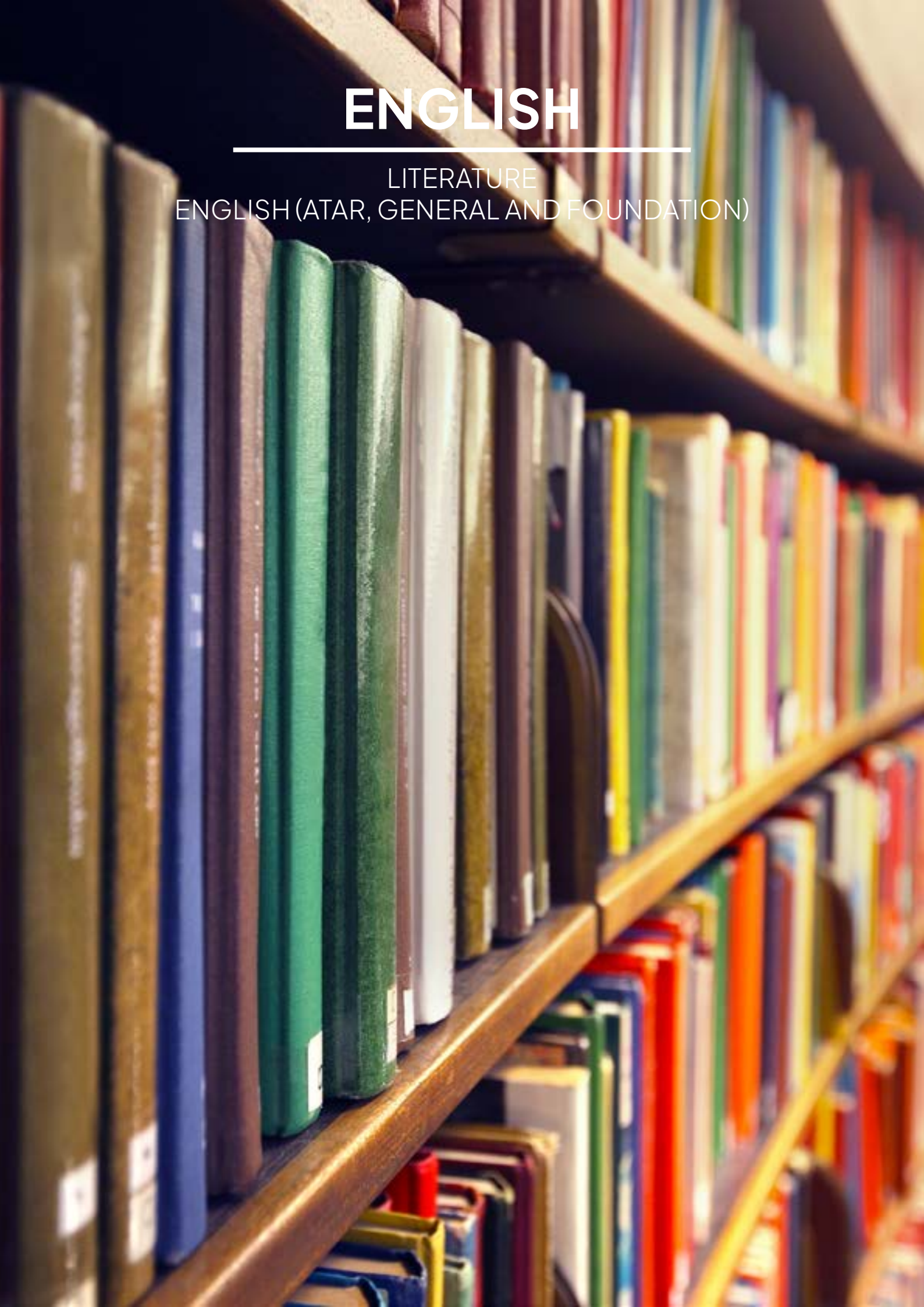
Prerequisites: C Grade in Year 11 General Wood
Further Information: Mr Heath Edmunds

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 properties of a variety of materials and make appropriate materials selection for design needs.

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.

ENGLISH

LITERATURE
ENGLISH (ATAR, GENERAL AND FOUNDATION)



ATAR

LITERATURE | ATAR

Course Description:

The Literature ATAR course further develops students as independent, innovative and creative learners and thinkers who appreciate the artistic use of language. They will learn to evaluate viewpoints and challenge ideas. Students will learn to deconstruct and interpret a range of texts including essays, poems, short stories and plays. This course has analytical, creative and oral content. Students establish and articulate their views through structured responses and logical argument. They reflect on the qualities of literary texts, appreciate the power of language and inquire into the relationships between texts, authors, readers, audiences and contexts as they explore ideas, concepts, attitudes and values.

Year 11

Units 1 & 2

Prerequisites: Low B in Year 10 English (minimum of 65%). Students must have a good work ethic.
Further Information: Mrs Justine Radacic

Unit 1:
The Literature course explores the way texts shape the way we see the world and enable us to enter other worlds of imagination. In this unit, students actively participate in the analysis of texts in a range of forms. Students engage with literary theory and will study literary texts using these frameworks.

Unit 2:
This unit develops students' knowledge and understanding of the ways literary texts connect with each other. The ideas, language and structure of different texts are critiqued and investigated. Students create analytical responses that are logical and supported by both textual and academic evidence.

Year 12

Units 3 & 4

Prerequisites: C Grade in Year 11 Literature.
Further Information: Mrs Justine Radacic

Unit 3:
Students will engage with literary theory and learn to read texts in terms of their cultural, social and historical contexts. Students will engage in discussions about readings, reading practices and the possibility of multiple readings.

Unit 4:
The focus of this unit is on the dynamic nature of literary interpretation, considering the influence of context, genre and form. Students explore the ways language shapes and reflects personal and cultural identity.

ATAR

ENGLISH | ATAR

Course Description:

The study of English enables students to become proactive citizens in a rapidly changing world. It is intended for students who are comfortable with more complex content, who have the basics of essay writing, and who have good speaking skills. The course focuses on developing students' creative, critical thinking and communication skills, encouraging them to think about their role as a global citizen. Students refine their skills across all language modes by engaging critically and creatively with texts. They learn to speak and write fluently in a range of contexts and to create a range of text forms. They hone their oral communication skills through discussion, debate and argument, in a range of formal and informal situations.

Year 11

Units 1 & 2

Prerequisites: High C in Year 10 English (minimum of 60%),
Student must have a good work ethic.
Further Information: Mrs Justine Radacic

Unit 1:
In this unit, students look at the way ideas and attitudes are shared and will consider how texts reflect the world and human experience. By reading and creating texts, students will learn how imagination, interpretation and persuasion combine to influence in the world they live in.

Unit 2:
The focus of this unit is on the dynamic nature of literary interpretation, considering the influence of context, genre and form. Students explore the ways language shapes and reflects personal and cultural identity.

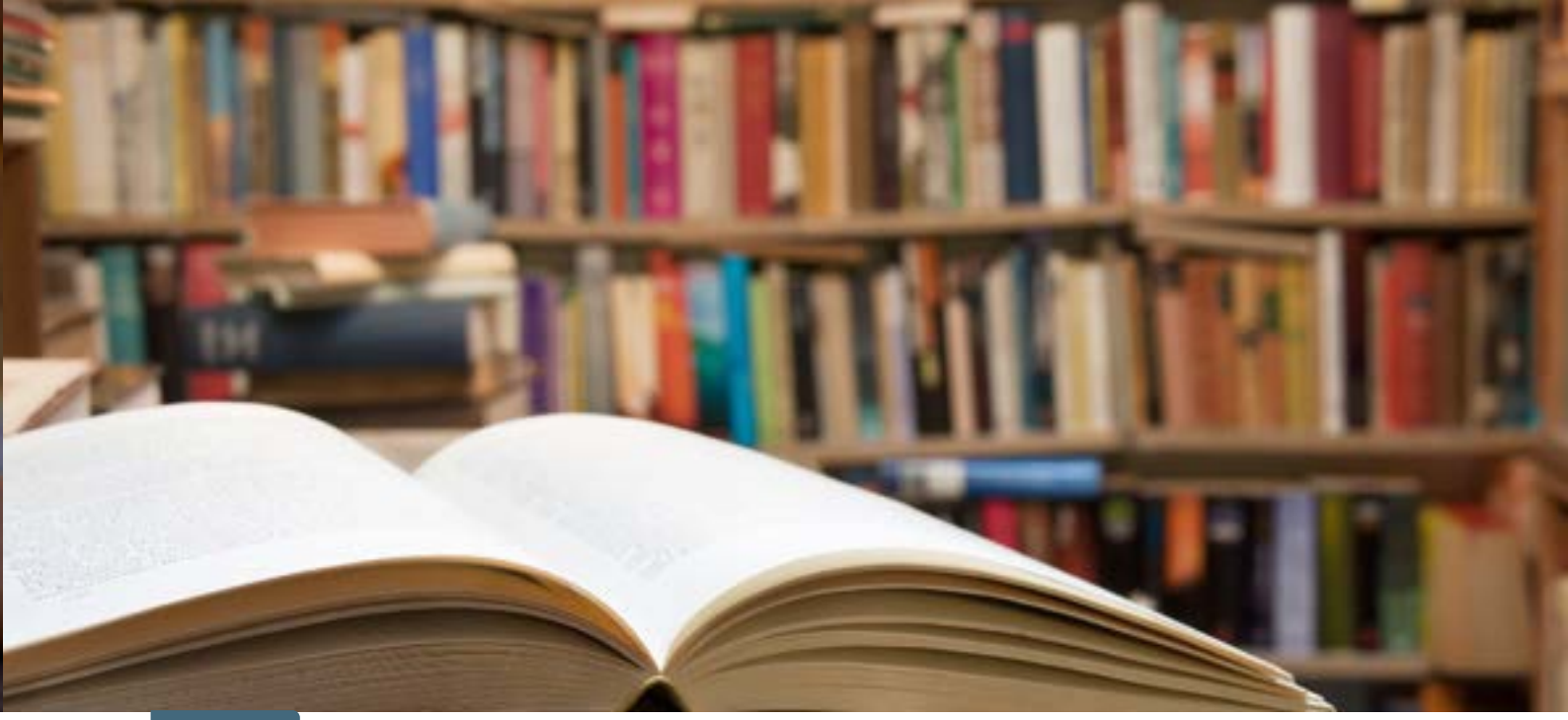
Year 12

Units 3 & 4

Prerequisites: C Grade in English ATAR Units 1 and 2
Further Information: Mrs Justine Radacic

Unit 3:
Through wide reading, viewing and listening, students will develop the ability to analyse and evaluate the texts they read. Students will learn to enjoy creating imaginative, persuasive and analytical responses in a range of written, oral and digital forms.

Unit 4:
Students examine different interpretations and perspectives to further develop their knowledge and ability to analyse texts. Students will learn to challenge perspectives, values and attitudes in texts, developing and testing their own interpretations through debate and argument.



GENERAL

ENGLISH | GENERAL

Course Description:

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

The course develops students' language, literacy and literary skills to enable them to communicate successfully both orally and in writing and to enjoy and value using language for both imaginative and practical purposes. Students comprehend, analyse, interpret and evaluate the content, structure and style of a wide variety of oral, written, multimodal, digital and media texts. Students learn how the interaction of structure, language, audience and context helps to shape how the audience makes meaning.

Year 11

Units 1 & 2

Prerequisites: Passed the OLNA Literacy Requirement

Further Information: Mrs Justine Radacic

Unit 1:

Study in this unit focuses on students' ability to understand and respond to the ideas and information presented in texts. Students combine the skills and knowledge needed to become confident users of English in every day community, social, further education, training and workplace contexts.

Unit 2:

This unit is designed to provide students with the skills to succeed in a wide range of post-secondary pathways by developing their language and communication skills. Students will evaluate and create analytical, imaginative, and persuasive texts in a range of written, oral and digital forms.

Year 12

Units 3 & 4

Prerequisites: C Grade in English General Units 1 and 2

Further Information: Mrs Justine Radacic

Unit 3:

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

Unit 4:

In this unit, students will explore ethical dilemmas through their engagement with texts, considering reasons for actions and the implications of decisions. Students will develop increasingly advanced communication, research and presentation skills to express their own viewpoints.

ENGLISH | FOUNDATION

Course Description:

The Foundation English course has been developed for students who have not been able to demonstrate the minimum standard for literacy before Year 11 commences, and are unlikely to do so before Year 12 without significant levels of student support. The Foundation English course provides a focus on literacy skills, practical work related experience and the opportunity to build personal skills that are important for life and work.

Students undertaking this course will develop skills in the use of functional language conventions, including spelling, punctuation and grammar. Students will learn to read non-fiction in the form of transactional texts, for example, instruction manuals and policy documents; informative texts, for example, websites and newspapers; persuasive texts, for example, feature articles and documentaries; fiction in the form of prose narrative, for example, short stories and novels; and film, television and online narratives.

Year 11

Units 1 & 2
Prerequisites: Nil
Further Information: Mrs Justine Radacic

Unit 1:
Study in this unit focuses on developing students' skills in reading, writing, speaking and listening in work, learning, community and everyday personal contexts. Students learn how to use appropriate language, spelling, punctuation and grammar, and how to use spoken language for particular purposes and audiences.

Unit 2:
This unit is designed to develop students' functional literacy, reading and producing skills. Students will learn how texts work, for example, their structures, conventions and techniques, and how language is used for particular purposes and audiences.

Year 12

Units 3 & 4
Prerequisites: Nil
Further Information: Mrs Justine Radacic

Unit 3:
This unit has a focus on literacy for work and for community participation. Students will develop their knowledge, skills and understanding, while analysing and producing a range of text types.

Unit 4:
Students in this unit will develop their literacy for learning skills in everyday personal contexts. This will include how to use language, including appropriate spelling, punctuation and grammar in order to communicate clearly.

FOOD AND CONSUME STUDIES

FOOD SCIENCE AND TECHNOLOGY
CHILDREN, FAMILY AND THE COMMUNITY

GENERAL

FOOD SCIENCE AND TECHNOLOGY | GENERAL

Course Description:

The General Food Science and Technology course enables students to connect with further education, training and employment pathways and enhances employability and career opportunities in areas that include nutrition, health, food and beverage manufacturing, food processing, community services, hospitality, and retail. This is both a practical and theoretical course and students will study the following four units in Year 11 and 12. Students need to be committed to completing both the practical and theoretical components of the course to a high standard.

Year 11

Units 1 & 2

Prerequisites: None. Acceptable work ethic
Desirable: Preferably a C in Yr 10 Food 50%. Interview required if D.
Further Information: Ms Sharonne Crossley

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. Students devise food products, interpret and adapt recipes to prepare healthy meals.

Unit 2:

Food for Communities

This unit focuses on the supply of staple foods, the factors that influence food choices and ethical considerations. Students explore food sources and the role of macronutrients and water for health, and nutrition-related health conditions. Students consider how food and beverage labelling and how packaging requirements protect consumers. Students adapt recipes and apply the technology process to investigate, and produce food products to achieve specific dietary requirements.

Year 12

Units 3 & 4

Desirable: C Grade in Year 11 General Food Science and Technology
Further Information: Ms Sharonne Crossley

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 to guide the production and provision of safe food. Students investigate the food supply chain and value-adding techniques applied to food to meet consumer and producer requirements.

GENERAL

CHILDREN, FAMILY AND THE COMMUNITY | GENERAL

Course Description:

The Children, Family and the Community General course focuses on factors that influence human development and the wellbeing of individuals, families and communities. Students explore the health of individuals and communities and the protective and preventative strategies that impact on growth and development. They 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. Contemporary Australian issues or trends relating to families and communities at the state and national level are examined in practical ways.

Year 11

Units 1 & 2

Prerequisites: None. Acceptable work ethic required.
Desirable: Preferably a C in Yr 10 Children and Family 50%. Interview required if D.
Further Information: Ms Sharonne Crossley

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. Through an understanding of growth and development, students recognise the characteristics of individuals and families and that development is affected by biological and environmental influences.

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.

Year 12

Units 3 & 4

Desirable: C Grade in Year 11 General Children, Family and the Community
Further Information: Ms Sharonne Crossley

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. Students recognise and acknowledge cultural diversity, and inequity and injustice issues.

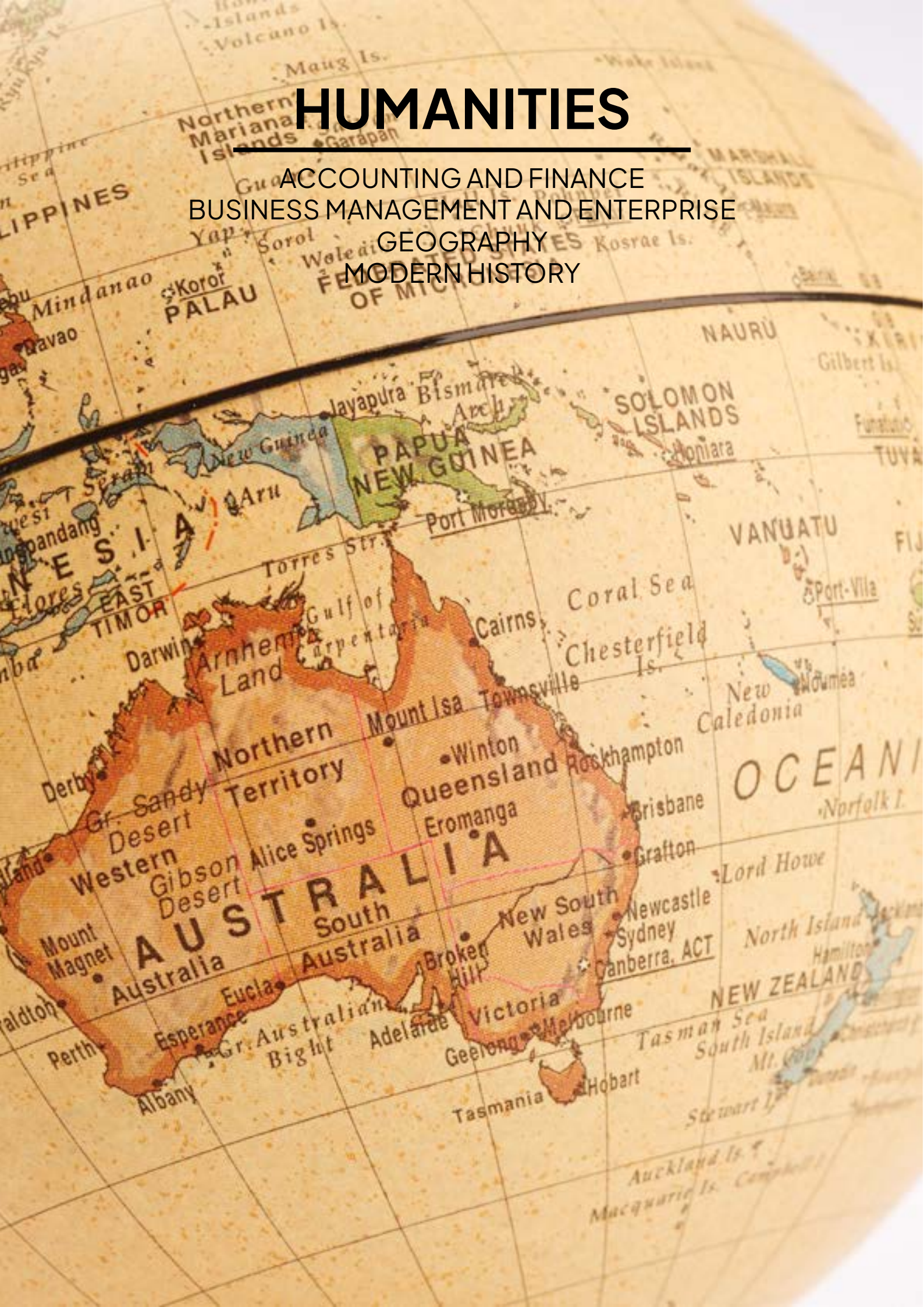
Unit 4:

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

HUMANITIES

ACCOUNTING AND FINANCE
BUSINESS MANAGEMENT AND ENTERPRISE
GEOGRAPHY
MODERN HISTORY



ATAR

ACCOUNTING AND FINANCE | ATAR

Course Description:

The Accounting and Finance course focuses on financial literacy and aims to provide students with the knowledge, understanding and a range of skills that will enable them to make sound financial judgments. Students develop an understanding that financial decisions have far reaching consequences for individuals and businesses.

The course will provide students with the understanding of the systems and processes through which financial practices and decision making are carried out, as well as the ethical, social and environmental issues involved. Through the preparation, examination and analysis of a variety of financial documents and systems, students develop an understanding of the fundamental principles and practices upon which accounting and financial management are based.

An understanding and application of these principles and practices enables students to analyse their own financial data and that of businesses and make informed decisions, forecasts of future performance, and recommendations based on that analysis.

Year 11

Units 1 & 2

Prerequisites: Min C Grade (50%) in Year 10 English, High C in Standard Maths (60%),
C in Advanced Math (50%)
Desirable: High C in Accounting and Business (60%)
Further Information: Ms Diane Vettler

Unit 1:
The focus for this unit is on double entry accounting for small businesses. Students will apply their understanding of financial principals, systems and institutions to manage financial information and make decisions in a variety of small businesses.

Unit 2:
The focus of this unit is on the accrual accounting. Students will apply financial systems and principles to the operations of businesses and distinguish between cash and accrual methods of accounting.

Year 12

Units 3 & 4

Prerequisites: C Grade in Year 11 Accounting and Finance
Further Information: Ms Diane Vettler

Unit 3:
The focus for this unit is on internal management for business. Students prepare and interpret budgets and performance reports in relation to forecasting a business's future.

Unit 4:
The focus for this unit is on Australian reporting entities and how they are regulated by the Corporations Act 2001. Students will apply the Conceptual Framework for Financial Reporting and Accounting Standards in the preparation of financial statements. Students will also identify and evaluate financing options for larger entities and address corporate social disclosure and ethical issues.

ATAR

BUSINESS MANAGEMENT AND ENTERPRISE | ATAR

Course Description:

The ATAR Business Management and Enterprise course gives students the opportunity to understand how vital business is and how it impacts upon our world and every aspect of our lives. This course is for students who intend to live and work in this world and who are good at thinking creatively to solve problems and analyse situations to create solutions. This is a course where you apply business models to scenarios. This course brings together Politics & Law, Accounting, Economics, Ethics and Geography in real world international situations, and gives you an understanding of what is required to start up a business and gain advantage in a globalised world.

Year 11

Units 1 & 2

Prerequisites: Good C grade in Year 10 HASS (60%), High C Grade in Year 10 English (60%),
C Grade in Year 10 Standard Math (50%) or C grade in Advanced Math
Desirable: Accounting and Business
Further Information: Dr Victoria O'Brien

Unit 1:
The focus of this unit is on success in business at a national level. It explores what it takes to be successful beyond the initial start-up stage. Students investigate the features of successful marketing campaigns and report on how businesses succeed and prosper through methods, such as expansion in products, market share or diversification. The unit explores how the marketing plan contributes to the overall business plan.

Unit 2:
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.

Year 12

Units 3 & 4

Prerequisites: C grade in Year 11 ATAR Business Management and Enterprise
Further Information: Dr Victoria O'Brien

Unit 3:
The focus of this unit is on strategic international business growth. The unit explores the need for global expansion and change management. It also addresses the opportunities provided by the global environment and the factors that drive international business development.

Unit 4:
The focus of this unit is on global business operations. The unit explores how businesses operate strategically and examines the features and traits of successful management. It addresses the significance of strategic planning and the concept of competitive advantage.

GENERAL

BUSINESS MANAGEMENT AND ENTERPRISE | GENERAL

Course Description:

The course content encompasses theoretical and practical aspects of Business Management and Enterprise and is designed to facilitate the achievement of three outcomes:

- Business Concepts – understanding marketing, leadership and organisational practices.
- Business in Society – understanding the impact of economic environments, government policies and technologies on business activity.
- Innovation and operations – applying business skills, tools and processes required for effective business operations.

Examples of learning contexts include: Tourism and Hospitality, Marketing and the use of advertising techniques, E-Commerce, the use of technology in business and Entrepreneurs and innovation.

Year 11

Unit 1 & 2

Prerequisites: None. Acceptable work ethic.
Desirable: None
Further Information: Dr Victoria O'Brien

Unit 1:
This unit focuses on establishing and operating a small business in Australia. Opportunities are provided to explore business start-ups and to recognise the factors that contribute to business success. Entrepreneurship and innovative thinking are introduced, generating ideas and proposals that may be suitable for business ventures.

Unit 2:
The unit continues the focus on small businesses and focuses on the running of a small business in the school or local environment or to the use of business simulations. The concepts of marketing and competitive advantage and the key factors that influence consumer decision-making are also covered in this course.

Year 12

Unit 3 & 4

Prerequisites: C Grade in Year 11 Business Management and Enterprise
Further Information: Dr Victoria O'Brien

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. The unit explores how the marketing plan contributes to the overall business plan.

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.

ATAR

GEOGRAPHY | ATAR

Course Description:

The study of this Geography course draws on students' curiosity about the diversity of the world's places and their peoples, cultures and environments. It provides students with the knowledge and understanding of the nature, causes and consequences of natural and ecological hazards, international integration in a range of spatial contexts, land cover transformations, and the challenges affecting the sustainability of places. It also explores possible solutions to real life current global issues facing humanity.

In this ATAR course, students learn how to collect information from primary and secondary sources, such as field observation and data collection, mapping, monitoring, case studies and reports.

Year 11

Units 1 & 2

Prerequisites: High C grade in Year 10 HASS (60%), High C grade in Year 10 English (60%), C Grade in Year 10 Standard Mathematics (50%) or C grade in Advanced Math
Desirable: None
Further Information: Dr Victoria O'Brien

Unit 1:

Natural and Ecological Hazards

This unit explores the idea of hazard networks of both natural and ecological significance. Students will undertake studies specifically within the context of the natural hazard of tsunamis and the ecological hazard of Ebola.

Unit 2:

Global Networks and Interconnections

This unit focuses on interconnections and the idea of our world shrinking due to increasing technology. Contextual studies in this unit are the geography of both music and clothing.

Year 12

Units 3 & 4

Prerequisites: C Grade in Year 11 ATAR Geography
Further Information: Dr Victoria O'Brien

Unit 3:

Global Environmental Change

This unit investigates the global environment specific to land cover and the management of this with biodiversity loss, environmental change and the impacts of climate change. There is a specific focus on the South West of Western Australia.

Unit 4:

Planning Sustainable Places

This unit looks at Perth City in order to consider planning issues and problems in the city. Consideration is given to improvements from a sustainable perspective in order to support growth for the future and the wellbeing of all people. Both units include relevant excursions for the students.

ATAR

MODERN HISTORY | ATAR

Course Description:

The Modern History ATAR course enables students to study the forces that have shaped today's world and provides them with a broader and deeper comprehension of the world in which they live. Modern History enhances students' curiosity and imagination and their appreciation of larger themes, individuals, movements, events and ideas that have shaped the contemporary world.

The Modern History ATAR course continues to develop the historical skills and understandings taught in the Year 7-10 History curriculum. Students pose increasingly complex questions about the past and use their historical inquiry skills, analytical skills and interpretation of sources to formulate reasoned answers to those questions.

Year 11

Units 1 & 2

Prerequisites: High C Grade in Year 10 Humanities (60%,) Low B Grade in Year 10 English (60%)
Desirable: None
Further Information: Dr Victoria O'Brien

Unit 1:

Capitalism: the American Experience (1901-1941)

This unit examines the key ideas, people and events that shaped the USA in the period from 1901-1941. Stuents will examine the ideas that both inspired and emerged from these key developments and their significance for the contemporary world. This includes capitalism, World War I, consumerism, Franklin D Roosevelt and the Great Depression.

Unit 2:

Nazism in Germany (1918-1945)

This unit examines the rise of Nazism in Germany following the end of World War I through to the end of World War II. Students will develop a detailed examination of the conditions that gave rise to the movement, the motivations and the role of political figures.

Year 12

Units 3 & 4

Prerequisites: Min C Grade in Year 11 ATAR Modern History
Further Information: Dr Victoria O'Brien

Unit 3 :

Russia and the Soviet Union (1914-1945)

This unit examines the historical forces that brought about change in Russia and the Soviet Union from 1914 to the end of World War II. Students will explore the changes to the political, social and economic order and the experiences of different groups and individuals during this time. Students will examine the role played by figures including Tsar Nicholas II, Vladimir Lenin and Joseph Stalin.

Unit 4:

The Changing European World since 1945

This unit examines the distinctive features of the modern world that have emerged since World War II and the historical forces that provided their impetus. This includes the division of Germany and the formation of the European Union. Students will examine the impact of growing international tension between the USSR and the USA during the Cold War and the changes in the nature of the world order between 1989 to 2001.

INFORMATION AND COMMUNICATIONS TECHNOLOGY

APPLIED INFORMATION TECHNOLOGY
COMPUTER SCIENCE

ATAR

APPLIED INFORMATION TECHNOLOGY | ATAR

Course Description:

The Applied Information Technology ATAR course provides students with the knowledge and skills to use a range of computer hardware and software to create, manipulate and communicate information in an effective, responsible and informed manner. Students develop an understanding of computer systems; the management of data; and the use of a variety of software applications to investigate, design, construct and evaluate digital products and digital solutions.

Students investigate client-driven issues and challenges, devise solutions, produce models or prototypes and then evaluate and refine the developed digital product and solution. 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

Units 1 & 2

Prerequisites: Good C Grade in English (50%), C grade in Standard Math (55%) or C grade in Advanced Math
Desirable: High C in Applied Information Technology (60%) or C grade in Computer Science (50%)
Further Information: Ms Diane Vettler

Unit 1:
Media Information and Communication Technologies
This unit focuses on the use of digital technologies to create and manipulate digital media. Students use a range of applications to create graphics and audio for digital products and use spreadsheets and advanced word processing skills to present information for a variety of audiences. Students will examine hardware components used in different computer systems and how they impact the user.

Unit 2:
Digital Technologies in Business
This unit focuses on the skills, principles and practices associated with various types of documents and communications. Applications skills developed in this unit include, animation, audio editing and web authoring. Students identify the components and configuration of networks to meet the needs of a business. They design digital solutions for clients, being mindful of the various impacts of technologies within legal, ethical and social boundaries.

Year 12

Units 3 & 4

Prerequisites: C Grade in Year 11 ATAR Applied Information Technology
Desirable: None
Further Information: Ms Diane Vettler

Unit 3:
Evolving Digital Technologies
The emphasis of this unit is on the use of digital technologies to create and manipulate digital media. Students use a range of applications to create visual and audio communication, using graphic manipulation, drawing and audio editing software. They examine trends in digital media transmissions and implications arising from the use of these technologies.

Unit 4:
Digital Technologies Within a Global Society
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. Application skills applied in this course include, animation, audio capture and editing, graphic manipulation and web authoring.

GENERAL

APPLIED INFORMATION TECHNOLOGY | GENERAL

Course Description:

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

Units 1 & 2

Prerequisites: None. Acceptable work ethic
Desirable: Studied Applied Information Technology or Computer Science in Year 10
Further Information: Ms Diane Vettler

Unit 1:

Personal Communication

The focus of this unit is to enable students to use technology to meet personal needs. Students develop skills that enable them to communicate using appropriate technologies and to gain knowledge that assists in communicating within a personal context. Application skills developed in this course include spreadsheets and desktop publishing along with advanced skills in using Microsoft Word and Outlook. Students will develop an understanding of common computer hardware systems, their compatibility and connectivity.

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. Application skills specific to this unit include, presentation software, audio editing, image manipulation and use of database tools. They examine the legal, ethical and social impacts of technology within society.

Year 12

Units 3 & 4

Prerequisites: C Grade in Year 11 General Applied Information Technology
Further Information: Ms Diane Vettler

Unit 3:

Media Information and Communication Technologies

The emphasis of this unit 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, using graphic manipulation, drawing and audio editing software. They examine trends in digital media transmissions and implications arising from the use of these technologies. Students will develop an understanding of how hardware components and software work together in a computer system, and determine the most suitable hardware specifications based on use.

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. Application skills applied in this course include, animation, audio capture and editing, graphic manipulation and web authoring.

ATAR

COMPUTER SCIENCE | ATAR

Course Description:

The Computer Science ATAR course aims to develop students' skills in designing and producing databases, solving problems through algorithms and programming, assessing cyber security issues and applying responses, and network design, application and interaction. This course has been designed to meet the expectations of tertiary institutions and students will be well prepared for further study in university and TAFE courses. It provides a sound understanding of Computer Science for students pursuing further studies and employment in Information Technology and Computer Science, and also supports other areas including Science, Technology, Engineering, Mathematics and Business, all of which are underpinned and driven by advances in Computer Science.

Year 11

Units 1 & 2

Prerequisites: Good C Grade in English (55%)
Good C Grade in Standard Mathematics (55%) or C grade in Advanced Math
Desirable: B in Applied Info Tech 65% OR
High C in Computer Science 60%
Further Information: Ms Diane Vettler

Unit 1:
Programming
The focus of this unit is the creation of systems and digital solutions to specific problems. Students learn knowledge and skills to create software solutions. They use algorithms and structured programming to design and implement software solutions for a range of problems. Students learn about network communications and the transfer of data through a network.

Unit 2:
Design and Development of Database Solutions and Cyber Security Considerations
This unit focuses on the creation of database systems. Students learn about the design concepts and tools used to develop relational database systems. They gain skills to create database solutions and create queries to extract information. Students consider the security of network communications, exploring a range of threats and measures used to keep networks secure.

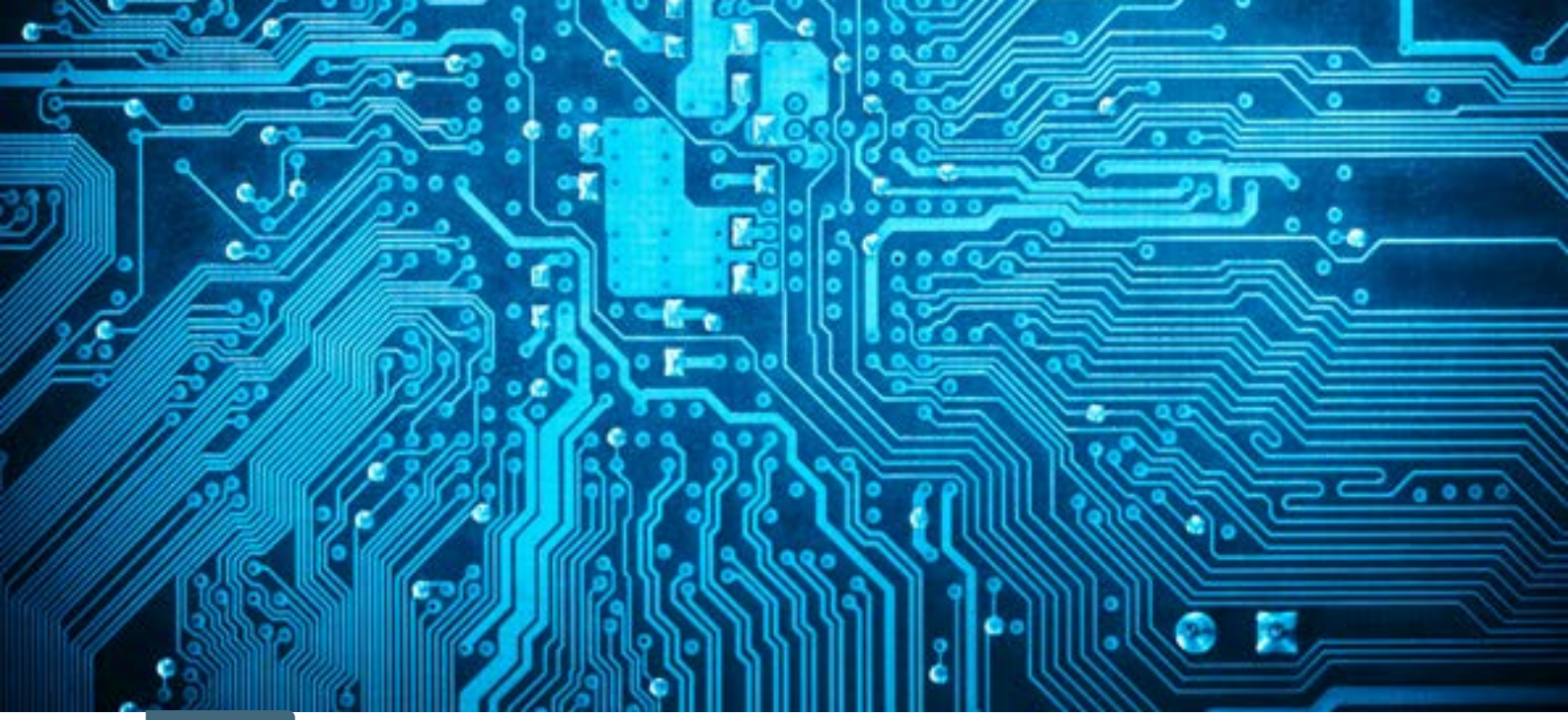
Year 12

Units 3 & 4

Prerequisites: C Grade in Year 11 ATAR Computer Science
Further Information: Ms Diane Vettler

Unit 3:
Programming
In this unit, students gain knowledge and skills to create software solutions. They use algorithms and structured programming and object-oriented techniques to design and implement software solutions for a range of problems. They investigate the models of networking and the role of hardware at different network layers, and will learn skills to test network performance.

Unit 4:
Design and Development of Database Solutions and Cyber Security Considerations
In this unit, students gain the knowledge and skills to create relational database systems. They use SQL to create, modify and manipulate a database, and apply techniques to retrieve required information. Students will investigate external network threats and learn how cryptography and ethical hacking are used in securing a network.



GENERAL

COMPUTER SCIENCE | GENERAL

Course Description:

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

Year 11

Units 1 & 2

Prerequisites: None. Acceptable work ethic.
Desirable: C Grade in Year 10 Applied Information Technology or Computer Science
Further Information: Ms Diane Vettler

Unit 1:
Personal Communication
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

Units 3 & 4

Prerequisites: C Grade in Year 11 General Computer Science
Desirable: None
Further Information: Ms Diane Vettler

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. Students create solutions exploring the ethical, legal and societal implications of industry-based applications.

LANGUAGES

INDONESIAN: SECOND LANGUAGE
CHINESE: SECOND LANGUAGE

ATAR

INDONESIAN: SECOND LANGUAGE | ATAR

Course Description:

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

Year 11

Units 1 & 2

Prerequisites: High C in Year 10 Indonesian (60%)
Desirable: 60% in Year 10 English
Further Information: Mr Brendon Cook

Unit 1:

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

Unit 2:

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

Year 12

Units 3 & 4

Prerequisites: C Grade in Year 11 ATAR Indonesian
Further Information: Mr Brendon Cook

Unit 3:

This unit focuses on **Aneka wacana** (Exploring texts). Through the three topics: Texts and genres, Media and entertainment, and Globalisation and the media, students extend and refine their communication skills in Indonesian and gain a broader and deeper understanding of the language and culture.

Unit 4:

This unit focuses on **Isu hangat** (Exploring issues). Through the three topics: Youth issues, Social issues, and Australia/Indonesia relations, students extend and refine their communication skills in Indonesian and gain a broader and deeper understanding of the language and culture.

Students are informed of the possibilities to host an Indonesian exchange student for several weeks, and/or participate in an exchange to Indonesia. Both of these experiences will greatly assist students with learning Indonesian and refining their Indonesian accents. Where possible, exchange experiences are very beneficial to the study of the language.

ATAR

CHINESE: SECOND LANGUAGE | ATAR

Course Description:

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

Year 11

Units 1 & 2

Prerequisites: High C in Year 10 Chinese (60%)
Desirable: 60% in Year 10 English
Further Information: Mr Brendon Cook

Unit 1:
This unit focuses on 青少年 **(Teenagers).** Through the three topics: Having fun, Student's daily life, and Technology and leisure, students further develop their communication skills in Chinese and gain a broader insight into the language and culture.

Unit 2:
This unit focuses on 我们去旅行吧! **(Travel – let's go!)**. Through the three topics: Tales of travel, Western Australia as a travel destination, and China as a travel destination, students extend their communication skills in Chinese and gain a broader insight into the language and culture.

Year 12

Units 3 & 4

Prerequisites: C Grade in Year 11 ATAR Chinese
Further Information: Mr Brendon Cook

Unit 3:
This unit focuses on 目前情况 **(Here and now)**. Through the three topics: Relationships, Celebrations and traditions, and Communicating in a modern world, students extend and refine their communication skills in Chinese and gain a broader and deeper understanding of the language and culture.

Unit 4:
This unit focuses on 有什么打算? **(What next?)**. Through the three topics: Reflecting on my life and planning my future, The environment, and Current issues, students extend and refine their communication skills in Chinese and gain a broader and deeper understanding of the language and culture.

Students are informed of the possibilities to host a Chinese exchange student for several weeks, and/or participate in an exchange to China. Both of these experiences will greatly assist students with learning Chinese and refining their Chinese accents. Where possible, exchange experiences are very beneficial to a study of the language.

MATHEMATICS

MATHEMATICS SPECIALIST
MATHEMATICS METHODS
MATHEMATICS APPLICATIONS
MATHEMATICS ESSENTIAL
MATHEMATICS FOUNDATION

ATAR

MATHEMATICS SPECIALIST | ATAR

Course Description:

This course provides opportunities for students to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. This course gives students an opportunity to extend their knowledge of Euclidean Geometry which is of great benefit in further mathematical study. It builds on and deepens the ideas presented in the Mathematics Methods ATAR course. This course is suitable for students who enjoy the challenge of mathematical thinking or need a strong foundation of mathematics for future tertiary studies.

This course should be studied concurrently with Mathematics Methods ATAR Units 1 & 2 and may not be taken on its own.

Year 11

Units 1 & 2

Prerequisites: A Grade in Year 10 Advanced Mathematics (min 80%)
Desirable: Nil
Further Information: Mrs Lucy Barnett

Unit 1:

- Combinatorics
- Vectors in the plane
- Geometry

Unit 2:

- Trigonometry
- Matrices
- Real and complex numbers

Year 12

Units 3 & 4

Prerequisites: C Grade in Year 11 Maths Specialist ATAR
Further Information: Mrs Lucy Barnett

Unit 3:

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

Unit 4:

- Intergration and applications of intergration
- Rates of change and differential equations
- Statistical inference

ATAR

MATHEMATICS METHODS | ATAR

Course Description:

This course is suited to students who have strong ability in Mathematics and a passion for the subject. It is enjoyed by students who derive their satisfaction from wrestling with complex problems. This course focuses on the use of calculus and statistical analysis. The study of calculus provides a basis for understanding rates of change in the physical world and includes the use of functions, their derivatives and integrals, in modelling physical processes. The study of statistics develops students' ability to describe and analyse phenomena that involve uncertainty and variation.

Mathematics Methods provides a foundation for tertiary studies in engineering, architecture, physics, science and business. It also is a co-requisite for students wishing to study Mathematics Specialist.

The difficulty level and abstract concepts involved require a commitment to sustained practice. Students will require a Casio Graphic CAS Class Pad FX-CP400 calculator.

Year 11

Units 1 & 2

Prerequisites: A Grade in Advanced Mathematics (min 80%). 75%-80% will be considered but you must have a Semester 2 exam score above 80%

Desirable: None

Further Information: Mrs Lucy Barnett

Unit 1:

- Functions and graphs
- Trigonometric functions
- Counting and probability

Unit 2:

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

Year 12

Units 3 & 4

Prerequisites: C Grade in Year 11 Mathematics Methods ATAR

Further Information: Mrs Lucy Barnett

Unit 3:

- Further differentiation and applications
- Integrals
- Discrete random variables

Unit 4:

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

ATAR

MATHEMATICS APPLICATIONS | ATAR

Course Description:

This course focuses on the use of Mathematics to solve problems in contexts that involve consumer arithmetic, geometric and trigonometric analysis and functions. Loans, investments and annuities are also studied. The course 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.

Students will require a Casio Graphic CAS Class Pad FX-CP400 calculator.

Year 11

Units 1 & 2

Prerequisites: Good C Grade in English (55%) High C grade in Year 10 Standard Mathematics (60%). 55% will be considered but you must have a Semester 2 exam score above 65%. C grade in Advanced Math (50%) with min of 50% in Exam.
Desirable: None
Further Information: Mrs Lucy Barnett

Unit 1:
- Consumer Arithmetic
- Algebra and Matrices
- Shape and Measurement

Unit 2:
- Univariate analysis and the statistical investigation process
- Applications of trigonometry
- Linear equations and their graphs

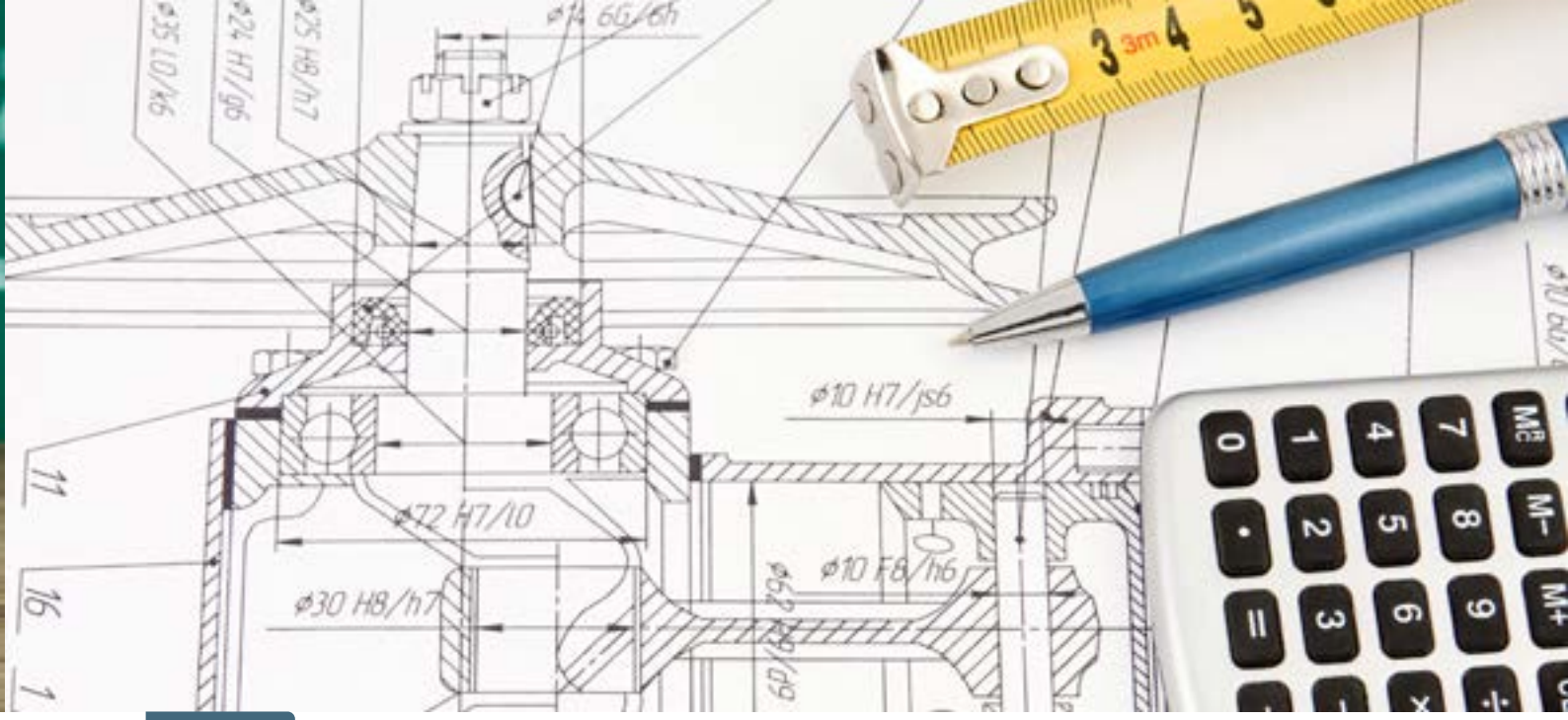
Year 12

Units 3 & 4

Prerequisite: C Grade in Year 11 Maths Applications ATAR
Further Information: Mrs Lucy Barnett

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



GENERAL

MATHEMATICS ESSENTIAL | GENERAL

Course Description:

The Mathematics Essential General course focuses on using mathematics effectively, efficiently and critically to make informed decisions. The course 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 training.

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

Year 11

Units 1 & 2

Prerequisites: C Grade in Essential Math or Standard Math
Desirable: Generally passed OLNA Numeracy assessment
Further Information: Mrs Lucy Barnett

Unit 1:
- Basic calculations, percentages and rates
- Using formulas for practical purposes
- Measurement
- Graphs

Unit 2:
- Representing and comparing data
- Percentages
- Rates and ratios
- Time and motion

Year 12

Units 3 & 4

Prerequisites: C Grade in General Mathematics Essential
Further Information: Mrs Lucy Barnett

Unit 3:
- Measurement
- Scales, plans and models
- Graphs in practical situations
- Data collection

Unit 4:
- Probability and relative frequencies
- Earth geometry and time zones
- Loans and compound interest

MATHEMATICS FOUNDATION | FOUNDATION

Course Description:

In the Mathematics Foundation course, the main emphasis is on developing students' capacity, disposition and confidence to use functional numeracy in their personal life and workplace. This course uses a practical approach and provides students with a variety of opportunities to apply mathematical concepts across a range of everyday situations.

The Mathematics Foundation course recognises some students have significant gaps in basic mathematical understanding and application by the time they enter senior school. However, these same students have the potential to learn, especially when involved in a learning program which connects with their current experience and knowledge. The course focuses on functional numeracy embedded in familiar and meaningful contexts which are relevant to young adults.

Year 11

Units 1 & 2

Prerequisites: Those students who have **NOT** passed the Numeracy OLNA in Year 10
Desirable: None
Further Information: Mrs Lucy Barnett

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.

Year 12

Units 3 & 4

Prerequisites: Those students who have **NOT** passed the Numeracy OLNA in Year 11
Desirable: None
Further Information: Mrs Lucy Barnett

Unit 3:

This unit provides students with the mathematical knowledge, understanding and skills relating to percentages and the link to fractions and decimals and the solving of problems relating to the four operations using whole number, fractions and decimals. Location, time and temperature, and shape and its relationship to design, are also covered.

Unit 4:

This unit provides students with the mathematical knowledge, understanding and skills relating to rates and ratios, and the connection between statistics and probability. The unit culminates in students' ability to solve comprehensive real life problems encountered in personal, workplace and community contexts.

PERFORMING ARTS

DANCE
DRAMA
MUSIC

ATAR

DANCE | ATAR

Course Description:

The Dance ATAR course acknowledges the interrelationship between practical and theoretical aspects of dance – the making and performing of movement and the appreciation of its meaning. 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 create unique dance works. They investigate how technologies are used to extend and enhance dance design. They also learn how dance styles and forms are historically derived and culturally valued. Through dance, students experience an intrinsic sense of enjoyment and have an opportunity to achieve a high level of movement skills.

Year 11

Units 1 & 2

Prerequisites: High C Grade in Year 10 English (Min 60%)
Desirable: B Grade in Year 10 Dance (Min 65%)
Further Information: Mrs Tracy Carr

Unit 1:

Popular Dance

Within the broad focus of Popular Dance, students explore how popular dance reflects and influences cultural and social trends, identity and community. They learn about the impact of media and technology on the evolution of popular dance and consider how platforms such as radio through to social media have transformed the visibility and accessibility of dance.

Unit 2:

Youth Dance

The focus of this unit is on creating dance that explores original concepts and expresses personal ideas. Students develop their technical skills, artistic expression and performance abilities in various dance styles popular among youth. Students explore learning contexts that reflect their own cultural understanding and produce unique work with a personal style.

Year 12

Units 3 & 4

Prerequisites: C Grade in Year 11 ATAR Dance
Further Information: Mrs Tracy Carr

Unit 3:

Australian Dance

Students explore the diverse realm of all Australian dance, from traditional to contemporary. Through their studies, students recognise how social, political and artistic factors shape the evolution of Australian dance, reflecting its dynamic nature. Exploring the work of Australian dance companies and dancers, this unit provides an insight into the vibrant industry that is dance in Australia, highlighting the profound impact of cultural diversity and creative innovation on the nation's artistic expression.

Unit 4:

Innovation In Dance

Within the broad focus of Innovation in dance, students explore the development of dance throughout the world. Students delve into the creative process of dancers who craft innovative performances by integrating their unique artistic understanding. They witness how these dancers draw inspiration from a spectrum of sources, embracing both local traditions and global dance innovations. Through this fusion of influences, dancers enrich their artistic expressions, creating dynamic and compelling works that resonate with audiences worldwide.

GENERAL

DANCE | GENERAL

Course Description:

Dance General is able to offer an opportunity for students to experience an intrinsic sense of enjoyment and have the opportunity to achieve an elite level of movement skills. The course acknowledges the interrelationship between practical and theoretical aspects of Dance- the making and performing of movement and the appreciation of its meaning. Through decision-making in individual and group work, students use a wide range of creative processes, such as improvisation and the use of choreographic elements and devices to create dance works. There are opportunities to present dance to an audience. In both units there is a strong focus on practical lessons and performances. A range of diverse genres can by studied including contemporary, jazz, hiphop and cultural dance. In performing dance, technical, design and expressive skills are incorporated and developed.

Year 11

Units 1 & 2

Prerequisites: None. Acceptable work ethic required
Desirable: C Grade in Year 10 Dance
Further Information: Mrs Tracy Carr

Unit 1:

Exploring the Components of Dance

The elements of dance and processes of choreography are explored and students solve structured choreographic tasks to produce dance works for performance. They have first-hand experience of dance-making which actively engages them in exploration, improvisation, research, reflection and response. Technologies and design concepts are introduced to the planning stage of dance creation. A broad introduction to dance genres enables students to place dance in its time and place and then begin to understand its functions within this context.

Unit 2:

Dance as Entertainment

Students explore the entertainment potential of dance and choreography. In practical lessons, they improve safe dance practices and their physical competencies while acquiring genre-specific technique. They explore and experiment with the elements of dance and processes of choreography to solve choreographic tasks for performance. Students identify and select technologies and design concepts which enhance the entertainment value of the dance and place it in its social, historical and economic context.

Year 12

Units 3 & 4

Prerequisites: C Grade in Year 11 General Dance
Further Information: Mrs Tracy Carr

Unit 3:

Popular Culture

This unit explores safe dance practices and improved physical competencies to acquire genre-specific technique. Performance qualities and etiquette are improved through increased opportunities for performance of popular styles. Students solve choreographic tasks to produce dance works incorporating dance element, choreographic processes, technologies and design concepts that reflect current popular trends. The exploration of dance in popular culture leads to a wider understanding of the diverse contexts and functions of dance in our society.

Unit 4:

Australian Dance

This unit focuses on an understanding of the diverse range of functions and contexts of dance in Australia enables students to make relevant comparisons between their own dance and the dance of others. They analyse their own cultural beliefs and values in relation to traditional and contemporary dance forms and styles, and develop deeper understandings of their own dance heritage.

ATAR

DRAMA | ATAR

Course Description:

The Drama ATAR course focuses on drama in practice as students integrate their knowledge and skills. They use the elements and conventions of drama to develop and present ideas and explore personal and cultural issues. They engage in drama processes, such as improvisation and text interpretation which allow them to create drama and interpret a range of texts written or devised by others. Their work in this course includes production and design aspects, such as sets, costumes, props, sound and lighting. Students work independently and collaboratively, learning self-management skills, showing initiative and demonstrating leadership and interpersonal skills. They develop their capacity to respond to, reflect on, and make informed judgements using appropriate terminology and language to describe, analyse, interpret and evaluate drama.

Year 11

Units 1 & 2

Prerequisites: High C Grade in Year 10 English (Min 60%)
Desirable: B Grade in Year 10 Drama (Min 65%)
Further Information: Mrs Tracy Carr

Unit 1:

Representational, Realist Drama

In this unit students explore techniques of characterisation through different approaches to text interpretation, particularly those based on the work of Stanislavski and other representational drama.

Unit 2:

Presentational, Non- Realist Drama

In this unit students explore techniques of role and/or character through different approaches to group-based text interpretation, particularly those based on the work of Brecht. Students participate in research, workshops and interpret and perform drama texts related to presentational, non-realistic drama that challenge and question perspectives.

Year 12

Units 3 & 4

Prerequisites: C Grade in Year 11 ATAR Drama
Further Information: Mrs Tracy Carr

Unit 3:

Realisation of Drama

This unit focuses on the realisation of drama text, context, forms and styles through the investigation of a practitioner and the application of the approach in rehearsal and/or performance. Students explore theatrical approaches in the role of actor, director and designer supported by contextual research and textual analysis.

Unit 4:

Interpretation of Drama

This unit focuses on the approach to and interpretation of drama texts, contexts, forms and styles. In the context of a practitioner's approach to drama in rehearsal, performance, and response, students create, understand, select and combine drama language, contextual knowledge, performance and production using oral and written communication.

GENERAL

DRAMA | GENERAL

Course Description:

In this course, students achieve outcomes through the key activities of creation, performance and reflection. Drama General focuses on understanding and drama in practice as students integrate their knowledge and skills. Students are required to engage with the role of actor and director and one other role: scenographer, costume, lighting or sound designer. All students enrolled in the Year 12 General Drama course will complete the externally set task developed by the Authority.

Year 11

Units 1 & 2

Prerequisites: None. Acceptable work ethic required
Desirable: C Grade in Year 10 Drama
Further Information: Mrs Tracy Carr

Unit 1:

Dramatic Storytelling

Students engage with the skills, techniques, processes and conventions of dramatic storytelling. Students view, read and explore relevant drama works and texts using scripts and/or script excerpts from Australia and/or world sources.

Unit 2:

Drama Performance Events

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

Year 12

Units 3 & 4

Prerequisites: C Grade in Year 11 General Drama
Further Information: Mrs Tracy Carr

Unit 3:

Representational, Realist Drama

Students explore techniques of characterisation through different approaches to group-based text interpretation, particularly those based on the work of Stanislavski and others. In this unit, students research and participate, collaboratively in workshops to interpret, perform and produce texts in forms and styles related to representational, realistic drama.

Unit 4:

Presentational, Non-Realist Drama

Students explore techniques of role and/or character through different approaches to group-based text interpretation. In this unit, students have the opportunity to research and collaboratively workshop, interpret and perform drama texts related to presentational, non-realistic drama.

ATAR

MUSIC | ATAR

Course Description:

The Music ATAR course encourages students to explore a range of musical experiences, developing their musical skills and understanding, and creative and expressive potential, through Western Art Music, Contemporary and Jazz genres. The course consists of a written component incorporating Aural and Theory, Composition and arrangement, Cultural and historical analysis, and a practical component. The Music course provides opportunities for creative expression, the development of aesthetic appreciation, and understanding and respect for music and music practices across different times, places, cultures and contexts. Students listen, compose, perform and analyse music, developing skills to confidently engage with a diverse array of musical experiences, both independently and collaboratively.

Year 11

Units 1 & 2

Prerequisites: High C Grade in Year 10 English (60%)
It is essential that the student can play at an equivalent of Grade Four (AMEB) level or above and must have an understanding of music theory equivalent to Grade Three (AMEB) level. Students must be having a weekly vocal / instrumental lesson and participate within a JSRACS ensemble/choir.
Desirable: B Grade in Year 10 Music (Min 65%)
Further Information: Mr Jason Kidd

Year 12

Units 3 & 4

Prerequisites: Year 11 ATAR Music
Further Information: Mr Jason Kidd

Unit 1 - 4

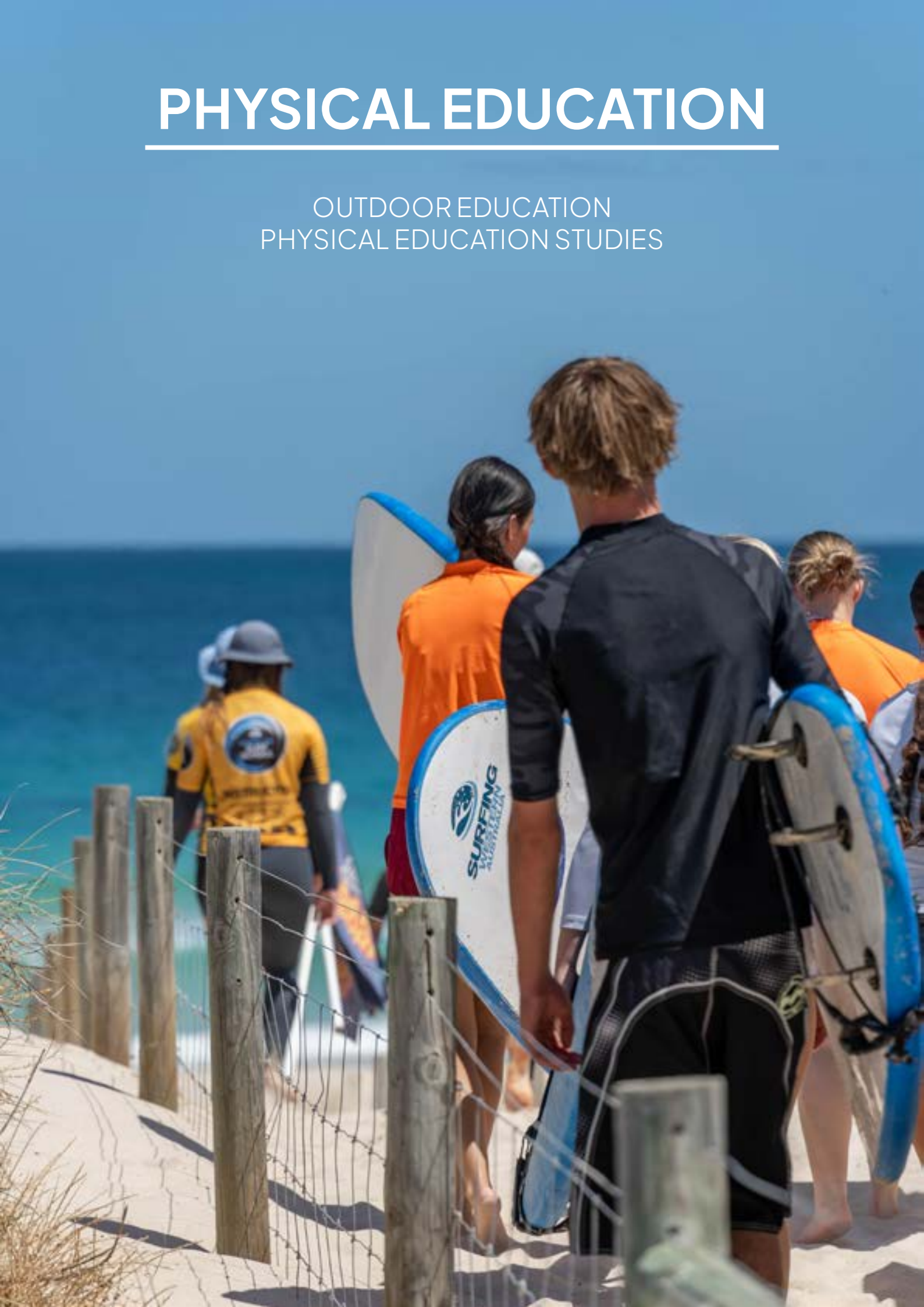
Across the two courses students extend and apply their skills, knowledge and understanding of music to create, communicate and evaluate music ideas with increasing depth and complexity. They continue to develop and consolidate aural and music literacy skills, learning how the elements of music can be applied, combined and manipulated when listening, performing, composing and analysing music.

Students explore how social, cultural and historical factors shape music, developing an understanding of music conventions and practices in the specific context selected for study. They apply critical listening and thinking skills and develop aesthetic understanding through comparing and analysing musical works.

Along with a written exam students will be expected to sit a performance exam each semester on their chosen instrument, consisting of 15 minutes of varied repertoire. This may be any style of music in which the student wishes to perform. The school provides a piano accompanist for examinations and class assessments.

PHYSICAL EDUCATION

OUTDOOR EDUCATION
PHYSICAL EDUCATION STUDIES



GENERAL

OUTDOOR EDUCATION | GENERAL

Course Description:

This course aims to develop an understanding of students' relationships with the environment, others and themselves, and ultimately contribute towards a sustainable world. It provides students with an opportunity to develop essential life skills and physical activity skills, and an opportunity to develop an understanding of the environment and a positive relationship with nature. The course aims to develop skills that will enable them to pursue personal interests and careers in the outdoors.

Time off campus

Year 11: 6 days are spent off campus – including 2 expeditions and 2 excursion
Year 12: 7 days are spent off campus – including 2 expeditions and 1 excursion

* Any student studying ATAR subjects is not eligible for Outdoor Education General due to time missed for excursions and camps.

Year 11

Units 1 & 2

Prerequisites: Min C Grade in Year 10 Physical Education
Essential: Swimming, bike riding and participation requirements with a reasonable level of fitness to cope with stamina, heights and the rigors of outdoor camping.
Desirable: C Grade in Year 10 Outdoor Education
Further Information: Mr Len Fernandes

Unit 1:

Active outdoors
Students engage in outdoor adventure activities, where they develop skills in sea kayaking, body boarding, roping and navigation while improving their interpersonal skills including self-awareness, communication and leadership.

Unit 2:

Planning and risk assessment
Students conduct planning for expeditions, while conducting simple risk assessments, practice time management and goal setting. Features of natural environments and components of weather are studied, along with conservation, biodiversity and environmental management planning.

Year 12

Units 3 & 4

Prerequisites: C Grade in Year 11 Outdoor Education
Swimming and bike riding equipment and a reasonable level of fitness to cope with stamina, heights and the rigors of outdoor camping.
Further Information: Mr Len Fernandes

Unit 3

Weather, sustainability and survival skills
Students participate in outdoor adventure activities where they develop survival skills. Weather patterns and forecasting are explored along with the concept of sustainability.

Unit 4:

Emergency response and environmental impact
Students build on their skills to ensure safe participation in outdoor adventure activities. Students lead briefing and debriefing sessions and appraise their own and others' leadership skills. They learn to respond to an emergency in the outdoors while focusing on resilience and conflict resolution skills. They explore sustainability projects and responsibility for the environment.

ATAR

PHYSICAL EDUCATION STUDIES | ATAR

Course Description:

This course will usually be structured to have 1 practical lesson and 3 theory lessons in Year 11 and 12. Students will focus on skill development and game play in practical lessons. In theory lessons, the focus of this course is to explore anatomical and biomechanical concepts, the body's responses to physical activity, and stress management processes, to improve the performance of themselves and others in physical activity. It also looks to identify the relationship between skill, strategy and the body in order to improve the effectiveness and efficiency of performance.

The course incorporates both practical and theoretical elements. Fitness and sport performance contribute to the final course score.

Year 11

Units 1 & 2

Prerequisites: B Grade in Physical Education, Good C Grade in English (55%) and High C Grade in Standard Science (60%) or C grade (55%) in Advanced Science
Desirable: High C Grade in Physical Education Studies (60%)
Further Information: Mr Len Fernandes

Unit 1:
Anatomy and Biomechanics
This unit explores the anatomical and biomechanical concepts as they apply to sport. Students also explore the body's responses to physical activity and learn stress management processes to improve their own performance and that of others.

Unit 2:
Skill and strategy in sport
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 12

Units 3 & 4

Prerequisite: C Grade in Year 11 ATAR Physical Education Studies
Further Information: Mr Len Fernandes

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

Unit 4:
Competitive performance
The focus of this unit is to extend students understanding of complex biomechanical, psychological and physiological concepts to evaluate their own and others' performance. Students critically evaluate training programs designed to improve performance.

GENERAL

PHYSICAL EDUCATION STUDIES | GENERAL

Course Description:

The Physical Education Studies General course focuses on the physical, mental, social and emotional growth of students. Students learn about how to improve performance and develop the skills for a healthy and active lifestyle. The course incorporates both practical and theoretical elements, where fitness and sport performance contribute to the final course score.

Year 11

Units 1 & 2

Prerequisites: C Grade in Year 10 Physical Education
Further Information: Mr Len Fernandes

Unit 1:

Anatomy and Physiology

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

Unit 2:

Team and individual performance

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

Year 12

Units 3 & 4

Prerequisite: C Grade in Year 11 General Physical Education Studies
Further Information: Mr Len Fernandes

Unit 3:

Skills, fitness and movement

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

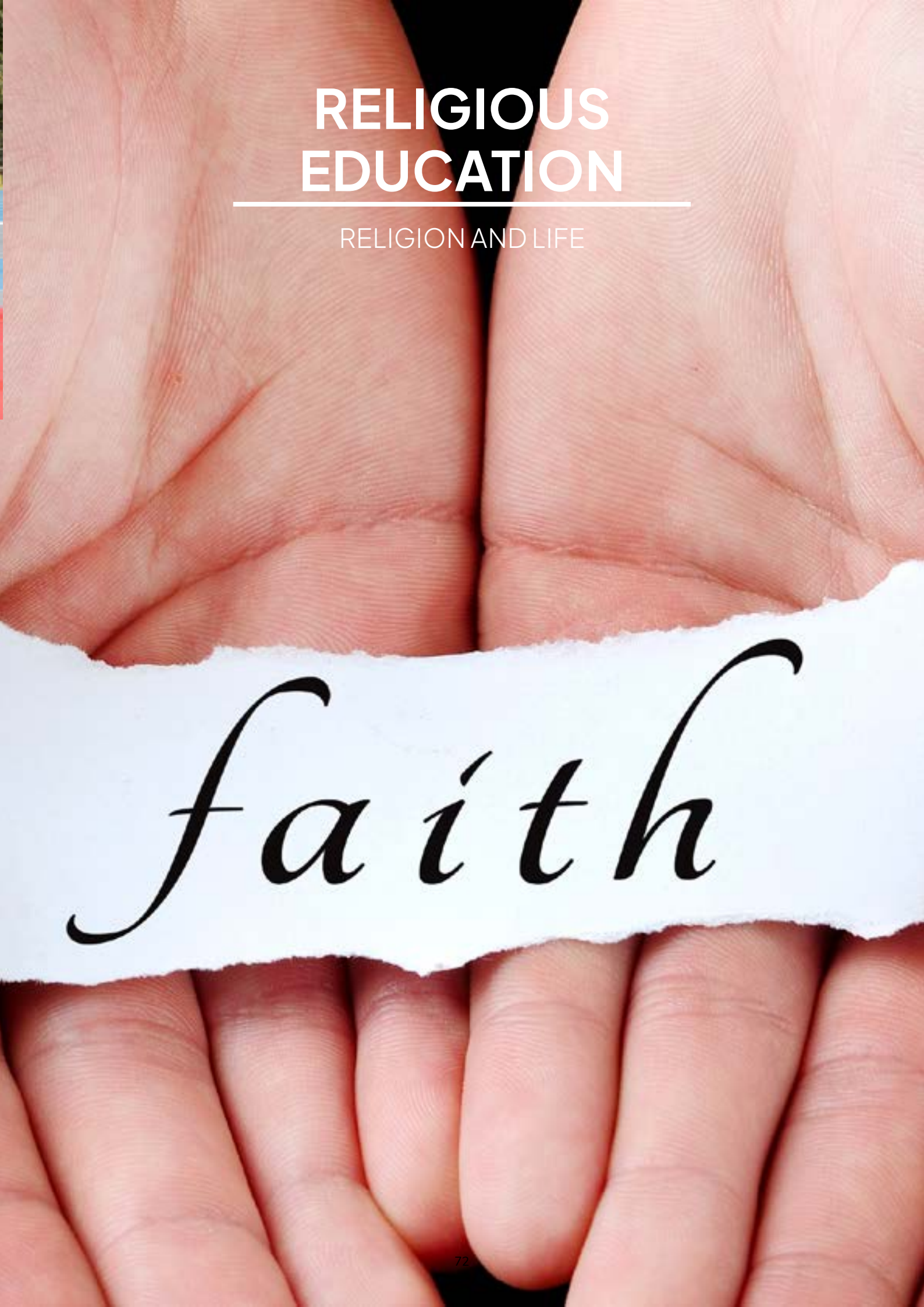
Unit 4:

Training and nutrition

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

RELIGIOUS EDUCATION

RELIGION AND LIFE



ATAR

RELIGION AND LIFE | ATAR

Course Description:

The Religion and Life ATAR course provides students with opportunities to explore how and why individuals and communities relate to and understand religion. Students use a range of inquiry skills to explore at least one religious worldview and to investigate characteristics of religion, their origins, foundations, cultural influences and development over time. They also use these skills to analyse the role religion plays in society and to consider the challenges and opportunities religions face in the future.

Through Religion and Life, students learn why and how religions respond to human experiences such as injustice and suffering. They learn skills that will enable them as Australian and global citizens to critique situations of this kind and the responses made by religions.

After completing this course students will understand why people gather together in communities and celebrate their religious identity. They will have developed understandings of how the religious identity of a group and their values interact with society.

Year 11

Units 1 & 2

Prerequisites: High C Grade (60%) in Year 10 Religious Studies and a Good C Grade in English (55%)
Desirable: Nil
Further Information: Ms Christine Pattison

Unit 1:

The focus of this unit is the place of religion in society. It examines the responses of people to religion, in particular how people understand the response of religion to their concerns, needs and questions. Students develop the skills required for conducting an inquiry, processing information, and communicating findings about the interplay between religion and life.

Unit 2:

The focus of this unit is religious identity and purpose. It investigates how religion shapes, forms and supports people in life. The unit also examines how religion impacts on and interacts with, groups in society.

Year 12

Units 3 & 4

Prerequisites: C Grade in Year 11 English
Desirable: C Grade in Year 11 ATAR Religion and Life
Further Information: Ms Christine Pattison

Unit 3:

The focus for this unit is the connection between past and present experiences of religion. Students analyse the impact of changes within society and how these changes shape the way individuals and groups interact with religion. They further develop research skills for conducting an inquiry, processing information and, communicating findings about the interplay between religion and life.

Unit 4:

The focus for this unit is the interplay between religion and life. Students explore how religion responds to, and interacts with, issues that arise within society.

GENERAL

RELIGION AND LIFE | GENERAL

Course Description:

Wherever we go we see people of different nationalities and different faiths. Wherever we work we will work with or for people of different backgrounds, cultures and religions. It benefits us to understand others, where they come from and why they do what they do. For some of us this applies to our own families, our parents and our grandparents. It may apply to our future partners and their families.

Today in the world there are mixed opinions about religion. Some religions such as Buddhism are viewed positively whereas others are the focus of terrorist regimes and scapegoating. This is also evident in Australia. It's better to understand and act with knowledge than follow the propaganda that often surrounds religion. This course seeks to do this.

Over the two years in this course students will explore 3 world religions as well as looking closely at religion within Australia. The course is designed so that students will better understand three of the major world religions and how they impact the lives of people both here in Australia and overseas. It will look at some contemporary issues and explore the religious point of view and the response by people to these issues. It will also explore some of the history of these world religions.

Year 11

Units 1 & 2

Prerequisites: None. Acceptable work ethic
Desirable: C grade in Year 10 English and Religious Studies
Further Information: Ms Christine Pattison

Unit 1:
The focus of this unit is religion as a human activity. It explores how people search for meaning in life and the characteristics of religion. Students conduct research and develop the skills required for processing information and communicating findings about religion and life.

Unit 2:
The focus of this unit is the role religion plays in society. It considers the responses offered by religion to issues that exist in society.

Year 12

Units 3 & 4

Prerequisites: None
Desirable: C Grade in Year 11 General Religion and Life
Further Information: Ms Christine Pattison

Unit 3:
The focus of this unit is the role religion plays in the lives of people. It explores how people interact with and respond to religion. Students consolidate the skills required for conducting an inquiry, processing information and communicating findings about religion and life.

Unit 4:
The focus for this unit is the interplay between religion and life. Students explore how religion responds to and interacts with issues that arise within society.

ANGLICAN RELIGIOUS STUDIES ENDORSED PROGRAM

Course Description:

Religious Studies is a SCSA endorsed programme developed by the Anglican Schools Commission. It provides students in Anglican Schools with the opportunity to think deeply, critically and meaningfully about the world in which they live. It is an academically rigorous subject which challenges students to reflect carefully on themselves, their beliefs and the beliefs of others. Students are encouraged to ask philosophical questions which explore the nature of reality; the existence of God; and what it means to be human. They are provided with the thinking skills that enable them to grapple with such questions. They are also encouraged to experience expressions of faith through these studies. The course seeks to do this within an Anglican ethos.

Learning Outcomes:

1. Students deepen their understanding of Christian beliefs and the Anglican tradition.
2. Students deepen their understanding of their own beliefs and the beliefs of others.
3. Students develop critical thinking skills which can be used to challenge, justify and clarify statements.
4. Students develop an appreciation of the value of Christian service, stillness, of awe and wonder, nurture their own sense of spirituality, and that they may discover a sense of faith in God.

Year 11

Anglican Identity
Big Questions
Service Learning A

Year 12

Stillness and Silence
Service Learning B
Jesus in Context

SCIENCE

BIOLOGY
CHEMISTRY
HUMAN BIOLOGY
MARINE AND MARITIME STUDIES
PHYSICS
SCIENCE IN PRACTICE

ATAR

BIOLOGY | ATAR

Course Description:

In a world where we can be distant from the importance and wonder of plants and animals, and, at the same time increasingly affecting their survival on our planet, this course gives an insight into amazing organisms, how they function, and their importance to us. Plants and animals are the origin for many of our medical drugs and design in organisms contributes to engineering and building materials. Behind this is DNA code. We will discover what makes up the code and how it works to create structure and function in organisms. How can we use DNA to fight viruses, produce salt tolerant crops, produce wanted chemicals, and assist in species conservation?

Laboratory activities including microscopy, research skills and environmental analysis are regular classroom activities.

Year 11

Units 1 & 2

Prerequisites: 55% in Advanced Science with 60% in Biology topics OR 80% in Standard Science with at least 80% in Biology topics,
Good C grade in English (55%)
Desirable: B Grade in Standard Mathematics (65%) or B Grade in Advanced Mathematics
Further Information: Mr Michael Bailey

Unit 1:

Ecosystems and Biodiversity

In this unit, students investigate and describe a number of diverse ecosystems, exploring the range of biotic and abiotic components to understand the dynamics, diversity and underlying unity of these systems.

Unit 2:

Single Cells to Multicellular Organisms

Students examine the structure and function of plant and animal systems at cell and tissue levels in order to describe how they facilitate the efficient provision or removal of materials.

Year 12

Units 3 & 4

Prerequisites: C Grade in Year 11 ATAR Biology
Further Information: Mr Michael Bailey

Unit 3:

Continuity of Species

In this unit, students investigate inheritance and the genetic basis for the theory of evolution by natural selection. They explore genetic variation in gene pools, selection pressures and isolation effects in order to explain speciation and extinction events and to make predictions about future changes to populations.

Unit 4:

Surviving in A Changing Environment

In this unit students investigate how homeostatic response systems control organisms' responses to environmental change. They consider the factors that contribute to the spread of infectious diseases and how outbreaks can be predicted, monitored and contained.

ATAR

CHEMISTRY | ATAR

Course Description:

Chemistry is concerned with the nature of the substances that surround us and how they interact to bring about change. This includes addressing the global challenges of climate change and resource scarcity, and designing processes to efficiently use the Earth's finite resources.

The Chemistry course equips students with a knowledge and understanding of chemistry to enable them to appreciate the natural and built environment, its materials, and interactions between them. The course helps students to predict chemical effects, recognise hazards and make informed, balanced decisions about chemical use and sustainable resource management. Chemistry requires observation, investigation, experimentation, collection and evaluation of data and the application of new understandings, and as a consequence laboratory work is an essential part of the course. The Chemistry course is designed to stimulate and foster intellectual curiosity and promote logical and analytical thinking.

Year 11

Units 1 & 2

Prerequisites: 65% overall in Advanced Science with 65% in Chemistry topics. 85% overall in Standard with 85% in Chemistry topics.
B in Mathematics (If in Standard Maths, 70% , Good C Grade in English (55%) and interview with Chemistry teacher).
Desirable: None
Further Information: Mr Michael Bailey

Unit 1:

Chemical fundamentals: structure, properties and reactions
In this unit, students relate matter and energy in chemical reactions, consider the breaking and reforming of bonds as new substances are produced, and investigate relationships between structure and properties.

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. Students explore the properties of water that make it essential for physical, chemical and biological processes on Earth.

Year 12

Units 3 & 4

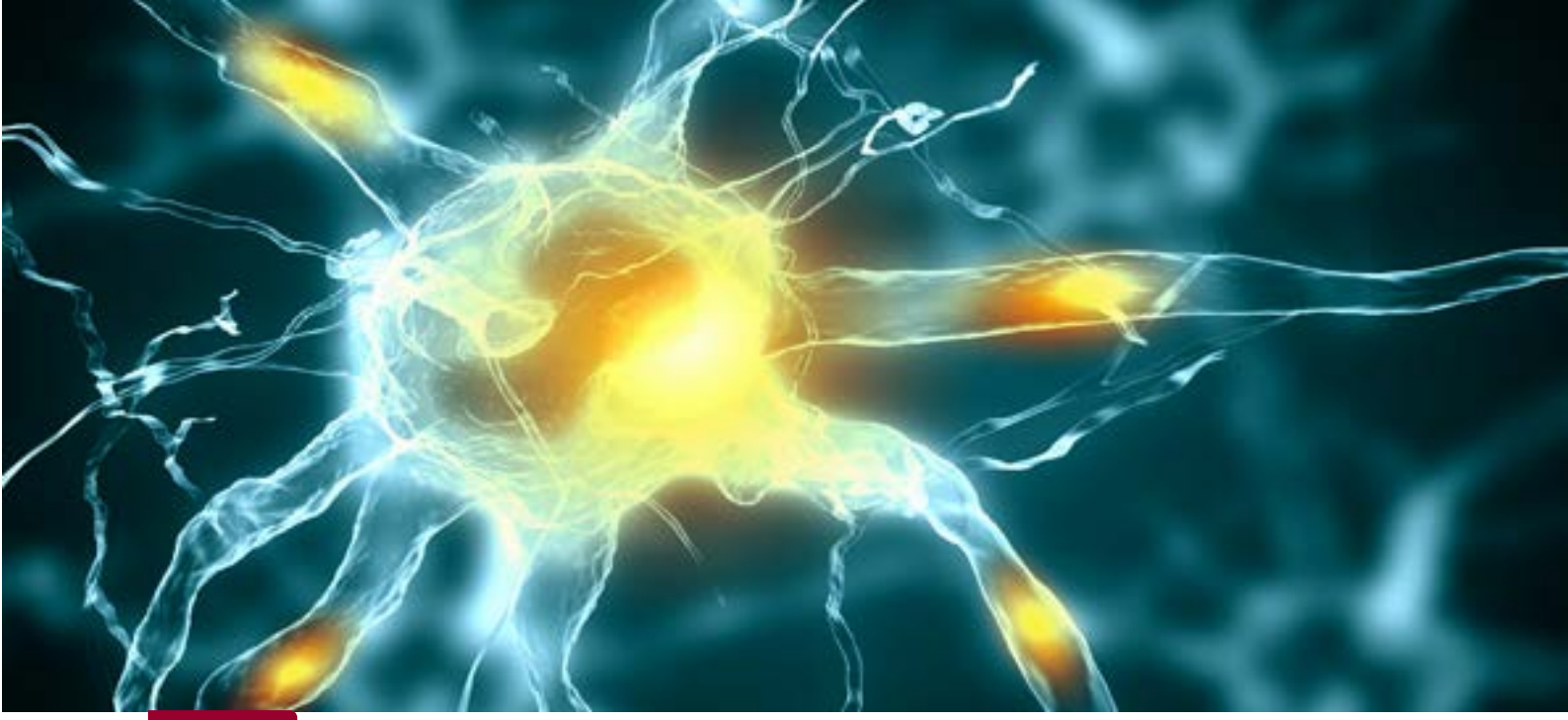
Prerequisites: C Grade in Year 11 ATAR Chemistry
Further Information: Mr Michael Bailey

Unit 3:

Equilibrium, acids and bases, and redox reactions
In this unit, students investigate acid-base equilibrium systems and their applications. They use contemporary models to explain the nature of acids and bases, and their properties and uses. This understanding enables further exploration of the varying strengths of acids and bases.

Unit 4:

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



ATAR

HUMAN BIOLOGY | ATAR

Course Description:

The human body is a fascinating series of systems that interconnect. We will discover that the human body is extremely good at keeping all of our body systems in sync with each other to keep us alive. Through the course we will also look at the future of modern day science implemented into medical practices. Finally, as the course progresses we investigate the evolution of the human species over time and discuss the evolutionary trends and theories of the origin of species. Human Biology also provides students with an excellent background for a range of different occupations in fields such as science education, medical and paramedical fields, food and hospitality, childcare, sport and social work.

Year 11

Units 1 & 2

Prerequisites: 55% overall in Advanced Science with 60% in Biology topics or 80% overall in Standard Science with 80% in Biology topics,
Good C in English (55%)
Desirable: C grade in Standard Math (50%) or C Grade in Advanced Math
Further Information: Mr Michael Bailey

Unit 1:
The Functioning Human Body
The focus for this unit is functioning humans. This unit looks at how human structure and function supports cellular metabolism; how various body systems work and how lifestyle choices impact body functioning.

Unit 2:
Reproduction and Inheritance
The focus for this unit is human survival. 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.

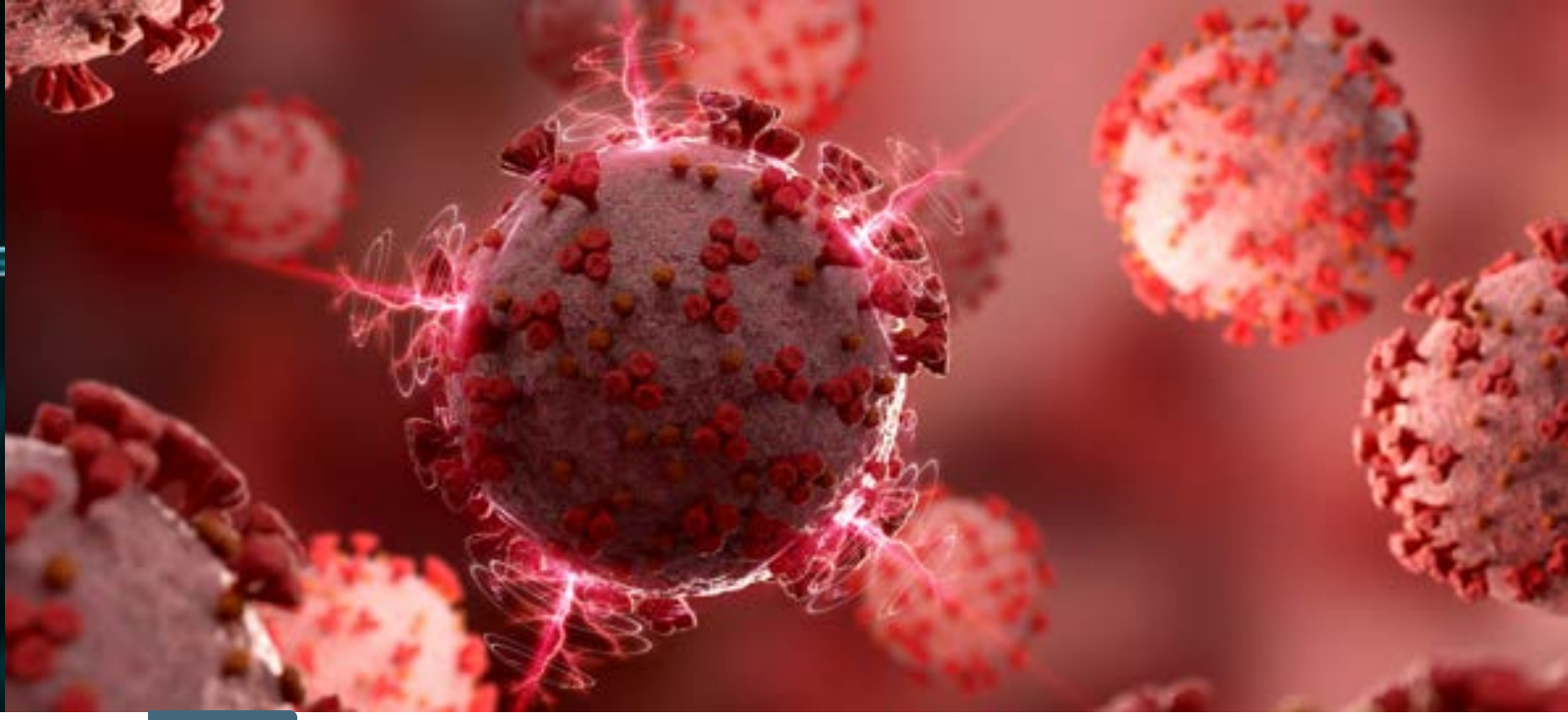
Year 12

Units 3 & 4

Prerequisites: C Grade in Year 11 Human Biology
Further Information: Mr Michael Bailey

Unit 3:
Homeostasis and Disease
The focus for this unit is homeostasis and disease. In this unit, students investigate how homeostatic response systems control organisms' responses to environmental change. They explore the roles of both the endocrine and nervous systems in this maintenance. Students explore non-specific and specific actions of the body in response to invading pathogens and the production of long-lasting immunity.

Unit 4:
Human Variation and Evolution
The focus for this unit is human variation and evolution. This unit explores the variations in humans in their changing environment and evolutionary trends. Students explore genetic variation in gene pools, selection pressures and isolation effects in order to explain speciation and extinction events.



GENERAL

HUMAN BIOLOGY | GENERAL

Course Description:

The Human Biology General course gives students the opportunity investigate and explore how the human body works in an engaging and practical setting. Students will study different body systems including the skeletal and muscular systems, as well learning about how systems communicate through the use of nerve signals and hormones. They will also investigate the spread of disease and the processes involved in the continuation of the species.

This course places a lot of emphasis on hands on learning tasks including dissections, microscopy and the use of computer modelling.

Year 11

Units 1 & 2

Prerequisites: C grade in Essential/Standard Science, C grade in English
Desirable: None. Good work ethic
Further Information: Mr Michael Bailey

Unit 1:
Coordination
This unit explores how the structure and function of cells help to sustain life processes, and the role of the digestive system in providing essential nutrients for the musculoskeletal system, It also explores how the dietary decisions we make can affect the functioning of cells and our quality of life.

Unit 2:
A Healthy Body
This unit explores circulatory, respiratory and urinary systems, and how they facilitate the exchange, transport and removal of materials for efficient body functioning. It also explores the importance of regular health checks to prevent or manage medical problems.

Year 12

Units 3 & 4

Prerequisites: C grade in Year 11 Human Biology General
Desirable: None
Further Information: Mr Michael Bailey

Unit 3:
Reproduction
This unit explores how the male and female reproductive systems are specialised for successful fertilisation and development of the embryo and foetus. It also explores how lifestyle choices can impact personal reproductive health, fertility and the delivery of a healthy baby.

Unit 4:
Infectious Disease
This unit explores the causes and spread of disease and how humans respond to invading pathogens. Students will study various pathogens that are transmitted between individuals and populations and how those pathogens spread. They will look at how the spread of disease can be stopped or slowed through the use of hygiene practices, altered behaviour patterns and the use of medication. They will study disease from recent and historical data and make predictions about future pandemics.

GENERAL

MARINE AND MARITIME STUDIES | GENERAL

Course Description:

Marine and Maritime Studies is a practical and engaging course that explores the science, technology and management of the marine environment. Students investigate how oceans function, how humans interact with marine environments, and how maritime industries operate safely and sustainably.
The course combines theoretical learning with hands-on experiences in ocean environments. Students develop practical skills through activities such as snorkelling, scuba diving and power boating, while learning about marine ecosystems, ocean processes, maritime engineering, navigation and safety
Due to the nature of this course students must be competent swimmers to be able to complete the coursework. Students with additional medical conditions may also need approval from a doctor to be able to participate in the Scuba diving components of the course.
* Any student studying ATAR subjects is not eligible for Marine and Maritime Studies General due to time missed for excursions.

Year 11

Units 1 & 2

Prerequisites:
- Swimming competency (able to swim 200 metres continuously and complete a 10 minute unaided float).
- Students with additional medical conditions may need approval from a doctor.

Desirable: C grade in any Sciene course
Further Information: Mr Michael Bailey

Unit 1: Maritime Engineering and Technology
Students explore the physical and biological features of marine environments and how they interact to form complex ecosystems. Topics include marine habitats, marine organisms, food webs, tides, waves and currents. Students investigate how human activities impact marine environments and consider strategies for sustainable use and conservation.

Unit 2: Maritime Engineering and Technology
This unit introduces the technologies and engineering principles used in maritime contexts. Students investigate vessel design, buoyancy, propulsion and marine equipment, while also developing an understanding of maritime safety and seamanship. As part of the practical component, students undertake introductory scuba diving experiences, allowing them to further explore underwater environments while applying safety procedures and marine observation skills.

Year 12

Units 3 & 4

Prerequisites: C Grade in Year 11 Marine and Maritime Studies
Further Information: Mr Michael Bailey

Unit 3: Oceanography and Global Marine Systems
Students examine the large-scale processes that shape the world's oceans. Topics include ocean circulation, waves, tides, weather systems and climate influences on marine environments. Students also investigate how these processes influence marine ecosystems and maritime activities. Practical learning in this unit focuses on power boating skills, where students learn about vessel operation, navigation and on-water safety.

Unit 4:Maritime Operations and Marine Management
In this unit students explore how marine environments and resources are managed and used sustainably. Topics include maritime industries, marine conservation, fisheries management and coastal planning. Students further develop their understanding of maritime safety, navigation and responsible boating practices. Practical experiences continue through power boating activities, allowing students to apply operational skills while learning about responsible marine management.

ATAR

PHYSICS | ATAR

Course Description:

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

Year 11

Units 1 & 2

Prerequisites: 65% overall in Advanced with 65% in Physics topics. 85% Overall in Standard with 85% in Physics topics.
Good C Grade in English (55%)
Desirable: None
Further Information: Mr Michael Bailey

Unit 1:
Motion, Forces and Energy
This unit focuses on developing an understanding of motion, forces, and mechanical and thermal energy, 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..

Unit 2:
Waves, Nuclear and Electrial Physics
This unit focuses on how waves, nuclear reactions and electricity are essential to meeting global energy and industrial needs. Students study common wave phenomena, apply the nuclear model of the atom to investigate radioactivity and the conversion of mass into energy. Students also examine the mokvement of electrical charge in circuits and use this to analyse, explain and predict electrical phenomena.

Year 12

Units 3 & 4

Prerequisites: C Grade in Year 11 Physics
Desirable: None
Further Information: Mr Michael Bailey

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 analyze motion on inclined planes, the motion of projectiles, and satellite motion. They investigate and apply knowledge of electromagnetic interactions.

Unit 4:
Revolutions in Modern Physics
In this unit, students investigate how the shortcomings of existing theories led to the development of the special theory of relativity, quantum theory of light and matter and the Standard Model of Particle Physics and the Big Bang Theory.

GENERAL

SCIENCE IN PRACTICE | GENERAL

Course Description:

The Science in Practice General 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.

The course has no external examinations but is assessed by a number of tasks spread throughout the year. It will assist students in gaining employment in areas such as Technology and Design, Primary Industry, Natural Resources, Health, Social and Community Service, and Applied Science.

Year 11

Units 1 & 2

Prerequisites: C grade in Essential/Standard Science. Interview required if D in Science.
Desirable: None. Acceptable work ethic
Further Information: Mr Michael Bailey

Unit 1:

Forensic Science

In this unit students will explore how biological and chemical evidence can be used by forensic investigation officers to identify victims and offenders and determine time and cause of death. Students will develop their understanding and data handling skills though a variety of practical activities including the collection and analysis of fingerprints, blood, DNA samples and more.

Unit 2:

Rocketry and Flight

In this unit students explore the physics of aviation and rocketry through the study of laws of motion and energy transformations. They investigate how different chemical reactions allow for propulsion and how different design factors influence the speed and trajectory of different objects.

Year 12

Units 3 & 4

Prerequisites: C Grade in Year 11 Science In Practice
Desirable: None
Further Information: Mr Michael Bailey

Unit 3:

Acids and Bases

In this unit, students use a range of practical and research inquiry skills to identify the properties of acids and bases and investigate chemical reactions, including the prediction and identification of products. They investigate how acids and bases work in the human body and affect the environment.

Unit 4:

Vehicles and Drivers

In this unit, students learn how knowledge of physics and how the nervous system reacts to stimuli can help drivers make informed decisions that can mitigate the risks of driving. Students use a range of practical and research inquiry skills to investigate and conduct experiments on factor affecting reactions and motion.

VISUAL ARTS

MEDIA PRODUCTION AND ANALYSIS
VISUAL ARTS

ATAR

MEDIA PRODUCTION AND ANALYSIS | ATAR

Course Description:

The Media Production and Analysis ATAR 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 application of media theory in the practical process.

Year 11

Units 1 & 2

Prerequisites: B Grade in Year 10 English (Min 65%)
Desirable: B Grade in Year 10 Media (Min 65%)
Further Information: Ms Michelle Egan

Unit 1:
Popular Culture
In Semester One students analyse a range of popular media including television sitcoms and drama series. They consider issues such as profit motives, gender representations and texts that challenge dominant values. They develop their own ideas, learn production skills and apply their understandings and skills in creating their own short fiction film.

Unit 2:
Influence
Students will further their understanding of influential media by analysing documentaries. They research the representation of groups and reporting of issues. Students develop their own ideas and expand production skills to produce a short stylised documentary on a person or place.

Year 12

Units 3 & 4

Prerequisites: C Grade in Year 11 ATAR Media Production and Analysis
Further Information: Ms Michelle Egan

Unit 3:
Media Art
In this unit, students will study media as an art form. They wil explore a range of media artworks, including the work of modern auteur filmmakers. Students will develop their understanding of how media aesthetics, themes and meanings are created, while examining the impact of artistic and cultural contexts on media adn how audiences interpret media. Students will also produce a short film throughout the year, which will be submitted as part of their external WACE examination.

Unit 4:
Power and Persuasion
The focus for this unit is on documentaries, propaganda and persuasive media. Students will analyse a variety of modern and historical texts, from Birth of a Nation to Get Out, focusing on the influential nature of media.

GENERAL

MEDIA PRODUCTION AND ANALYSIS | GENERAL

Course Description:

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

Units 1 & 2

Prerequisites: None
Desirable: C Grade in Year 10 Media (50%)
Further Information: Ms Michelle Egan

Unit 1:
Mass Media
In this unit students analyse a range of popular media including television sitcoms and music videos. They learn how music videos are constructed to make meaning appeal to specific subcultures. They develop their own ideas, learn production skills and apply their understandings and skills in creating their own music video for a local artist.

Unit 2:
Point of View
The focus for this unit is to allow students to further their understanding of journalistic media and how news stories construct a point of view. Students will find their own real life news story and produce a class television news program.

Year 12

Units 3 & 4

Prerequisites: C Grade in Year 11 General Media Analysis and Production
Further Information: Ms Michelle Egan

Unit 3:
Entertainment
In this unit students will focus on target audiences and marketing, looking closely at film posters. Students will also produce a film throughout the year; a stylised documentary on a person or a place or a short fiction film. They will focus on developing their skills in a defined production role, either editor or cinematographer.

Unit 4:
Representation and Reality
Students explore techniques of documentaries and persuasion. They will compare the representations of subcultures in independent and mainstream texts.

ATAR

VISUAL ARTS | ATAR

Course Description:

The ATAR Visual Arts course is a comprehensive program that combines practical art making with the study of artists and art movements. Students develop an understanding of how cultural, social and political influences shape artworks, while exploring how artists use visual language to communicate ideas and challenge perspectives.

Through practical learning, students refine their artistic skills, develop a strong aesthetic awareness and learn to critically reflect on and evaluate their own work and the work of others. Students also investigate artists and complete research-based case studies to better understand different artistic styles and approaches.

The course provides opportunities to work across a range of art forms, including drawing, painting, sculpture, ceramics, printmaking, textiles and photography, while experimenting with both traditional and contemporary techniques. Students explore themes such as personal identity and stylistic differences, using these ideas to develop their own creative artworks. Overall, the course embraces creativity, innovation, and problem-solving, while supporting students in developing their own artistic voice and a deeper appreciation of visual culture.

Year 11

Units 1 & 2

Prerequisites: High C Grade in Year 10 English (60%)
Desirable: B Grade in Year 10 Visual Art (65%)
Further Information: Mrs Jessica Martin

Unit 1:
Differences
In this unit, students focus on the theme of differences, exploring various aspects such as cultural diversity, place, gender, class, historical period, and differences in art forms, media, and conventions. Using a range of media and technologies, students explore how visual language and media choices contribute to the process of conveying function and meaning in their artwork.

Unit 2:
Identities
In this unit, students explore concepts related to personal, social, cultural, or gender identity. They develop a personal approach to the development of ideas and concepts, making informed choices about the materials, skills, techniques and processes used to resolve and present their artwork.

Year 12

Units 3 & 4

Prerequisites: C Grade in Year 11 ATAR Visual Arts
Further Information: Mrs Jessica Martin

Unit 3:
Commentaries
Students explore the social and cultural purposes of art making to create a unique body of work that reflects contemporary society. They also examine their own beliefs and how art has reflected and shaped society throughout history. Students develop an understanding of how artists are influenced by ideas, events, and circumstances, and how re-contextualization contributes to meanings and messages in artwork.

Unit 4:
Point of View
Students focus on points of view and explore concepts and issues that are personally significant to them. They use visual language to communicate their own unique point of view and engage in sustained inquiry to develop their ideas for a resolved artwork. They reflect on the relationship between artwork, audiences, and contextual factors and consider how these contribute to the development of different perspectives.

GENERAL

VISUAL ARTS | GENERAL

Course Description:

The Visual Arts General course develop creativity, problem-solving critical thinking and visual literacy skills that are valuable in many fields such as advertising, marketing, media, architecture, design, fashion and digital content creation, where the ability to communicate ideas visually and think creatively is highly valued.

In Year 11, students explore and express their ideas through teacher-guided activities in drawing, design, photography and media experimentation. Throughout the year, students produce two finished studio artworks, with opportunities to work in both 2D forms (including painting, drawing, printmaking and photography) and 3D forms (such as ceramics, sculpture, and wearable art). Students also deepen their understanding of art and culture by analysing artworks and completing research investigation tasks.

Year 11

Units 1 & 2

Prerequisites: None
Desirable: C Grade in Year 10 Visual Art
Further Information: Mrs Jessica Martin

Unit 1:

Experiences

This art unit is about making art based on personal experiences and observations. Students will learn new art skills and techniques to help them express their experiences through a range of art projects. They will be encouraged to be creative and experiment with different materials. The goal is to help students appreciate art in their everyday lives and develop their own unique style.

Unit 2:

Explorations

Students will use various materials and techniques to develop their own original artwork. They will investigate the work of other artists and learn how to identify different artistic styles and techniques from different periods and cultures. Students will also explore ways to express their personal beliefs, opinions, and feelings through their art. They will experiment with different materials and media to create different art forms and reflect on their artistic achievements.

Year 12

Units 3 & 4

Prerequisites: C Grade in Year 11 General Visual Arts
Further Information: Mrs Jessica Martin

Unit 3:

Inspirations

Students will learn that inspiration can come from many sources, such as personal experiences, beliefs, or imagination. Students will explore different art forms and develop skills to create their own artwork. They will also research and reflect on how other artists have been inspired to create their work. They will exhibit their own artwork and describe what inspired them. The goal is to encourage students to explore different sources of inspiration and create meaningful artwork.

Unit 4:

Investigations

This art unit is about investigating different artists, art forms, processes, and technologies to develop students' ideas. They will experiment with different ways of drawing and learn more about visual language to create their artwork. Students will also learn how to document their thinking and improve their decision-making skills.

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