



EASTERN HILLS SENIOR HIGH SCHOOL



2025 - Year 11 Course Information Handbook





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SENIOR SECONDARY SCHOOLING

Introduction

This handbook contains information for students currently enrolled in Year 10. It is designed to provide a reference point for studies in Year 11 and Year 12 and, in particular, for the Western Australian Certificate of Education (WACE).

Year 11 gives you the opportunity to choose courses that reflect your strengths and interests and support your career aspirations. If you enjoy the courses you study, you are more likely to do well in them.

Students are encouraged to study units appropriate to their level of development and their post compulsory aspirations. Students should not choose courses that are beyond their ability. As important as it is to make selections that will allow entry into chosen careers, selections made should also enable students to have a realistic chance of success.

Performance and achievement in lower school are the best indicators of performance in upper school. Students will, therefore, be guided into Year 11 courses which best suit their ability using their Year 9 NAPLAN results, their achievements in the Year 10 OLNA assessments, and the results achieved in their Year 10 semester reports.

Further information and advice is also available from teachers, Senior School Program Coordinator, the Counselling Team, and the Deputy Principal.

Western Australian Statement of Student Achievement (WASSA)

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

The WASSA formally records, as relevant:

- achievement of WACE requirements.
- achievement of the literacy (reading and writing) standard.
- achievement of the numeracy standard.
- achievement of any exhibitions and awards.
- school grades, school marks and combined scores in ATAR courses.
- school grades and school marks in General and Foundation courses.
- completed Preliminary units.
- completed Vocational Education and Training (VET) industry specific courses.
- successfully completed VET qualifications.
- completed endorsed programs.
- number of community service hours undertaken where reported by the school.

Western Australian Certificate of Education (WACE)

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

If you wish to achieve a WACE, the Authority requires you to complete at least four Year 12 Australian Tertiary Admission Rank (ATAR) courses, five General Courses or a Certificate II (or higher) VET qualification.

WACE achievement requirements

To meet the WACE requirements, you must:

- demonstrate a minimum standard of literacy and a minimum standard of numeracy.
- complete a minimum of 20 units or equivalents as described below.
- complete at least four Year 12 ATAR courses, complete 5 General Courses or complete a Certificate II (or higher) VET qualification.

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

Literacy and numeracy standard requirement

You must demonstrate a minimum literacy and numeracy standard based on skills regarded as essential for individuals to meet the demands of everyday life and work. These standards are equivalent to Level 3 of the *Australian Course Skills Framework*. (<https://www.education.gov.au/australian-core-skills-framework>).

For WACE **literacy standard** you must meet the minimum standard of literacy either by achieving within the Exceeding level or higher in the reading and writing components of the Year 9 National Assessment Program – Literacy and Numeracy (NAPLAN) **or** by successfully completing the literacy components of the Authority's Online Literacy and Numeracy Assessment (OLNA) in Year 10, 11 or 12.

For the WACE **numeracy standard**, you must achieve either Band 8 or higher in the numeracy component of Year 9 NAPLAN **or** successfully complete the numeracy component of the OLNA in Year 10, 11 or 12.

Sitting the OLNA

If you **have not** pre-qualified in reading, writing or numeracy you are required to sit the corresponding component/s of the OLNA in Semester 1 of Year 10. If you do not meet the standard in Semester 1, then you must sit the OLNA in Semester 2, Year 10, and, if required, Semester 1 in Year 11. You will have up to six opportunities before completing Year 12 to demonstrate the WACE minimum standard of literacy and numeracy.

If you **have not** pre-qualified through NAPLAN, and choose **not** to sit the OLNA, you will **not** qualify for the WACE.

If you have a condition/s that may significantly limit your capacity to participate in the OLNA, disability adjustment provisions for timed assessments are available. For information about the adjustment provisions, see <http://senior-secondary.scsa.wa.edu.au/assessment/olna/disability-adjustments>.

If you are a student with a disability or have additional needs and choose not to sit the assessment or have not demonstrated the standard through your performance in Year 9 NAPLAN you will **not** qualify for the WACE. It is important that you and your parents/guardians/carers discuss your options with appropriate staff members at the school.

Breadth and depth requirement

You must: complete a minimum of 20 units, which may include unit equivalents attained through VET or endorsed programs. This requirement includes at least:

- a minimum of ten Year 12 units or the equivalent
- four units from an English course, post-Year 10, including at least one pair of Year 12 units from an English course
- one pair of Year 12 units from each of List A (arts, languages and social sciences) and List B (mathematics, science and technology) subjects.

Achievement Standard

You must achieve at least 14 C grades (or equivalents) in Year 11 and Year 12 units, including at least 6 C grades in Year 12 units.

Unit equivalents

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

Unit equivalents can be obtained through VET qualifications and/or endorsed programs. The maximum number of unit equivalents available through VET and endorsed programs is four Year 11 units and four Year 12 units.

You may obtain unit equivalents through:

- up to eight unit equivalents through completion of VET qualifications, or
- up to four unit equivalents through completion of endorsed programs, or
- up to eight unit equivalents through completion of a combination of VET qualifications and endorsed programs, but with endorsed programs contributing no more than four unit equivalents (two Year 11 units and two Year 12 units).

For VET qualifications:

- a Certificate I is equivalent to two Year 11 units.
- a Certificate II is equivalent to two Year 11 and two Year 12 units.
- a Certificate III or higher is equivalent to two Year 11 and four Year 12 units.
- a partially completed Certificate III or higher is equivalent to two Year 11 and four Year 12 units (credit is allocated only if the criteria for partial completion are met).

In endorsed programs, unit equivalents are identified on the Authority's approved list of endorsed programs <http://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/endorsed-programs>

STUDY OPTIONS FOR YEAR 11

Students in Year 11 can choose from a combination of the following to plan their curriculum pathways:

- WACE Courses
- Vocational Education and Training (VET) Certificates
- Endorsed Programs

The course details in this Handbook show the **entry requirements** students should have attained in order to be successful in Year 11.

Students who do not meet the stated requirements will not be recommended to the relevant courses because many upper school courses require a certain level of background knowledge and students without this background may struggle to achieve success.

WACE Courses

WACE courses consist of ATAR, General and Foundation courses from Arts, English, Languages, Social Sciences, Mathematics, Science, Physical Education & Health and Technology & Enterprise. WACE courses are two-unit combinations, each with their own syllabus. Students will typically complete two units of each course during the year – one in each semester.

ATAR Courses

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

Students **selecting an ATAR course** must have achieved OLNA category 3 and satisfy the prerequisites listed as **entry requirements** in the *Selection Handbook*.

Students **should choose a minimum of five ATAR courses** including ATAR English or ATAR Literature. The sixth choice can be from the ATAR pathway, the General pathway or from VET Courses. Included in the choice must be at least one course from each of the **List A and B courses**.

LIST A - ATAR Courses (Arts, Languages, Social Sciences)			
A1/A2ENG	English	A1/A2MPA	Media Production & Analysis
A1/A2LIT	Literature	AEMUS	Music
A1/A2HEA	Health Studies	AEGEO	Geography
A1/A2ISL	Italian	AEHIM	Modern History
LIST B - ATAR Courses (Mathematics, Science, Technology)			
AECHE	Chemistry	A1/A2MAS	Mathematics Specialist
AEPHY	Physics	A1/A2MAM	Mathematics Methods
AEPLY	Biology	A1/A2MAA	Mathematics Applications
AEHBY	Human Biology	A1/A2PES	Physical Education Studies
AEPSY	Psychology		

Students choosing ATAR units will be required to sit **examinations each semester** to fulfill the requirements of the course.

Students should also be aware that if they choose two courses in a particular subject (e.g. Physical Education Studies ATAR and Physical Education Studies General) only one will contribute towards achievement of the WACE.

General Courses

General courses are designed for students who are aiming to enter vocationally based training or the workforce straight from school. These courses will not be examined by the Authority. However, they each have an externally set task (EST) which is set by the Authority.

Students **selecting a General course** must have achieved at least Category 2 of the OLNA standards and meet the prerequisites listed as **entry requirements** in the *Selection Handbook*.

Students must choose **a minimum of five General courses** including English and at least **one VET Course** with at least one course from each of the **List A and B courses**.

LIST A - General Courses (Arts, Languages, Social Sciences)			
G1/G2ENG	English	G1/G2HEA	Health Studies
G1/G2LIT	Literature	G1/G2DRA	Drama
G1/G2CFC	Children, Family & Community	G1/G2MPA	Media Production & Analysis
G1/G2CAE	Career & Enterprise	G1/G2MUS	Music
G1/G2BME	Business Management and Enterprise	G1/G2VAR	Visual Arts
LIST B - General Courses (Mathematics, Science, Technology)			
G1/G2DESG	Design (Graphics)	G1/G2SIP	Science in Practice
G1/G2AET	Automotive Engineering & Technology	G1/G2HBY	Human Biology
G1/G2MDTM	Materials Design Technology Metal	G1/G2MAE	Mathematics Essentials
G1/G2MDTW	Materials Design Technology Wood	G1/G2OED	Outdoor Education
G1/G2FST	Food Science & Technology	G1/G2PES	Physical Education Studies

VET CERTIFICATES

This pathway is designed for students aiming to enter further vocationally based training or the workforce directly from school. They include a full AQF qualification, mandatory workplace learning and contribute to the Certificate II requirement for a WACE and count towards WACE course unit credits.

VET qualifications are nationally recognised training courses which require registered training organisation (RTO) delivery, assessment and quality control under the relevant VET regulatory body. VET courses are completed through **VET Certificates**.

Students selecting a **VET Pathway** should choose **two VET Certificates and four General courses** including English and Mathematics with at least one List A and one List B course.

Certificate	Learning Area
CUA20720 Certificate II in Visual Arts	Arts
CUA20220 Certificate II in Creative Industries	Arts
SIT20122 Certificate II in Tourism	HASS
SIT20322 Certificate II in Hospitality	Home Economics
SIS20122 Certificate II in Sport and Recreation	Physical Education
SIS20122 Certificate II in Sport and Recreation (AFL Focus)	Physical Education
AHC20416 Certificate II in Horticulture	Science

Certificate courses are **two-year courses** (commenced in Year 11 and completed in Year 12).

Students have their VET achievements contribute to the WACE as VET credit transfer (the mechanism by which VET qualifications may be used to substitute for a specified number of WACE course units – see also unit equivalents), or

VET credit transfers can contribute up to eight of the 20 units needed to achieve the WACE. VET qualifications **do not** contribute to the WACE breadth of study requirement (i.e. they are not identified as List A or List B subjects).

For more information on how VET contributes towards the WACE visit the Authority's VET page at <http://senior-secondary.scsa.wa.edu.au/vet/how-vet-contributes-towards-wace>.

Endorsed Programs

These programs provide access to areas of learning not covered by WACE courses or VET programs and contribute to the WACE as unit equivalents. They may replace up to two Year 11 course units and two Year 12 course units for achievement of the WACE. A list of endorsed programs is on the Authority website (<http://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials>).

Endorsed programs can be delivered in a variety of settings by schools, community organisations, universities, training organizations' and workplaces. Students who wish to include other endorsed programs on the WASSA need to provide the school with evidence of completion.

Please speak with the Senior School Program Coordinator, VET Coordinator or Deputy Principal for further information about Endorsed Programs.

COURSE SELECTION PROCESS

Step One

Students will be provided with course selection teaching materials to introduce them to the curriculum pathways available in Year 11 and each Learning Area will provide relevant course information. The application process for Year 11 will be fully detailed and explained and the options available to students will be provided in the *Course Selection Handbook*.

Step Two

A **parent information evening** will be conducted to provide information and assist in making course selections.

Step Three

All students will be scheduled a one-on-one subject selection appointment with one of the Counselling team sometime between Tuesday 4 June to Thursday 6 June 2024. The appointment time will be on the top corner of the selection sheet. This appointment is to assist students with subject and pathway information. Parents are welcome to attend this appointment time, however, parents will also be able to book an alternative time with one of the Counselling Team during weeks 9, 10 or 11 (10 June – 28 June 2024) by calling the school.

Step Four

Students complete a preliminary **Course Selection Process ONLINE** with reference to their OLNA achievements and course entry requirements.

- Select the Link from the school website (www.ehshs.wa.edu.au) to access the Subject Selections Online (SSO) platform to complete the subject selections online.
- Follow the instructions attached to the paper copy for the Preliminary Course Selection Sheet that will be issued to students.

Checklist for the course selection process:

ATAR Pathway	General Pathway	VET Pathway
You must select six courses:	You must select six courses:	You must select six courses:
<ul style="list-style-type: none">• Select an English or Literature course	<ul style="list-style-type: none">• Select an English or Literature Course	<ul style="list-style-type: none">• Select an English or Literature course
<ul style="list-style-type: none">• Select another four courses	<ul style="list-style-type: none">• Select another four courses	<ul style="list-style-type: none">• Select another four courses
<ul style="list-style-type: none">• Select a sixth course from the ATAR courses, General courses or VET Certificates.	<ul style="list-style-type: none">• Select a sixth course (VET Certificate is recommended)	<ul style="list-style-type: none">• Select two VET Certificates
<ul style="list-style-type: none">• Make two Reserve Selections.	<ul style="list-style-type: none">• Make two Reserve Selections	<ul style="list-style-type: none">• Make two Reserve Selections
<ul style="list-style-type: none">• Selecting Maths Specialist also requires you to select Maths Methods		
<ul style="list-style-type: none">• Select at least one List B course	<ul style="list-style-type: none">• select at least one List B course	<ul style="list-style-type: none">• select at least one List B course

The Course Selection Process must be completed by the date on the selection sheet. If you cannot complete the Selections ONLINE, please return a **signed parent Preliminary Course Selection Sheet** to Student Services at the front of the school.

Step Five

Student choices are used to construct the Year 11 timetable for 2025. Students will be counselled to reselect other available options on the grid if their choices do not fit the grid or the course listed in the Handbook does not run due to viability.

Step Six

Course choices will be confirmed on the invoices published in December.

COURSES DESCRIPTIONS

AUTOMOTIVE ENGINEERING AND TECHNOLOGY (G1/G2AET)

In the Automotive Engineering and Technology **List B General course**, students develop skills and understandings relating to the component parts, accessories, systems and technologies of the automotive vehicle. Students develop the principles underpinning the operation of vehicle systems and subsystems. They also develop the knowledge and skills needed to service, maintain and repair these systems. Students develop effective communication, teamwork skills and environmental awareness when developing solutions to planning and managing automotive vehicle systems.

Unit 1 - In this unit, students develop an understanding of automotive vehicles and the basic principles and systems around which automotive vehicles function. Under guidance, they study the different systems of an automotive vehicle, and follow basic rules associated with automotive workshops. They develop skills to check and maintain the safe operation of an automotive vehicle, using the correct selection of tools and safe workshop practices. They examine how the different uses of automotive vehicles have affected our society and the environment.

Unit 2 - In this unit, students develop knowledge and skills involved with servicing automotive vehicles for purposes of maintenance and repair, in combination with an understanding of automotive engineering principles. Students develop knowledge and skills involved with the different systems and sub-systems in automotive vehicles for purposes of maintenance and repair. They use occupational safety and health (OSH) rules and regulations to plan and manage safe working practices. Students develop an understanding of the different influences automotive technologies have on the society and environment.

Entry requirement is OLNA category 2

G1/G2AET leads to GTAET in Year 12

BIOLOGY (AEBLY)

Biology is an **ATAR List B course**. It provides students with a unique appreciation of life and a better understanding of the living world. It encourages students to be analytical, to participate in problem-solving and to systematically explore fascinating and intriguing aspects of living systems, from the microscopic level through to ecosystems. Students develop a range of practical skills and techniques through investigations and fieldwork in authentic contexts such as marine endangered species, urban ecology, or biotechnology. Scientific evidence is used to make informed decisions about controversial issues. The course consists of the following pair of units:

Unit 1 - Students focus on **ecosystems and biodiversity**. They 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. They develop an understanding of the processes involved in the movement of energy and matter in ecosystems. They investigate ecosystem dynamics and how measurements of abiotic factors, population numbers and species diversity, and descriptions of species interactions and form the basis for spatial and temporal comparisons between ecosystems. Students use classification keys to identify organisms, describe the biodiversity in ecosystems, and investigate patterns in relationships between organisms and aid scientific communication.

Unit 2 – Students focus on **single cells and multicellular organisms**. The cell is the basic unit of life and multi-cellular organisms consist of a number of interdependent systems of cells. Students examine inputs and outputs of cells to develop an understanding of the chemical nature of cellular systems and the processes required for cell survival. They investigate the ways in which matter moves and energy is transformed and transferred in the process of photosynthesis and respiration, and the role of enzymes in controlling biochemical systems. They also examine the structure and function of plant and animal systems at cell and tissue levels.

Entry requirement is OLNA category 3 and a “B” grade in Year 10 Science

AEBLY leads to ATBLY in Year 12

BUSINESS MANAGEMENT & ENTERPRISE (G1/G2BME)

The Business Management and Enterprise course is a **General List A course**. It focuses on establishing and operating a small business in Australia and aims to provide students with an understanding of the knowledge and skills of the processes and procedures required for generating business ideas and turning them into a viable business venture. Factors that impact on business innovation and success, business planning, and legal aspects of running a small business are examined. Students engage in the running of a small business, or participate in business simulations, to develop practical business skills and to develop financial and business literacy. Through the consideration of real businesses and scenarios, students develop knowledge, understanding and skills that enable them to analyse business opportunities, develop proposals and make sound, ethical business decisions. The course equips students to participate proactively in the world of business, behave responsibly and demonstrate integrity in business activities.

Unit 1 - The focus of this unit is on **establishing a small business** in Australia. The focus of this unit is on establishing a small business in Australia. Opportunities are provided to explore business start-ups and to recognise the factors that contribute to business success. Entrepreneurship and innovative thinking are introduced, generating ideas and proposals that may be suitable for business ventures. These proposals are then developed into a business plan.

Unit 2 - The focus of this unit is on **operating a small business** in Australia. The focus of this unit is on operating a small business in Australia. The unit is suited to the running of a small business in the school or local environment, or to the use of business simulations. The concepts of innovation, marketing and competitive advantage and the key factors that influence consumer decision making are introduced. Legal aspects of running a small business, including rights and responsibilities of employer and employee, are investigated.

Entry requirement is OLNA category 2
G1/G2BME leads to GTBME in Year 12

CAREER AND ENTERPRISE (G1/G2CAE)

The Career and Enterprise **General List A course** involves recognising one's individual skills and talents, and using this understanding to assist in gaining and keeping work. The course develops a range of work skills and an understanding of the nature of work. Key components of the course include: the development of an understanding of different personality types and their link to career choices; entrepreneurial behaviours; learning to learn; and the exploration of social, cultural and environmental issues that affect work, workplaces and careers.

Unit 1 - This unit enables students to increase their knowledge of work and career choices and identify a network of people and organisations that can help with school to work transitions.

Unit 2 - This unit explores the attributes and skills necessary for employment and provides students with the opportunity to identify their personal strengths and interests and the impact of these on career development opportunities and decisions.

Entry requirement is OLNA category 2
G1/G2CAE leads to GTCAE in Year 12

CHEMISTRY (AECHE)

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

Unit 1 – Students focus on the **fundamentals of chemistry: structure properties and reactions**. They relate matter and energy in chemical reactions as they consider the breaking and reforming of bonds as new substances are produced. They use materials they encounter in their lives as a context for investigating the relationship between structure and properties. Students explore how evidence from multiple disciplines and individuals have contributed to developing understanding of atomic structure and chemical bonding and how scientific knowledge is used to offer reliable explanations and predictions and the ways in which it interacts with social, economic and ethical factors. They use science inquiry skills to develop their understanding of patterns in the properties and composition of materials. They investigate the structure of materials and use models of structure and primary bonding at the atomic and sub-atomic scale to explain these properties. They are also introduced to the mole concept as a means of quantifying matter in chemical reactions.

Unit 2 – Students focus on **molecular interactions and reactions**. They develop their understanding of the physical and chemical properties of materials including gases, water and aqueous solutions, acids and bases. They explore the characteristic properties of water that make it essential for physical, chemical and biological processes on Earth. They investigate and explain the solubility of substances in water and compare and analyse a range of solutions. They learn how rates of reaction can be measured and altered to meet particular needs and use models of energy transfer and the structure of matter to explain and predict changes to rates of reaction. They gain an understanding of how to control the rates of chemical reaction. Through investigation they explore how evidence from multiple disciplines and individuals have contributed to developing understanding of intermolecular forces and chemical reactions and explore how scientific knowledge is used to offer reliable explanations and predictions and the ways in which it interacts with social, economic and ethical factors. Students investigate chemical reactions, the behaviour of gases and use the Kinetic Theory to predict the effects of changing temperature, volume and pressure in gaseous systems.

Entry requirement is OLN category 3 and an “A” grade in Year 10 Science
AECHE leads to ATCHE in Year 12

CHILDREN, FAMILY & COMMUNITY (G1/G2CFC)

Children, Family & and Community is a **General List A course**. It 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 are examined in practical ways. This course consists of the following pair of units:

Unit 1 - Students focus on **family and relationships**. They look at family uniqueness and examine the role of families and the relationship between individuals, families and 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. They identify roles and responsibilities of families and examine their similarities and differences, the issues that arise from family interactions and the influence of attitudes, beliefs and values on the allocation of resources to meet needs and wants.

Unit 2 – Students focus on **the community**. They look at families, relationships and living in communities. The influence of biological and environmental factors, lifestyle, behaviours and health status on growth and development is studied. They explore the health of individuals and communities and the protective and preventative strategies that impact on growth and development. They examine the roles and responsibilities of groups, networks and services and the impact of attitudes, beliefs and values on the management of resources.

Entry requirement is OLN category 2
G1/G2CFC leads to GTCFC in Year 12

DESIGN GRAPHICS (G1/G2DESG)

Design is a **General List B course**. Students develop skills and processes for current and future industry and employment markets. They are equipped with the knowledge and skills to understand design principles and processes, analyse problems and possibilities, and devise innovative strategies within design contexts. These include photography, graphics, dimensional design and technical graphics. The Design course also emphasises the scope of design in professional industries allowing students to maximise university pathways.

Graphics looks at graphics technology and visual communication and students will learn contemporary digital imaging skills using industry standard software. Photography looks at analogue, and/or digital photographic systems and/or digital media. Each course consists of the following pair of units completed with a focus on either graphics or photography:

Unit 1 – Students focus on **design fundamentals**. They learn that design can be used to provide solutions to design problems and communication needs. They are introduced to basic design skills and a range of techniques within graphic design to demonstrate control over the elements and principles of design.

Unit 2 – Students focus on **personal design**. They learn that they visually communicate aspects of their personality, values, and beliefs through their affiliations and their manipulation of personal surroundings and environments. Students explore graphic design elements and principles and the design process in a project which communicates something about them. Students also increase their familiarity with basic production skills and processes, materials and technologies.

Entry requirement is OLNA category 2
G1/G2DESG leads to GTDESG in Year 12

DRAMA (G1/G2DRA)

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

Unit 1 – Dramatic storytelling. This unit engages students with the skills, techniques and conventions of dramatic storytelling.

Unit 2 – Drama performance events. This unit focuses on drama performance events for an audience other than their class members.

Entry requirement is OLNA category 2
G1/G2DRA leads to GTDRA in Year 12

ENGLISH (A1/A2ENG) and (G1/G2ENG)

English is an **ATAR and General and List A course** where students learn how to become competent, reflective, adaptable and critical users of language.

ATAR Course (A1/A2ENG)

ATAR English focuses on developing students' analytical, creative and critical thinking and communication skills with all types of texts and in all language modes encouraging students to critically engage with texts from their contemporary world, the past, and from Australian and other cultures. Through close study and wide reading, viewing and listening students develop the ability to analyse and evaluate the purpose, stylistic qualities and conventions of texts and to enjoy creative imaginative, interpretive, persuasive and analytical responses in a range of written, oral, multimodal and digital forms. The course consists of the following pair of units:

Unit 1 – Students focus on how meaning is communicated through the **relationships between language, text, purpose, context and audience**. They look at the similarities and differences between texts and how visual elements combine with spoken and written elements to create meaning. This includes how language and text are shaped by their purpose, the audiences for whom they are intended and the contexts in which they are created and received. Students consider how language, structure and conventions operate in a variety of imaginative, interpretive and persuasive texts. They also develop an understanding of stylistic features and apply skills of analysis and creativity and are able to respond to texts in a variety of ways, creating their own texts and reflecting on their own learning.

Unit 2 – Students focus on **the representation of ideas, attitudes and voices in texts** to consider how texts represent the world and human experience. Analysis of how language and structural choices shape perspectives in, and for, a range of contexts is central to this unit. By responding to and creating texts in different modes and media, students consider the interplay of imaginative, interpretive and persuasive elements in a range of texts and present their own analyses. They critically examine the effect of stylistic choices and the ways in which these choices position audiences for particular purposes, revealing and/or shaping attitudes, values and perspectives. Through the creation of their own texts, students are encouraged to reflect on their language choices and consider why they have represented ideas in particular ways.

Entry requirement is OLNA category 3 and a “C” grade or better in Year 10 English
A1/A2ENG leads to ATENG in Year 12

General Course (G1/G2ENG)

General English focuses on consolidating and refining the skills and knowledge needed by students to become competent, confident and engaged users of English in everyday, community, social, further education, training, and workplace contexts. The course is designed to provide students with the skills to succeed in a wide range of post-secondary pathways by developing their language, literacy and literary skills. Students comprehend, analyse, interpret, evaluate and create analytical, imaginative, interpretive and persuasive texts in a range of written, oral, multimodal and digital forms. The course consists of the following pair of units:

Unit 1 – Students focus on **comprehending and responding to the ideas and information presented in texts**. Students will learn to comprehend information, ideas and language in texts selected from everyday contexts. They will understand language choices and the likely or intended effect of these choices in a range of texts. Students will also create oral, written and multimodal texts appropriate for audience and purpose in everyday, community social, further education, training and workplace contexts. The unit considers the strategies and skills for comprehending texts and the ways in which texts communicate ideas, attitudes and values.

Unit 2 – Students focus on **interpreting ideas and arguments in a range of texts and contexts**. Students will learn to examine how the structure and language of texts varies in different modes and media. They will understand reasons for language choices and their effect on audiences in a variety of texts and contexts. They will also create oral, written and multimodal texts for different purposes using appropriate communication strategies for interaction with others. The unit considers the ways in which context, purpose and audience influence meaning and the use of information for specific purposes and contexts.

Entry requirement is OLNA category 2
G1/G2ENG leads to GTENG in Year 12

FOOD SCIENCE & TECHNOLOGY (G1/G2FST)

Food Science & Technology is a **General List B course** which provides opportunities for students to explore and develop food-related interests and skills. Food impacts on every aspect of daily life and is essential for maintaining overall health and wellbeing. Students organise, implement and manage production processes in a range of food environments and understand systems that regulate food availability, safety and quality. Knowledge of the sensory, physical, chemical and functional properties of food is applied in practical situations. Students investigate the food supply chain and value-adding techniques applied to food to meet customer and producer requirements. Principles of dietary planning, adapting recipes and processing techniques are considered for specific nutritional need of demographic groups. Occupational safety and health requirements, safe food handling practices, and a variety of processing techniques are implemented to produce safe quality food products. This course may enhance employability and career opportunities in nutrition, health, hospitality and food and beverage occupations. The course consists of the following pair of units:

Unit 1 – Students focus on **food choices and health**. They look at the sensory and physical properties of food that affect the consumption of raw and processed foods. They investigate balanced diets, the function of nutrients in the body and apply nutrition concepts that promote healthy eating. They study health and environmental issues that arise from lifestyle choices and investigate factors which influence the purchase of locally produced commodities. Students devise food products and interpret and adapt recipes to prepare healthy meals and snacks that meet individual needs. They demonstrate a variety of mise-en-place and precision cutting skills and processing techniques to ensure that safe food handling practices prevent food contamination. They recognise the importance of using appropriate equipment, accurate measurement and work individually and in teams to generate food products and systems.

Unit 2 – Students focus on **food for communities**. It looks at the supply of staple foods and the factors that influence adolescent food choices and ethical considerations. They recognise factors, including processing systems that affect the sensory and physical properties of staple foods. They explore food sources and the role of macronutrients and water for health, and nutrition-related health conditions, such as coeliac and lactose intolerance, which often require specialised diets. Students consider how food and beverage labelling and packaging requirements protect consumers and ensure the supply of safe, quality foods. They work with a range of staple foods, adapt basic recipes and apply the technology process to investigate, devise and produce food products to achieve specific dietary requirements. They evaluate food products and demonstrate a variety of safe workplace procedures, processing techniques and food handling practices.

Entry requirement is OLN category 2

G1/G2FST leads to GTFST in Year 12

GEOGRAPHY (AEGEO)

Geography is an **ATAR List A course**. It 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. In the ATAR course, students learn how to collect information from primary and secondary sources, such as field observation and data collection, mapping, monitoring, remote sensing, case studies and reports. The course consists of the following pair of units:

Unit 1 – Students focus on **natural and ecological hazards** which represent potential causes of harm to human life, health, income and property and may affect elements of the biophysical, managed and constructed elements of the environment. The unit focuses on how these hazards, and their associated risks, are perceived and managed at local, regional, and global levels. Students explore natural and ecological hazards and develop an understanding about using geographical inquiry tools to model, assess, investigate, and forecast risks.

Unit 2 – Students focus on **global networks and interconnections**. The unit looks at the process of international integration and is based on the reality that we live in an increasingly interconnected world. It provides students with an understanding of the economic and cultural transformation taking place in the world today, the spatial outcomes of these processes and their political and social consequences. The unit explains how advances in transport and communication technologies have lessened the friction of distance and have impacted at a range of local, national and global scales.

Entry requirement is OLN category 3, "C" grade in Year 10 HASS and "C" grade in Year 10

AEGEO leads to ATGEO in Year 12

HEALTH STUDIES (A1/A2HEA) and (G1/G2HEA)

Health Studies is both an [ATAR](#) and a [General List A course](#).

ATAR Course (A1/A2HEA)

ATAR Health Studies explores health as a dynamic quality of life. Students examine the impact of social, environmental, economic and biomedical determinants on health and their collective contribution to health disparities, as well as exploring approaches to address barriers which prevent groups from experiencing better health. Students apply inquiry skills to examine and analyse health issues, develop arguments and draw evidence-based conclusions. The course provides students with opportunities to develop skills that will enable them to pursue careers in health promotion, research or community health care. The course consists of the following pair of units:

Unit 1 – Students focus on the **health of individuals and communities**. They learn about the significance of determinants and how these raise or lower the health of individuals and communities. Health promotion is explored and used as a framework for designing approaches to improve health. Students examine personal and popular attitudes and beliefs and their impact on decision making, and develop self-management, interpersonal and key consumer health skills. They extend their understandings of factors influencing health and actions and strategies to protect and promote health, through investigation and inquiry processes.

Unit 2 – Students focus on the **impact of a broad range of factors influencing the health of communities**. They are introduced to the concept of community development and the importance of strengthening communities through participative means where people are at the centre of health promotion action. Key health priority areas which commonly influence the health of communities and comprehensive approaches to achieving greater equity in health are studied. Students learn about measures of health, preventive strategies and examine a range of emerging ethical issues arising from contemporary health practices. The influence of beliefs, attitudes, values and norms on health behaviour is further explored, and students continue to extend their understanding of the impact of key issues influencing the health of communities through the development and application of investigative and inquiry approaches.

Entry requirement is OLNA category 3 and a “B” in Year 10 English

A1/A2HEA leads to ATHEA in Year 12

GENERAL Course (G1/G2HEA)

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

Unit 1 – Students focus on **personal health and wellbeing** and what it means to be healthy. Students explore factors which influence their health in positive and negative ways and devise action plans which focus on improving health. Consumer health skills and concepts are introduced including the role of the Australian healthcare system. The relationship between beliefs, attitudes, values and health behaviour, and the impact of social and cultural norms is examined. Self-management and interpersonal skills required to positively influence health and build effective relationships are explored.

Unit 2 – Students continue to build knowledge and understandings about personal health and are introduced to the **multiple determinants which influence health**. These influences are explored in terms of how they interact and contribute to personal and community health. The notion of prevention is central to this unit. In addition to health determinant, the influence of cognitive dissonance on behaviour and the role of communities in shaping social and cultural norms are explored. Self-management and cooperative skills essential to improve personal communication are examined.

Entry requirement is OLNA category 2 and a “C” grade in Year 10 Health

G1/G2HEA leads to GTHEA in Year 12

HUMAN BIOLOGY (AEHBY) and (G1/G2HBY)

ATAR Course (AEHBY)

Human Biology is an **ATAR List B course** which gives students a chance to explore what it is to be human – how the human body works, the origins of human variation, inheritance in humans, the evolution of human species, and population genetics. Through their investigations, students research new discoveries that increase our understanding of human dysfunction, treatments and preventative measures. Practical tasks are integral to this course and develop a range of laboratory skills; for example, biotechnology techniques. Students learn to evaluate risks and benefits to make informed decisions about lifestyle and health topics, such as diet, alternative medical treatments, use of chemical substances and the manipulation of fertility. The course consists of the following pair of units:

Unit 1 – Students focus on **the functioning human body**. The unit looks at how human structure and function supports cellular metabolism and how lifestyle choices affect body functioning. Students look at cells as the basic structural and functional unit of the human body, metabolic activity and enzymes. The respiratory, circulatory, digestive and excretory systems are studied as well as the musculo-skeletal system as the co-ordinated interactions of many components are necessary requirements for life. Students trial different methods of collecting data, use simple calculations to analyse data and become aware of the implications of bias and experimental error in the interpretation of results.

Unit 2 - Students focus on **reproduction and inheritance**. They explore 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. The cellular mechanisms for gamete production and zygote formation are studied as they contribute to human diversity and the importance of meiosis and fertilisation in producing new genetic combinations. Students investigate an aspect of a given problem and trial techniques to collect a variety of quantitative and qualitative data. They apply simple mathematics manipulations to quantitative data, present it appropriately and discuss sources and implications of experimental error. They also consider the limitations of their procedures and explore the ramifications of results that support or disprove their hypothesis.

Entry requirement is OLNA category 3 and a “B” grade in Year 10 Science
AEHBY leads to ATHBY in Year 12

GENERAL Course (G1/G2HBY)

The Human Biology **General List B course** gives students a chance to explore how the human body works. Students focus on bones, muscles, nerves and hormones, and how they maintain the body to act in a coordinated manner. The causes and spread of disease and how humans respond to invading pathogens are studied, as well as the role of males and females in the process of reproduction.

Students investigate the body systems through real or virtual dissections and practical examination of cells, organs and systems. They research contemporary treatments for dysfunctions of the body systems and are encouraged to use ICT to interpret and communicate their findings in a variety of ways. Second-hand data is used to investigate transmission of diseases from a historical perspective and recent global incidences.

Unit 1 – Healthy body. This unit explores how the human body systems are interrelated to sustain life.

Unit 2 – Reproduction. This unit explores the role of males and females in the process of reproduction.

Entry requirement is OLNA category 2
G1/G2HBY leads to GTHBY in Year 12

ITALIAN (A1/A2ISL)

Italian is an **ATAR List A course** which progresses from the Year 7–10 curriculum, and focuses on further developing a student's knowledge and understanding of the culture and the language of Italian-speaking communities. Students gain a broader and deeper understanding of the Italian language and extend and refine their communication skills.

The Italian: Second Language ATAR course can connect to the world of work, further study and travel. It also offers opportunities for students to participate in the many sister school and student exchange programs between Western Australia and Italy. The Italian: Second Language ATAR course is designed to equip students with the skills needed to function in an increasingly globalised society, a culturally and linguistically diverse local community and to provide the foundation for life-long language learning.

This course is aimed at students for whom Italian is a second, or subsequent, language. These students have not been exposed to, or interacted in, the language outside of the language classroom. They have typically learnt everything they know about the Italian language and culture through classroom teaching in an Australian school, or similar environment, where English is the language of school instruction. Students have typically studied Italian for 200–400 hours at the commencement of Year 11 and may have experienced some short stays or exchanges in a country where the language is a medium of communication.

Unit 1 - This unit focuses on *Rapporti* (Relationships). Through the three topics: *Rapporti in famiglia, tra gli amici e a scuola* (Family, friend and school relationships), *Le tradizioni, gli spettacoli e le feste* (Traditions, events and celebrations), and *Comunicare nel mondo moderno* (Communicating in a modern world), students further develop their communication skills in Italian and gain a broader insight into the language and culture.

Unit 2 - This unit focuses on *Andiamo!* (Travel – let's go!). Through the four topics: *Le vacanze - racconti e progetti* (My holiday tales and plans), *Destinazione Italia* (Destination Italy), *Destinazione Australia* (Destination Australia), and *Viaggiare oggi* (Travel in a modern world), students extend their communication skills in Italian and gain a broader insight into the language and culture.

Entry requirement is OLNA category 3 and at least a C grade in Year 10 Italian
A1/A2ISL leads to ATISL in Year 12

LITERATURE (A1/A2LIT) and (G1/G2LIT)

Literature is an **ATAR and General and List A course** where students learn how to become competent, reflective, adaptable and critical users of language.

ATAR Course (A1/A2LIT)

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

Unit 1 – Students focus on the **different ways of reading and creating literary texts** drawn from a widening range of historical, social, cultural and personal contexts. They analyse the relationships between language, text, contexts, individual points of view and the reader's response, and develop knowledge and understanding of different literary conventions and storytelling traditions and their relationships with audiences. A range of literary forms is considered: prose, fiction, poetry and drama. The significance of ideas and the distinctive qualities of texts are analysed and through the creation of analytical responses, students frame consistent arguments that are substantiated by relevant evidence. In the creation of imaginative texts, students explore and experiment with aspects of style and form.

Unit 2 - Students focus on **intertextuality**; the ways literary texts connect with each other. Drawing on a range of language and literary experiences, students consider the relationships between texts, genres, authors, readers, audiences and contexts. The ideas, language and structure of different texts are compared and contrasted. Students analyse the similarities and difference between texts through and analysis of the ideas, language used and forms of texts. They create analytical responses that are evidence-based and convincing. By experimenting with text structure and language features, students understand how their imaginative texts are informed by analytical responses.

Entry requirement is OLNA category 3, a “B” grade in Year 10 English and a strong background in writing and analytical skills

A1/A2LIT leads to ATLIT in Year 12

GENERAL Course (G1/G2LIT)

In the Literature General course, students learn to create readings of literary texts and to create their own texts, including essays, poems, short stories, plays and multimodal texts. Students learn to read texts in terms of their cultural, social and historical contexts; their values and attitudes; and their generic conventions and literary techniques. Students learn to create texts, paying attention to contexts, values and conventions. Students learn about literary language, narrative, image and the power of representation. Students experience the aesthetic and intellectual pleasure that reading and creating literary texts can bring. The course consists of the following units:

Unit 1 and Unit 2 – These units introduce students to relevant and engaging literary texts. Teachers will choose texts that they think are most appropriate to their students. Students are asked to read poetry, prose fiction, drama and multimodal literary texts and to consider what makes a text, 'literary'. They will consider how all texts use language and conventions in particular ways and how an understanding of a specific literary text is shaped by the way it is presented. Students learn that certain conventions that texts use allow us to group texts into genres.

Entry requirement is OLNA category 2.

G1/G2LIT leads to GTLIT in Year 12

MATERIALS DESIGN AND TECHNOLOGY METAL (G1/G2MDTM)

MATERIALS DESIGN AND TECHNOLOGY WOOD (G1/G2MDTW)

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

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

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

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

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

Entry requirement is OLNA category 2

G1/G2MDTM leads to GTMDTM in Year 12

G1/G2MDTW leads to GTMDTW in Year 12

MATHEMATICS (A1/A2MAS), (A1/A2MAM), (A1/A2MAA) and (G1/G2MAE)

Mathematics is an **ATAR and General List B** course

ATAR Courses

Mathematics Specialist (A1/A2MAS)

Mathematics Specialist is an **ATAR course** which provides opportunities to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. The course contains topics in functions and calculus that build on and deepen the ideas presented in the Mathematics Methods course, as well as demonstrate their application in many areas. Mathematics Specialist also extends understanding and knowledge of statistics and introduces the topics of vectors, complex numbers and matrices. **Mathematics Specialist must be studied in conjunction with the Mathematics Methods** as preparation for entry to specialised university courses such as engineering, physical sciences and mathematics. The course consists of the following pair of units.

Unit 1 – Students focus on **Combinatorics, Vectors in the Plane and Geometry**. Combinatorics provides techniques that are useful in many areas of mathematics including probability and algebra. Vectors in the Plane provides new perspectives for working with two-dimensional space and serves as an introduction to techniques that will be extended to three-dimensional space. The proficiency strand, *reasoning*, from the lower school mathematics curriculum is continued explicitly in Geometry through a discussion of developing mathematical arguments. While these ideas are illustrated through deductive Euclidean geometry in this topic, they occur throughout this course. An understanding of this topic is of great benefit in later topics in the course, including vectors and complex numbers. All three topics develop students' ability to construct mathematical arguments.

Unit 2 – Students focus on **Trigonometry, Matrices and Real and Complex Numbers**. Trigonometry contains techniques that are used in other topics in both this unit and other units. Real and Complex Numbers provides a continuation of the study of numbers and Matrices includes applications to linear transformations of the plane.

Entry requirement for is OLNA category 3 and a "A" grade in Year 10 Academic Maths
A1/A2MAS leads to ATMAS in Year 12

Mathematics Methods (A1/A2MAM)

Mathematics Methods is an **ATAR course** which focuses on the use of calculus and statistics. 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 involves uncertainty and variation. The course provided the foundation for further study in the health and social sciences. In summary, this course is designed for students whose future pathways may involve mathematics and statistics and their applications in a range of disciplines at the tertiary level. The course consists of the following pair of units:

Unit 1 - Students focus on **Calculus and Inferential Statistics**. The unit begins with a review of the basic algebraic concepts and techniques required for a successful introduction to the study of calculus. The basic trigonometric functions are then introduced. Simple relationships between variable quantities are reviewed and these are used to introduce the key concepts of a function and its graph. The study of Inferential Statistics begins in this unit with a review of the fundamentals of probability and the introduction of the concepts of counting, conditional probability and independence.

Unit 2 – Students focus on **exponentials** in the algebra section of this unit. Their graphs are examined and their applications in a wide range of settings are explored. Arithmetic and geometric sequences are introduced and their applications are studied. Rates and average rates of change are introduced and this is followed by the key concept of derivatives as an "instantaneous rate of change". These concepts are reinforced numerically by calculating difference quotients both geometrically as slopes of chords and tangents, and algebraically. Calculus is developed to study the derivatives of polynomial functions with simple application of the derivative to curve sketching, the calculation of slopes and equations of tangents, the determination of instantaneous velocities and the solution of optimisation problems. The unit concludes with a brief consideration of anti-differentiation.

Entry requirement is OLNA category 3 and a "A" grade in Year 10 Academic Maths
A1/A2MAM leads to ATMAM in Year 12

Mathematics Applications (A1/A2MAA)

Mathematics Applications is an **ATAR course** which focuses on the use of mathematics to solve problems in contexts that involve financial modelling, geometric and trigonometric analysis, graphical and network analysis and growth and decay in sequences. It also provides opportunities for students to develop systematic strategies based on the statistical investigation process for answering statistical questions that involve analysing univariate and bivariate data, including time series data. The course is designed for students who want to extend their mathematical skills beyond Year 10 level but whose future studies or employment pathways do not require knowledge of calculus. The course is designed for students who have a wide range of educational and employment aspirations including their studies at university or TAFE. The course consists of the following pair of units:

Unit 1 – Students focus on **Consumer Arithmetic, Algebra and Matrices and Shape and Measurement**. Consumer Arithmetic reviews the concepts of rate and percentage change in the context of earning and managing money and provides a fertile ground for the use of spreadsheets. Algebra and Matrices continue the study of algebra from lower school mathematics and introduces the topic of matrices. The emphasis of this topic is the symbolic representation and manipulation of information from real-life contexts using algebra and matrices. Shape and Measurement builds on and extends the knowledge and skills students developed in the lower school mathematics with the concept of similarity and associated calculations involving simple geometric shapes. The emphasis is on applying skills in a range of practical contexts including three-dimensional shapes.

Unit 2 – Students focus on Univariate Data Analysis and the Statistical Process, Linear Equations and their Graphs and Applications of Trigonometry. Univariate Data Analysis and the Statistical Process develop students' ability to organise and summarise univariate data in the context of conducting a statistical investigation. Linear Equations and their Graphs use linear equations and straight-line graphs as well as linear-piece-wise and step graphs to model and analyse practical situations. Applications of Trigonometry solve practical problems involving non-right-angled triangles in both two and three dimensions, including problems involving the use of angles of elevation and depression and bearings in navigation.

Entry requirement is OLN category 3 and a "B" grade in Year 10 Academic Mathematics
A1/A2MAA leads to ATMAA in Year 12

GENERAL Course

Mathematics Essentials (G1/G2MAE)

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

Unit 1 – Students focus on the mathematics skills and understanding to solve problems relating to **calculations, applications of measurement, the use of formulas to find an unknown quantity and the interpretation of graphs**. Throughout the unit students use the mathematical thinking process in conjunction with the unit content. The four topics in this unit include: basic calculations, percentages and rates; algebra; measurement; and graphs in contexts which are meaningful and of interest to students. An extensive range of technological applications and techniques are used in this unit.

Unit 2 - Students focus on the mathematical skills and understanding to solve problems related to **representing and comparing data, percentage rates, rates and ratios and time and motion**. Students further develop the use of the mathematical thinking process and apply the statistical investigation process. The statistical investigation process is explicitly taught in conjunction with the statistical content within the unit in a context which is meaningful and of interest to students.

Entry requirement is OLN category 2 and a "C" grade in Year 10 Mathematics
G1/G2MAE leads to GTMAE in Year 12

MEDIA PRODUCTION & ANALYSIS (A1/A2MPA) and (G1/G2MPA)

ATAR Course (A1/A2MPA)

Media Production & Analysis is an **ATAR List A course** which prepares students for a future in a digital and interconnected world by providing the skills, knowledge and understanding to tell their own stories and interpret those 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, consider the role of audiences and their context. The course focuses on the application of media theory in the practical process. It consists of the following pair of units:

Unit 1 – Students focus on **popular culture** and considers the types of media, ideas and audiences from which popular culture evolves. Students analyse, view, listen to and interact with a range of popular media, develop their own ideas, learn production skills and apply their understanding and skills in creating their own productions. They explore a variety of popular media work and learn how to interpret the meanings created by codes and conventions. They develop production and analytical skills and apply their understanding of media language and audiences while working in specific productions contexts.

Unit 2 – Students focus on **journalism**. Students analyse, view, listen to and interact with a range of journalistic genres and undertake extensive research into the representation and reporting of groups and issues within media work. They draw on knowledge when developing ideas for their own productions. They extend their understanding of production practices and responsibilities and become more independent in manipulating technologies and techniques to express their ideas in their productions.

Entry requirement is OLN category 3 and enrolment in Year 11 ATAR English or Literature
A1/A2MPA leads to ATPA in Year 12

GENERAL Course (G1/G2MPA)

MEDIA PRODUCTION & ANALYSIS (G1/G2MPA)

The Media Production and Analysis **General List A 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.

Unit 1 – Mass media. Within this broad focus, students reflect on their own use of the media, common representations, including the examination of characters, stars and stereotypes and the way media is constructed and produced.

Unit 2 – Point of view. In this unit, students will be introduced to the concept and learn how a point of view can be constructed. They will analyse media work and construct a point of view in their own productions.

Entry requirement is OLN category 2
Completion of Media Studies in any year from Year 7 to 10 would be an advantage, but not a pre-requisite.
G1/G2MPA leads to GTMPA in Year 12

MODERN HISTORY (A1/A2HIM)

Modern History is an **ATAR List A course** which enables students to become critical thinkers and helps inform their judgements and actions in a rapidly changing world. Students are exposed to a variety of historical sources, including government papers, extracts from newspapers, letters, diaries, photographs, cartoons, paintings, graphs and secondary sources, in order to determine the cause and effect, and the motives and forces influencing people and events. Through the process of historical inquiry, students are encouraged to question and evaluate historical sources; identify various representations and versions of history; use evidence to formulate and support their own interpretations; and communicate their findings in a variety of ways. The course consists of the following two units:

Unit 1 – Students focus on an **understanding of the modern world**. The unit examines the developments of significance in the modern era including the ideas that inspired them and their far-reaching consequences. Students look at one development or turning point that has helped to define the modern world. Through their studies, students explore the nature of the sources for the study of modern history and build their skills in historical method through inquiry.

Unit 2 – Students focus on **movements for change in the 20th century**. The unit examines significant movements for change that led to change in society, including people's attitudes and circumstances. These movements draw on the major ideas described in Unit 1, have been connected with democratic political systems and have been subject to political debate. Through a detailed examination of one major 20th century movement, students investigate the ways in which individuals, groups and institutions have challenged existing political structures, accepted social organisation and prevailing economic models, to transform society.

Entry requirement is OLN category 3, a "C" grade in Year 10 HASS and sound achievement in English.

A1/A2HIM leads to ATHIM in Year 12

MUSIC (AEMUS) and (GEMUS)

ATAR Course (AEMUS)

Music is an **ATAR List A course** which encourages students to explore a range of musical experiences, developing their musical skills and understanding, and creative and expressive potential through the context of Western Art. The course consists of a written component incorporating Aural and Theory, Composition and Arrangement, Cultural and Historical Analysis, and a practical component. The practical component can be delivered in a different context, independent of the written component. Students can choose to perform on an instrument or voice in one of four contexts, and/or submit a composition portfolio. The Music course provides opportunities for creative expression, the development of aesthetic appreciation, and understanding and respect for music and music practices across different times, places, cultures and contexts. Students listen, compose, perform and analyse music, developing skills to confidently engage with a diverse array of musical experiences, both independently and collaboratively. Studying music may also provide a pathway for further training and employment in a range of professions within the music industry. The course consists of the following pair of units;

Units 1 and 2 - Across the two units, 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 **Western music conventions** and practices. Music within this context involves the study of the European tradition of art music and its development over time. They apply critical listening and thinking skills and develop aesthetic understanding through comparing and analysing musical works. They are encouraged to reach their creative and expressive potential, developing skills and stylistic awareness to confidently engage in music making as performers and audience members, both individually and collaboratively.

Entry requirement is OLN category 3, satisfactory completion of Year 10 Music or the attainment of a theory and performance level equal to AMEB Grade 3

AEMUSW leads to ATMUSW in Year 12

GENERAL Course (GEMUS)

Music is a **General List A course** which encourages students to explore a range of musical experiences, developing their musical skills and understanding, and creative and expressive potential through the context of Western Art. The course consists of a written component incorporating Aural and Theory, Composition and Arrangement, Cultural and Historical Analysis, and a practical component. The practical component can be delivered in a different context, independent of the written component. Students can choose to perform on an instrument or voice in one of four contexts, and/or submit a composition portfolio. The Music course provides opportunities for creative expression, the development of aesthetic appreciation, and understanding and respect for music and music practices across different times, places, cultures and contexts. Students listen, compose, perform and analyse music, developing skills to confidently engage with a diverse array of musical experiences, both independently and collaboratively. Studying music may also provide a pathway for further training and employment in a range of professions within the music industry. The course consists of the following pair of units;

Units 1 and 2 - In these units, students develop their skills, knowledge and understanding to listen to, compose, perform and analyse music. They develop aural and music literacy skills and learn how the elements of music can be applied when performing, composing and responding to music. Students learn about how music is created and performed, analysing musical works and exploring how social, cultural and historical factors shape music in the specific context selected for study. Students develop skills, confidence and stylistic awareness to engage in music making as performers and audience members both individually and collaboratively.

Entry requirement is OLNA category 3, satisfactory completion of Year 10 Music or the attainment of a theory and performance level equal to AMEB Grade 3

G1/G2MUSW leads to GTMUSW in Year 12

OUTDOOR EDUCATION (G1/G2OED)

Outdoor Education is a **General List B course**. Through interaction with the natural world, Outdoor Education aims to develop an understanding of our relationships with the environment, others and ourselves. The Outdoor Education General course focuses on outdoor activities in a range of environments, including bushwalking, sailing, climbing and orienteering. It provides students with an opportunity to develop essential life skills and physical activity skills, and an opportunity to develop a comprehensive understanding of the environment and develop a positive relationship with nature. The course also provides students with opportunities to develop skills that will enable them to pursue personal interests and careers in outdoor pursuits, environmental management, or eco-tourism.

Unit 1 – Experiencing the outdoors. Students are encouraged to engage in outdoor adventure activities. An experiential approach is used to discover what being active in the environment is all about. Students are introduced to outdoor adventure activities where they can develop and improve technical skills and apply appropriate practices to ensure safe participation. They understand basic planning and organisational requirements necessary for them to participate in safe, short duration excursions/expeditions in selected outdoor activities. They begin developing skills in roping and navigation. Students are introduced to personal skills and interpersonal skills, including self-awareness, communication and leadership. Features of natural environments and examples of local environmental management and 'Leave No Trace' principles are introduced.

Unit 2 – Facing challenges in the outdoors. This unit offers the opportunity to engage in a range of outdoor activities that pose challenges and encourage students to step outside their comfort zone. Students consider planning and resource requirements related to extended excursions/short-duration expeditions. They are introduced to simple risk assessment models to assist decision making and apply safe practices to cope with challenging situations and environments. They develop time management and goal setting skills to work with others and explore strategies for building group relationships. They understand the main styles of leadership and how to use strategies to promote effective groups. Features of natural environments and components of the weather are introduced. Conservation, biodiversity and environmental management plans are also introduced.

Entry requirement is OLNA category 2

G1/G2OED leads to GTOED in Year 12

PHYSICAL EDUCATION STUDIES (A1/A2PES) and (G1/G2PES)

Physical Education Studies is both an [ATAR and General List B course](#).

ATAR Course (A1/A2PES)

The Physical Education Studies [ATAR course](#) contributes to the development of students' physical, social and emotional growth. In the Physical Education Studies ATAR course students learn about physiological, psychological and biomechanical principles, and apply these to analyse and improve personal and group performances in physical activities. Throughout the course, students learn through integrated written, oral and active learning experiences. The course also provides students with opportunities to develop skills that will enable them to pursue personal interests and potential in physical activity as athletes, coaches, officials, administrators and/or volunteers. The course consists of the following pair of units:

Unit 1 – Students focus on **anatomical and biomechanical concepts, the body's responses to physical activity and stress management processes** to improve their own performance and that of others in physical activity. The content includes developing physical skills and tactics, motor learning and coaching, functional anatomy, biomechanics, exercise physiology and sports psychology.

Unit 2 – Students focus on the **relationship between skill, strategy and the body** in order to improve the effectiveness and efficiency of performance using the unit content introduced in unit 1.

Entry requirement is OLNA category 3 and a "B" grade in Year 10 Science and Year 10 English
A1/A2PES leads to ATPES in Year 12

General Course (G1/G2PES)

The Physical Education Studies [General course](#) contributes to the development of students' physical, social and emotional growth. The Physical Education Studies General course provides students with opportunities to understand and improve performance through the integration of theoretical concepts and practical activities. Through engagement as performers, leaders, coaches, analysts and planners of physical activity, students may develop skills that can be utilised in leisure, recreation, education, sport development, youth work, health and medical fields. The course consists of the following units:

Unit 1 - Students focus on the development of students' knowledge, understanding and **application of anatomical, physiological and practical factors** associated with performing physical activities. The content includes developing physical skills and tactics, motor learning and coaching, functional anatomy, biomechanics, exercise physiology and sports psychology.

Unit 2 - Students focus on **the impact of physical activity** on the body's anatomical and physiological systems. Students are introduced to these concepts which support them to improve their performance as team members and/or individuals using the unit content introduced in unit 1.

Entry requirement for this course is OLNA category 2 and a "C" grade in Year 10 Physical Education
G1/G2PES leads to GTPES in Year 12

PHYSICS (AEPHY)

Physics is an **ATAR List B course**. In the course students will learn how energy and energy transformations can shape the environment from the small scale, in quantum leaps inside an atom's electron cloud, through the human scale, in vehicles and the human body, to the large scale, in interactions between galaxies. Students have opportunities to develop their investigative skills and use analytical thinking to explain and predict physical phenomena. Students plan and conduct investigations to answer a range of questions, collect and interpret data and observations, and communicate their findings in an appropriate format. Problem-solving and using evidence to make and justify conclusions are transferable skills that are developed in this course. The course consists of the following pair or units:

Unit 1 – Students focus on the ways physics is used to **describe, explain and predict the energy transfers and transformations that are pivotal to modern industrial societies**. Students investigate heating processes, apply the nuclear model of the atom to investigate radioactivity and learn how nuclear reactions convert mass into energy. They examine the movement of electrical charge in circuits and use this to analyse, explain and predict electrical phenomena. Students develop skills in interpreting, constructing and using a range of mathematic and symbolic representations to describe, explain and predict energy transfers and transformations in heating processes, nuclear reactions and electrical circuits. They understand that applying scientific knowledge to the problem of meeting world energy needs international cooperation of multidisciplinary teams and rely on advances in ICT and other technology.

Unit 2 – Students focus on developing an understanding of **motion and waves** which can be used to describe, explain and predict a wide range of phenomena. They describe linear motion in terms of position and time data, and examine the relationships between force, momentum and energy for interactions in one dimension. They also investigate common wave phenomena. Students develop their understanding of motion and wave phenomena through laboratory investigations and develop skills in relating graphical representations of data to quantitative relationships between variables and continue to develop skills in planning, conducting and interpreting the results of primary and secondary investigations. Students explore how international collaboration and evidence from many disciplines and individuals, as well as the development of ICT and other technologies, have contributed to developing understanding of motion and waves.

**Entry requirement is OLNA category 3, and an “A” grade in Year 10 Science
AEPHY leads to ATPHY in Year 12**

PSYCHOLOGY (AEPSY)

In the Psychology ATAR course students will be introduced to psychological knowledge which supports an understanding of the way individuals think, feel and behave in different contexts. Students learn about major psychological theories, studies and models, and conduct scientific investigations. Students develop skills to apply their psychological knowledge to explain thoughts, feelings and behaviours in the everyday world. Students apply the principles of scientific inquiry and ethical guidelines as they analyse data used to examine phenomena, such as developmental stages, memory, attention, attitudes, personality and social influence. An understanding of psychology is very useful, both to individuals and those assisting us to improve ourselves and our relationships, and to society as a whole.

Unit 1 – Students focus on **biological and lifespan psychology**. This unit introduces psychology as an inquiry-based discipline. Students begin to learn concepts associated with psychological theories, studies and models, which develop and change over time, to explain human emotion, cognition and behaviour. Students learn the basic structure of the central nervous system and some effects of this structure on the way humans think, feel and behave. They are introduced to several methods used to study the brain.

Unit 2 – Students focus on **attitudes, stereotypes, and social influence**. This unit focuses on the influence of others on human behaviour, cognition and emotion. Students explore the function and effect of attitudes and apply the tripartite model of attitude structure to develop a more complex understanding. Students explore theories of cognitive dissonance, social identity and attribution with reference to relevant psychological studies, and apply these theories to real-world experiences.

**Entry requirement is OLNA category 3, and an “A” grade in Year 10 Science
AEPSY leads to ATPSY in Year 12**

SCIENCE IN PRACTICE (G1/G2SIP)

Science in Practice is a **General List B course**. Science in Practice is a course grounded in the belief that science is multidisciplinary and, in essence, a practical activity. The Science in Practice course encourages students to be questioning, reflective and critical thinkers about scientific issues, enabling them to make informed decisions about questions that directly affect their lives and the lives of others.

Unit 1 – Forensics

Forensic science is a multidisciplinary science that applies scientific methods to find, gather and analyse evidence that can be used in court and law enforcement. In Western Australia, forensic investigation officers play an important role supporting police investigations to identify victims, offenders, and key pieces of evidence. 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 science understanding and skills in biology, chemistry, and data handling through a variety of practical activities.

Unit 2 – Wheels in Motion

Wheels have played a significant role in shaping our lives and transforming human civilisation. They have been instrumental in advancing transportation, industry, and various aspects of our daily routines. They have facilitated the movement of people and goods, enabling trade, exploration, and cultural exchange across vast distances. It is essential that we have an understanding the science of vehicles and driver behaviour to ensure our safety on the road. In this unit, students learn how knowledge of how the nervous systems reacts to stimuli and physics can help drivers make informed decisions that can mitigate the risks of driving.

Entry requirement is OLNA category 2

G1/G2SIP leads to GTSIP in Year 12

VISUAL ARTS (G1/G2VAR)

In the Visual Art **General course**, students engage in traditional, modern and contemporary media and techniques within the broad areas of art forms. The course promotes innovative practice. Students are encouraged to explore and represent their ideas and gain an awareness of the role that artists and designers play in reflecting, challenging and shaping societal values. Students are encouraged to appreciate the work of other artists and engage in their own art practice. The course consists of the following pair of units:

Unit 1 – Students focus on **experiences**. Students develop artworks based on their lives and personal experiences, observations of the environment, events and/or special occasions. They participate in selected art experiences to develop a sense of observation. They discover ways to compile and record their experiences through a range of activities and projects that promote understanding of visual language. They use experiences to develop appreciation of the visual arts in their everyday lives and acquire various skills using processes of experimentation and discovery.

Unit 2 – Students focus on **explorations**. Students explore ways to generate and develop ideas using a variety of stimulus materials and explorations from their local environment. They use a variety of inquiry approaches, techniques and processes when creating original artworks. When exploring ideas and approaches to art making, students investigate the work of other artists. They learn how to identify stylistic features of art forms from different times and places and explore ways to manipulate art elements and principles to generate, develop and produce their own artwork.

In developing subject matter for artworks, students explore ways to express personal beliefs, opinions and feelings. They manipulate a variety of media and materials in a range of art forms, recording and reflecting on their artistic achievements.

Entry requirement is OLNA category 2

G1/G2VAR leads to GTVAR in Year 12

VET CERTIFICATES

CUA20220 Certificate II in Creative Industries

The CUA20220 Certificate II in Creative Industries is a proposed offering for the 2025 academic year. At the time of publication, no agreements have been entered into with a Registered Training Organisation for the delivery of this qualification. On the basis of interest from students, the school will initiate a formal partnership agreement with an RTO for the delivery of the qualification.

The *Certificate II in Creative Industries* is delivered in the **Arts**. The course prepares students for a future in a digital global world by providing the foundation for lifelong learning about the media. This qualification reflects the role of individuals who perform a range of mainly routine tasks in the creative industry sectors, work under direct supervision and use limited practical skills and fundamental operational knowledge in a defined context.

To achieve the Certificate students need to demonstrate a number of units of competency over two years. The units are practically based but students will also be required to complete relevant theory to support their practical knowledge.

The skills students learn as part of this Certificate can be used as a pathway to Certificate III in Media. *Job roles related to this qualification include community radio production assistant and community television production assistant.*

There is no entry requirement

The Certificate is completed over Years 11 and 12

AHC20416 Certificate II in Horticulture

The AHC20416 Certificate II in Horticulture is a proposed offering for the 2025 academic year. At the time of publication, no agreements have been entered into with a Registered Training Organisation for the delivery of this qualification. On the basis of interest from students, the school will initiate a formal partnership agreement with an RTO for the delivery of the qualification.

The Certificate II in Horticulture is delivered in **Science Learning**. This Certificate provides students with the practical skills and knowledge to undertake a broad range of tasks in gardening, nursery work and landscaping. The course is designed to provide students with foundations skills and knowledge required by many horticultural industry sectors. This Certificate is a component of the Resource and Environment Science course which helps students to develop practical skills and knowledge and understanding of the science behind the mining, engineering and resource sectors.

To achieve the Certificate students need to demonstrate a number of units of competency over two years. The units are practically based but students will also be required to complete relevant theory to support their practical knowledge.

Students can continue their studies in Certificate III in Horticulture, Natural Land Management or Sport Turf Services. *Job roles related to this qualification include nursery worker, landscaper, horticulture worker or greens keeper.*

There is no entry requirement

The Certificate is completed over Years 11 and 12

SIT20322 Certificate II in Hospitality **

The SIT20322 Certificate II in Hospitality is a proposed offering for the 2025 academic year. At the time of publication, no agreements have been entered into with a Registered Training Organisation for the delivery of this qualification. On the basis of interest from students, the school will initiate a formal partnership agreement with an RTO for the delivery of the qualification.

The *Certificate II in Hospitality* will be delivered in **Home Economics**. This qualification reflects the role of individuals who use a defined and limited range of hospitality operation skills. They are involved in mainly routine tasks using practical skills and basic industry knowledge and work under direct supervision.

To achieve the Certificate students need to demonstrate a number of units of competency over two years. The units are practically based but students will also be required to complete relevant theory to support their practical knowledge.

Students can use this course as a pathway to higher levels of qualifications in Hospitality and also to further studies in Event Management or Tourism. *Job roles related to this qualification include bar attendant, bottle shop attendant, catering assistant, food and beverage attendant, front office assistant, gaming attendant, porter and room attendant.*

Students may be required to submit a resume and complete a formal interview.

The completion of lower school Home Economics is preferred and students who have successfully completed Certificate I in Hospitality in Year 10 will be granted credit towards the Certificate II course.

PLEASE NOTE

****Entry to this Certificate is subject to an application and interview process. There are limited places in this Certificate. Once your initial selection has been registered an application form may be issued. Interviews may follow to determine the final selections.**

The Certificate is completed over Years 11 and 12

SIS20122 Certificate II in Sport and Recreation **

The SIS20122 Certificate II in Sport & Recreation is a proposed offering for the 2025 academic year. At the time of publication, no agreements have been entered into with a Registered Training Organisation for the delivery of this qualification. On the basis of interest from students, the school will initiate a formal partnership agreement with an RTO for the delivery of the qualification.

This Certificate will be delivered in two different contexts: General Physical Education focus and AFL Football focus.

The Certificate II in Sport and Recreation will be delivered in **Physical Education**. This qualification reflects the role of individuals who apply the skills and knowledge to be competent in delivering a basic instruction session for a sport. Work may be undertaken as part of a team and would be performed under supervision or independently in a structured environment such as a sporting club or school. Individuals wishing to undertake this qualification should be current or past participants in the respective sports specialisation chosen as part of this qualification.

This qualification enhances work in locations such as sport and recreation centres or facilities, and leisure and aquatic centres assisting with the conduct of recreation activities, and facility maintenance and operations. Possible job pathways include community activities assistant, customer service assistant, leisure assistant, recreation assistant, retail assistant, grounds assistant or facility assistant.

To achieve the Certificate students need to demonstrate a number of units of competency over two years. The units are practically based but students will also be required to complete relevant theory to support their practical knowledge.

PLEASE NOTE

****Entry to this Certificate is subject to an application and interview process. There are limited places in this Certificate. Once your initial selection has been registered an application form may be issued. Interviews may follow to determine the final selections.**

The Certificate is completed over Years 11 and 12

SIT20122 Certificate II in Tourism

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

The Certificate II in Tourism will be delivered in the **Humanities and Social Sciences (HASS)** Learning Area. This qualification provides a pathway to work in many tourism and travel industry sectors and for a diverse range of employers including travel agencies, tour wholesalers, tour operators, attractions, cultural and heritage sites, and any small tourism business.

To receive the Certificate students need to demonstrate a number of units of competency over two years. The units are practically based but students will also be required to complete relevant theory to support their practical knowledge.

This qualification provides a pathway to work in many tourism and travel industry sectors and for a diversity of employers. It also provides an avenue to further education and training leading to studies at Certificate III level. *Job roles related to this qualification include office assistant for a tour operator, museum attendant, receptionist and office assistant in a travel agency.*

There is no entry requirement

The Certificate is completed over Years 11 and 12

CUA20720 Certificate II in Visual Arts

The CUA20720 Certificate II in Visual Arts is a proposed offering for the 2025 academic year. At the time of publication, no agreements have been entered into with a Registered Training Organisation for the delivery of this qualification. On the basis of interest from students, the school will initiate a formal partnership agreement with an RTO for the delivery of the qualification.

The *Certificate II in Visual Arts* will be delivered in the **Arts**. This course is relevant to today's creative world at an entry level for employees in the visual arts industry. It provides basic skills and knowledge in art design production with emphasis on the craft industry.

To receive the Certificate students need to demonstrate a number of units of competency over two years. The units are practically based but students will also be required to complete relevant theory to support their practical knowledge.

This qualification provides a pathway to employment or further education at Certificate III and Diploma level. *Job roles include illustrator, artist, set designer, ceramic potter, textile designer and sign writer.*

There is no entry requirement

The Certificate is completed over Years 11 and 12

POST-COMPULSORY INFORMATION

Requirements for University Admission

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

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

Competence in English

For university admission purposes, you demonstrate competence in English by achieving the prescribed standard in an ATAR English or Literature course.

For Curtin University, Murdoch University and The University of Western Australia you must achieve a scaled score of at least 50. For ECU you must achieve either a scaled score of at least 50 or a letter grade of A, B, or C in Units 3 and 4 in Year 12.

Australian Tertiary Admission Rank (ATAR)

The Australian Tertiary Admission Rank is the basis of admission to most university courses. You are ranked in order of merit based on your ATAR. The ATAR is calculated using scaled scores in courses based on a student's best four scores plus 10% of that student's best Languages other than English (LOTE) scaled score. Only ATAR courses can be included in the calculation and students must sit the external examination to obtain a scaled score.

Prerequisites

Prerequisites are courses or special requirements that must be successfully completed for entry to a particular university. Generally, a scaled score of 50 or more in an ATAR course is required for prerequisite purposes.

Murdoch University does not require applicants to have undertaken specific prerequisite courses and instead provides introductory units to enable its students to become skilled in specific areas they may lack.

For some university courses, the special requirements may include bridging/special course units, interviews, auditions, folio presentations, manual dexterity tests, aptitude tests, fitness requirements etc. Detailed lists of prerequisites recommended for courses are available from the individual universities.

Portfolio Entry Pathways

Edith Cowan University offers a portfolio pathway for entry by school leavers. Students must meet WACE requirements, English competency and any prerequisites for entry to particular courses. More information on this pathway is available from Student Recruitment on 134 328 or www.reachyourpotential.com.au

Murdoch University offers a portfolio pathway for admission to Bachelor of Communications, Bachelor of Media and Bachelor of Digital Media. For more information see www.murdoch.edu.au

University Application Procedures

Information about applying to the universities and application procedures are available from the TISC website: www.tisc.edu.au

State Training Providers (STP)

Training WA (STP) offer courses for vocational education and training, apprenticeships and traineeships, support for workplace learning and courses for business and industry.

To gain entry into Training WA (STP) courses, applicants need to meet the entrance requirements for the chosen course. Where a course is deemed to be competitive, applicants are required to meet both the entrance requirements and selection criteria.

Entrance Requirements

Entrance requirements are the lowest level of school results you need to be admitted into a State Training Provider course as well as OLNA. Entrance requirements will either be a lower level qualification or communication skills (English) or, if required, mathematical skills. The level of communication and mathematical skills required for entry to a course depends on the level of course chosen.

Selection Criteria

Selection criteria focus on secondary education achievement, skill development, previous qualifications and workplace learning (paid or unpaid). Selection criteria are used to score eligible applicants for entry into a course where there are more applicants than places available.

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

Application for State Training Providers (STP) Courses

Students who are interested in applying for STP courses are strongly advised to access the latest information from www.trainingwa.wa.gov.au

Follow the link:

- Future students
- Address entry requirements

Students will find detailed information on the website, but if further information or clarification is needed, they should contact:

The Career Centre
166 Murray Street
Perth City
(Second floor, above Woolworths)

Phone: 132398 or 1800 999 167

Email: career.centre@dtwd.wa.gov.au

Web: www.dtwd.wa.gov.au/careercentre

Apprenticeships and Traineeships

Students can begin a training qualification in Years 11 and 12 at the same time as completing the Western Australian Certificate of Education (WACE) through School Based Apprenticeships or School Based Traineeships. Students generally attend school for three days, one day in the workplace and one day at a registered training organisation.

Apprenticeships and traineeships combine practical experience at work with structured training that leads to a nationally recognised qualification.

If students are interested in technical trades such as bricklaying or cabinet making, then they would consider an apprenticeship. Traineeships are usually in non-trade areas such as hospitality, business, manufacturing and health.

School Based Apprenticeships (SBA)

School based apprenticeships allow students in Years 11 and 12 to start an apprenticeship while still at school. Students enter into a legally binding contract between the employer, the student and parent/guardian to complete the apprenticeship.

Apprentices enter into a contract with an employer who teaches all aspects of a trade. Apprenticeships are structured programs where students learn on the job and attend off the job training at a Training WA (STP) college or another registered training provider.

School Based Traineeships (SBT)

School based traineeships allow students in Years 11 and 12 to develop skills and get paid while they prepare for a career in the workforce. Students work towards achieving their WACE and an industry recognised qualification.

Students enter into a legally binding contract between the employer, the student and parent/guardian to complete the traineeship.

Trainees enter into a contract with an employer in order to gain hands-on skills and work experience while earning a wage.

Pre Apprenticeship in Schools (PAiS)

Pre Apprenticeship in Schools are Certificate II programs that have been nominated by Western Australian Industry Authorities as valid pathways from school to a traditional trade apprenticeship.

Students in Years 11 and 12 attend school, training at a registered training organisation and are linked to an employer for work placement. Students are able to undertake a Certificate II Pre Apprenticeship while still completing their WACE.

Aboriginal School Based Training (ASBT)

Aboriginal School Based Training helps students start an apprenticeship or traineeship whilst attending school. As an apprentice or trainee, students are employed by a group training organisation, which places them with host employers. Students spend time in the workplace with the host employers and time training with the training providers.

Students are paid and gain skills for the real world.

Find out more by going to www.apprenticentre.wa.gov.au

OTHER INFORMATION YOU MAY WISH TO ACCESS

Courses for Year 11 and 12

<https://senior-secondary.scsa.wa.edu.au/>

Year 10 Information Handbook

<https://senior-secondary.scsa.wa.edu.au/the-wace/wace-requirements>

Disability adjustments

<http://senior-secondary.scsa.wa.edu.au/assessment/disability-adjustment-guidelines>

Eligibility criteria for Languages and EAL/D courses

<https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/languages>

Endorsed programs

<https://senior-secondary.scsa.wa.edu.au/vet/endorsed-programs>

Online Literacy and Numeracy Assessment (OLNA)

<https://senior-secondary.scsa.wa.edu.au/assessment/olna>

School-based assessment

<https://senior-secondary.scsa.wa.edu.au/assessment/school-based-assessment>

Vocational Education and Training (VET)

<http://senior-secondary.scsa.wa.edu.au/vet>

- VET Industry Specific courses
- VET credit transfer
- How VET contributes to the WACE
- WACE recognition of VET accredited courses