



PETER MOYES
ANGLICAN COMMUNITY SCHOOL

SUBJECT SELECTION INFORMATION

YEAR 11 2027 & YEAR 12 2028



I Belong - Everyone Matters - Together We Achieve

MAIN MENU

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SENIOR SECONDARY PATHWAYS

The following Subject Selection Information is intended to provide important information required for the process of selecting Year 11 and 12 Pathways and Courses at Peter Moyes Anglican Community School.

In making their selections, students are strongly encouraged to collect the relevant information regarding pathways and courses available in both Year 11 and 12, as well as the options for post school opportunities for university, training or employment. Students should take time to consider the courses and careers that may be of interest and investigate the requirements or prerequisites that need to be considered when selecting courses.

It is important students seek sound advice from people who know their skills, abilities and interests, and who are aware of personal goals and aspirations. Speaking to a range of people, including parents and teachers, provides a broad range of insights and perspectives and assists in making informed, considered and appropriate subject choices.

The pathways offered by the School are summarised below:

PMACS Pathways in Year 11 & Year 12

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ATAR PATHWAY

- Direct University entry
- Six courses of study (recommended minimum five ATAR)
- A general course to make up six courses of study
- Academically rigorous pathway

FLEXIBLE PATHWAY

- Indirect University entry or Workplace entry
- Six courses of study
- A bespoke combination of ATAR, General, Certificate Courses or UniPrep, Endorsed Programs, Workplace Learning, CareerLink and/or TAFE

TRADE PATHWAY

- Entry to practical trade or apprenticeship employment
- Four pre-selected courses with one elective option, plus CareerLink
- CareerLink Trade Certificate or Pre-Apprenticeship

All students completing their WACE are required to study at least one List A and one List B course.

List A course examples include Drama, Economics, English, Health Studies, Indonesian, Music, Religion and Life, and Visual Arts.

List B course examples include Accounting and Finance, Applied Information Technology, Chemistry, Mathematics, and Physical Education Studies.

Our pathways enable students to thrive today and shape their tomorrow.

Key terms:

TAFE: Technical and Further Education
ATAR: Australian Tertiary Admission Rank
WACE: Western Australian Certificate of Education

CareerLink: Endorsed program that develops a broad range of career skills.
UniPrep: A school based Endorsed Program partnered with Edith Cowan University.
Endorsed Programs: Approved learning that is not a WACE course. Contributes to WACE requirements.

GENERAL INFORMATION

Students select from the various pathways including ATAR Pathway, Flexible Pathway or Trade Pathway. Some may include Vocational Education and Training (VET).

Students in Year 11 and Year 12 undertake courses of study that comprise two Units per course in a year to achieve their Western Australian Certificate of Education (WACE).

In Year 11, it is possible to take unpaired Units, either within a learning area or across learning areas. This may be due to many reasons, such as study preferences, career options, academic accessibility of a course to the student, or a switch of Pathways. For example:

- A Year 11 student may select General Health Studies Unit 1 in Semester 1 but then withdraw to enrol in General Design Unit 2 in Semester 2.
- A Year 11 student may select ATAR Mathematics Methods Unit 1 but withdraw to enrol in ATAR Mathematics Applications in Unit 2 Semester 2.
- A Year 11 student may take ATAR Politics and Law Unit 1 in Semester 1 but then switch to take General Business Management and Enterprise Unit 2 in Semester 2.

Year 11 students may elect to study a combination of General and ATAR courses. While this is not a common pathway, a typical example might involve a student enrolling in five General courses alongside one ATAR course. This option may be chosen based on individual interest or post-school aspirations. Enrolment in an ATAR course under this arrangement will require a teacher recommendation, supported by evidence of the student's academic capability and readiness for the demands of ATAR-level study.

In Year 12, a student **must always** complete paired Units.

A student entering Year 11 must choose six courses. Those who believe they will enter University directly after completing their secondary schooling should select five to six ATAR Pathway courses. Those who believe their careers lay in post-secondary certificates at TAFE or the workplace will choose relevant courses where they may achieve the best possible Grades in the General Pathway, six courses of General Pathway or five courses with a VET/Certificate or Endorsed program.

In Year 12, a student who is studying an ATAR Pathway should do so with preferably five ATAR courses. A student who is engaged in a General Pathway programme of study will be required to study six courses or can undertake five courses with a VET/Certificate course and Endorsed programme.

Students on an ATAR Pathway must study either ATAR English and/or ATAR Literature. These two ATAR courses provide the rigour necessary to prepare a student for undergraduate success at a tertiary level.

Alternate combinations require approval from the Head of Secondary and/or the Principal and are addressed in the first instance with the Dean of Teaching and Learning.

During Term 4, Year 10 students and their parents will have the opportunity to review their initial choices to make changes, if desired. The majority of Year 11 students will continue with their subjects into Year 12 the following year. Subject reviews occur during Years 11 and 12, which may require a student to reallocate their course load.

WACE REQUIREMENTS

Breadth and Depth Requirement

Students must:

- complete a minimum of 20 units, which may include unit equivalents attained through VET and/or endorsed programs. To meet this requirement, students must complete at least:

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

Achievement Standard

Students must achieve at least 14 C grades or higher (or the equivalent, see below) in Years 11 and 12 units, including at least six C grades (or equivalents) in Year 12 units, to meet the WACE requirements.

Students completing the WACE must complete:

- at least four Year 12 ATAR courses, or
- at least five Year 12 General courses (or a combination of General and up to three Year 12 ATAR courses or equivalent), or
- a Certificate II (or higher) VET qualification in combination with ATAR, General or Foundation courses.

Note: from 2025, students who achieve a D grade for any pair of completed Year 12 ATAR course units and a moderated written school mark or ATAR course written examination mark at or above the cut point of approximately 40, as determined by the Authority for each course, receive a C grade equivalent for that pair of units. The C grade equivalent can contribute to meeting WACE requirements, if all course completion requirements for the WACE have been met for that course. The C grade equivalent reflects the pitch of the course content and rigour of the teaching, learning and assessment programmes of Year 12 ATAR courses.

Literacy and Numeracy

The School Curriculum and Standards Authority (SCSA) dictates the mandated requirements of what constitutes meeting secondary graduation. In summary, students must:

- demonstrate a minimum standard of literacy and numeracy in NAPLAN in Year 9 or
- pass Online Literacy and Numeracy Assessments (OLNA) during Years 10 to 12.

The full details of WACE requirements are available on the School Curriculum and Standards Authority (SCSA) website: www.scsa.wa.edu.au

BREADTH OF STUDY REQUIREMENTS

For a Year 12 student to gain Secondary Graduation with a Western Australian Certificate of Education (WACE), it is essential to study at least one List A subject and one List B subject.

For the full list of courses, refer to the **Breadth of Study Requirements** table:

List A - Arts/Languages/Social Sciences

BME Business Management and Enterprise
CAE Careers and Employability
CFC Children, Family and Community
DAN Dance
DRA Drama
ECO Economics
ENG English
GEO Geography
HEA Health Studies
HIM History: Modern
IND Indonesian: Second Language
LIT Literature
MUS Music
PAL Politics and Law
REL Religion and Life
VAR Visual Arts

List B - Mathematics/Science/Technology

ACF Accounting and Finance
AIT Applied Information Technology
BLY Biology
CHE Chemistry
DES Design
EST Engineering Studies
FST Food Science and Technology
HBY Human Biology
MAA Mathematics Applications
MAE Mathematics Essentials
MAM Mathematics Methods
MAS Mathematics Specialist
MDT Materials Design and Technology - Woodwork
MDT Materials Design and Technology - Metalwork
MMS Marine and Maritime Studies
OED Outdoor Education Studies
PES Physical Education Studies
PHY Physics
PSY Psychology

All students must choose at least one of the English courses. Students are permitted to study both English and Literature, with both courses counting towards ATAR Ranking.

Students selecting the Mathematics Specialist ATAR course must also take the Mathematics Methods ATAR course. From 2024, Mathematics Applications and Mathematics Methods is an acceptable subject combination. In fact a student can take all three ATAR Mathematics courses; however, the course results of only two final scaled scores will be used for the purposes of calculating the ATAR.

Students will only have recognition of one course if they choose to select an ATAR and General course in the same contexts, such as Physical Education.

UNIT EQUIVALENCE

Students may obtain Unit Equivalence as follows with up to:

- Eight Unit Equivalence through completion of VET programs
- Four Unit Equivalence per endorsed program through completion of endorsed programs
- Eight Unit Equivalence through a combination of VET and endorsed programs, with endorsed programs contributing no more than four Unit Equivalence

The amount of Unit Equivalence allocated to VET and endorsed programs is:

- Certificate I is equivalent to two Year 11 units
- Certificate II is equivalent to two Year 11 and two Year 12 units
- Certificate III or higher is equivalent to two Year 11 and four Year 12 units
- Endorsed programs – SCSA approves a list of programs for Unit Equivalence

UNACCEPTABLE COURSE COMBINATIONS

SCSA apply “Unacceptable Course Combinations” to the calculation of an ATAR. These are available on the Tertiary Instituted Services Centre (TISC) website (www.tisc.edu.au), in the University Admission document. For example:

- Indonesian: Background Language **with** Indonesian: Second Language.
- Indonesian: First Language **with** Indonesian: Second Language.
- Mathematics Applications **with** Mathematics Specialist.

Note:

SCSA imposes a maximum credit allowance from study in a single course of four different units in a **course of the same context**.

Students are advised not to study courses of the same contexts in the Year 11 examples below, as SCSA will not accept the Grades achieved for the two courses to meet a student’s Graduation.

For example, GEPES and AEPES – only one course will be acceptable for SCSA Graduation.

The School provides a Year 12 Statement of Results to all students at the completion of their schooling. This replaces the End of Year Report in Year 12.

COURSE RECOMMENDATIONS

As part of the subject selection process, teachers and other staff provide recommendations to students regarding course selections.

Teachers base recommendations on many factors, including reference to knowledge of a student and their work habits/standards, the students historical and current academic achievement and demonstrated capabilities, and the suitability of a course based on the capacity of the students to achieve success in the WACE course.

Formal prerequisites may exist for entry into courses. They are not arbitrarily chosen; instead, they are based on a wealth of knowledge about the degree of difficulty of the Year 11 or Year 12 course and the probability of success with consideration to academic achievement of students in Year 10 and/or 9.

The School, of course, recognises that students will mature and develop in their understanding and work habits over the course of their time in Year 10 and into Year 11. Students selecting a course against recommendation will undergo a review during the remainder of Year 10 and into Term 1 of Year 11. Students who, despite efforts to maintain satisfactory achievement in that course, find that their achievement is below the required standard will be advised to change course/s and/or Pathways.

The **ultimate decision rests with the School**, with the objective of optimising the range of options and choices for a students' post-secondary pathways.

Following the Subject Selection process, a timetable will be prepared which best suits the needs of most students. At this stage, some students may need to review their initial selections. There are no guarantees for meeting a student's initial choices.

Students undertaking the ECU UniPrep in Schools programme must be on a Flexible Pathway at the commencement of the course. UniPrep in Schools is an Endorsed programme with students successfully completing University course work culminating at the end of Term 3 in Year 12. Students wishing to undertake this programme are recommended based on their academic achievement, especially with regard to their achievement in their Year 11 English and/or Literature course. Students continuing into Year 12 will be confirmed at the end of the first completed unit at the end of Year 11.



INTENDED COURSE OFFERINGS FOR YEAR 11, 2027

ATAR Pathway Courses	General Pathway Courses
ATAR English ATAR Literature ATAR EAL/D*	General English English: Foundation
ATAR Indonesian: Second Language ATAR Accelerated Indonesian	General Indonesian Certificate II Applied Language
ATAR Accounting & Finance ATAR Economics ATAR Geography ATAR History: Modern ATAR Politics & Law	General Business Management & Enterprise General Careers and Employability General Geography General History: Modern Certificate II in Workplace Skills
ATAR Biology ATAR Chemistry ATAR Human Biology ATAR Physics ATAR Psychology	General Chemistry General Human Biology General Marine and Maritime Studies
ATAR Health Studies ATAR Physical Education Studies	General Health Studies General Outdoor Education Studies General Physical Education Studies Certificate II in Sports Coaching
ATAR Mathematics Applications ATAR Mathematics Methods ATAR Mathematics Specialist	General Mathematics Essential Mathematics: Foundation
ATAR Applied Information Technology ATAR Design ATAR Food, Science & Technology	General Applied Information Technology General Design General Children Family & the Community General Engineering General Food, Science & Technology General Materials, Design & Technology: Woodwork General Materials, Design & Technology: Metalwork Certificate II in Hospitality
ATAR Dance ATAR Drama	General Dance General Drama Certificate II in Creative Industries
ATAR Music	Certificate II in Music
ATAR Religion & Life	**General Religion and Life Unit 1
ATAR Visual Arts	General Visual Arts
AngliSchools International	English as an Additional Language/Dialect Curtin UniReady (fees apply)

NB. The availability of courses listed is subject to change and is dependent on sufficient student interest and enrolments. Peter Moyes Anglican Community School reserves the right to modify or cancel courses based on enrolments.

Certificate Courses; Trade Pathway, UniPrep Pathway, VET courses at PMACS, VET, TAFE, WPL and CareerLink.

*ATAR EAL/D - Facilitated through AngliSchools International

** Compulsory course for all students not studying ATAR Religion and Life. Students will study this one period per week.

PATHWAYS AND COURSES





ATAR PATHWAY

Further Information: Ms Lorrelle Fortune

The ATAR Pathway is a direct pathway to University studies post secondary schooling. This pathway provides students with exposure to academically rigorous content and formal examination conditions that prepare them for tertiary learning. Students considering this pathway should ensure they have met the prerequisite requirements for their chosen courses and demonstrate a strong commitment to their studies, including consistent effort, effective study habits, and positive behaviours for learning.

Students will select six courses of study (recommended minimum five ATAR courses). A General Course in Year 11 is selected to make up their sixth course.



TRADE PATHWAY

Further Information: Mr Rob Deurloo/Mr Larry Parkes

Peter Moyes Anglican Community School understands the importance of Trade Industries and has created a standalone pathway to support the future employment of our students in trade-related industries.

This pathway includes studying a CareerLink Certificate course that allows students to achieve their WACE whilst upskilling in chosen vocational fields, including:

- Automotive Vocational Preparation
- Building and Construction (Carpentry)
- Plumbing
- Resources and Infrastructure

Students will study the following package of courses in Year 11 and 12:

1. General Mathematics Essentials
2. General English
3. General MDT Woodwork
4. General MDT Metalwork
5. Elective General Option chosen from General courses available
6. General Religion and Life – Unit One
7. CareerLink – every Tuesday offsite (separate application required)

A parent levy is required for students to participate in CareerLink. This is to cover administrative and course enrolment costs. The levy is set at \$1,500. Additional costs above this amount are covered by the School. It is the student's responsibility to cover incidental costs such as personal protective equipment.

Places in this pathway are limited and students will be selected following the application process. Student work ethic and behaviour will be taken into consideration.



FLEXIBLE PATHWAY

Further Information: Mr Larry Parkes/Ms Lorrelle Fortune

Peter Moyes Anglican Community School provides a broad offering to students to follow the pathway in School or Technical and Further Education (TAFE) known as Flexible Pathway. A student who studies a Flexible Pathway may study a combination of General Courses, Certificate Courses (school based), Vocational Education and Training (VET) certificates, CareerLink accreditation, Endorsed Programs and work placements.

The General and Certificate courses on offer within this pathway have a significant focus on both theory and practical skills related to employment, enabling students to achieve their Western Australian Certificate of Education (WACE) across Year 11 and 12.

The Flexible Pathway equips students with skills and broad capabilities that will adequately prepare them for further study at TAFE, employment, trade or an apprenticeship. Students will complete Year 12 fully prepared and confident in their ability to cope in real-life scenarios and realistic workplace settings. With the support and guidance of their classroom teachers, their experience in partnership through CareerLink (separate application required), as well as continuing to develop literacy and numeracy skills for the workforce, students will leave PMACS confident, competent and workplace ready.



UNIPREP

Further Information: Mrs Andrea Hartmann /Ms Lorrelle Fortune

The School has partnered with Edith Cowan University (ECU) as a Foundation School to offer students a university pathway through the UniPrep Schools Program. It is offered to our Year 11 students with the course commencing at the end of Term 4 and to be completed by the end of Year 12. Students will study 1 ATAR course, 4 General Courses and the UniPrep Course.

The UniPrep Schools Programme contains four academically rigorous units: Future Ready Skills; Academic Literacies; Society and Cultural Studies; and Mathematics. Students complete all four units over Years 11 and 12. On successful completion of those units and graduation, students can then apply for most of ECU's undergraduate degrees (excluding courses with specialist entry requirements) based on a nominal ATAR of between 72 and 80.

The SCSA endorsed programme complements the other senior secondary studies offered by the School to help students to further develop their academic skills and integrates university experiences, including attending tailored open days at ECU. Students bridge secondary school experiences through the development of transferrable tertiary skills with the integration of authentic university experiences.

UniPrep Schools is an endorsed programme that provides up to one-unit equivalent (C grade) for each of the four units successfully completed. It offers a skills-focused university pathway that prepares students for the requirements of undertaking a university degree.

Students in Year 11 must apply early in Term 3, based on academic results and career aspirations. To be eligible, students must be achieving 50% ATAR English or 60% General English. A pass grade in Mathematics is highly recommended. After the completion of an orientation unit, student results will provide a clear indication of successful completion of the course. Students may opt out or be re-directed from the course as results from the orientation unit may indicate they are not ready to embark on university studies.

VOCATIONAL EDUCATION TRAINING (VET)

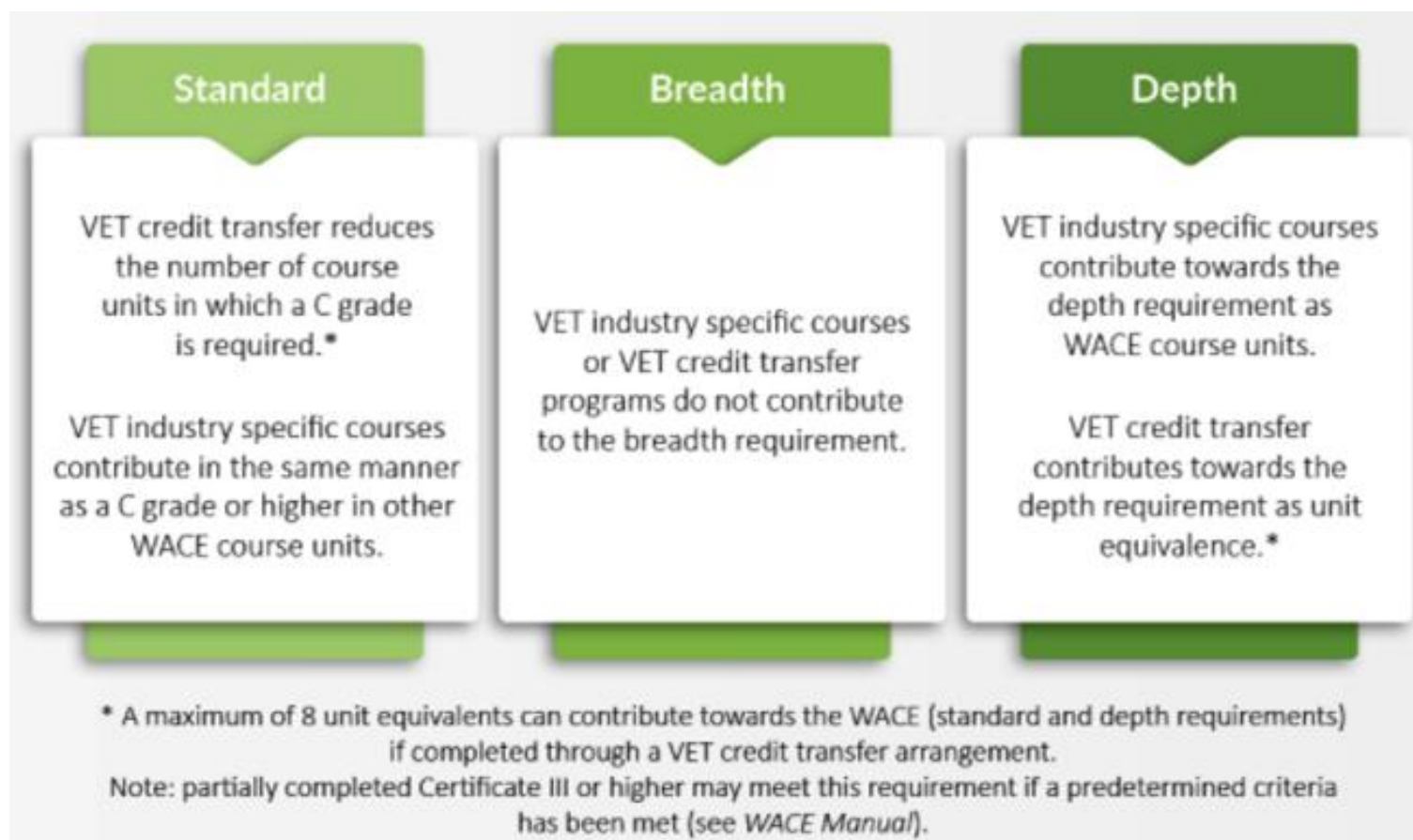
Vocational Education and Training (VET) provides students with skills and knowledge to perform effectively in the workplace. A VET qualification prepares a student for a specific job or career and in some instances, provides the student with a nationally recognised qualification. VET can contribute directly to a student's career goals regardless of their preferred destination.

Students on an ATAR Pathway and Flexible Pathways may select a VET course. The advantage of a VET qualification is that it develops a direction for a student's career and their vocational aspirations. The VET courses are nationally recognised and contributes significantly towards a student's WACE. A VET qualification provides a student with essential skills which are transferable across multiple employment and education pathways. The School delivers a variety of Certificate Courses within the School.

Alternatively, a student may go to TAFE, or another Registered Training Organisation (RTO), once a week or they may undertake a School Based Traineeship, involving undertaking a Certificate Course in an area of interest whilst completing a work placement for which the student will be paid.

Refer to the image below which outlines how VET contributes towards a student's WACE.

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





CAREERLINK

Students who choose CareerLink are offered a broad range of Vocational Education and Training (VET) courses that are nationally accredited. These courses are conducted at a variety of locations across the metropolitan area.

A parent levy is required for students to participate in CareerLink. This is to cover administrative and course enrolment costs. The levy is set at \$1,500. Additional costs above this amount are covered by the School. It is the student's responsibility to cover incidental costs such as personal protective equipment.

Students participating in CareerLink attend an off-site training organisation one day per week on a Tuesday, with a small cohort of students from CareerLink member schools. It is the expectation that students will catch up on missed work during a study group.

The range of courses offered to CareerLink students are at level Certificate II and above, depending on the industry area. Students enrolled in some trade courses are scheduled over a two-year period.

Students must apply to join CareerLink via the Careers and Pathways Coordinator with interviews conducted at School. The School's Careers and Pathways Coordinator then liaises with the CareerLink Career Development Coordinator to allocate the student to the appropriate training course aligned with the student's career goal and aspirations.

For further information about CareerLink please visit the link below:

<https://www.careerlink.net.au/training-courses/>

For in School support, please discuss this option with Mr Parkes, the Career and Pathways Coordinator: lparkes@pmacs.wa.edu.au



TECHNICAL AND FURTHER EDUCATION (TAFE)

Year 11 and Year 12 students have the opportunity to take a mix of School and TAFE study. There are programs which allow a student to study at School four days a week and at TAFE one day. Alternatively, a student may select a TAFE course where they attend TAFE two days a week and three days at School.

The mix of learning locations benefit students with the maturity to manage their course load and responsibilities to meet deadlines for both School and TAFE coursework. TAFE applications open around August for Year 11 and Year 12 students to apply for VET Certificate programs not delivered at the School or within the CareerLink offerings.

Please be aware that Certificate availability changes each year. Examples programs may include:

- Automotive
- Aviation
- Building and Construction
- Community Services
- Engineering
- Hairdressing
- Skincare and Makeup

Students should discuss applications with the Careers and Pathways Coordinator.

The Careers and Pathways Noticeboard advertises courses and application dates.

<https://www.petermoyes.wa.edu.au/careers-noticeboard>



SCHOOL-BASED APPRENTICESHIP/TRAINEESHIPS (SBA/SBT)

A school-based apprenticeship or traineeship is similar to a regular apprenticeship or traineeship. The difference is that the student still attends school while working and studying as an apprentice or trainee. As a school-based apprentice or trainee, students have a workplace which will employ and train them on the job. Students will complete formal off-job training with a training provider.

Enrolling in a school-based apprenticeship or traineeship benefits students, including:

- training contributes towards WACE (or equivalent),
- commencing a career or trade while at school,
- earning money while learning the career or trade,
- experiencing a chosen trade or vocation,
- converting to full-time or part-time TAFE after Year 12, and
- attending school part of the week, going to work on some days and attending a training provider on others.

The School's careers noticeboard advertises SBA/SBT opportunities.

Students must discuss all applications with the Careers and Pathways Coordinator.

www.petermoyes.wa.edu.au/careers-noticeboard



ENDORSED PROGRAMS

An endorsed program is a significant learning program developed for senior secondary students, endorsed by the School Curriculum and Standards Authority (SCSA). The programs are developed by SCSA, private providers or the School. Each endorsed program consists of a series of lessons, classes and/or activities designed to lead to the achievement of a common goal or set of learning outcomes. Endorsed programs can be delivered as part of the school curriculum or as extra-curricular activities. The School reports all endorsed programs that are successfully completed to SCSA.

Endorsed programs are listed on the student's Western Australian Statement of Student Achievement (WASSA). They may contribute both towards the breadth and depth requirement of the WACE, as well as the 'C' grade requirement. Each endorsed program allocates up to four Unit Equivalents, with a student counting a maximum of four Unit Equivalents from endorsed programs for WACE purposes; two in Year 11 and two in Year 12.

1. SCSA-developed endorsed programs

These endorsed programs provide WACE recognition for students undertaking activities of a similar nature and for which there is no issue of quality-assured certificate or award. See the SCSA website for completion requirements.

2. Provider-developed endorsed programs

A private provider develops the program, either a university, community organisation or training institution. Provider-developed endorsed programs recognise structured learning programs that result in the attainment of a quality-assured certificate or award.

3. School-developed endorsed programs

The School develops the program in response to a need, not met through a WACE course, a VET qualification or another endorsed program.

Some examples of Endorsed programs which contribute to the 'C' Grade requirement for students include:

- ECU UniPrep in Schools
- Surf Life Saving Certificates
- Bronze Medallion
- Workplace Learning
- Community Service
- Cadets
- Music and Speech and Drama certificates, eg AEMB
- Awards WA Inc, eg Duke of Edinburgh Gold Medal
- PADI Diver Certificates

YEAR 11 AND 12 WORKPLACE LEARNING PROGRAM (WPL)

Workplace Learning is an Authority-developed endorsed program managed by individual schools. To complete this endorsed program, a student works in one or more real workplace/s to develop a set of transferable workplace skills.

The student must record the number of hours completed and the tasks undertaken in the workplace in the Authority's Workplace Learning Logbook. The student must also provide evidence of their knowledge and understanding of the workplace skills by completing the Authority's Workplace Learning Skills Journal after each 55 hours completed in the workplace. This program is a pathway into further training and TAFE.

Entrance into the Workplace Learning program is through application and an interview with the Career and Pathways Coordinator.

It is not designed for students on an ATAR pathway.

<http://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/endorsed-programs>

YEAR 11 INTENDED CERTIFICATE OFFERINGS FOR 2027

The School offers a range of certificate courses embedded in its curriculum offerings:

- Certificate II in Applied Language
- Certificate II in Creative Industries (Skills Strategies RTO)
- Certificate III in Events (2027) (Skills Strategies RTO)
- Certificate II in Hospitality (IVET Group RTO)
- Certificate II in Music (ReadCloudVET RTO)
- Certificate II in Sport Coaching (Year 11) (IVET Group RTO)
- Certificate II in Sport and Recreation (Year 12) (IVET Group RTO)
- Certificate II in Workplace Skills (IVET Group RTO)

The Careers and Pathways Coordinator is available for careers guidance in all areas of TAFE, CareerLink, Endorsed courses and Workplace Learning.





YEAR 11 AND YEAR 12 CERTIFICATE II IN APPLIED LANGUAGE 10949NAT

ReadCloudVET RTO

Further Information: Ibu Maya Swailes

Offered for students in Year 11, the Certificate II aims to provide students with the language skills and cultural knowledge to enable them to communicate in social and workplace situations in a language other than English.

Students will develop the intercultural sensitive and capacity to function in environments where there is a range of cultural and languages background present, they develop the basic linguistic competency required to understand and use an additional language in social and workplace settings.

Student enrolment is with the RTO Ripponlea Institute (21230). Upon satisfactory completion of all units of this course, a student may attain a national qualification and may be awarded a Certificate. The course will be delivered over two years.

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



CREATIVE INDUSTRIES

Further Information: Ms Peta Flanigan

In Year 11, students complete the Certificate II in Creative Industries, building a strong foundation in performance, production, and collaborative creation. At the same time, they begin the Certificate III in Events, with key units overlapping to deepen their real-world industry skills.

This qualification is completed in Year 12, giving students an exciting, hands-on head start in both the arts and events sectors.

<https://training.gov.au/Training/Details/CUA20220>



CERTIFICATE II IN CREATIVE INDUSTRIES

CUA20220 Skills Strategies RTO

This qualification reflects the role of individuals with the skills and knowledge to perform in a range of varied activities within the creative industries. Students work in a clearly defined range of contexts, such as front of house, lighting, scenography, sound and costume design, with practical and theoretical components to the course.

<https://training.gov.au/Training/Details/CUA20220>



YEAR 11 AND YEAR 12 CERTIFICATE III IN EVENTS SIT30522

Skills Strategies RTO

Further Information: Mrs Peta Flanigan

This Certificate is a two-year program which runs consecutively as the Certificate II in Creative Industries for students in Year 11 and is completed in Year 12 and is delivered by the RTO Skills Strategies. The Certificate III in Events will provide students with the skills to assist them in managing events, from the planning through to show day and the follow up after the event.

Students are introduced to industry standard technologies to aid and develop their creative skills in order to deliver professional events to future clients.

<https://www.skillstrategies.edu.au/course/sit30522-certificate-iii-in-events/>



CERTIFICATE II IN HOSPITALITY SIT20322 IVET Group RTO

Further Information: Mr Rob Deurloo

Step into the exciting world of hospitality with the Certificate II in Hospitality – SIT20322. This nationally recognised qualification is ideal for individuals seeking to develop foundational hospitality skills and gain insight into one of Australia’s largest and most dynamic industries.

Designed for those new to the field, this course focuses on building a core set of operational skills and essential industry knowledge. Students will learn to perform routine tasks under supervision in real-world hospitality settings such as restaurants, cafés, pubs, clubs, hotels, motels, and catering operations.

Whether you're looking to launch your hospitality career, gain part-time employment, or use this as a stepping stone toward further study, this qualification offers a flexible and practical entry point. Training and assessment are delivered in line with current Commonwealth and State/Territory legislation, Australian Standards, and industry codes of practice to ensure students are equipped with safe, current, and industry-relevant skills.

Take the first step toward a career in hospitality — where every shift brings new opportunities to learn, grow, and connect.

<https://training.gov.au/training/details/SIT20322/qualdetails>



YEAR 11 AND YEAR 12 CERTIFICATE II IN MUSIC CUA20620

ReadCloudVET RTO

Further Information: Mr Justin Tonti-Filippini

This qualification is for students who wish to develop skills in one or more of: music performance, music making or composition, sound production, or music business. The job roles that relate to this qualification may include studio assistant, music retail assistant, entry level performer, entry level producer, stagehand and road crew. It is also a pathway to Certificate III in Music.

There is no prerequisite to this qualification, other than an interest in music. This qualification consists of three Core units which relate to working safely and effectively and knowing the music industry and five units which relate to music performance, composition, making, recording, staging and or business.

Where a student satisfactorily meets all requirements of the Course, a Certificate may be awarded. The CUA20620 Certificate II in Music is offered in partnership with the College of Music and Sound Productions (41549). This Melbourne based company works with Salt Studios and is the Registered Training Organisation (RTO) for many schools throughout Australia.

<https://www.cosamp.edu.au/>

<https://training.gov.au/Training/Details/CUA20620>



YEAR 11 CERTIFICATE II IN WORKPLACE SKILLS BSB20120

IVET Group RTO

Further Information: Mr Larry Parkes

Formerly, this was Certificate II in Business. This qualification reflects the role of individuals in a variety of junior administrative positions who perform a range of mainly routine tasks using limited practical skills and fundamental operational knowledge in a defined context. Individuals in these roles generally work under direct supervision.

The BSB20120 Certificate II in Workplace Skills is offered in partnership with the RTO iVET Institute (40548). Where a student satisfactorily meets all requirements of the Course, a Certificate may be awarded.

<https://training.gov.au/Training/Details/BSB20120>

DANCE/DRAMA - ATAR/GENERAL DANCE, ATAR/GENERAL DRAMA (LIST A)



ATAR DANCE (DAN)

The Dance ATAR course acknowledges the interrelationship between practical and theoretical aspects of dance – the making and performing of movement and the appreciation of its meaning. Through critical decision-making in individual and group work, movement is manipulated and refined to reflect the choreographer’s intent. Students use a wide range of creative processes, such as improvisation and the use of choreographic elements and devices and draw on their own physicality and the interpretation of existing work of others to create unique dance works. They investigate how technologies are used to extend and enhance dance design. They also learn how dance styles and forms are historically derived and culturally valued. Through dance, students experience an intrinsic sense of enjoyment and have an opportunity to achieve a high level of movement skills.

Year 11

Unit 1 – Popular dance

In this unit, students will explore how popular dance reflects and influences cultural and social trends, identity and community. They will learn about the impact of media and technology on the evolution of popular dance, considering how platforms such as radio through to social media have transformed the visibility and accessibility of dance.

Unit 2 – Youth dance

This unit focuses on creating dance that explores original concepts and expresses personal ideas.

This course focuses on the development of technical skills, artistic expression and performance abilities in various dance styles popular among youth. Students explore learning contexts that reflect their own cultural understanding and produce unique work with a personal style.

Each unit includes:

- a unit description – a short description of the focus of the unit
- unit content – the content to be taught and learned.

Year 12

Unit 3 – Australian dance

This unit focuses on the diverse range of functions and contexts of dance in Australia. Students critically analyse their own cultural beliefs and values in relation to traditional and contemporary dance forms and styles and develop an understanding of their own dance heritage.

Unit 4 – Innovation in dance

This unit focuses on the development of choreographic ideas to create unique dance work with personal style. The students critically analyse and evaluate the relationships between dance works, audiences and contexts.

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



GENERAL DANCE (DAN)

The Dance General course acknowledges the interrelationship between practical and theoretical aspects of dance – the making and performing of movement and the appreciation of its meaning. Through decision-making in individual and group work, students use a wide range of creative processes, such as improvisation and the use of choreographic elements and devices to create dance works. They also learn how dance styles and forms are historically derived and culturally valued. Through dance, students experience an intrinsic sense of enjoyment and have an opportunity to achieve a high level of movement skills.

Year 11

Unit 1 – Exploring the components of dance

In this unit, students explore the elements of dance and processes of choreography, and solve structured choreographic tasks to produce dance works for performance.

Unit 2 – Dance as entertainment

In this unit, students explore the entertainment potential of dance and choreography.

Year 12

Unit 3 – Popular culture

This unit focuses on the exploration of dance in popular culture and how this leads to a wider understanding of the diverse contexts and functions of dance in society.

Unit 4 – Australian dance

This unit focuses on the diverse range of functions and contexts of dance in Australia. Students critically analyse their own cultural beliefs and values in relation to traditional and contemporary dance forms and styles, and develop an understanding of their own dance heritage.

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



ATAR DRAMA (DRA)

The Drama ATAR course explores drama as a diverse art form found in theatre, film, television, and other performance media. Students develop an understanding of drama language, performance, and production while studying both realism and non-realism and the key practitioners who shaped these styles. Through acting, directing, design, and collaborative performance work, students' stage both devised and scripted productions while learning how historical, social and cultural contexts influence theatre. The course builds high-level performance and analytical skills while also developing creativity, collaboration, communication and problem-solving abilities that are valuable for further study and a wide range of future careers. ATAR Drama involves both a practical and written exam.

Year 11

Unit 1

This unit focuses on realism and representational drama.

In this unit, students have the opportunity to research and collaboratively workshop, interpret and perform drama texts in forms and styles related to realism and representational drama.

Within the focus of realism and representational drama, students must investigate the approach of Konstantin Stanislavski.

Unit 2

This unit focuses on non-realism and presentational drama.

In this unit, students have the opportunity to research and collaboratively workshop, interpret and perform drama texts related to non-realism and presentational drama.

Within the focus of non-realism and presentational drama, students must investigate the approach of Bertolt Brecht.

Year 12

Unit 3

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

This unit includes the knowledge, understandings and skills described below. This is the examinable content.

In the context of drama in rehearsal, performance and response, students create, understand, select and combine drama language, contextual knowledge, performance and production using oral and written communication.

Unit 4

This unit builds on the content covered in Unit 3.

This unit includes the knowledge, understandings and skills described below. This is the examinable content.

In the context of drama in rehearsal, performance and response, students create, understand, select and combine drama language, contextual knowledge, performance and production using oral and written communication.



GENERAL DRAMA (DRA)

The Drama General course introduces students to the world of theatre through acting, directing, and theatre design, including costume, lighting, set and sound. Students develop performance skills by exploring the elements of drama, dramatic storytelling, improvisation and scripted work, while also learning the technical and contextual aspects of staging a production. Throughout the course, students collaborate to create and perform for audiences beyond the classroom, building confidence, teamwork and adaptability. By studying Australian and international texts, students develop intercultural understanding while strengthening creativity, communication, leadership and problem-solving skills that are valuable for further study and a range of future pathways.

Year 11

Unit 1 – Dramatic storytelling

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

Unit 2 – Drama performance events

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

Year 12

Unit 3 – Representational, realist drama

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

Unit 4 – Presentational, non-realist drama

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

**ENGLISH -
ATAR ENGLISH,
GENERAL ENGLISH,
ENGLISH FOUNDATION AND
ATAR LITERATURE (LIST A)**



ATAR ENGLISH (ENG)

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

Students should have a conscientious work ethic and be prepared to read all of the prescribed texts at home.

Year 11

Unit 1

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

Unit 2

Students analyse 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, students consider the interplay of imaginative, interpretive, persuasive and analytical elements in a range of texts and present their own analyses. Students 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.

Year 12

Unit 3

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

Students explore representations of themes, issues, ideas and concepts through a comparison of texts. They analyse and compare the relationships between language, genre and contexts, comparing texts within and/or across different genres and modes. Students recognise and analyse the conventions of genre in texts and consider how those conventions may assist interpretation. Students compare and evaluate the effect of different forms and modes on the structure of texts and how audiences respond to them. Understanding of these concepts is demonstrated through the creation of imaginative, interpretive, persuasive and analytical responses.

Unit 4

This unit builds on the content covered in Unit 3.

Students examine different interpretations and perspectives to develop further their knowledge and analysis of purpose and style. They challenge perspectives, values and attitudes in texts, developing and testing their own interpretations through debate and argument. Through close study of texts, students explore relationships between content and structure, voice and perspectives and the text and context. This provides the opportunity for students to extend their experience of language and of texts and explore their ideas through their own reading and viewing. Students demonstrate understanding of the texts studied through creation of imaginative, interpretive, persuasive and analytical responses.

This unit builds on the content covered in Unit 3.

GENERAL ENGLISH (ENG)

The English course focuses on consolidating and refining the skills and knowledge needed by students to become competent, confident and engaged users of English in everyday, community, social, further education, training and workplace contexts. The 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.

Students should have a conscientious work ethic and be prepared to read all the prescribed texts at home.

Year 11

Unit 1 focuses on students comprehending and responding to the ideas and information presented in texts. Students:

- employ a variety of strategies to assist comprehension
- read, view and listen to texts to connect, interpret and visualise ideas
- learn how to respond personally and logically to texts by questioning, using inferential reasoning and determining the importance of content and structure
- consider how organisational features of texts help the audience to understand the text
- learn to interact with others in a range of contexts, including everyday, community, social, further education, training and/or workplace contexts
- communicate ideas and information clearly and correctly in a range of contexts
- apply their understanding of language through the creation of texts for different purposes.

Unit 2 focuses on interpreting ideas and arguments in a range of texts and contexts. Students:

analyse text structures and language features and identify the ideas, arguments and values expressed

- consider the purposes and possible audiences of texts
- examine the connections between purpose and structure and how a text's meaning is influenced by the context in which it is created and received
- integrate relevant information and ideas from texts to develop their own interpretations
- learn to interact effectively in a range of contexts
- create texts using persuasive, visual and literary techniques to engage audiences in a range of modes.

Year 12

Unit 3

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

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

Students:

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

Unit 4 focuses on local and/or global issues and ideas presented in texts and on developing students' reasoned responses to them.

Students:

- explore how ideas, attitudes and values are presented by synthesising information from a range of sources to develop independent perspectives
- analyse the ways in which creators influence and position audiences
- investigate differing perspectives and develop reasoned responses to these in a range of text forms for a variety of audiences
- construct and clearly express coherent, logical and sustained arguments and demonstrate an understanding of purpose, audience and context
- consider intended purpose and audience response when creating their own persuasive, analytical, imaginative, and interpretive texts.



ENGLISH: FOUNDATION (ENG)

This course is limited in student access and not available as a course to be selected.

The English Foundation course aims to develop students' skills in reading, writing, viewing, speaking and listening in work, learning, community and everyday personal contexts. This course is for students who have not demonstrated the literacy standard in the OLN.

Such development involves an improvement in English literacy, where literacy is defined broadly to include reading ability, verbal or spoken literacy, the literacy involved in writing, and visual literacy. Students undertaking this course will develop skills in the use of functional language conventions, including spelling, punctuation and grammar.

Good literacy skills are required for comprehending and producing texts; for communicating effectively in a learning or working environment, or within a community; or for self-reflection; and for establishing one's sense of individual worth.

<https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/english/english2>

ATAR LITERATURE (LIT)

In the Literature 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 engage with literary theory and study literary texts in detail. 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. They enter the discourse about readings, reading practices and the possibility of multiple readings. Students learn to create texts paying attention to contexts, values and conventions. They also 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. Students should have a good work ethic and be prepared to read all the prescribed texts at home.

Year 11

Unit 1

Unit 1 develops students' knowledge and understanding of different ways of reading and creating literary texts drawn from a widening range of historical, social, cultural and personal contexts. Students analyse the relationships between language, text, contexts, individual points of view and the reader's response. This unit develops 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 through detailed textual study. 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

Unit 2 develops students' knowledge and understanding of intertextuality, the ways literary texts connect with each other. Drawing on a range of language and literary experiences, students consider the relationships between texts, genres, authors, readers, audiences and contexts. The ideas, language and structure of different texts are compared and contrasted. Exploring connections between texts involves analysing their similarities and differences through an analysis of the ideas, language used and forms of texts. Students create analytical responses that are evidence-based and convincing. By experimenting with text structures and language features, students understand how their imaginative texts are informed by analytical responses.

Year 12

Unit 3

Unit 3 develops students' knowledge and understanding of the relationship between language, culture and identity in literary texts. Students inquire into the power of language to represent ideas, events and people, comparing these across a range of texts, contexts, modes and forms. Through critical analysis and evaluation, the values and attitudes represented in and through texts and their impact on the reader are examined. Throughout the unit, students create analytical responses that are characterised by a confident, engaging style and informed observation. In creating imaginative texts, students experiment with language, adapt forms and challenge conventions and ideas.

Unit 4

Unit 4 develops students' appreciation of the significance of literary study through close critical analysis of literary texts drawn from a range of forms, genres and styles. Students reflect upon the creative use of language, and the structural and stylistic features that shape meaning and influence response. The unit focuses on the dynamic nature of literary interpretation and considers the insights texts offer, their use of literary conventions and aesthetic appeal. Analytical responses demonstrate increasing independence in interpreting texts and synthesising a range of perspectives into critical and imaginative responses. In creating imaginative texts, students experiment with literary conventions and reflect on how the created text takes into account the expectations of audiences.

Health and Physical Education - ATAR/General Health Studies (List A), ATAR/General Physical Education, General Outdoor Education (List B)



ATAR HEALTH STUDIES (HEA)

The Health Studies ATAR course focuses on the study of health as a dynamic quality of human life. Students undertaking this course develop the knowledge, understanding and skills necessary to promote an understanding of the importance of personal and community action in promoting health.

The influence of social, environmental, economic and biomedical determinants of health is a key focus of the course. Other course content includes the influence of beliefs, attitudes and values on health behaviour, and the importance of self-management and interpersonal skills in making healthy decisions.

Using an inquiry process, students draw on their knowledge and understandings of health concepts and investigate health issues of interest. Through this process, they develop research skills that can be applied to a range of health issues or concerns.

This course will prepare students for career and employment pathways in a range of health and community service industries. Students will have the opportunity to develop key employability and life skills, including communication, leadership, initiative and enterprise. Inquiry skills will equip students to adapt to current and future studies and work environments.

Year 11

Unit 1

This unit focuses on the health of individuals and communities. Students learn about health determinants and their impact on health. Health promotion is explored and used as a framework for designing approaches to improve health. Students examine attitudes, beliefs and norms and their impact on decision-making, and develop a range of key health skills. Students extend their understandings of factors influencing health, and actions and strategies to protect and promote health through inquiry processes.

Unit 2

This unit focuses on the impact of factors influencing the health of communities. Students learn about community development and how community participation can improve health outcomes. Students examine the influence of attitudes, beliefs, and norms on community health behaviours; apply investigative and inquiry processes to analyse issues influencing the health of communities; and develop appropriate responses. The impact of technology on interpersonal skills and strategies for managing such influences are also a focus.

Year 12

Unit 3

This unit focuses on the health of specific populations and reasons why some groups do not enjoy the same level of health as the general population. Students learn about factors creating these disparities and ways of improving the health and wellbeing of specific groups. Students apply inquiry skills to examine and interpret data, and explain and respond to inequities in health.

Unit 4

This unit focuses on local, regional and global challenges to health. Students learn about the impact of determinants on global health inequities and explore approaches to address barriers preventing groups from experiencing better health. Students apply well-developed health inquiry skills to analyse health issues, develop arguments and draw evidence-based conclusions.

<https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/health-and-physical-education/health-studies>

GENERAL HEALTH STUDIES (HEA)

The Health Studies General course focuses on the study of health as a dynamic quality of human life. Students undertaking this course develop the knowledge, understanding and skills necessary to promote an understanding of the importance of personal and community action in promoting health.

The influence of social, environmental, economic and biological determinants of health is a key focus of the course. Other course content includes the influence of beliefs, attitudes and values on health behaviour, and the importance of self-management and interpersonal skills in making healthy decisions.

Using an inquiry process, students draw on their knowledge and understandings of health concepts and investigate health issues of interest. Through this process, they develop research skills that can be applied to a range of health issues or concerns.

This course will prepare students for career and employment pathways in a range of health and community service industries. Students will have the opportunity to develop key employability and life skills, including communication, leadership, initiative and enterprise. Inquiry skills will equip students to adapt to current and future studies and work environments.

Year 11

Unit 1

This unit focuses on personal health and wellbeing and what it means to be healthy. Students explore factors which influence their health, and design action plans to improve health and achieve set goals. Key consumer health skills and concepts, and the relationship between beliefs, attitudes, values and health behaviour, and the impact of social and cultural norms, are introduced. Key self-management and interpersonal skills required to build effective relationships are explored. Health inquiry skills are developed and applied to investigate and report on health issues.

Unit 2

This unit focuses on personal health and introduces the many factors which influence health. The notion of prevention is central to this unit, and students explore actions, skills and strategies to cope with health influences and improve health. In addition to health determinants, the influence of cognitive dissonance on decision making and the role of communities in shaping norms and expectations are explored. Self-management and cooperative skills are examined and students continue to develop and apply health inquiry

Year 12

Unit 3

This unit builds students' knowledge and understandings of health determinants and their interaction and contribution to personal and community health. Students define and consolidate their understandings of health promotion, and are introduced to a personal behaviour change model and a framework for health promotion action. Health literacy skills, which support positive health consumer practices, and a range of factors influencing the use of health products and services, are examined. Students expand on their understanding of the impact of beliefs on health behaviour by exploring the elements of the health belief model. Personal skills and strategies which support the development of self-management and interpersonal skills are also a focus. Students consolidate and continue to develop inquiry skills, including the ability to identify trends and patterns in data and apply this information to support conclusions.

Unit 4

This unit focuses on the impact of health determinants on personal and community health. The concept of community development and the importance of participation and empowerment is introduced. Students learn about how chronic conditions are defined in the National Strategic Framework. The use of social marketing in health is explored and students are introduced to emotional intelligence as a mechanism for perceiving, controlling and evaluating emotions. Students continue to refine inquiry skills as they address relevant issues and produce insightful and well-researched reports.

GENERAL OUTDOOR EDUCATION (OED)

Through interaction with the natural world, the Outdoor Education General course aims to develop an understanding of our relationships with the environment, others and ourselves. The ultimate goal of the course is to contribute towards a sustainable world.

The Outdoor Education General course is based on the experiential learning cycle. This cycle is made up of three stages: plan, do and review. Students plan for outdoor experiences, participate in these experiences and reflect on their involvement.

The course will prepare students for career and employment pathways in areas, such as outdoor leadership, environmental interpretation, environmental planning, facilities management, eco-tourism, military service, outdoor education, and the many unforeseen areas evolving in the outdoors industry.

The activities offered includes rock-climbing, bushwalking, snorkelling, surfing, orienteering and mountain biking. Students must successfully complete a 200m swim in under six minutes and 5 minutes treading open water. Students must pass to remain in the course and will have the opportunity to meet this water component at the end of the previous year.

Due to the expeditions, students will be absent from regular classes for 8 school days. ATAR students must consider this.

Year 11

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 adventure 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 weather are introduced. Conservation, biodiversity and environmental management plans are also introduced.

Year 12

Unit 3 – Building confidence in the outdoors

Students understand planning and organisational requirements necessary for them to participate in safe, short-duration excursions/expeditions. Students participate in outdoor adventure activities where they develop and improve their technical skills, apply appropriate practices to ensure safe participation, and begin to develop survival skills. Students develop personal skills related to flexibility in coping and adapting to change and in monitoring such things as the elements in an environment, or the participation of individuals in activities and expeditions. Features and relationships in natural environments are examined. Weather components, patterns and forecasting are introduced. Students develop a greater understanding of human interactions with nature, past and present. Sustainability is introduced and local issues are examined.

Unit 4 – Outdoor leadership

Students consider planning and organisational requirements necessary for them to participate in positive and safe, short-duration excursions/expeditions in selected outdoor activities. Students engage in outdoor activities where they develop and improve their technical skills, and apply appropriate practices to ensure safe participation. They continue to develop navigational skills and respond to an emergency in the outdoors. Students focus on developing commitment, tolerance, resilience, and conflict resolution skills. Students lead briefing and debriefing sessions and appraise their own and others' leadership skills. Students continue to forecast weather and apply strategies to minimise human impact on natural environments. They explore sustainability projects and understand human responsibility for the environment.



ATAR PHYSICAL EDUCATION STUDIES (PES)

Study of the Physical Education Studies ATAR course contributes to the development of the whole person. It promotes the physical, social and emotional growth of students. This course consists of 70% written and 30% practical.

Physical activity serves both as a source of content and data and as a medium for learning. Learning in the Physical Education Studies ATAR course cannot be separated from active participation in physical activities, and involves students in closely integrated written, oral and physical learning experiences, based upon the study of selected physical activities.

The course appeals to students with varying backgrounds, physical activity knowledge and dispositions. Students analyse the performance of themselves and others, apply theoretical principles to enhance performance. Physical activity and sport are used to develop skills and performance along with an understanding of physiological, anatomical, psychological, biomechanical and motor learning applications.

The course prepares students for a variety of post-school pathways, leading to employment or tertiary studies. It provides students with an increasingly diverse range of employment opportunities in the sport, leisure and recreation industries, education, sport development, youth work, and health and medical fields linked to physical activity and sport. The course also equips students to take on volunteer and leadership roles in community activities.

Year 11

Unit 1

The focus of this unit is to explore the physiological effects of training and the body's responses to physical activity. Content will focus on various aspects of functional anatomy and how they may improve performance in physical activity.

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

Unit 2

The focus of this unit is to explore biomechanical concepts, skilled movement analysis, and the effects of feedback on sporting performance. Content will focus on the effects of psychological considerations on performance in various physical activities.

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

Year 12

Unit 3

The focus of this unit is to extend student understanding of acquired functional anatomy and exercise physiology. An understanding of the Year 11 content is assumed knowledge for students in Year 12. It is recommended that students studying Unit 3 and Unit 4 have completed Unit 1 and Unit 2.

Unit 4

The focus of this unit is to extend student understanding of acquired biomechanical, psychological and motor learning and coaching concepts to evaluate their own and others' performance.

<https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/health-and-physical-education/physical-education-studies>



GENERAL PHYSICAL EDUCATION STUDIES (PES)

The Physical Education Studies General course contributes to the development of the whole person. It promotes the physical, social and emotional growth of students. This course consists of 50% written and 50% practical.

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

The course appeals to students, with varying backgrounds, physical activity knowledge and dispositions. Students analyse the performance of themselves and others, apply theoretical principles and plan programs to enhance performance.

The course prepares students for a variety of post-school pathways, including immediate employment or tertiary studies. It provides students with an increasingly diverse range of employment opportunities in the sport, leisure and recreation industries, education, sport development, youth work and health and medical fields linked to physical activity and sport. The course also equips students to take on volunteer and leadership roles in community activities.

Year 11

Unit 1

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

Unit 2

The focus of this unit is 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.

Year 12

Unit 3

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

Unit 4

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

**Humanities -
ATAR Accounting and Finance (List B),
ATAR Economics, ATAR Geography,
ATAR Modern History , ATAR Politics and Law,
General Business Management and Enterprise,
General Careers and Employability,
General Geography, General Modern History (List A)**



ATAR ACCOUNTING AND FINANCE (ACF)

The Accounting and Finance course focuses on financial literacy and aims to provide students with the knowledge, understandings and a range of skills that enables them to make sound financial judgements. Students develop an understanding that financial decisions have far reaching consequences for individuals and business. The course will provide students with the understanding of the systems and processes through which financial practices and decision making are carried out, as well as the ethical, social and environmental issues involved. Through the preparation, examination and analysis of a variety of financial documents and systems, students develop an understanding of the fundamental principles and practices upon which accounting and financial management are based. An understanding and application of these principles and practices enables students to analyse their own financial data and that of businesses and make informed decisions, forecasts of future performance, and recommendations based on that analysis.

Year 11

Unit 1

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

Unit 2

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

Year 12

Unit 3

The focus for this unit is on internal management for business. Students prepare and interpret budgets and performance reports in relation to forecasting a business's future. The unit distinguishes between internal and external reporting requirements. Decision-making processes using cost accounting techniques are a feature of the unit. The unit focuses on critical analysis of financial information. The unit also explores the importance of short and long term planning for business.

Unit 4

The focus for this unit is on Australian reporting entities and how they are regulated by the Corporations Act 2001. The Conceptual Framework for Financial Reporting (the Conceptual Framework) and the Accounting Standards are used in the preparation of the financial statements for a reporting entity. The financing options of larger entities are identified and evaluated, particularly in relation to conformity with basic principles, including profitability and stability. The unit addresses corporate social disclosure issues and ethical behaviour within corporations.

GENERAL BUSINESS MANAGEMENT AND ENTERPRISE (BME)

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

Year 11

Unit 1

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 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.

Year 12

Unit 3

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

Unit 4

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

<https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/humanities-and-social-sciences/business-management-and-enterprise>

GENERAL CAREERS AND EMPLOYABILITY (CAE)

Careers and Employability benefits individuals by providing them with the knowledge, understanding and skills to navigate their careers successfully. Through engaging in self-reflection, students gain invaluable insights into their strengths, values and aspirations. Students explore labour market information to help them identify in-demand skills, emerging job roles and industry sectors experiencing growth. The course supports the development of a range of employability skills including communication, digital literacy, teamwork and problem-solving. By promoting a mindset of lifelong learning, students are better prepared to adapt effectively to emerging trends and challenges, helping them to achieve their long-term career goals. This course will be available in 2027 for Year 12 students.

Year 11

Unit 1

The focus of this unit is on exploring work and career options. Students discover how to locate and use reliable sources of career information, which will assist them with effective pathway planning. They develop an understanding of the relationship between learning and career progression. Students learn to build a positive self-concept and recognise its influence on their life, learning and work. They examine their own personal skills, attributes, values and interests to understand the interrelationship between life and work roles. Students gain an understanding of the diverse and changing nature of work and develop an awareness that employment is connected with responsibility for themselves and others. They will learn about the core competencies, which are key for success in a work environment.

Unit 2

The focus of this unit is on entry-level work readiness. Engaging in self-management strategies assists individuals to set meaningful, achievable goals which can enhance personal growth. Through reflecting on their strengths, weaknesses and passions, students will learn how to identify opportunities for change and improvement. As part of this process, students conduct an audit of their career competencies, knowledge, behaviours, values and attitudes. They will compile a career portfolio which contains an autobiographical profile and documents their work, training and/or learning experiences. Students learn about the rights and responsibilities of employees and employers in entry-level jobs. They will build capacity to recognise and respond to work expectations by gaining an understanding of work health and safety legislation, and government policies and procedures that impact upon the workplace.

Year 12

Unit 3

The focus of this unit is on adopting a proactive approach to securing and maintaining work. Students learn how to access and interpret labour market information. They will build capacity to recognise growth industries, which can provide insights into enhanced career prospects. Students explore how societal needs and economic conditions influence the availability of employment. They will gain an understanding of the growing need for individuals to remain agile and flexible to enable effective participation in the world of work. Students develop capabilities and resources to secure work. This includes utilising work search tools and techniques to locate job opportunities. They will explore and apply a range of strategies to navigate through the job application process.

Unit 4

The focus of this unit is on successful workplace participation. Employee involvement in decision-making processes is encouraged by many organisations. The aim is to achieve positive outcomes for productivity, improved job satisfaction and reduced workplace conflict. Students refine problem-solving, collaboration and critical thinking skills that can be applied during these processes. Individuals may need to manage multiple careers in their lifetime. A commitment to lifelong learning is essential for continued engagement and advancement in the workforce. Students gain an understanding of the benefits of participating in lifelong learning. Students learn to build resilience and the capacity to adapt to the changing nature of work. They will develop strategies for responding to circumstances that may impact their wellbeing, mental and/or physical health.

<https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/humanities-and-social-sciences/careers-and-employability>

ATAR ECONOMICS (ECO)

Economics explores the choices, which all people, groups and societies face as they confront the ongoing problem of satisfying their unlimited wants with limited resources. The Economics course aims to develop students' ability to analyse the allocation, utilisation and distribution of scarce resources that determine our wealth and wellbeing. The study of Economics provides a framework for examining society's issues and identifying possible solutions, which assist decision making. The emphasis of the course is on the Australian economy.

Year 11

Unit 1 – Microeconomics

Microeconomics is the study of particular markets, and segments of the economy. This unit explores the theory that markets are an efficient way to allocate scarce resources, using real-world markets with an emphasis on the Australian economy. When the forces of demand and supply do not allocate and price resources in a way that society would regard as efficient, equitable or sustainable, market failure can occur. Students examine examples of market failure along with a range of government policy options that can be applied to achieve more desirable outcomes. Students are also introduced to the language of economics and the use of theories and models to explain and interpret economic events and issues.

Unit 2 – Macroeconomics

Macroeconomics is the study of the whole economy. This unit focuses on Australia's macroeconomic performance using the circular flow of income model. The business cycle results in changes in the levels of output, income, spending and employment in the economy, which, in turn, have implications for economic growth, inflation and unemployment. Students also examine the role of the government in the macroeconomy.

Year 12

Unit 3 – Australia and the global economy

This unit focuses on Australia's links with the global economy. It analyses the gains from free trade and the effects of trade protection using relevant economic models. It includes topics on the balance of payments, the terms of trade and foreign investment. Students are required to use recent economic data to describe and explain trends in Australia's economic transactions with the rest of the world.

Unit 4 – Macroeconomic theory and economic policy

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

<https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/humanities-and-social-sciences/economics>



ATAR GEOGRAPHY (GEO)

The study of the Geography course draws on students' curiosity about the diversity of the world's places and their peoples, cultures and environments. It provides students with the knowledge and understanding of the nature, causes and consequences of natural and ecological hazards, international integration in a range of spatial contexts, land cover transformations, and the challenges affecting the sustainability of places. 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.

Year 11

Unit 1 – Natural and ecological hazards

In this unit, students explore both natural (i.e. hydrological, geomorphic and atmospheric) hazards and ecological (i.e. biological and chemical) hazards, the impacts they have on people, place and environments and the risk management of these hazards. Risk management is defined in terms of preparedness and mitigation.

Unit 2 – Global networks and interconnections

In this unit, students explore the economic and cultural transformations taking place in the world – the diffusion and changing spatial distribution and the impacts of these changes – that will enable them to better understand the dynamic nature of the world in which they live.

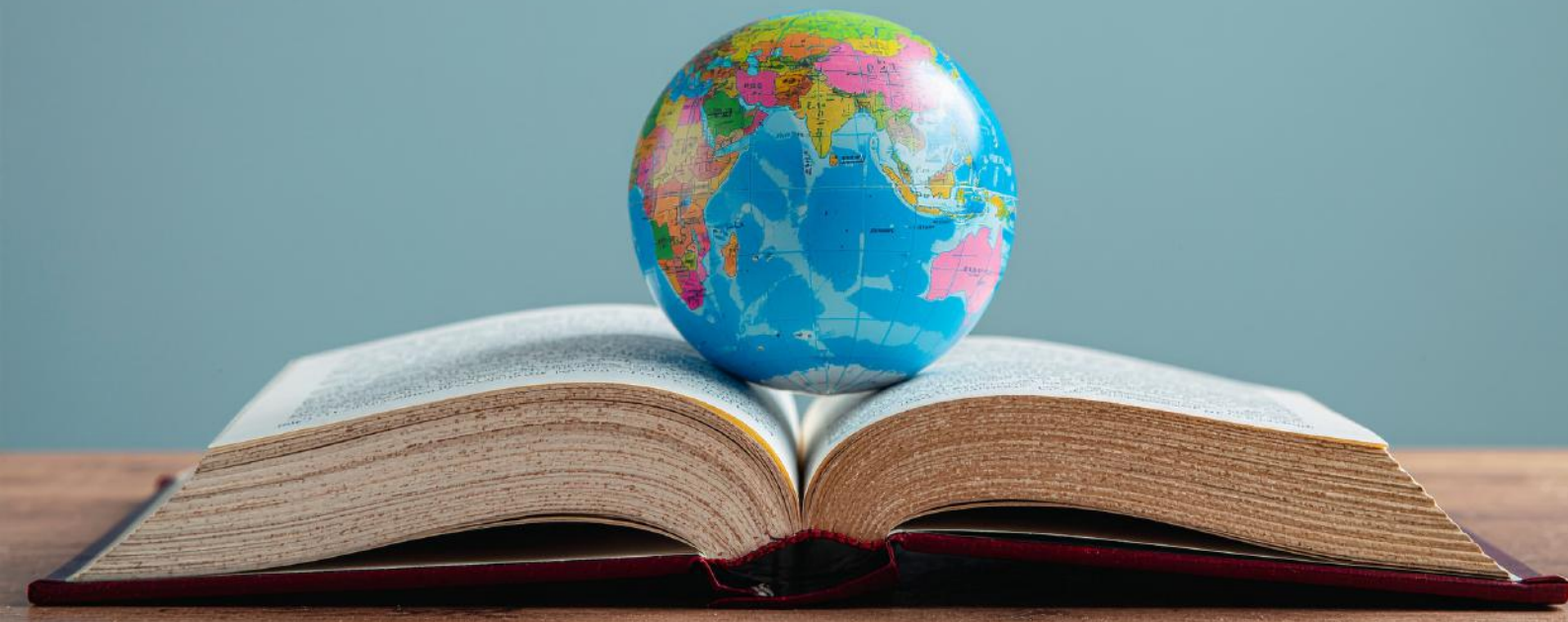
Year 12

Unit 3 – Global environmental change

In this unit, students assess the impacts of land cover change with particular reference to climate change or biodiversity loss.

Unit 4 – Planning sustainable places

In this unit, students examine the causes and implications of urbanisation as well as challenges that exist in metropolitan Perth or a regional centre and a megacity with particular reference to how people respond to these challenges to influence sustainability and liveability.



GENERAL GEOGRAPHY (GEO)

In the Geography General 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. Geography as a discipline values imagination, creativity and speculation as modes of thought. It develops students' knowledge about natural and ecological hazards, cultural environments and their associated challenges, the interconnections between places and explores the spatial patterns and processes related to environments at risk. The protection of such environments through sustainable management at local, regional and global levels is a central focus throughout all units.

Year 11

Unit 1 – Geography of environments at risk

This unit explores the spatial patterns and processes related to environments at risk, and to the protection of such environments through management at local, regional and global levels.

Unit 2 – Geography of people and places

This unit explores the natural and cultural characteristics of a region and the processes that have enabled it to change over time and the challenges it may face in the future.

Year 12

Unit 3 – Natural and ecological hazards

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

Unit 4 – Global networks and interconnections

In this unit, students explore the economic and cultural transformations taking place in the world, the spatial outcomes of these processes, and their social and geopolitical consequences that will enable them to better understand the dynamic nature of the world in which they live.

<https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/humanities-and-social-sciences/geography>



ATAR HISTORY: MODERN (HIM)

A study of Modern History 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, 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.

Year 11

Unit 1 – Understanding the modern world

In this unit, students are introduced to significant developments in the modern period that have defined the modern world, and the ideas that underpinned them, such as liberty, equality and fraternity.

Unit 2 – Movements for change in the 20th century

In this unit, students examine significant movements developed in response to the ideas studied in Unit 1 that brought about change in the modern world and that have been subject to political debate. It focuses on the ways in which individuals, groups and institutions challenge authority and transform society.

Year 12

Unit 3 – Modern nations in the 20th century

In this unit, students examine the 'nation' as the principal form of political organisation in the modern world; the crises that confronted nations in the 20th century; their responses to these crises, and the different paths they have taken to fulfil their goals.

Unit 4 – The modern world since 1945

In this unit, students focus on the distinctive features of the modern world that emerged in the period 1945–2001. It aims to build their understanding of the contemporary world; that is, why we are here at this point in time.



GENERAL HISTORY: MODERN (HIM)

The Modern History General course provides students with an understanding of the driving forces behind present local and global issues. Investigating the past helps students to understand why and how groups and/or societies changed or resisted change. The first unit of study in Year 11 has a focus on Napoleon, George Washington and Nelson Mandela; whilst the second half of the year is spent studying Communist Russia with an emphasis on Stalin. For those continuing into Year 12 the units under investigation are the United States Between the Wars and Nazi Germany.

The Modern History General course allows students to gain insights into their own society and its values. It helps them to understand why nations and people hold certain values, and why values and belief systems vary from one group to another. This knowledge is crucial to the development of active and informed citizens in any society. The study of history ensures that they gain essential knowledge of the past – its legacy and heritage.

Year 11

Unit 1 – People, place and time

This unit allows students to become aware of the broad sweep of history and our place within the historical narrative.

Unit 2 – Power and authority

Students learn that societies consist of individuals and institutions that have various types of power and authority and that these interact with each other.

Each unit includes:

- a unit description – a short description of the focus of the unit
- electives – an elective in which the unit content could be taught
- unit content – the content to be taught and learned.

Year 12

Unit 3 – Societies and change

Students learn about the evolving nature of societies and the various forces for continuity and change that exist.

Unit 4 – Historical trends and movements

Students understand that throughout history there have been events, ideas, beliefs and values that have contributed to historical trends and movements.



ATAR POLITICS AND LAW (PAL)

The Politics and Law course provides a study of the processes of decision-making concerning society's collective future. It aims to develop the knowledge of the principles, structures, institutions and processes of political and legal systems primarily in Australia. It brings together the executive, legislative and judicial branches of government to demonstrate how society is governed and how each branch of government is held to account. It examines the democratic principles practised in Australia and makes comparisons with other political and legal systems.

Year 11

Unit 1 – Democracy and the rule of law

This unit examines Australia's democratic and common law systems; a non-democratic system; and a non-common law system.

Unit 2 – Representation and justice

This unit examines representation, electoral and voting systems in Australia; justice in the Western Australian adversarial system and a non-common law system.

Year 12

Unit 3 – Political and legal power

This unit examines the political and legal system established by the Commonwealth Constitution (Australia) and the power wielded within the system, making reference to particular political and legal developments and issues.

Unit 4 – Accountability and rights

This unit examines avenues for, and the effectiveness of, accountability in relation to the three branches of government in Australia. The ways, and the extent to which, rights are protected, and democratic principles are upheld and/or undermined in Australia, and one other country, are also examined.

<https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/humanities-and-social-sciences/politics-and-law>

Languages - ATAR/General Indonesian (List A)





ATAR ACCELERATED INDONESIAN AND INDONESIAN (IND)

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

Year 11 or Accelerated in Year 10

Unit 1

This unit focuses on Dunia kita (Our world). Through the three topics – Kehidupanku (My life), Perayaan dan persatuan (Sense of community) and Berhubungan di dunia kita (Staying connected) – students further develop their communication skills in Indonesian and gain a broader insight into the language and culture.

Unit 2

This unit focuses on Perjalanan (Journeys). Through the three topics – Perjalanan ke Indonesia (Travel to Indonesia), Selamat datang di Australia Barat (Welcome to Western Australia) and Pandangan baru (New horizons) – students extend their communication skills in Indonesian and gain a broader insight into the language and culture.

Year 12

Unit 3

This unit focuses on Budaya dan gaya hidup (Culture and lifestyle). Through the three topics – Pengaruh media (Influence of media), Hiburan (Entertainment) and Gotong-royong (Working together) – students extend and refine their communication skills in Indonesian and gain a broader and deeper understanding of the language and culture.

Unit 4

This unit focuses on Masa kini dan masa depan (Now and in the future). Through the three topics – Masa depanku (My future), Pendidikan (Education) and Lingkungan (Environment) – students extend and refine their communication skills in Indonesian and gain a broader and deeper understanding of the language and culture.



GENERAL INDONESIAN AND INDONESIAN (IND)

The Indonesian: Second Language General course is designed to enable students to gain knowledge and an understanding of the culture and the language of Indonesian-speaking communities. This course can connect students to the world of work, further study and travel. It also offers opportunities for students to participate in sister school and student exchange programs between Western Australia and Indonesia. The Indonesian: Second Language General 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. Students will develop their Indonesian abilities in and be assessed on the areas of Listening and Responding; Spoken Interaction; Viewing, Reading and Responding and Writing.

Year 11

Unit 1

This unit focuses on Dunia remaja (The world of youth). Through the three topics: My world, your world, Lifestyles of Indonesian teenagers, and Trends and technology, students develop communication skills in Indonesian and gain an insight into the language and culture.

Unit 2

This unit focuses on Berjalan-jalan di Indonesia (Out and about in Indonesia). Through the three topics: Living in my community, Visiting Indonesia, and Tourism and travel, students develop communication skills in Indonesian and gain an insight into the language and culture.

Year 12

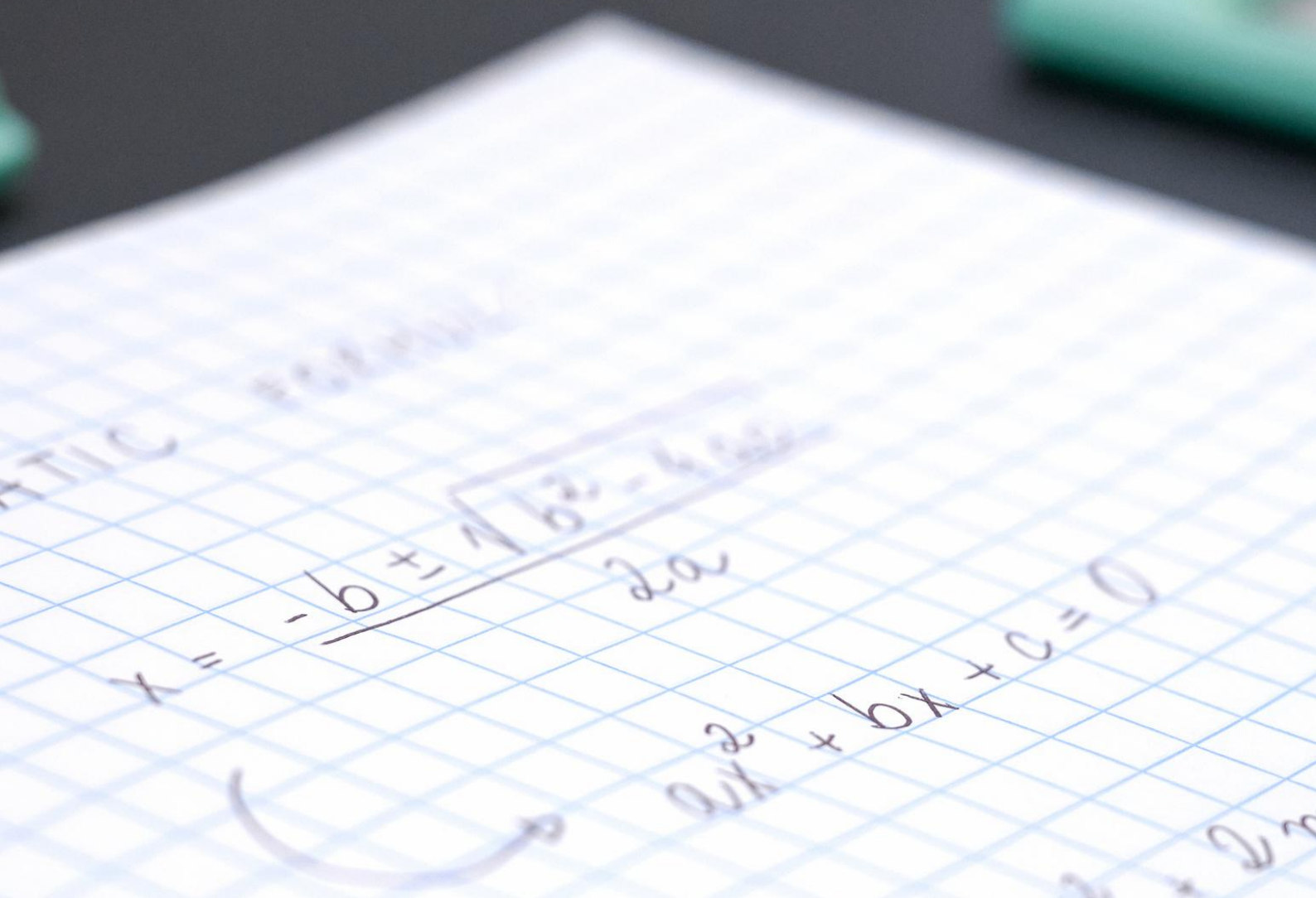
Unit 3

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

Unit 4

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

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



**Mathematics –
ATAR Applications, ATAR Methods,
ATAR Specialist,
General/Foundation Essentials (List B)**

ATAR MATHEMATICS APPLICATIONS (MAA)

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

Year 11

Unit 1

This unit has three topics: '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 spread sheets.

'Algebra and matrices' continues the Year 7–10 curriculum study of algebra and introduces the topic of matrices. The emphasis of this topic is the symbolic representation and manipulation of information from real-life contexts using algebra and matrices.

'Shape and measurement' builds on and extends the knowledge and skills students developed in the Year 7–10 curriculum with the concept of similarity and associated calculations involving simple geometric shapes. The emphasis in this topic is on applying these skills in a range of practical contexts, including those involving three-dimensional shapes.

Unit 2

This unit has three topics: 'Univariate data analysis and the statistical process', 'Linear equations and their graphs', and 'Applications of trigonometry'.

'Univariate data analysis and the statistical process' develops students' ability to organise and summarise univariate data in the context of conducting a statistical investigation.

'Linear equations and their graphs' uses linear equations and straight-line graphs, as well as linear-piece-wise and step graphs to model and analyse practical situations.

'Applications of trigonometry' extends students' knowledge of trigonometry to solve practical problems involving non-right-angled triangles in both two and three dimensions, including problems involving the use of angles of elevation and depression and bearings in navigation.

Year 12

Unit 3

This unit has three topics: 'Bivariate data analysis', 'Growth and decay in sequences', and 'Graphs and networks'.

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

'Growth and decay in sequences' employs recursion to generate sequences that can be used to model and investigate patterns of growth and decay in discrete situations. These sequences find application in a wide range of practical situations, including modelling the growth of a compound interest investment, the growth of a bacterial population, or the decrease in the value of a car over time.

'Graphs and networks' introduces students to the language of graphs and the ways in which graphs, represented as a collection of points and interconnecting lines, can be used to model and analyse everyday situations, such as a rail or social network.

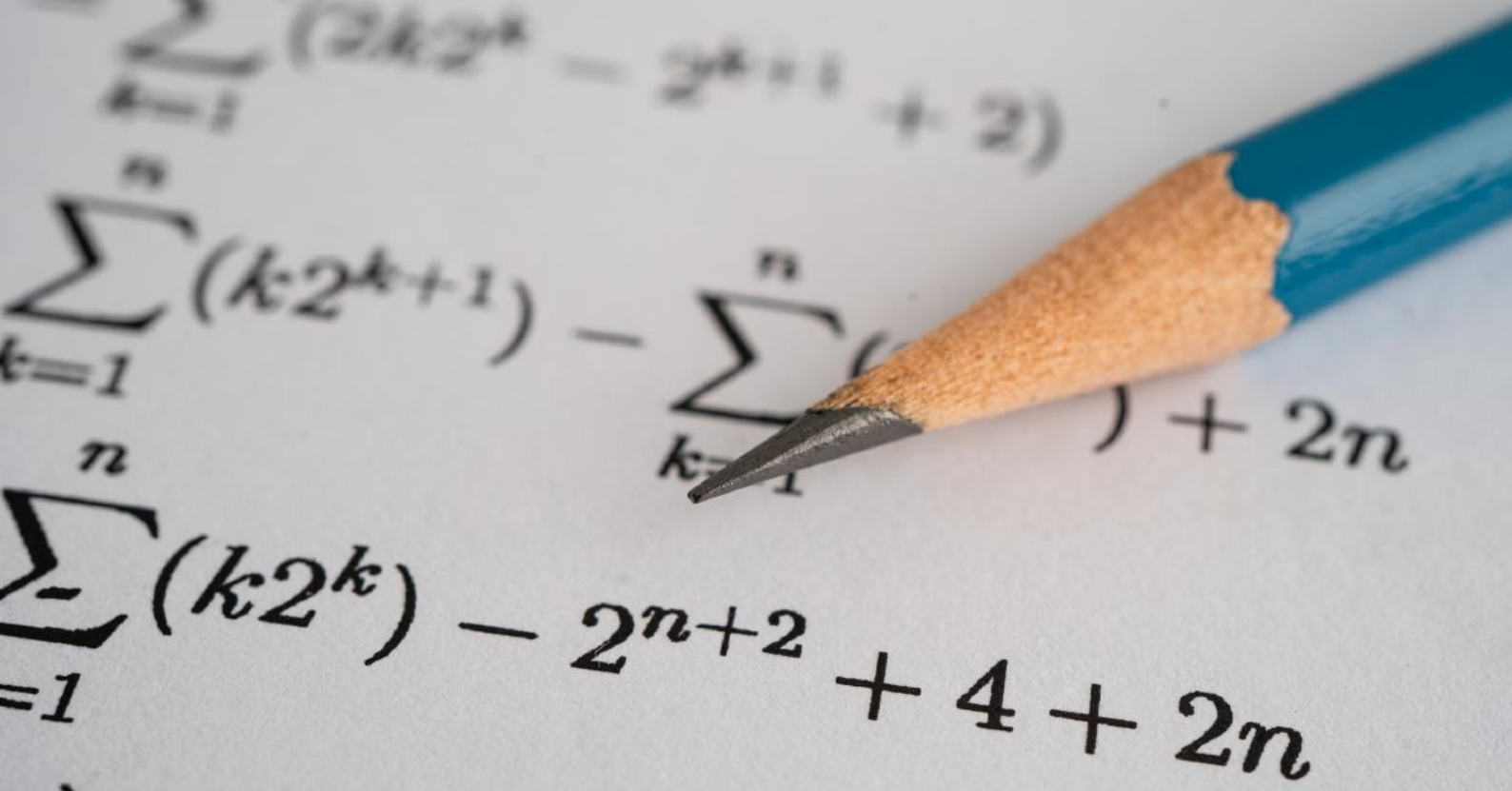
Unit 4

This unit has three topics: 'Time series analysis', 'Loans, investments and annuities', and 'Networks and decision mathematics'.

'Time series analysis' continues students' study of statistics by introducing them to the concepts and techniques of time series analysis. The content is to be taught within the framework of the statistical investigation process.

'Loans investments and annuities' aims to provide students with sufficient knowledge of financial mathematics to solve practical problems associated with taking out or refinancing a mortgage and making investments.

'Networks and decision mathematics' uses networks to model and aid decision making in practical situations.



GENERAL MATHEMATICS ESSENTIAL (MAE)

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

Year 11

Unit 1

This unit provides students with the mathematical skills and understanding to solve problems relating to calculations, applications of measurement, the use of formulas to find an unknown quantity and the interpretation of graphs. Throughout this unit, students use the mathematical thinking process. This process should be explicitly taught in conjunction with the unit content. Teachers are advised to apply the content of the four topics in this unit: Basic calculations, percentages and rates; Algebra; Measurement; and Graphs, in contexts which are meaningful and of interest to their students. Possible contexts for this unit are Earning and managing money and Nutrition and health.

Unit 2

This unit provides students with the mathematical skills and understanding to solve problems related to representing and comparing data, percentages, rates and ratios and time and motion. Students further develop the use of the mathematical thinking process and apply the statistical investigation process. The statistical investigation process should be explicitly taught in conjunction with the statistical content within this unit. Teachers are advised to apply the content of the four topics in this unit: Representing and comparing data; Percentages; Rates and ratios; and Time and motion, in a context which is meaningful and of interest to their students. Possible contexts for this unit are Transport and Independent living.

Year 12

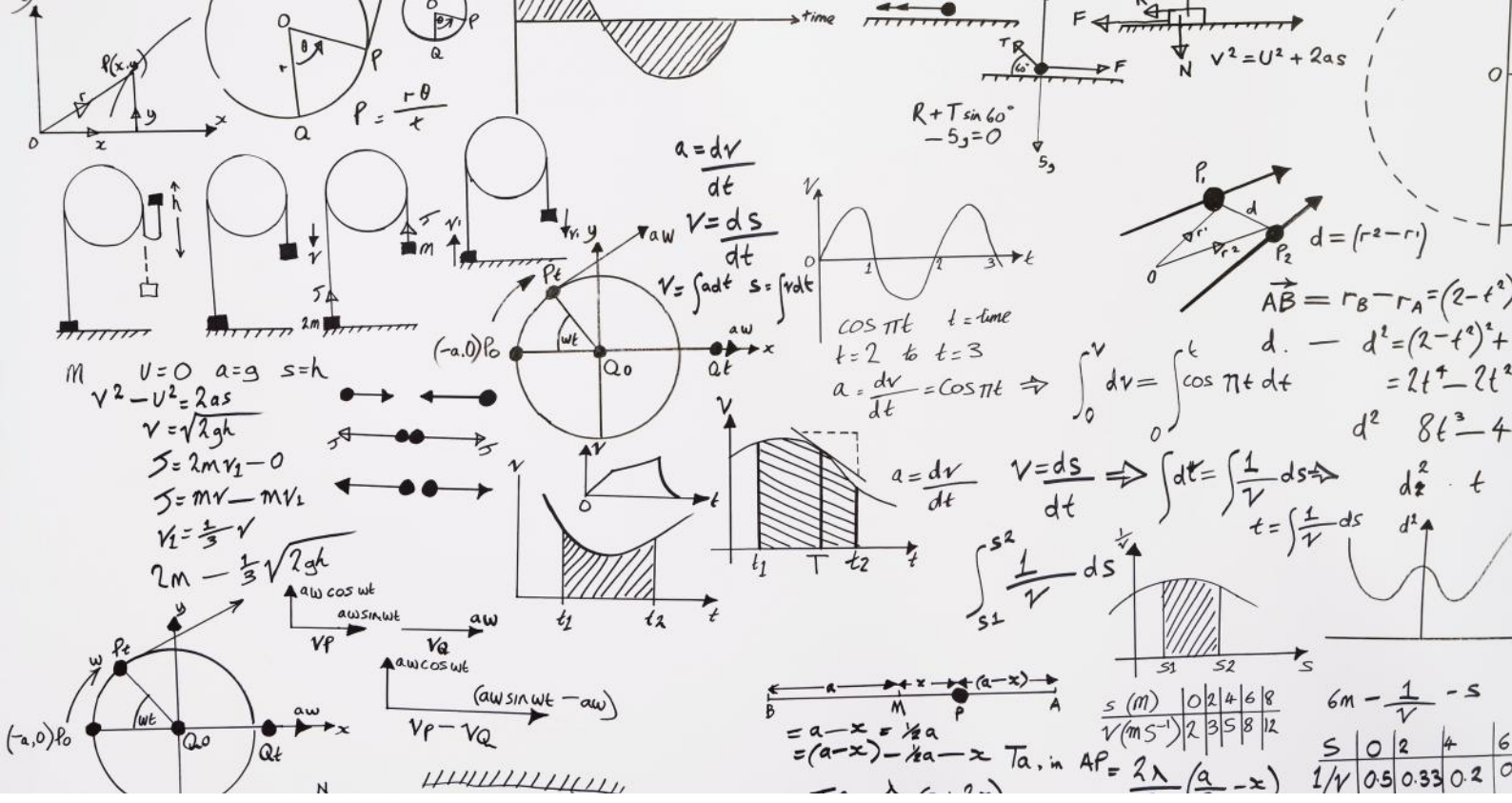
Unit 3

This unit provides students with the mathematical skills and understanding to solve problems related to measurement, scales, plans and models, drawing and interpreting graphs and data collection. Students use the mathematical thinking process and apply the statistical investigation process. Teachers are encouraged to apply the content of the four topics in this unit: Measurement; Scales, plans and models; Graphs in practical situations; and Data collection, in a context which is meaningful and of interest to the students. A variety of approaches could be used to achieve this purpose. Possible contexts for this unit are Construction and design, and Medicine.

Unit 4

This unit provides students with the mathematical skills and understanding to solve problems related to probability, earth geometry and time zones, loans and compound interest. Students use the mathematical thinking process and apply the statistical investigation process to solve problems involving probability. Teachers are advised to apply the content of the three topics in this unit: Probability and relative frequencies; Earth geometry and time zones; and Loans and compound interest, in a context which is meaningful and of interest to the students. Possible contexts for this unit are Finance, and Travel.

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



MATHEMATICS: FOUNDATION (MAT)

This course is limited in student access and not available as a course to be selected.

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

This course provides the opportunity for students to prepare for post-school options of employment and further training.

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

ATAR MATHEMATICS METHODS (MAM)

This course focuses on the use of calculus and statistical analysis. The study of calculus provides a basis for understanding rates of change in the physical world, and includes the use of functions, their derivatives and integrals, in modelling physical processes. Statistics develops students' ability to describe and analyse phenomena that involve uncertainty and variation. Mathematics Methods is a foundation for further studies in disciplines in which mathematics and statistics have important roles. It is advantageous for further studies in the health and social sciences. In summary, this course is designed for students whose future pathways may involve mathematics and statistics and their applications in a range of disciplines at the tertiary level.

Year 11

Unit 1

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. The unit covers 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. Access to technology to support the computational and graphical aspects of these topics is assumed.

Unit 2

The algebra section of this unit focuses on exponentials. 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 the derivative 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.

Year 12

Unit 3

The study of calculus continues with the derivatives of exponential and trigonometric functions and their applications, together with some differentiation techniques and applications to optimisation problems and graph sketching. It concludes with integration, both as a process that reverses differentiation and as a way of calculating areas. The fundamental theorem of calculus as a link between differentiation and integration is emphasised. In statistics, discrete random variables are introduced, together with their uses in modelling random processes involving chance and variation. This supports the development of a framework for statistical inference.

Unit 4

The calculus in this unit deals with derivatives of logarithmic functions. In probability and statistics, continuous random variables and their applications are introduced and the normal distribution is used in a variety of contexts. The study of statistical inference in this unit is the culmination of earlier work on probability and random variables. Statistical inference is one of the most important parts of statistics, in which the goal is to estimate an unknown parameter associated with a population using a sample of data drawn from that population. In the Mathematics Methods ATAR course, statistical inference is restricted to estimating proportions in two-outcome populations.

ATAR MATHEMATICS SPECIALIST (MAS)

This course provides opportunities, beyond those presented in the Mathematics Methods course, to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. Mathematics Specialist contains topics in functions and calculus that build on and deepen the ideas presented in the Mathematics Methods course, as well as demonstrate their application in many areas. The Mathematics Specialist course also extends understanding and knowledge of statistics and introduces the topics of vectors, complex numbers and matrices. Mathematics Specialist must be taken along with Mathematics Methods. This is because it is a pre-requisite for entry to specialised university courses such as engineering, physical sciences and mathematics.

Year 11

Unit 1

Contains the three topics:

- Geometry
- Combinatorics
- Vectors in the plane

The three topics in Unit 1 complement the content of the Mathematics Methods ATAR course. The proficiency strand of Reasoning, from the Year 7–10 curriculum, is continued explicitly in the topic Geometry through a discussion of developing mathematical arguments. This topic also provides the opportunity to summarise and extend students' studies in Euclidean Geometry, knowledge which is of great benefit in the later study of topics such as vectors and complex numbers. The topic Combinatorics builds on the knowledge from Mathematics Methods and provides techniques that are very useful in many areas of mathematics, including probability and algebra. The topic Vectors in the plane provides new perspectives on working with two-dimensional space and serves as an introduction to techniques which can be extended to three-dimensional space in Unit 3. These three topics considerably broaden students' mathematical experience and therefore begin an awakening to the breadth and utility of the subject. They also enable students to increase their mathematical flexibility and versatility.

Unit 2

Contains the three topics:

- Trigonometry
- Matrices
- Real and complex numbers

In Unit 2, Matrices provide new perspectives for working with two-dimensional space and Real and complex numbers provides a continuation of the study of numbers. The topic Trigonometry contains techniques that are used in other topics in both this unit and Units 3 and 4. All topics develop students' ability to construct mathematical arguments. The technique of proof by the principle of mathematical induction is introduced in this unit.

Year 12

Unit 3

This unit contains the three topics:

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

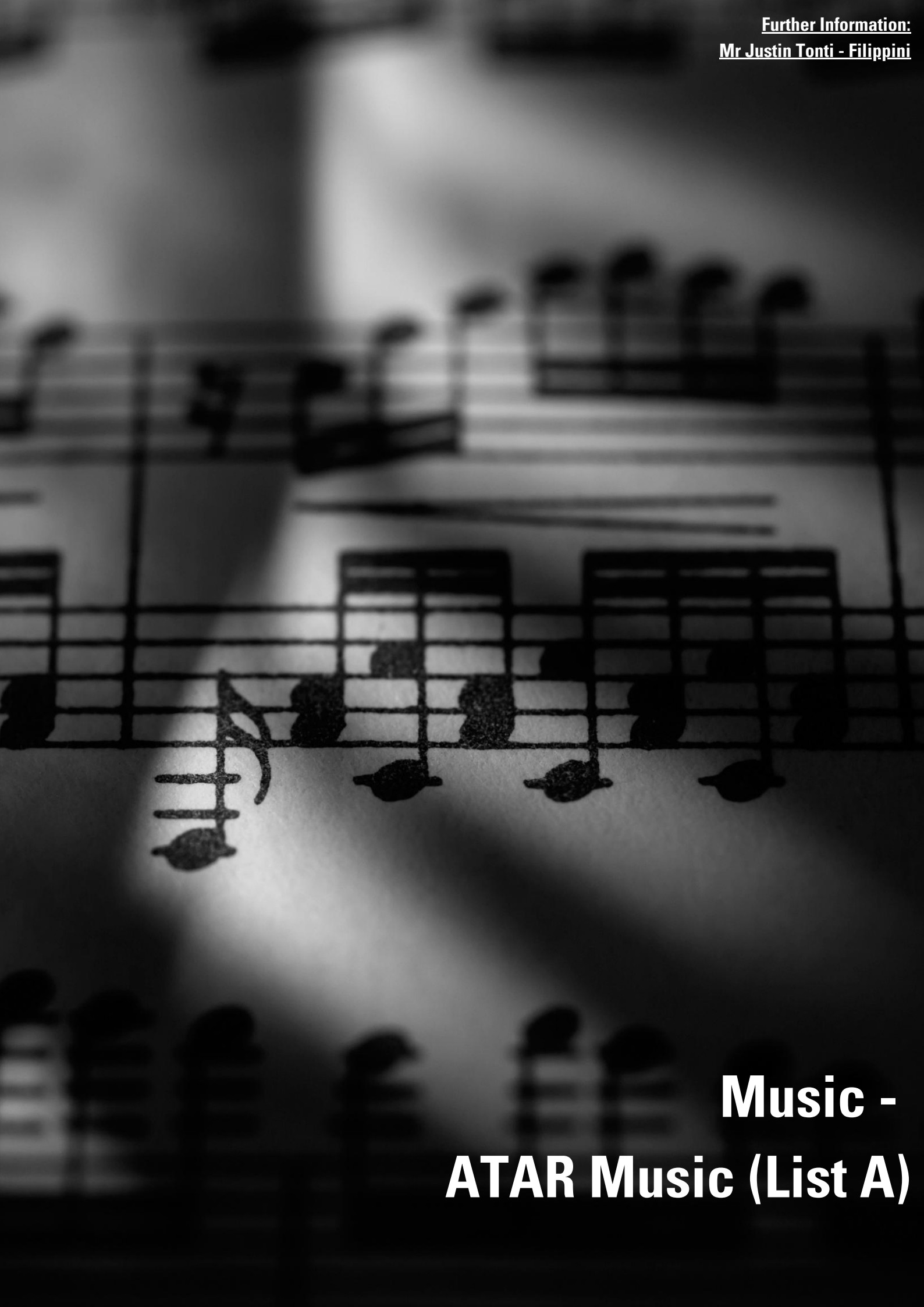
The Cartesian form of complex numbers was introduced in Unit 2, and in Unit 3, the study of complex numbers is extended to the polar form. The study of functions and techniques of calculus begun in the Mathematics Methods ATAR course is extended and utilised in the sketching of graphs and the solution of problems involving integration. The study of vectors begun in Unit 1, which focused on vectors in one- and two-dimensional space, is extended in Unit 3 to three-dimensional space, with the latter building on students' knowledge of calculus from the Mathematics Methods ATAR course. Cartesian and vector equations, together with equations of planes, enables students to solve geometric problems and to solve problems involving motion in three-dimensional space.

Unit 4

This unit contains the three topics:

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

In this unit, the study of differentiation and integration of functions is continued, and the techniques developed from this and previous topics in calculus are applied to the area of simple differential equations, in particular in biology and kinematics. These topics serve to demonstrate the applicability of the mathematics learnt throughout this course. Also in this unit, all of the students' previous experience in statistics is drawn together in the study of the distribution of sample means. This is a topic that demonstrates the utility and power of statistics.



Music -
ATAR Music (List A)

ATAR MUSIC (MUS)

The Music course encourages students to explore a range of musical experiences, developing their musical skills and understanding, and creative and expressive potential, through the defined context of contemporary music. 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, 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.

Year 11

Unit 1

Students engage in music making as performers and/or composers, both individually and collaboratively. They develop their music literacy, learning how the elements and characteristics of music can be applied, combined and manipulated when performing, composing, listening to and analysing music.

The music analysis theme for this unit is Elements. What are the building blocks that make music work? Students respond to music as they explore the creative application of music elements across time, place and culture. They gain greater familiarity with how and why music is created, by engaging with a range of designated works, developing their understanding and use of music elements.

Unit 2

Students confidently engage in music making as performers and/or composers, both individually and collaboratively. They continue to develop and consolidate their music literacy, learning how the elements and characteristics of music can be applied, combined and manipulated when performing, composing, listening to and analysing music.

The music analysis theme for this unit is Narratives. How can music tell a story? Students understand that music elements can be manipulated to expressively communicate narrative. Through the combination of music and narrative, composers can provoke strong emotional responses from audiences. This unit aims to develop a more sophisticated understanding of how music elements have been manipulated for specific storytelling purposes.

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

Year 12

Unit 3

Students continue to engage in music making as performers and/or composers, both individually and collaboratively. They continue to develop and consolidate their music literacy, learning how the elements and characteristics of music can be applied, combined and manipulated when performing, composing, listening to and analysing music.

The music analysis theme for this unit is Identities. What can music tell us about people? Through the journey of critically considering how music can be used as a powerful form of expression, students explore the potential for music to communicate identity.

Unit 4

Students confidently engage in music making as performers and/or composers, both individually and collaboratively. They continue to develop and consolidate their music literacy, learning how the elements and characteristics of music can be applied, combined and manipulated when performing, composing, listening to and analysing music.

The music analysis theme for this unit is Innovations. What drives a composer to create something truly different? Innovation within music is a result of ideas driven by personal experience, and sociopolitical and cultural influences. Students analyse and understand music that demonstrates innovative use of music elements and concepts, responding to how this challenged, further developed or reimaged music traditions to create new ideas, and communicate new meanings.

**Science -
ATAR Biology, ATAR Chemistry,
General Chemistry,
ATAR/General Human Biology ,
ATAR Physics, ATAR Psychology,
General Marine and Maritime Studies (List B)**





ATAR BIOLOGY (BLY)

A unique appreciation of life and a better understanding of the living world are gained through studying the Biology course. This course encourages students to be analytical, to participate in problem solving and to explore systematically 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 reefs, endangered species, urban ecology, or biotechnology. Scientific evidence is used to make informed decisions about controversial issues.

Year 11

Unit 1 – Ecosystems and biodiversity

In this unit, students analyse abiotic and biotic ecosystem components and their interactions, using classification systems for data collection, comparison and evaluation.

Unit 2 – From single cells to multicellular organisms

In this unit, students investigate the interdependent components of the cell system and the multiple interacting systems in multicellular organisms.

Year 12

Unit 3 – Continuity of species

In this unit, students investigate mechanisms of heredity and the ways in which inheritance patterns can be explained, modelled and predicted; they connect these patterns to population dynamics and apply the theory of evolution by natural selection in order to examine changes in populations.

Unit 4 – Surviving in a changing environment

In this unit, students investigate system change and continuity in response to changing external conditions and pathogens; they investigate homeostasis and the transmission and impact of infectious disease; and they consider the factors that encourage or reduce the spread of infectious disease at the population level.

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



ATAR CHEMISTRY (CHE)

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

Year 11

Unit 1 – Chemical fundamentals: structure, properties and reactions

In this unit, students use models of atomic structure and bonding to explain the macroscopic properties of materials. Students develop their understanding of the energy changes associated with chemical reactions and the use of chemical equations to calculate the masses of substances involved in chemical reactions.

Unit 2 – Molecular interactions and reactions

In this unit, students continue to develop their understanding of bonding models and the relationship between structure, properties and reactions, including consideration of the factors that affect the rate of chemical reactions. Students investigate the unique properties of water and the properties of acids and bases, and use chemical equations to calculate the concentrations and volumes of solutions involved in chemical reactions.

Year 12

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

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

Unit 4 – Organic chemistry and chemical synthesis

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

GENERAL CHEMISTRY (CHE)

The Chemistry General course provides students with the opportunity to develop their understanding of the chemistry of materials encountered in their lives and everyday chemical reactions. Students apply chemical language by using symbols and formulae for common substances. The role of chemistry in contributing to a sustainable future, and in assisting in the protection of the natural environment, is considered; and students explore the chemistry of a range of materials, including crude oil, vegetable oils, biofuels and polymers. An appreciation of the experimental nature of chemistry is developed through laboratory activities.

Year 11

Unit 1 –

In this unit, students build on informal understandings of chemistry that they have already acquired through using different materials, tools and products in their lives, and through everyday chemical reactions, such as cooking, decomposition and rusting.

Students develop their understandings through scientific inquiry. They plan and conduct investigations to collect first-hand data safely and methodically. They investigate factors that affect solubility and change of state as well as gathering data to investigate factors that affect the rates of chemical reactions.

Unit 2 –

In this unit, students investigate how chemistry plays an important part in their daily lives. Students appreciate the role of chemistry in contributing to a sustainable future by investigating recycling and disposal of community chemical wastes. They investigate ways that chemists assist in protecting the natural environment, such as conservation and management of our resources. They recognise and acknowledge that the use of scientific knowledge may have beneficial and/or harmful and/or unintended consequences. Students understand and apply chemical language by interpreting symbols and formulae of some common elements and compounds.

Year 12

Unit 3 –

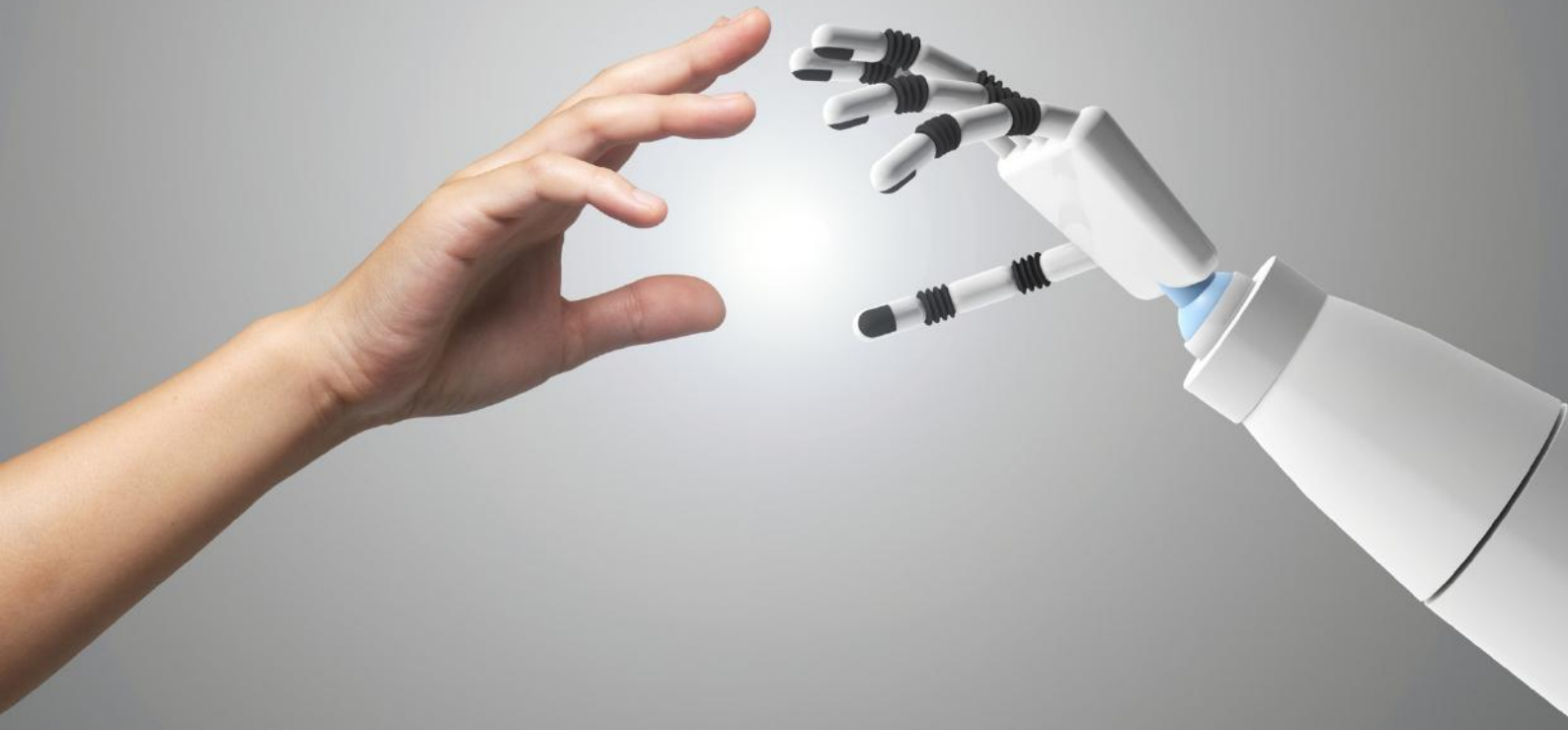
In this unit, students further investigate the role that chemistry plays in their daily lives. They begin by investigating the naturally occurring, smelly, yellow-to-black liquid consisting of a complex mixture of hydrocarbons of various molecular weights, and other liquid organic compounds, that is crude oil. They examine its composition and the chemistry of some of the compounds that comprise it. This leads to an investigation of other oils, their sources, properties and uses, and finally, they consider the constituents, properties and uses of polymers.

Students appreciate the role of chemistry in contributing to a sustainable future by investigating recycling and disposal of community chemical wastes. They investigate ways that chemists assist in protecting the natural environment, such as by producing biodegradable alternatives, and by conservation and management of our resources. They recognise and acknowledge that the use of scientific knowledge may have beneficial and/or harmful and/or unintended consequences.

Unit 4 –

In this unit, students investigate the chemistry of one of two different fields: one, the chemistry of metals, will introduce them to the physical and chemical properties of a crucially important group of materials. They will test the properties of metals and relate these to their means of extraction, purification and uses. Finally, students will consider the properties of alloys and the deleterious effects of corrosion.

The second field is the chemistry associated with living processes. In this biochemical field, students will investigate the structure and function of two groups of chemicals, proteins and carbohydrates and one particular molecule, adenosine triphosphate (ATP). The roles in the body of carbohydrates, and ATP will be examined, including their roles in exercise. The factors that affect the catalytic function of the particular group of proteins, enzymes, will be studied and related to changing conditions of their environment, the body.



ATAR HUMAN BIOLOGY (HBY)

The Human Biology course gives students a chance to explore what it is to be human – how the human body works, the origins of human variation, inheritance in humans, the evolution of the human species and population genetics. Through their investigations, students research new discoveries that increase our understanding of human dysfunction, treatments and preventative measures. Practical tasks are an integral part of this course and develop a range of laboratory skills, 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.

Year 11

Unit 1 – The functioning human body

In this unit, students analyse how the structure and function of body systems, and the interrelationships between systems, support metabolism and body functioning.

Unit 2 – Reproduction and inheritance

In this unit, students study the reproductive systems of males and females, the mechanisms of transmission of genetic material from generation to generation, and the effects of the environment on gene expression.

Year 12

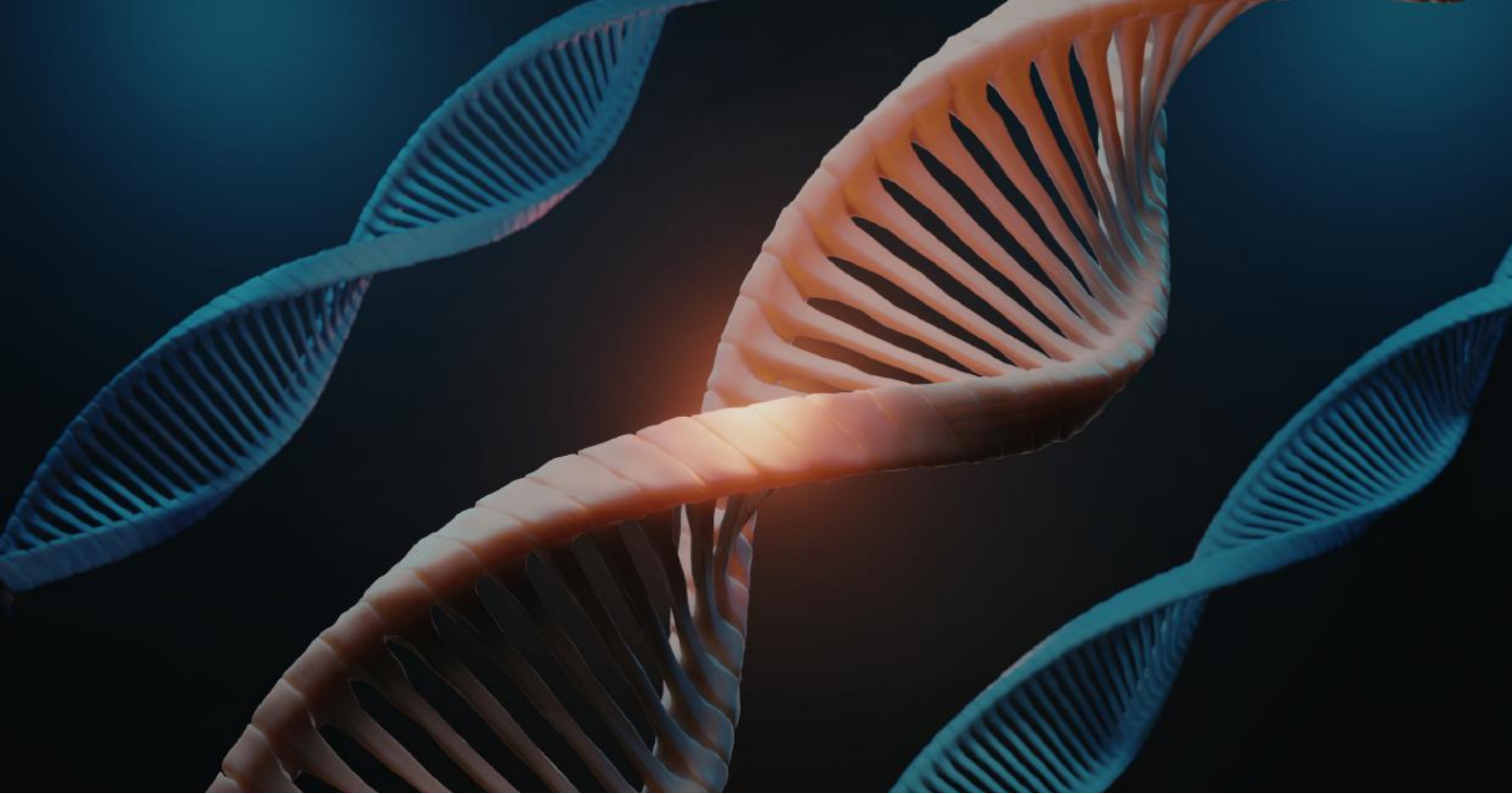
Unit 3 – Homeostasis and disease

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

Unit 4 – Human variation and evolution

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

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



GENERAL HUMAN BIOLOGY (HBY)

The Human Biology course allows students to explore the workings of the human body. The focus is on bones, muscles, nerves and hormones and the way in which they maintain the coordination of the body. The causes and spread of diseases, how humans respond to invading pathogens and the role of males and females in the process of reproduction are studied. 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.

Year 11

Unit 1

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

Unit 2

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

Year 12

Unit 3

This unit explores how the male and female reproductive systems are specialised for successful fertilisation and implantation, and the development of the embryo and foetus. It also explores how lifestyle choices can impact personal reproductive health, fertility and the delivery of a healthy baby. Contraceptive methods and assisted reproductive technologies are also explored.

Unit 4

This unit explores the causes and spread of disease and how humans respond to invading pathogens. It also explores the importance of coordinated community and global responses for the prevention and control of infectious disease transmission.

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

GENERAL MARINE AND MARITIME STUDIES

The Marine and Maritime Studies General course provides students with the opportunity to study the sea and how people interact with it. Practical learning experiences equip students with a broad range of skills and knowledge. Students develop seamanship skills, nautical skills and water-based skills. Students investigate oceanography concepts to explore the interdependence between components of the marine environment and consider issues around the sustainable management of Western Australian fisheries.

Year 11

Unit 1:

Students gain an understanding of maritime studies, including the properties, purposes and uses of maritime construction materials in relation to the challenges of a marine environment. Nautical terminology, including the basic parts of boats, will be introduced and students gain an understanding of aspects of small craft, such as buoyancy and design of pulley systems.

Through a practical approach, students gain an understanding of the concepts and safe practices of either snorkelling or sailing. Science inquiry skills will be developed through the design process of investigate, devise and evaluate, in relation to marine construction materials. Students will also be involved in practical activities to collect and analyse data related to water properties, winds, tides, waves and currents.

Unit 2:

Students examine the importance of marine protected areas, marine parks, reserves and sanctuary zones, and the role of Western Australian agencies and organisations in the protection and management of marine life.

Students gain an understanding of maritime studies, including the design features of marine or maritime equipment and methods of maritime construction. Features of small craft propulsion systems are studied, and students gain an understanding of aspects of small craft, such as steering and gear systems.

Through a practical approach, students gain an understanding of the concepts and safe practices of either snorkelling or sailing. Science inquiry skills will be developed through the design process in relation to design features of marine or maritime equipment and methods of maritime construction. Students use ecosystem surveying techniques to collect and analyse data related to marine ecosystems, and classification keys to identify marine organisms found there.

Year 12

Unit 3

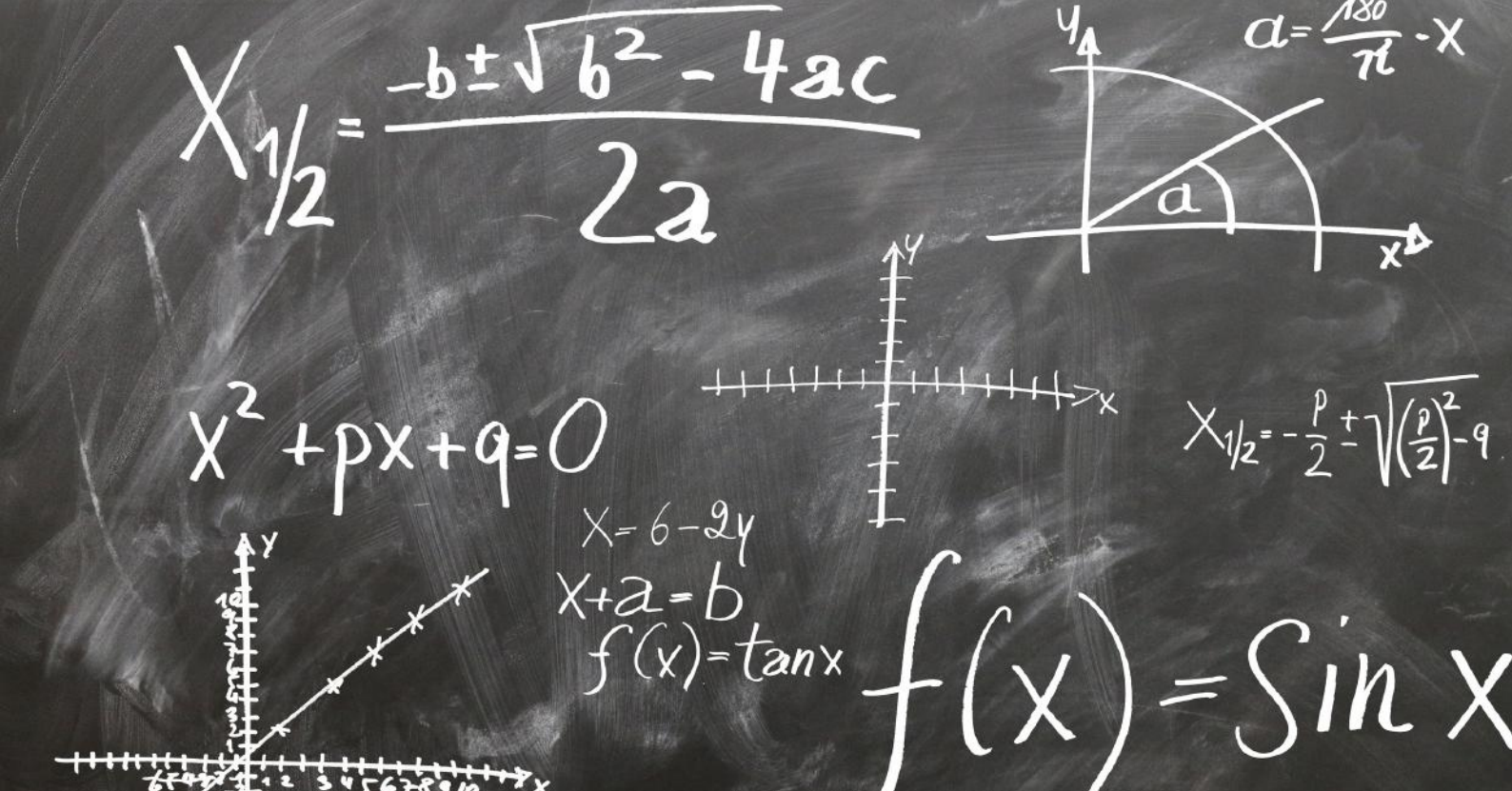
This unit investigates Western Australian marine ecosystems, with a focus on estuaries, mangroves, coral reefs and seagrass meadows. Students identify the key species and food webs for each of these ecosystems, and examine adaptations of organisms living in mangrove ecosystems. Environmental and resource management will focus on aquaculture as a solution to declining fish stocks.

Students gain an understanding of maritime studies, including the characteristics of construction materials, design and construction of watercraft, and repair of fibreglass craft. The basic parts of the outboard motor, including features of two-stroke and four-stroke motors, will be studied, as well as features of small craft systems, including bilges, electrical, fuel, mooring lines and anchoring equipment.

Unit 4

This unit examines global surface ocean currents, atmospheric circulation systems and the impact of climate change on global sea levels, thermohaline circulation and marine ecosystems. The process of coastal erosion and coastal engineering structures is studied. Students study types of marine tourism activities with a focus on the importance and impacts of ecotourism.

Students gain an understanding of maritime studies, including common forms of construction material protection, and the possible side effects of using these materials. Aspects of small craft maintenance, including the use of a maintenance log, fuel and ignition, cooling system and engine diagnostics, are studied.



ATAR PHYSICS (PHY)

In the Physics 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 Physics.

Year 11

Unit 1 – Motion, forces and energy

Students describe, explain and predict linear motion and mechanical and thermal energy.

Unit 2 – Waves, nuclear and electrical physics

Students investigate the application of wave models to sound phenomena, radioactivity and nuclear reactions, and investigate energy transfer and transformation in electrical circuits.

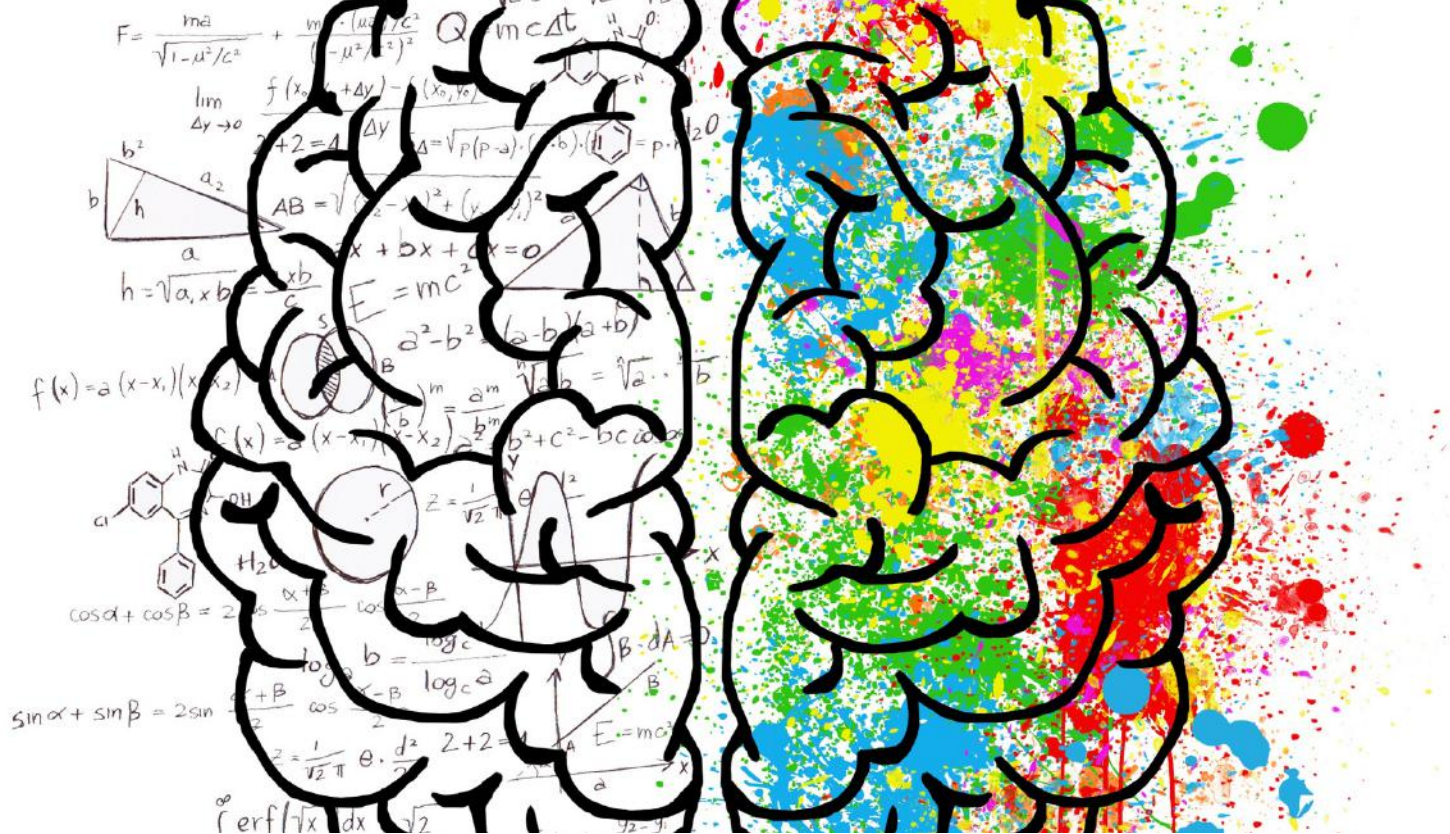
Year 12

Unit 3 – Gravity and relativity

Students investigate models of motion in gravitational, electric and magnetic fields to explain how forces act at a distance. They examine the theory of special relativity and the consequences of general relativity.

Unit 4 – Electromagnetism and modern physics

Students use the theory of electromagnetism to explain the production and propagation of electromagnetic waves and investigate how shortcomings in existing theories led to the development of the quantum theory of light and matter.



ATAR PSYCHOLOGY (PSY)

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

Year 11

Unit 1 – 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 – 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.

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

Year 12

Unit 3 – Memory and learning

Cognitive psychology is concerned with the process of how human beings develop understanding and apply this to the world in which they live. Memory and learning form core components of cognitive psychology. Various theories of memory and learning have been developed based on psychological research.

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

Unit 4 – Psychology of motivation, wellbeing and health

A key concern in psychology is developing the understanding of human cognition, emotion and behaviour to inform improvements in the wellbeing of individuals and groups in society. In this unit, students develop a psychological understanding of the relationship between motivation and wellbeing, and apply this to the development of effective strategies related to stress and sleep.

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

Technology -

ATAR/General Applied Information Technology,

ATAR/General Design,

ATAR/General Food Science and Technology,

General Children Family and the Community (List A),

General Engineering, General MDT Woodwork,

General MDT Metalwork





ATAR APPLIED INFORMATION TECHNOLOGY (AIT)

The AIT course provides students with the knowledge and skills to use a range of computer hardware and software to create, manipulate and communicate information in an effective, responsible and informed manner. Students develop an understanding of computer systems; the management of data; and the use a variety of software applications to investigate, design, construct and evaluate digital products and digital solutions. Students investigate client-driven issues and challenges, devise solutions, produce models or prototypes and then evaluate and refine the developed digital product and solution. The course offers pathways to further studies and a range of technology-based careers, and a set of skills that equip students for the 21st century and give them an appreciation of the impact of information technology on society.

Year 11

Unit 1 – Media information and communication technologies

This unit focuses on the use of digital technologies to create and manipulate digital media. Students use a range of applications to create visual and audio communications. They examine trends in digital media transmissions and implications arising from the use of these technologies.

Unit 2 – Digital technologies in business

This unit focuses on the skills, principles and practices associated with various types of documents and communications. Students identify the components and configuration of networks to meet the needs of a business. They design digital solutions for clients, being mindful of the various impacts of technologies within legal, ethical and social boundaries.

Year 12

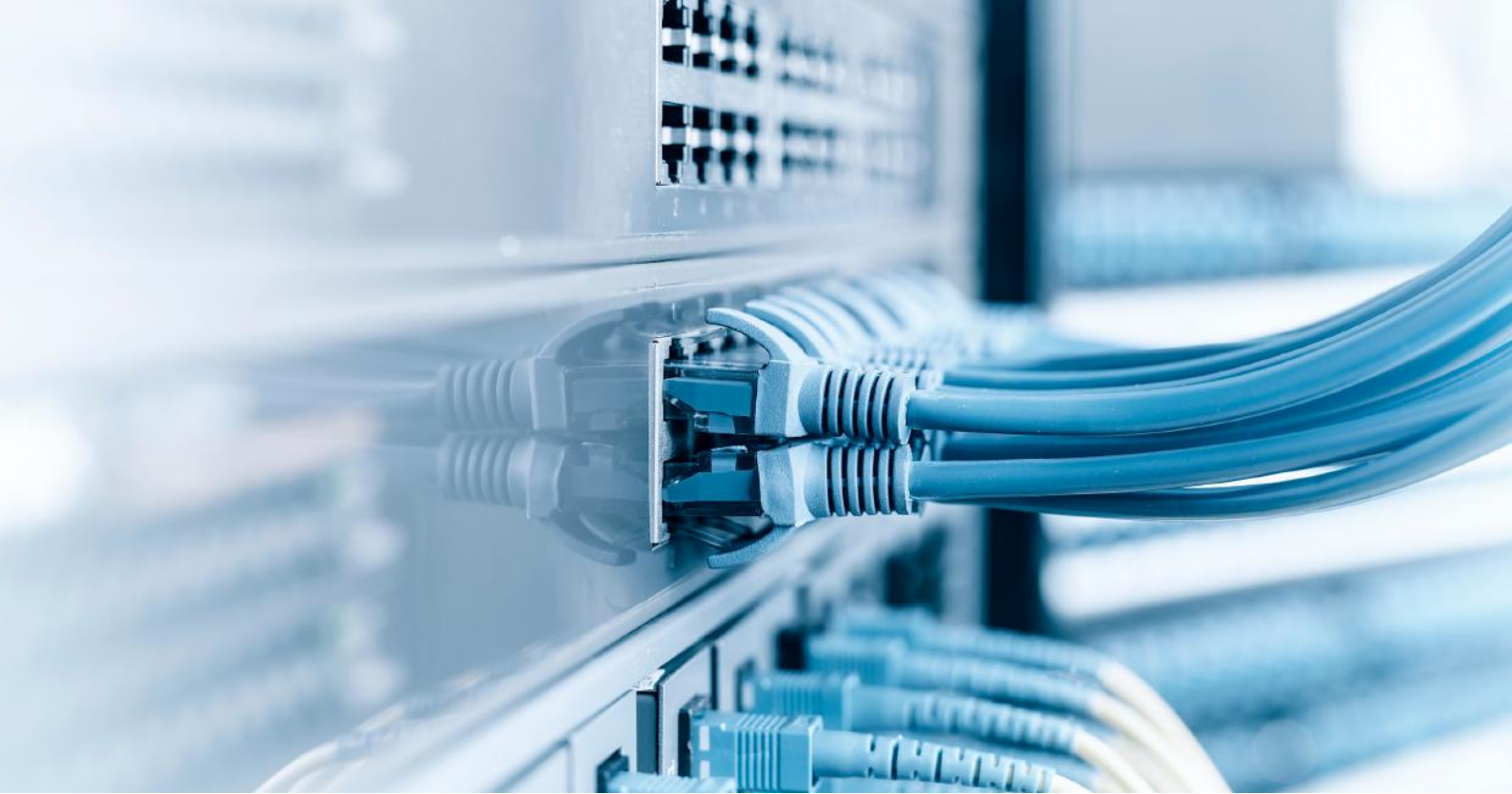
Unit 3 – Evolving digital technologies

This unit focuses on the use of applications to create, modify, manipulate, use and/or manage technologies. Students consider the nature and impact of technological change and the effect this has when creating products for a particular purpose and audience.

Unit 4 – Digital technologies within a global society

This unit focuses on the production of a digital solution for a particular client. Students undertake the management of data and develop an appreciation of the social, ethical and legal impacts of digital technologies within a global community.

<https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/technologies/applied-information-technology>



GENERAL APPLIED INFORMATION TECHNOLOGY (AIT)

The AIT course provides students with the knowledge and skills to use a range of computer hardware and software to create, manipulate and communicate information in an effective, responsible and informed manner. Students develop an understanding of computer systems; the management of data; and the use a variety of software applications to investigate, design, construct and evaluate digital products and digital solutions. AIT offers a set of skills that equip students for further studies and a range of technology-based careers and provides an appreciation of the impact of information technology on society.

Year 11

Unit 1 – Personal communication

The focus of this unit is to enable students to use technology to meet personal needs. Students develop a range of skills that enable them to communicate using appropriate technologies and to gain knowledge that assists in communicating within a personal context.

Unit 2 – Working with others

The focus of this unit is to enable students to use a variety of technologies to investigate managing data, common software applications and wireless network components required to effectively operate within a small business environment. They examine the legal, ethical and social impacts of technology within society.

Year 12

Unit 3 – Media information and communication technologies

The emphasis of this unit is on the use of digital technologies to create and manipulate digital media. Students use a range of applications to create visual and audio communications. They examine trends in digital media transmissions and implications arising from the use of these technologies.

Unit 4 – Digital technologies in business

The emphasis of this unit is on the skills, principles and practices associated with various types of documents and communications. Students identify the components and configuration of networks to meet the needs of a business. Students design digital solutions for clients, being mindful of the various impacts of technologies within legal, ethical and social boundaries.



ATAR DESIGN (DES)

In the Design course, students develop skills and processes for current and future industry and employment markets. Students 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. Design also emphasises the scope of design in professional industries allowing students to maximise university pathways.

Year 11

Unit 1 – Representational design

In this unit, students begin to experiment with various techniques for representation, such as sketching, drawing, photographing and prototyping, to communicate design ideas and Design Thinking. They are introduced to an iterative design process to create possible design outcomes.

Unit 2 – User-centred design

In this unit, students increase their understanding of design methodologies through the introduction to an iterative design process. They prototype and modify designs to test the impact on audiences and address practical outcomes for users.

Year 12

Unit 3 – Responsible design

In this unit, students become aware of the legal, ethical and environmental responsibilities of a designer as they focus on the development of useful, sustainable and/or ethical design forms.

Unit 4 – Influential design

In this unit, students learn how the communication of ideals, messages, information and values can influence opinion and attitudes.

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



GENERAL DESIGN (DES)

In the Design course, students develop skills and processes for current and future industry and employment markets. Students are equipped with the knowledge and skills to understand design principles and processes, analyse problems and devise innovative strategies through projects. Students can focus on contexts from a choice of photography, graphics, dimensional design and technical graphics. The course also emphasises the scope of design in trade-based industries allowing students to maximise vocational pathways.

Year 11

Unit 1 – Design fundamentals

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

Unit 2 – Personal design

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

Year 12

Unit 3 – Product design

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

Unit 4 – Cultural design

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

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

GENERAL ENGINEERING STUDIES (EST)

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

Year 11

Unit 1

In this unit, students develop an understanding of the engineering design process. They study and interpret a given design brief, learn a range of research skills and devising methods to develop concepts, then plan and communicate proposed solutions to the given design brief. They study core engineering theory and relevant theory of their chosen specialist area, and learn to integrate and use this knowledge to develop and present proposals for practical solutions.

Students calculate requirements, prepare drawings and produce lists of materials and components and then follow a given timeline to produce, test and evaluate the finished product.

Unit 2

In this unit, students focus on the topics of automation and technical innovation. They investigate engineering examples within these themes and the impact these technologies have on society. Students study and interpret a given design brief. They develop responses to the brief through a process that requires them to engage in a range of activities including: researching similar existing engineered products; sketching, drawing and annotating concepts; and choosing the preferred concept for production as a prototype or working model. Students finalise their chosen design by documenting its specifications in the form of appropriate drawings and lists of materials and components. They follow a given timeline to undertake tasks required to produce, test, and evaluate the product. Core and specialist area theory continues to be studied to forge greater understanding of the scientific, mathematical and technical concepts that explain how engineered products function.

Year 12

Unit 3

In the development of an engineering project, students study core engineering theory and theory in their chosen specialist area. They develop an understanding of the different forms of energy, uses of these different forms and sources of renewable and non-renewable energy. In this unit, students also develop a greater understanding of the engineering design process and learn and apply more complex theory and understanding to a student developed design brief. Given guidelines and a context, students develop and respond to the design brief, through a process that requires them to investigate existing products, construction materials and components. Design ideas are developed through annotated sketches and concept drawings. Students select and analyse the most suitable concept for production as a prototype or working model.

Students finalise their chosen design by documenting its specifications in the form of appropriate orthographic drawings and lists of materials and components. They calculate the cost of the prototype or model. They then follow a given timeline to undertake the tasks required to produce, test and evaluate the product.

Unit 4

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

Students refine their understanding of the engineering design process. Students develop a design brief and respond to the brief through a process that requires them to engage in a range of activities, and investigate construction constraints, materials and components. Design ideas are developed through annotated sketches and concept drawings. Students select and analyse the most suitable concept for production as a prototype or working model.



ATAR FOOD SCIENCE AND TECHNOLOGY (FST)

The FST course 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. The effect of under-consumption and over-consumption of nutrients on health, and diet-related health conditions that affect individuals and families, are examined. Recipes and processing techniques are trialled and adapted to develop food products, which are assessed for suitability and end use. Students examine influences on the supply of food, and issues associated with food safety, security and sustainability. Biotechnology, genetic modification processes, food consumption patterns, and issues of food diversity and equity in Australian society are reviewed. The food and allied health sectors represent a robust and expanding area of Australian and global employment markets.

Year 11

Unit 1 – Food science

In this unit, students explore how sensory, physical and chemical properties influence the selection, use and consumption of raw and processed foods. Using scientific methods, they examine the functional properties, which determine the performance of food. Students explore societal and economic issues and lifestyles that influence food choices.

Unit 2 – The undercover story

This unit focuses on food spoilage and contamination and explores reasons for preserving food. Students investigate food processing techniques and preservation principles. They consider the laws and regulations that determine the way food is safely preserved, packaged, labelled and stored.

Year 12

Unit 3 – Food diversity and equity

This unit focuses on the relationships between food science and technology, food consumption patterns and issues of food diversity and equity in Australian society. Students investigate biotechnology and the process of genetic modification and determine the benefits and risks involved. They analyse factors that influence food selection, including advertising and marketing practices. Influences on the development and production of functional foods, food products, services and systems are examined.

Unit 4 – The future of food

In this unit, students explore how food production systems can provide a sustainable supply of food for current and future world populations. They examine technologies that create innovative food products and investigate influences on global food supply, unequal distribution of food resources and consequences of global food inequity. Influence of food innovation in the development of food products and the impact of food availability, selection, consumption and the nutritional value of food for specific demographic groups are investigated.



GENERAL FOOD SCIENCE AND TECHNOLOGY (FST)

FST 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 consumer and producer requirements. Principles of dietary planning, adapting recipes, and processing techniques, are considered for specific nutritional needs 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 areas that include nutrition, health, food and beverage manufacturing, food processing, community services, hospitality and retail.

Year 11

Unit 1 – Food choices and health

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

Unit 2 – Food for communities

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

Year 12

Unit 3 – Food science

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

Using scientific methods, students examine the functional properties that determine the performance of food and apply these in the planning and preparation of food products and processing systems.

Unit 4 – The undercover story

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

GENERAL MATERIALS DESIGN AND TECHNOLOGY: WOODWORK (MDTW)

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

Year 11

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.

Year 12

Unit 3

Students develop an understanding of the elements and fundamentals of design and consider human factors involved in the design, production and use of their projects. They develop creative thinking strategies and work on design projects within specified constraints. Students learn about the classification and properties of a variety of materials and make appropriate materials selection for design needs.

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

Unit 4

Students learn about the nature of designing for a client, target audience or market. Students apply an understanding of the elements and fundamentals of design and consider human factors involved in their design projects. Students learn about the nature, properties and environmental impacts related to a variety of materials and production techniques. They develop creative thinking strategies, work on design projects within specified constraints and consider the environmental impacts of recycling of materials.

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

GENERAL MATERIALS DESIGN AND TECHNOLOGY: METALWORK (MDTM)

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

Year 11

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.

Year 12

Unit 3

Students develop an understanding of the elements and fundamentals of design and consider human factors involved in the design, production and use of their projects. They develop creative thinking strategies and work on design projects within specified constraints. Students learn about the classification and properties of a variety of materials and make appropriate materials selection for design needs.

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

Unit 4

Students learn about the nature of designing for a client, target audience or market. Students apply an understanding of the elements and fundamentals of design and consider human factors involved in their design projects. Students learn about the nature, properties and environmental impacts related to a variety of materials and production techniques. They develop creative thinking strategies, work on design projects within specified constraints and consider the environmental impacts of recycling of materials.

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



GENERAL CHILDREN, FAMILY AND THE COMMUNITY (CFC)

The Children, Family and the Community General course focuses on factors that influence human development and the wellbeing of individuals, families and communities. Students explore the health of individuals and communities and the protective and preventative strategies that impact on growth and development. Students engage in shared research, examine goal setting, self-management, decision making, communication and cooperation skills when creating products, services or systems that will assist individuals, families and communities to achieve their needs and wants. Contemporary Australian issues or trends relating to families and communities at the state and national level are examined in practical ways.

Year 11

Unit 1 – Families and relationships

This unit focuses on family uniqueness. Students examine the role of families and the relationships between individuals, families and their communities.

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

This unit focuses on families, relationships and living in communities. The influence of biological and environmental factors, lifestyle behaviours and health status on growth and development is studied. Students explore the health of individuals and communities and the protective and preventative strategies that impact on growth and development.

<https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/technologies/children,-family-and-the-community>

Year 12

Unit 3 – Building on relationships

In this unit, students investigate the principles of development and how these relate to the domains and theories of development.

Students examine and evaluate the features of products, services and systems for individuals and families. They examine the diverse and dynamic nature of families in Australia. They recognise and acknowledge cultural diversity, and inequity and injustice issues.


Students develop effective self-management and interpersonal skills to recognise and enhance personal relationships, enabling them to take active roles in society.

Unit 4 – My place in the community

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

Students examine developmental theories and their influence on cognitive development.

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



**Visual Arts -
ATAR/General Visual
Arts (List A)**



ATAR VISUAL ARTS (VAR)

In the Visual Arts course, students engage in traditional, modern and contemporary media and techniques within the broad areas of art forms, while becoming increasingly aware of their individual areas of strength and preferred studio area. The course promotes innovative practice and critical thinking skills. Students are encouraged to explore and represent their ideas in artworks and writing and gain an awareness of the role that artists and designers play in reflecting, challenging and shaping societal values. The course allows students to develop aesthetic understandings and a critical awareness to appreciate and make informed evaluations of art through their engagement of their own art practice and the work of others. VAR study provides opportunities for students to develop problem solving techniques and creative, lateral thinking skills necessary for success in future work environments.

Year 11

Unit 1 – Differences

The focus of this unit is differences. Students consider differences arising from cultural diversity, place, gender, class and historical period in their art making and interpretation. Students recognise that visual artwork is subject to different interpretations and appreciate that informed responses should take into account the varying contexts within which a work of art is created. They develop awareness of styles of representation, examining distinctly individualistic approaches of artists in different times and places.

Unit 2 – Identities

The focus of this unit is identities. Students explore concepts or issues related to personal, social, cultural or gender identity in their art making and interpretation. Response to artwork stimulates insights, encourages deeper understandings, and challenges preconceived ideas. Students develop an awareness of how the visual arts may be both socially confirming and questioning, analyse their own cultural beliefs and values and develop deeper understandings of their own personal visual arts heritage.

Year 12

Unit 3 – Commentaries

In this unit, students engage with the social and cultural purposes of art making and interpretation. The focus is on commentaries. Students research artwork providing critical comment on the meaning, purpose and values communicated. They examine their own beliefs and consider how the visual arts have reflected and shaped society in different times and places.

Unit 4 – Points of view

In this unit, students identify and explore concepts or issues of personal significance in art making and interpretation. The focus is on points of view. Students investigate a range of solutions using visual language and document the progressive resolution of thinking and working practices. Skills, techniques and processes are combined in the pursuit of new art forms, innovation and personal style.

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



GENERAL VISUAL ARTS (VAR)

In the VAR course, students focus on the practical aspects of making art and applying the elements and principles to create effective artworks. The course provides opportunities for students to explore art, both traditional and modern, using a variety of media and techniques within the art forms. The course aims to promote innovative practice and problem-solving skills. 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. They learn to respond to and appreciate the work of other artists, while engaging in their own art practice. The course is particularly suitable as a way of developing a Visual Arts portfolio for further study of the Visual Arts at TAFE, University. The course provides opportunities for students who wish to pursue their own art practice beyond school, while also allowing them to develop skills and understandings necessary for work within the areas of Arts administration and community arts, in addition to supporting a vast array of complementary work environments.

Year 11

Unit 1 – Experiences

The focus for Unit 1 is experiences. Students base art making and interpretation on their lives and personal experiences, observations of the immediate environment, events and/or special occasions.

Unit 2 – Explorations

The focus for Unit 2 is explorations. Students explore ways to generate and develop ideas using a variety of stimulus materials and explorations from their local environment in their art making and interpretation.

Year 12

Unit 3 – Inspirations

The focus for Unit 3 is inspirations. Students become aware that artists gain inspiration and generate ideas from diverse sources, including what is experienced, learned about, believed in, valued, imagined or invented.

Unit 4 – Investigations

The focus for Unit 4 is investigations. Students explore and develop ideas for art making and interpretation through the investigation of different artists, art forms, processes and technologies.

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

Religion and Life - Religion and Life ATAR/General (List A)





ATAR RELIGION AND LIFE (REL)

The Religion and Life ATAR course explores the relationship between religion, society and individuals. It provides students with opportunities to critically examine one or more religions to develop a deeper understanding of the nature and influence of religion and the role it plays in shaping human experience. In this course, students can expect to study one or more religions, focusing on their beliefs and practices. They will explore the characteristics of religion, their origins, foundations, social influence and development over time, whilst critically analysing the role religion has in society. By studying the course, students gain insight into the challenges and opportunities religions face in modern society. Students develop critical thinking and analytical skills by engaging with diverse perspectives, enabling them to evaluate religious traditions within broader social and historical contexts. They refine their ability to interpret and assess primary and secondary sources in order to foster an educated and reflective approach to understanding religion's role in contemporary life. By studying the course, students will acquire the knowledge and skills which will empower them to navigate and contribute to discussions on ethical, social and cultural issues influenced by religion. Understanding the interplay between religion and life enhances students' ability to engage meaningfully in an increasingly diverse and pluralistic society. The study of the Religion and Life ATAR course is valuable for careers in theology, sociology, anthropology and international relations, as well as careers requiring cultural awareness and ethical reasoning."

Year 11

Unit 1

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

Unit 2

The focus of this unit is religious identity and purpose. It investigates how religion shapes, forms and supports people in life. The unit also examines how religion impacts on and interacts with, groups in society. Students develop the skills required for conducting an inquiry, processing information, and communicating findings about the interplay between religion and life.

Year 12

Unit 3

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

Unit 4

The focus for this unit is the interplay between religion and life. Students explore how religion responds to, and interacts with, issues that arise within society. They further develop research skills for conducting an inquiry, processing information, and communicating findings about the interplay between religion and life.



GENERAL RELIGION AND LIFE (REL)

The Religion and Life General course provides students with opportunities to learn about religion and explores ways in which religion interacts with people and their communities. In this course, students can expect to study one or more religions, exploring their characteristics, ways of life, foundation and development. Through the development and use of course skills, students examine the nature and influence of religion. They consider the role religion plays in human affairs and explore issues of concern to religion. Students develop vital research skills and learn how to investigate a range of primary and secondary sources, enabling them to cultivate and communicate an informed understanding of the role religion plays in society. Additionally, students refine their ability to identify, discuss and reflect on different viewpoints about religion and its place in the lives of people and society. The course develops the knowledge and skills necessary to enable students to engage thoughtfully with religious and cultural diversity within their communities. Students gain an understanding of how religion influences individuals and societies, allowing them to participate in discussions on ethical and social issues with greater awareness and sensitivity. The study of the Religion and Life General course is valuable for careers that require an understanding of cultural diversity, ethics and social engagement such as community development, teaching, journalism and advocacy.

Students will study this course as 1 period a week across Year 11 and 12. Completing Unit 1. This provides 1 Unit of Study.

Unit 1

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

<https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/humanities-and-social-sciences/religion-and-life>

PREREQUISITES

Year 11 Course	Year 10 Minimum Prerequisites
Accelerated Indonesian	Completion of Indonesian Year 10
Accounting and Finance ATAR	Advanced HASS 60%, Standard HASS 65%
Applied Information Technology ATAR	None, Applied Information Technology desirable
Applied Information Technology General	None, Applied Information Technology desirable
Biology ATAR	Standard and Advanced Biological Sciences 65%
Business Management and Enterprise	None, Business Management desirable
Careers and Employability General	None, Careers and Enterprise desirable
Certificate II in Applied Languages: Indonesian	None
Certificate II in Creative Industries	None, Dance or Drama desirable
Certificate III in Events	Successful completion of Certificate II Creative Industries
Certificate II in Music	Music success, band/ensemble participation and tuition recommended
Certificate II in Sport Coaching	Standard English and Mathematics 50% desirable
Certificate II in Workplace Studies	None, Year 10 Business Management desirable
Chemistry ATAR	Standard and Advanced Physical Sciences 65%, strong mathematical background essential
Chemistry General	Science 50% desirable
Children, Family and the Community General	None, Children Family and Community desirable
Dance ATAR	Studies of Dance recommended
Dance General	None, study of Dance desirable
Design ATAR	None, Design desirable
Design General	None, Design desirable
Drama ATAR	Drama Recommended
Drama General	None, study of Drama desirable
EAL/D ATAR	Meets SCSA eligibility application
Economics ATAR	Advanced HASS 60%, Standard HASS 65%
ECU UniPrep in Schools	Standard English 65%, starts End of Term 4 of Year 11

COURSE PREREQUISITES

Year 11 Course	Year 10 Minimum Prerequisites
English ATAR	Advanced 65% and Standard English 70%
English General	Achievement of OLNA Category 2 in Reading and Writing
English Foundation	Has not progressed beyond OLNA Category 1 in Reading and Writing
Engineering Studies General	None, Engineering Studies desirable
Food Science Technology ATAR	None, Food Science Technology desirable
Food Science Technology General	None, Food Science Technology desirable
Geography ATAR	Advanced HASS 60%, Standard HASS 65%
Geography General	None, interest in HASS desirable
Health Studies ATAR	Standard English 60%
Health Studies General	Standard English 50% desirable
History: Modern General	Standard HASS 55% desirable
History: Modern ATAR	Advanced HASS 60%, Standard HASS 65%
Human Biology ATAR	Standard and Advanced Biological Sciences 65%
Human Biology General	Science 50% desirable
Indonesian ATAR	NA
Indonesian General	NA
Literature ATAR	Advanced English 65%, Standard English 70%
Marine and Maritime Studies General	Science 50%, Year 10 Marine Studies Desirable
Materials Design Technology: Woodwork General	None, Woodwork an excellent basis
Materials Design Technology: Metalwork General	None, Metalwork an excellent basis
Mathematics Applications	Standard Mathematics 60%
Mathematics Essential	NA
Mathematics Methods	Advanced Mathematics 65%, and Standard Mathematics 75%
Mathematics Specialist	Advanced Mathematics 65%, with Mathematics Methods
Music ATAR	Music Success, band/ensemble participation and tuition recommended

COURSE PREREQUISITES

Year 11 Course	Year 10 Minimum Prerequisites
Outdoor Education General	Outdoor Education desirable, must meet swimming competency component
Physical Education Studies ATAR	Standard Science 50%
Physical Education Studies General	Standard English 50%, and an interest in Physical Activity desirable
Physics ATAR	Standard and Advanced Physical Sciences 65%, strong mathematical background essential
Politics and Law ATAR	Advanced HASS 60%, Standard HASS 65%
Psychology ATAR	Standard and Advanced Sciences 65%
Religion and Life ATAR	Standard English 65%
Religion and Life General	NA
Trade Pathway	Strong work ethic, good standing in behaviour. Responsible student who can self-manage and work independently.
Visual Arts ATAR	Visual Arts 60% desirable, strong English background recommended
Visual Arts General	NA
School Based Certificate Courses	NA

NB. Students are encouraged to speak with Heads of Department regarding eligibility for courses.



ANGLISCHOOLS INTERNATIONAL

[Further Information: Ms Lorrelle Fortune](#)

AngliSchools International delivers programmes within a virtual classroom environment available to students within AngliSchools. Students are provided with opportunities to engage in ATAR courses currently unavailable within their School. Students gain course recognition from SCSA and credit towards their WACE.

The courses include:

- Year 11 – English as an Additional Dialect/Language
- Year 12 – English as an Additional Dialect/Language
- WAUFP courses for students whose background language is not English
- Curtin Uni Ready in Year 12 (fees apply)

AngliSchools International helps to prepare students for life beyond the school classroom, as an increasing number of tertiary education providers and workplaces rely on digital technology for the delivery of learning content and professional practices. All courses run within AngliSchools International will follow a hybrid teaching model. This provides an environment and learning experience comparable to a tertiary environment and enables a 'soft' introduction and familiarisation to this style of engagement.

AngliSchools International courses are delivered through key Microsoft learning platforms. Specifically, this will entail Microsoft Teams and Class Notebook. Other remote learning platforms may be utilised for specific tasks in certain courses. Students remain enrolled through their school with reporting and assessments being undertaken by their course teachers and delivered back via their school once per semester. Students in AngliSchools International will receive a separate AngliSchools International report detailing results of the course they have undertaken.

Students who are eligible to take AngliSchools International courses should liaise in the first instance with the Dean of Teaching and Learning.

ATAR ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT (EAL/D)

The English as an Additional Language or Dialect (EAL/D) ATAR course focuses on language learning and the explicit teaching of the structure, linguistic features and sociolinguistic and sociocultural aspects of Standard Australian English (SAE). Through close study of language and meaning, students of English as an Additional Language or Dialect explore how learning in and through English language and literature influences their own and others' personal, social and cultural identities.

Students develop skills that enable them to use different registers of spoken and written SAE so they can communicate effectively in a range of contexts and for a variety of purposes to become effective cross-cultural users of language and dialect. In the Western Australian context, the English as an Additional Language or Dialect ATAR course makes specific provision for the development of SAE by users of Aboriginal English (AE) in a bi-dialectal approach based on the growing understanding of Aboriginal English as a marker of identity and deep level cultural conceptualisations.

This course is delivered remotely by ASC International Please refer to ASCI information provided in this document and contact the Associate Principal Teaching & Learning in the first instance.

Year 11

Unit 1

Unit 1 focuses on investigating how language and culture are interrelated and expressed in a range of contexts. A variety of oral, written and multimodal texts are used to develop understanding of text structures and language features. The relationship between these structures and features and the context, purpose and audience of texts is explored. The unit will enhance students' confidence in creating texts for different purposes and across all language modes in both real and imagined contexts. It will broaden their understanding of the sociocultural and sociolinguistic elements of SAE and develop skills for research and further academic study.

Unit 2

Unit 2 focuses on analysing and evaluating perspectives and attitudes presented in texts and creating extended texts for a range of contexts. SAE language skills for effective communication in an expanding range of contexts are consolidated. The use of cohesive text structures and language features is developed. The unit focuses on developing planning and editing skills to create extended oral, written and multimodal texts. Attitudes, values and culturally based assumptions within texts are identified, analysed and compared. Strategies for collecting, analysing, organising and presenting ideas and information are refined.

Year 12

Unit 3

Unit 3 focuses on analysing how language choices are used to achieve different purposes and effects in a range of contexts. SAE language skills are developed so that they can be used to describe, inform, express a point of view and persuade for different purposes and audiences. The ways in which language choices shape meaning and influence audiences are explored through the study and creation of a range of oral, written and multimodal texts. The representation of ideas, attitudes and values and how these vary across cultures and within different contexts, particularly the Australian context, is analysed and evaluated. Effective and independent research skills are consolidated throughout the unit.

Unit 4

Unit 4 focuses on analysing, evaluating and using language to represent and respond to issues, ideas and attitudes in a range of contexts. By extending and consolidating language and communication skills, critical use of SAE for a range of contexts, purposes and audiences is developed. Independent and collaborative investigation and analysis are used to explore how language and texts achieve specific purposes and effects. Extended oral, written and multimodal texts and presentations are created, adapted and refined for a variety of contexts, purposes and audiences. Effective research strategies and referencing protocols are used to present ideas, information, conclusions, arguments and recommendations.



GENERAL ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT (EAL/D)

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

Year 11

Unit 1

Unit 1 focuses on responding to and creating extended texts in familiar contexts in SAE. By using the language modes, students engage with familiar and some unfamiliar texts, including literary texts. Language skills for effective communication in SAE in most social, familiar and some community situations are developed. The unit will enable students to create extended oral, written and multimodal texts with a degree of accuracy in structure, language and register. Strategies for collecting, organising and presenting ideas and information continue to be developed.

Unit 2

Unit 2 focuses on responding to and creating connected extended texts in personal, social, community and workplace contexts in SAE. The ability to use SAE language skills to communicate for a range of purposes is evident in the creation of oral, written and multimodal texts required in the workplace and some academic contexts. Some cultural assumptions are explored and explained through the study of a variety of texts, including popular and literary texts. Strategies for collecting, organising and presenting ideas and information are consolidated.

Year 12

Unit 3

Unit 3 focuses on investigating how language and culture are interrelated and expressed in a range of contexts. A variety of oral, written and multimodal texts are used to develop understanding of text structures and language features. The relationship between these structures and features and the context, purpose and audience of texts is explored. The unit will enhance students' confidence in creating texts for different purposes and across all language modes in both real and imagined contexts. It will broaden their understanding of the sociocultural and sociolinguistic elements of SAE and develop skills for work and further study.

Unit 4

Unit 4 focuses on analysing and evaluating perspectives and attitudes presented in texts and creating extended texts for a range of contexts. SAE language skills for effective communication in an expanding range of contexts are consolidated. The use of cohesive text structures and language features is developed. The unit focuses on developing planning and editing skills to create extended oral, written and multimodal texts. Attitudes, values and culturally based assumptions within texts are identified, analysed and compared. Strategies for collecting, analysing, organising and presenting ideas and information are refined.



FURTHER INFORMATION

Should you require any additional subject selection information, please contact a staff member below:

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Larry Parkes	lparkes@pmacs.wa.edu.au	Careers and Pathways Coordinator

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PETER MOYES
ANGLICAN COMMUNITY SCHOOL

PART OF **AngliSchools**