BOB HAWKE COLLEGE

Endeavour

YEAR 11 & 12 COURSE GUIDE

Extraordinary Together

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ACKNOWLEDGEMENT OF WHADJUK NOONGAR BOODJA

We acknowledge the traditional owners past and present and emerging leaders of Whadjuk Noongar country. We acknowledge that Bob Hawke College is situated on Whadjuk Noongar land

in a place of great cultural and spiritual significance. The country in this area is known as Wandaraguttagurrup. The lakes around this area, including Lake Jualbup, Jolimont Swamp, Lake Monger, Hyde Park Lake, Blackadder Lake and Lake Herdsman were all hunting and gathering

places and some remained camps well into the twentieth century. These were linked together by the dreaming trail known as the Yakkan Bidi – the Turtle Trail. Noongar people walked this trail in search of turtles for food from each of these lakes.

Ngulla katidjin nidja Whadjuk Noongar boodja kura yeye boorda boorda.
We are learning here on Whadjuk Noongar land past, present, and future.

This is Elder Neville Collard's interpretation of the Noongar language used in this document. Bob Hawke College acknowledges Neville's contribution to our aspiration to be a culturally inclusive College.

Foreword

Welcome to the Class of 2028 Year 11 and 12 Course Guide.

Every crossroad in life should be viewed as a renewed opportunity, rather than a change to be feared. For many of you, this will be the first time you have had the space and coaching to truly consider the future beyond school. For many, this will be the chance you have been waiting for over many years and you are keen to get started.

At Bob Hawke College we offer a range of course and pathways, tailored to meet the needs of students. There are three distinct pathways:

- Workforce Bound
- University Bound
- TAFE Bound

While these pathways adhere to a range of criteria, they are in no way intended to add “labels” to students or restrict their post-school options. On that front, we enter Year 11 and 12 committed to partnering with students on their pathways and progress to ensure they are on track and are enabling the destinations they desire.

It should also be pointed out that the college in no way privileges any of the three pathways above others. Each pathway is in place because it provides an authentic suite of subject offerings to unlock future studies, workforce and training opportunities.

The Course Outlines include a summary of success indicators, a Unit Overview and the types of assessments studnets will complete for each course.

Our planning for these courses has been influenced strongly by research and systemic requirements to ensure that students progress toward their planned career destinations. Importantly, the Course Guide is just the start of the journey, which is supported by a strong course counselling process, a college-based careers unit and a Year 10 CREW program focussed on supporting students to make decisions for the next stage of their education journey.

Our structure for Year 11 and 12 recognises that life, learning and work are inter-connected elements of a career, that student career intentions will change over time and that appropriate amounts of challenge are an important part of learning.

Most importantly, our career pathway planning, course counselling and ongoing student course support is founded on the principles of students accessing the greatest amount of choice possible and empowering them to inform that choice confidently through knowledge.

I look forward to sharing the next part of the journey with students, families and staff through this process.

Rohan Smith
Principal
Bob Hawke College

Key Terms

ATAR (Australian Tertiary Admission Rank) general design

An ATAR is calculated using the school assessment and the student's best four scaled course sores, plus bonuses where applicable. The ATAR is used to determine eligibility for university entrance. (Australia wide)

ATAR course (subject)

An ATAR course is offered in Years 11 and 12. The Year 11 course consists of Units 1 and 2 and the Year 12 course consists of Units 3 and 4. Year 12 ATAR courses are examined by the School Curriculum and Standards Authority (SCSA) at the completion of Year 12.

Course (often referred to as a subject)

A course is a program of study in a particular subject offered at two year levels. It consists of a Year 11 syllabus, comprising of Units 1 and 2 and a Year 12 syllabus, comprising Units 3 and 4.

Endorsed Programs

Endorsed programs provide access to areas of learning not covered by WACE courses or vocational education and training (VET) programs. They are delivered in a variety of settings by schools, workplaces, universities and community organisations. These programs contribute to the WACE by being awarded Unit Equivalence.

Externally Set Task (EST)

An externally set task (EST) is conducted for each General course in Year 12. The EST is compulsory for all students enrolled in Units 3 and 4. All ESTs are set by SCSA. An EST is conducted under exam conditions generally in Semester One exams.

General Course (subject)

A General course is offered at two year levels, each with its own syllabus. The Year 11 syllabus comprises Units 1 and 2, and Year 12 syllabus comprises Units 3 and 4. General courses are designed for students who are typically aiming to enter further vocationally based training or the workforce directly from school.

Grades

Grades indicate the level of the student's performance: A (highest), B, C, D and E.

National Assessment Program - Literacy and Numeracy (NAPLAN)

In Western Australia, students who prequalify through reading, writing and numeracy components of Year 9 NAPLAN are deemed to have demonstrated the literacy and numeracy standard for the WACE.

Online Literacy and Numeracy Assessment (OLNA)

The OLNA assesses skills described in Levels 1–4 of the Australian Core Skills Framework. The skills described are those regarded as essential for individuals to meet the demands of everyday life and work. Demonstrating the literacy and numeracy standard is one requirement for achieving a WACE.

NOTE ACARA has provided a cut point score for each of the NAPLAN reading, writing and numeracy assessment areas that corresponds with the reading, writing and numeracy standards required to demonstrate the WACE literacy and numeracy standard. For each assessment area, students who are at or exceed the determined/ required cut point score are considered to have prequalified for that standard, and hence do not need to sit the corresponding component of the OLNA.

Registered Training Organisation (RTO)

An RTO is an organisation that delivers, assesses, certifies and quality assures a nationally recognised VET qualification. An RTO may be a school, a private training provider, or a TAFE. All RTOs operate under the various elements of the national training system.

Subject

A subject is a discrete area of study within a particular learning area. A subject is delivered in the form of ATAR and General courses. The different courses fulfil different purposes and emphasise different aspects of the subject.

VET (Vocational Education and Training)

Vocational education and training enables students to acquire workplace skills through nationally recognised training described within an industry developed training package or accredited course. It is important to note that they are assessed differently to ATAR and General courses, which are grades, all Nationally Recognised Qualifications use Competency Based Assessment. Each Qualification is made up of Unit of Competence (UOC) and a student must demonstrate competence (an explicit standard set out within the Training Package) in all UOC's to achieve the Qualification.

Due to the method of Competency Based Assessment, a grade is not allocated by a teacher. For this to contribute to WACE, SCSA awards Unit Equivalence. They are awarded as follows:

- Certificate II is equivalent to two Year 11 and two Year 12 units.
- Certificate III+ is equivalent to two Year 11 units and four Year 12 units.

VETDSS (VET courses Delivered to Secondary Students)

VETDSS refers to Nationally Recognised Qualifications that students can undertake off site from BHC. Students complete their training with an RTO and can often be off site for 1 day a week. Please refer to Page 10 or more information.

WACE (Western Australian Certificate of Education)

The Western Australian Certificate of Education (WACE) is awarded by the School Curriculum and Standards Authority to students in Western Australia on successful completion of their senior secondary education. WACE requirements may change over time and students studying towards the achievement of the WACE after they leave school will be required to meet the WACE requirements current at the time of the completion of their studies.

WASSA (Western Australian Statement of Student Achievement)

A Western Australian Statement of Student Achievement (WASSA) is issued to all Year 12 students at the completion of their secondary schooling. The WASSA lists all courses and programs that a student has completed.

The WASSA formally records, as relevant:

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

Students will receive a WASSA if you have completed any of the listed units, courses, programs or achievements.

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WACE Requirements 2022 and beyond

View further resources at School Curriculum and Standards Authority website.

1 GENERAL REQUIREMENTS

Students must:

- demonstrate a minimum standard of literacy and a minimum standard of numeracy
- complete a minimum of 20 units, or equivalents as described below
- complete:
  - at least four Year 12 ATAR courses, 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.

2 LITERACY AND NUMERACY STANDARD

- For the WACE literacy and numeracy standard you may: prequalify through the reading, writing and numeracy tests of the Year 9 National Assessment Program – Literacy and Numeracy (NAPLAN), or;
- demonstrate the minimum standard of literacy and numeracy by successfully completing the relevant components of the Online Literacy and Numeracy Assessment (OLNA) in Year 10, 11 or 12.

3 BREADTH AND DEPTH

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

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

4 ACHIEVEMENT STANDARD

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

5 UNIT EQUIVALENTS

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

Reviewing Text Types & Forms

University Admission Information

Tertiary Institutions Service Centre (TISC) was set up to simplify the application process for students wishing to attend university.

Full details regarding individual university entrance requirements and processes are available from the TISC website: www.tisc.edu.au. You and your parents should access the latest information from this website (updated in June of each year).

Students wishing to enter University in 2028 will usually need to:

1. **Achieve the Western Australian Certificate of Education (WACE)** as prescribed by the School Curriculum and Standards Authority. Please refer to the information provided on the previous page.

2. **Attain competence in English as prescribed by the individual universities**
   For university admission purposes, usually you demonstrate competence in English by achieving the prescribed standard in one of the Year 12 courses: English ATAR, Literature ATAR or English as an Additional Language/Dialect (EAL/D) ATAR.

   You can meet the competence in English requirement with Year 12 results obtained in any calendar year.

   English as an Additional Language/Dialect ATAR can only be taken by students who meet eligibility criteria set by the School Curriculum and Standards Authority. If English as an Additional Language/Dialect ATAR is not available at your school, you should take English ATAR course and also contact the universities for details about alternative acceptable English tests.

   If you intend to study a General English course in Year 11 and 12 and want to go to university, remember that restrictions may apply to people under 20 years of age wishing to sit STAT for English competency. Permission from a university may be required. TISC considers ATAR English courses (including Literature and EAL/D) to provide the best preparation for the academic demands of university courses.

3. **Obtain a sufficiently high ATAR/Selection Rank for entry to a particular course**
   The Australian Tertiary Admission Rank is the basis of admission to most university courses. You are ranked in order of merit based on your ATAR.

   The ATAR ranges between zero and 99.95. It reports your rank relative to all other WA students of Year 12 school leaving age and considers the number of students with a Tertiary Entrance Aggregate (TEA) as well as the number of people of Year 12 school leaving age in the population of this state. An ATAR of 75.00 indicates that you have an overall rating equal to or better than 75% of the Year 12 school leaving age population in Western Australia.

   The ATAR is calculated using scaled scores in ATAR courses.

4. **Satisfy any prerequisites or special requirements for entry to particular courses**
   Make sure that you satisfy the prerequisites for admission to the university course of your choice. Prerequisites are courses or special requirements that must be successfully completed for entry to particular university courses.

   Generally, a scaled score of 50 or more in an ATAR course is required for prerequisite purposes. See individual university course entries which follow for details.

   Prerequisites may be satisfied by results from the current year or previous four years.

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

For students who are looking to enter University through alternative pathways are encouraged to seek information from the individual universities' websites. The methods of entry vary significantly between each University. Connections will be made with universities throughout Years 11 and 12 to enable students to seek answers they may need or by heading to the TISC website at: https://www.tisc.edu.au/static/guide/alternative-entry-unis.tisc.

TAFE Information

TAFE ENTRANCE REQUIREMENTS

TAFE offers various levels of courses to accommodate the needs of students from Skills Sets to Advanced Diploma Qualifications. The length of these courses vary according to the level of study selected.

Subjects at TAFE are deemed either competitive or non-competitive. Applicants for non-competitive Subjects need to demonstrate minimum literacy and numeracy skills or AQF (Australian Qualifications Framework) qualification levels. Applicants for competitive Subjects need to demonstrate minimum literacy and numeracy skills or AQF qualification levels and respond to selection criteria.

For specific details on TAFE Entrance requirements please see http://www.fulltimecourses.tafe.wa.edu.au/

TAFE PATHWAYS TO UNIVERSITY

TAFE training is designed to provide students with a variety of pathway options including further study at university. Graduating from TAFE or another Australian Qualification Framework (AQF) provider can qualify students for entry to certain Universities and Subjects.

Many students who didn't successfully complete Year 12 or generate an ATAR, use it as a stepping stone to university.

For further information see http://www.northmetrotafe.wa.edu.au/futurestudents/unipathways or http://www.southmetrotafe.wa.edu.au/futurestudents/unipathways or visit University Websites.

PRE-APPRENTICESHIP COURSES

A pre-apprenticeship is a course that prepares you for entry into an apprenticeship by providing you with the basic skills in that particular trade. Pre-apprenticeship courses usually take six months and can lead to an apprenticeship offer. Industry and businesses often contact TAFE and other Registered Training Organisations towards the end of the course to offer apprenticeships to those students who have shown ability.

Entry into a pre-apprenticeship course is by the same method as enrolling for any other course offered by TAFE. There are often more applicants than places in courses and interviews are often conducted. Applicants are informed if they have been successful by the end of January (first semester) or end of June (second semester).

A large number of Registered Training Organisations also assist and delivering Pre-Apprenticeship Qualifications.

Senior Secondary Destinations

To work toward achieving WACE, students are required to complete:

Year 11

- A combination of 6 ATAR courses, General courses, or VET Qualifications (No more than 2 VET Qualifications)
- Either English(ATAR or General), English ELD or Literature
- At least 1 List A or List B course
- If undertaking no more than 1 ATAR course, have the opportunity to complete a Qualification off site

Year 12

- A combination of 6 ATAR courses, General courses, or VET Qualifications (No more than 2 VET Qualifications). "Private Study" period may be granted to students completing 5 ATAR subjects and not at Academic Risk.
- Either English (ATAR or General), English ELD or Literature
- At least 1 List A or List B course
- If undertaking no more than 1 ATAR course, have the opportunity to complete a Qualification off site

In selecting subjects, students should consider their destination and choose the most appropriate blend of subjects.

University Bound **Please check the individual University Requirements, as they differ.**	**Direct Entry** 4 or More ATAR Courses to generate an ATAR	**Entry via VET Qualifications** Completion of a Certificate IV Nationally Recognised Qualification, with English Competence. This may be completed 1 day a week off site	**Portfolio or entry via Uni Prep** Completion of a Certificate II or III Nationally Recognised Qualification and WACE.
Training Bound	**Entry Requirements** • Certificate II or III: OLNA or NAPLAN prequalification • Certificate IV: C Grades in Year 11 WACE General English and OLNA or NAPLAN prequalification • Diploma and above: WACE with minimum C Grades		**Desirable additions** Participation in the Endorsed Program of Workplace Learning
Workforce Bound **(Including Apprenticeships & Traineeships)**			**Desirable additions** Completion of a Pre-Apprenticeship Qualification at school and possible work placement.

Note: Students may choose to engage in an Endorsed program to complement their learning program.

External VET Opportunities

For students who are not considering generating an ATAR to gain direct entry to University have the opportunity to apply for a large range of courses that are offered by TAFE or other Registered Training Organisations.

These can be split into 4 main programs:

1. **Profile courses (fully funded through DTWD)**
2. **Fee for Service Qualifications (funded by parents/caregivers)**
3. **Pre-Apprenticeships in Schools (some are funded through DTWD and some are funded by parents/caregivers)**
4. **School Based Apprenticeships/ Traineeships**

Students engaging in these programs are generally at school 4 days a week and completing their Qualification on the remaining day, which is a rich way for student to continue with their schooling whilst working towards their post schooling goals.

Several of these qualifications also require students to complete mandated work placement in order to achieve the full Qualification.

The hours completed under this program will also contribute toward your WACE under the Endorsed Program, Workplace Learning (ADWPL).

To apply for one of these programs varies between the different training providers. In most cases they are extremely competitive and require a formal application and in some cases an interview.

General advice for students

Seek sound advice

- Collect relevant information about your post-school options for university, training and employment. Find out about the courses and careers that interest you and check whether there are any prerequisites that you need to factor into your course selection.
- Talk with the people who know your skills, abilities and interests, as well as those who have a sense of your goals and aspirations. Your teachers, CREW Teacher, counsellors, principal, associate principal, parents, family and friends are all useful sounding boards. Take the time you need to talk about the decisions you are making and to listen to the advice you receive.

Make wise choices

- Play to your strengths and build on your talents and skills. Choosing a course on the basis of how you think it is scaled at the expense of one that you are good at or really enjoy doing may not pay the dividend you hope it will in the long run.
- Be passionate about what you are doing and work hard. It is worth bearing in mind that an easy option is not always the best option. When selecting your courses, balance being kind to yourself with offering yourself a challenge.
- Be positive and clear about your goals from the outset. You should review your goals from time to time to check how you are going in making progress and whether you are being challenged to do your best.

What is a Success Indicator

When students are choosing courses for Year 11 and 12, we want them to consider areas of study that they will be successful in. In most cases, a love of a subject and enthusiam to learn the content is a great starting point, but not the only indicator of success.

Student success in upper school courses is built upon a foundation of prior knowledge in the subject. Success indicators show the level of attainment in Year 10 subjects that relates to a student having the required level of prior knowledge to succeed in a particular course.

In Year 10, students will be completing exams in many of their subjects. When considering taking ATAR courses, it is important students also consider how they perfomed in the exam for that subject. ATAR courses have a strong bias towards formal tests and exams for assessing students, and so Year 10 exam performance is a good indicator of the likelihood of success in an ATAR course.

The success indicators that can be found in this handbook have been identified as good indicators of likely success. Students may find they are not reaching this standard as yet, and can strive to work toward it for the remainder of the year. The diagram below illustrates an effective way for students to approach the decision making process.

Review Courses and identify which ones you would be interested in studying for Year 11

↓

Review the Success Indicator and consider Semester 1 results

Yes I am currently working at or above the success indicator	**I am not** currently working at the identified success indicator
↓	↓
Keep working at the current standard to keep momentum going.	Speak to your teacher to seek feedback on where improvements can be made
↓	↓
Consider making an appointment with your Course Counsellor if you would like to discuss	Consider your current study habits, can you improve in this area? Don't forget to go back to Study Hacks!
↓	↓
	We encourage you to make an appointment with your Course Counsellor to discuss further
	↓
Select the course when selections are available	Select the course when selections are available
↓	↓
	Throughout Semester Two, continue to strive to meet the Success Indicator. Remember to seek support if you need it!
	↓

In Term Four, you will be given the opportunity to confirm your selections for the next year. This will give you time to consider your progress in working toward the Success Indicator

How to be a successful student

Establish good routines

- It is important to get into good study habits early. Develop an effective routine that works for you and remember that you will need to be flexible as well as committed to it. Set yourself a regular schedule and map out your longer-term commitments. When you can see ahead of time that you might need to adjust your daily schedule, you can plan accordingly.
- Strike a balance between your commitments and priorities, including study, family, friends, extra-curricular activities and part-time work. It is important to stay connected with your family and friends throughout Years 11 and 12. Share your schedule and plans with your family and friends, so they understand your commitments and priorities.
- Remember healthy habits are part of good routines. Keep your energy levels in check by starting the day with a healthy breakfast and having regular meal times with a balanced and nutritious diet. Stay hydrated by drinking around two litres of water a day and avoiding caffeinated, sugary and energy drinks. Exercise to energise your body and mind, and take part in activities that will reduce stress and add balance to your life.

Manage your stress

- Manage your commitments and aim to include some downtime in your schedule, even when you expect to be busy. If you are feeling overwhelmed, take a break and do something which makes you feel positive. Keeping a balanced lifestyle and continuing to do the things you love can help you stay relaxed and focused when it is time to study.
- Talk about how you are feeling about the things that may be causing you stress, especially if you have difficulty sleeping or concentrating. Check in with your teachers, year coordinators, counsellors, principal, deputy principal, parents, family and friends about how you are feeling. Ask for help if you need it.

Some additional hints for success for particular types of courses include:

In ATAR Courses	In General Course
• Ability to complete rigorous timed assessments • Ability to consolidate learning at home to keep up with the fast-paced curriculum delivery • For courses with a Practical Component • Commitment to engage in the practical aspects of the course.	• Ability to engage in both practical and written learning tasks

In VET Qualifications delivered at the College	In VETDSS Qualifications delivered outside the College
• Ability to stay up to date with set learning tasks • Actively seek and act on feedback provided by your teacher	• Good time management • Good communication skills with BHC Staff and RTO Trainers • Capacity to keep up to day on lessons that are missed due to Training Days

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Course Offerings for Year 11 & 12

LIST A COURSES	LIST B COURSES
ATAR	**ATAR**
Aboriginal and Intercultural Studies	Applied Information Technology
Business Management & Enterprise	Biology
Dance	Chemistry
Drama	Computer Science
Economics	Design
English	Food Science and Technology
EALD (English as an Additional Lang/Dialect)	Human Biology
Geography	Materials Design and Technology – Textiles
Health Studies	Materials Design and Technology – Wood
Italian Second Language	Mathematics Applications
Japanese Second Language	Mathematics Methods
Literature	Mathematics Specialist
Media Production and Analysis	Physical Education Studies
Modern History	Physics
Music	Psychology
Philosophy and Ethics	
Politics and Law	
Visual Arts	

GENERAL	GENERAL
Aboriginal and Intercultural Studies	Applied Information Technology
Ancient History	Design - Graphics and Photography
Business Management and Enterprise	Human Biology
Dance	Materials Design and Technology – Metal
Drama	Materials Design and Technology – Textiles
English	Materials Design and Technology – Wood
General Design (Technical Graphics)	Mathematics Essential
Geography	Mathematics Foundation
Media Production and Analysis	Physical Education Studies
Visual Arts	Psychology

VOCATION EDUCATION AND TRAINING (VET) Nationally Recognised Qualifications	
CUA20220	Certificate II Creative Industries (Theatre Production)
SIT10222	Certificate I Hospitality (1 year Course that leads on to the Certificate II if desired)
SIT20316	Certificate II Hospitality (2 Year Course)
SIS20319	Certificate II Sport Coaching (2 Year Course)
MEM20422	Certificate II in Engineering (2 Year Course)
52840WA	Certificate II Community Health and Wellbeing (1 Year Course)
SIS 30521	Certificate III in Sport Coaching (2 Year course - Year 11 only)

The Arts

ATAR DANCE

Success Indicator

- C Grade in Year 10 English

Course Description

Step into the vibrant and expressive world of ATAR Dance, where movement becomes your voice and the studio your stage. This course offers a dynamic mix of practical and theoretical learning that inspires students to grow as dancers, choreographers, and critical thinkers.

Students will explore a wide range of dance styles including contemporary, hip-hop, ballet, and jazz, while developing strong technical proficiency, stamina, and creative expression. Through both solo and collaborative work, students will choreograph original pieces, perform in group works, and refine their personal movement vocabulary.

Beyond technique, the course delves into the cultural, social, and historical significance of dance, encouraging students to reflect on the role of the artist in society and the powerful messages conveyed through performance. Guided by the interrelated practices of performance, composition, and analysis, students will examine dance practices from both Australian and global contexts.

Regular feedback and assessment in practical and written tasks help students build their creative thinking, communication, and analytical skills. ATAR Dance challenges you to push your boundaries, think deeply, and move with purpose.

Year 11 (AEDAN)

Unit 1: Popular Dance

Discover how dance shapes – and is shaped by – the world around us. In this unit, students explore the role of dance in popular culture and uncover how it reflects and influences identity, community, and global perspectives. By examining dance across diverse contexts, students gain a deeper understanding of its power, purpose, and place in society.

Unit 2: Youth Dance

Step into the role of choreographer as you create original dance works that express your own ideas, identity, and cultural perspective. This unit empowers students to develop their technical skills, artistic voice, and performance confidence in dance styles that resonate with youth culture. Through exploration and experimentation, students produce bold, unique choreography that reflects their individuality and growing creative vision.

Year 12 (ATDAN)

Unit 3: Australian Dance

Explore the rich tapestry of dance in Australia – from traditional forms to contemporary styles. In this unit, students investigate how dance expresses identity, culture, and community across diverse Australian settings. Through critical reflection, students examine their own cultural beliefs and values, gaining insight into their personal dance heritage and how it connects to the broader Australian landscape.

Unit 4: Innovation in Dance

In this unit, students dive deep into the art of choreography, developing original ideas to craft dance works that showcase their personal style. They explore how movement communicates meaning by critically analysing the relationship between dance, its audience, and the context in which it is performed. Through this process, students refine their creative voice and develop a deeper understanding of dance as a powerful form of expression.

Types of Assessment	
Assessment Type	**Examples may include**
Performance/ Production	Class routine, technique assessment, own choreography
Response	Short Answer Response, Extended Answer
Examination	Practical and Written

Possible Excursions/Events

- Professional Dance Performance
- Guest Artist workshop
- School Dance Showcase
- Dance Industry Seminar

For more information on this course, please click for SCSA Link

ATAR DRAMA

Success Indicator

- C Grade in Year 10 English or
  C Grade in Year 10 Drama Accelerated

Course Description

The ATAR Drama courses for Years 11 and 12 offer a dynamic and challenging environment for students passionate about performance, theatre-making, and creative expression. These courses develop students' artistic skills, collaboration, critical thinking, and leadership through a balance of theory and practice.

Across both years, students engage in practical tasks, working individually and in groups to interpret and perform scripted works. Emphasis is placed on applying physical and/or psychological approaches to theatre-making, with exploration of influential practitioners such as Konstantin Stanislavski and Jacques Lecoq. Students will also take on various roles within the creative team, including actor, director, and designer, gaining a comprehensive understanding of the theatrical production process. Students study one Australian text and one World text, responding to works both in and out of role.

Assessment is based on a variety of tasks including practical performances, written analysis, and collaborative projects. Ongoing feedback supports student progress throughout the year. These courses are ideal for students who are eager to enhance their creativity, work collaboratively, and explore the diverse world of theatre.

Year 11 (AEDRA)

Unit 1: Realism

In this unit, students dive into the world of realism, exploring how drama can reflect real life on stage. Working collaboratively, they will research, interpret, and bring scripts to life through practical workshops and performance. With a special focus on the techniques of Konstantin Stanislavski, students will discover how actors create believable characters and emotionally truthful performances in representational theatre.

Unit 2: Non-Realism

Get ready to break the fourth wall! In this unit, students step beyond naturalism to explore bold, imaginative styles of performance. Through dynamic workshops and group-based exploration, students will interpret and perform texts that challenge traditional storytelling. They'll investigate the revolutionary techniques of Bertolt Brecht, learning how to provoke thought, inspire change, and connect with audiences in powerful, unconventional ways.

Year 12 (ATDRA)

Unit 3: Application

In Unit 3, students unlock the power of the body and voice as storytelling tools. Inspired by visionary practitioners like Rudolf Laban and Anne Bogart, this unit explores how movement, space, and gesture bring characters and stories to life. Students will interpret and realise scripts using physical theatre techniques, while experimenting with non-traditional, site-specific spaces to reimagine how and where performance can happen.

Unit 4: Interpretation

Explore innovative approaches to physical theatre with practitioners like Jacques Lecoq. They'll learn to interpret scripts, create unique staging concepts, and guide fellow actors to deliver powerful performances. This unit focuses on the approaches to and interpretations of drama text, context, forms and styles through the application of selected approaches.

Types of Assessment	
Assessment Type	**Examples may include**
Performance/ Production	Scripted Interpretation, Designer Role
Response	Short Answer Response, Extended Answer Response
Examination	Practical and Written

Possible Excursions/Events

- Perspectives Theatre Show
- School Performance Showcase
- Live Shows

For more information on this course, please click for SCSA Link

ATAR MEDIA PRODUCTION AND ANALYSIS

Success Indicator

- C Grade in Year 10 English or
  B Grade in Year 10 Media

Course Description

This ATAR course provides a strong foundation in practical and analytical media skills, preparing students for tertiary pathways, industry employment, or personal creative pursuits. Students will refine their existing production skills, developing advanced technical proficiency in areas like cinematography, sound design, editing and art direction, using professional-grade tools. The course delves into media theory, encouraging students to dissect media messages, uncover their meanings, and understand media's influence on society and our understanding of the world. Students will develop their creativity, critical thinking, and collaborative skills. Assessment combines practical production tasks and written analysis. This course is ideal for those interested in the media industry and refining their creative expression through thought-provoking media projects.

Year 11 (AEMPA)

Unit 1: Popular Culture

Popular Culture is an introductory unit that explores the role of popular culture in shaping our society and the media texts that reflect and influence it. Students will analyse popular culture media texts, such as network TV and Netflix originals, and develop their media production skills by creating their own shortfilms, production. By the end of this unit, students will have gained a deeper understanding of the relationship between popular culture and the media, as well as practical media production and analysis skills.

Unit 2: Influence

This unit focuses on the influence of media, exploring how it shapes social, cultural, and political issues and our understanding of them. Students will analyse a range of media texts, including news and documentaries. The practical component builds on media production skills, involving researching, planning, and creating an influential media work. Students will also reflect on their creative choices and consider the impact of their media texts on audiences.

Year 12 (ATMPA)

Unit 3: Media Art

In this unit, students explore how directors use personal expression to create artistic films. Students develop a deeper understanding of media art through analysis, exploration, and creation. They will enhance their critical thinking skills by dissecting films, uncovering techniques, meanings, and their impact on audiences. The unit empowers students to become media artists, gaining hands-on experience by producing their own media artworks, experimenting with technologies and techniques to bring their creative ideas to life. This unit builds on existing production skills, allowing students to refine technical skills and cultivate a personal artistic style.

Unit 4: Power and Persuasion

Power and Persuasion delves into the persuasive power of media. This unit equips students with the ability to analyse, deconstruct and critique persuasive messages across various media platforms. Students will explore how media shapes our perceptions, influences our decisions, and wields power in society. Through critical analysis of advertisements, propaganda, documentaries, and other media forms, students gain a deeper understanding of the techniques employed to influence audiences. Unit 4 empowers students to become responsible media consumers and effective communicators themselves.

Types of Assessment	
Assessment Type	**Examples may include**
Response	In-class short or extended answer responses to professional media works
Production	Short film production
Exam	Short answer and extended responses

Possible Excursions/Events

- Film screenings

For more information on this course, please click for SCSA Link

ATAR MUSIC

Success Indicator

- C Grade in Year 10 Music Accelerate;
  B Grade in Year 10 Music Ensemble;
  or Grade 4 Australian Music Examinations Board (AMEB) Piano or another instrument

Course Description

The Music ATAR course aims to develop students' skills in:

- Performance – students apply technical facility, stylistic and expressive awareness and knowledge of conventions when performing, both as a soloist and in ensemble
- Solo Performance – Students can perform on a range of instruments which are taught through the IMSS Program as well as privately studied instruments including Piano; Musical Theatre Voice; Drum Kit; Electric and Bass Guitar. Students can perform in the following contexts: Western Art Music; Jazz; Contemporary and Musical Theatre (Voice only).
- Composition – students use creativity when applying music language, stylistic conventions and knowledge of instrumental and performance techniques when composing and arranging
- Music literacy – students develop their ability to read and write music, analysing, and aurally identifying, the elements and characteristics of music
- Music analysis – students analyse and understand ways in which the elements and characteristics of music have been applied across time, place and culture.

Year 11 (AEMUS)

Unit 1: Elements

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: Narratives

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.

Year 12 (ATMUS)

Unit 3: Identities

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: Innovations

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 reimagined music traditions to create new ideas, and communicate new meanings.

Types of Assessment	
Assessment Type	**Examples may include**
*Performance/or Composition	Concert Practice/Performance Exam/Composition Portfolio
Written Exam and Assessments	Aural Perception, Music Theory and Analysis in three contexts - Western Art Music, Contemporary and Jazz

Possible Excursions/Events

- ATAR music students will have the opportunity perform as soloists with an accompanist, enter competitions, as well as attend concerts. Composition students will have the opportunity to have their works played by college ensembles. Students will experience industry professionals to help guide their musical future.

For more information on this course, please click for SCSA Link

ATAR VISUAL ARTS

Success Indicator

- C Grade in Year 10 English or
  B Grade in Year 10 Visual Art

Course Description

The ATAR Visual Arts course invites students into a vibrant world of art, and design, blending hands-on creativity with critical and theoretical exploration. Ideal for students who are passionate about expressing ideas through visual language, this course fosters both artistic development and preparation for tertiary pathways. Students explore a wide range of mediums, including painting, drawing, sculpture, printmaking, mixed media, and installation. With access to purpose-built studios, guest artist sessions, and off-campus experiences, they are encouraged to experiment, problem-solve, and innovate while developing technical and conceptual skills.

Throughout the course, students examine traditional, contemporary, and Indigenous art forms, investigating the cultural and historical contexts that shape artistic expression. They are encouraged to reflect on their own beliefs, respond to the world around them, and produce artworks that communicate meaning with personal style. In addition to refining their artistic talents, students learn to critically analyse visual language, aesthetics, and audience engagement. The course also promotes environmental awareness, encouraging students to make sustainable, thoughtful creative choices.

Visual Arts ATAR not only nurtures creativity but equips students with the analytical, practical, and collaborative skills valued across many industries
—both within and beyond the creative sector.

Year 11 (AEVAR)

Unit 1:

In this unit students will have the opportunity to explore the theme 'Differences' and how they can create artworks based on these ideas. They will examine, analyse and investigate the artworks of others, as well as have the chance to create their own by producing a resolved artwork through a medium of their choice.

Unit 2:

In this unit, students will explore the different ways in which individuals and groups define themselves and their place in society through the theme 'Identities'. They will examine, analyse and investigate the artworks of others, as well as have the chance to create their own artworks through a medium of their choice.

Year 12 (ATVAR)

Unit 3: Commentaries

This unit focuses on commentaries in art. Students explore how art reflects and influences society's social and cultural aspects, creating their own cohesive body of work. They use innovative approaches to develop concepts and document their creative process across various mediums. Through researching artworks, students critically analyse their meanings and societal impacts, reflecting on their own beliefs and considering art's historical and contemporary roles.

Unit 4: Points of View

This unit explores personal viewpoints. Students develop a sustained body of work that articulates their unique perspectives on concepts or issues of personal significance. Through inquiry and exploration, they use visual language to communicate their viewpoints, documenting their creative process and experimenting with various skills and techniques. Students also critically analyse artworks, considering factors like time, place, culture, and politics, to express their own viewpoints effectively.

Types of Assessment	
Assessment Type	**Examples may include**
Production	A resolved artwork and documentation of thinking and working practices
Analysis/ Investigation	Analysis and evaluation of artworks Case studies involving research and visual analysis
Examination	Short Answer, Extended Response

Possible Excursions/Events

- Art Exhibitions
- Guest Artist Incursions

For more information on this course, please click for SCSA Link

GENERAL DANCE

Success Indicator

- C Grade in Year 10 English

Course Description

Step into the world of General Dance, where movement becomes your language and creativity takes centre stage. This course offers an exciting blend of practical experience and theoretical understanding, introducing students to the fundamental principles of dance – including alignment, rhythm, coordination, and balance – while building confidence and expression through performance.

Students will explore a variety of dance styles such as contemporary, jazz, and hip hop, and develop their own unique movement vocabulary through choreography and storytelling. The course also investigates how dance functions as a form of social, cultural, and artistic expression, delving into its historical roots, traditional practices from around the world, and iconic Australian and global works.

Through hands-on workshops and collaborative projects, students learn to reflect critically on their own work and the work of others, strengthening their communication and analytical thinking. In a supportive and energetic environment, students are encouraged to express personal ideas, respond to different cultural influences, and create meaningful dance pieces.

By the end of the course, students will have gained a strong technical foundation, creative confidence, and a deeper appreciation for dance as an expressive and influential art form – preparing them for further study or simply enriching their love of movement.

Year 11 (GEDAN)

Unit 1: Exploring the components of Dance

In this unit, students dive into the elements of dance and the art of choreography, using creative problem-solving to craft original dance works for performance through guided choreographic tasks.

Unit 2: Dance as Entertainment

In this unit, students explore the exciting world of dance as entertainment, using choreography to captivate, engage, and inspire audiences.

Year 12 (GTDAN)

Unit 3: Popular Culture

This unit investigates the role of dance in popular culture, revealing how it reflects and shapes social trends, identities, and the diverse functions of dance within contemporary society.

Unit 4: Australian Dance

This unit explores the rich diversity of dance practices in Australia, encouraging students to critically reflect on their own cultural beliefs and values while deepening their understanding of traditional and contemporary dance forms, styles, and personal dance heritage.

Types of Assessment	
Assessment Type	**Examples may include**
Performance/ Production	Class routine, technique assessment, own choreography
Response	Short Answer Response, Extended Answer Response
EST	Externally Set Task

Possible Excursions/Events

- Dance workshop with guest artist
- Theatre or Performance Excursion
- School Dance Showcase
- Dance Industry Event

For more information on this course, please click for SCSA Link

GENERAL DESIGN (GRAPHIC DESIGN)

Success Indicator

- C Grade in Year 9 or 10 Graphic Design
- A general interest in Graphic Design, technology processes and basic digital capability.
- Previous experience in Year 9 and 10 preferred.

Course Description

The General Design course equips students with the skills and knowledge to understand design principles and processes, preparing them for current and future industry and employment markets, including vocational pathways. Students will explore how ideas, beliefs, values, and information are effectively communicated through visual media. They will be involved in the strategic development, planning, and production of visual and tactile communication, learning theories and practices from diverse disciplines like psychology, digital design, and marketing. The course emphasises analysing problems and devising innovative strategies through projects, ensuring they develop a deeper understanding of how design works.

Year 11 (GEDESG)

Unit 1: Design Fundamentals

Students are introduced to design process and practice. Students learn that design can be used to provide solutions to design problems and communication needs. They are introduced to basic design skills and a range of techniques within a defined context to demonstrate control over the elements and principles of design.

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. Students explore design elements and principles and the design process in a project communicating something of themselves. Students increase familiarity with basic production skills and processes, materials and technologies.

Year 12 (GTDESG)

Unit 3: Product Design

Students will learn that the commercial world is comprised of companies, requiring consumer products, services and brands for a particular audience. They are introduced to the concept of intellectual property. Using the design process, they create product-related items such as packaging, visuals and/or layouts with an awareness of codes and conventions. They use relevant and appropriate production skills and processes, materials and technologies relevant to the design.

Unit 4: Cultural Design

Students will learn that society is made up of diverse groups with varied values and beliefs, and that visual communication transmits these ideas. They'll create designs linked to cultures or subcultures, considering ethical representation. Students will also develop a design process, understanding communication strategies, audience, and contemporary production skills and technologies.

Types of Assessment	
Assessment Type	**Examples may include**
Production	Extended production project in response to a design brief.
Response	Responses can include short answers, oral presentation, multimodal presentation, flowcharts and diagrams, responding to a series of stimuli or prompts.
EST	Externally Set Task

Possible Excursions/Events

- Guest speakers of product designers
- Design competitions
- Exhibitions

For more information on this course, please click for SCSA Link

GENERAL DRAMA

Success Indicator

- C Grade in Year 10 English and
  C Grade in Year 10 for Live Theatre or
  Year 9 Performance for Live Theartre

Course Description

The General Drama course offers an immersive and hands-on exploration of theatre, combining practical performance skills with creative and analytical thinking. Students engage in the full spectrum of drama processes, including improvisation, play building, text interpretation and dramaturgy, while also examining both Australian and world drama to understand how theatre reflects culture and society.

With a strong focus on ensemble performance and collaboration, students develop essential skills in teamwork, innovation, and communication. They explore production and design elements such as directing, scenography, costume, props, lighting, sound, and promotional materials—bringing performances to life for a range of audiences and adapting their work to suit different performance contexts.

This course encourages students to create meaningful drama while building aesthetic understanding and technical skills. It provides a platform for creative expression and opens pathways to future study or careers in the performing arts, while nurturing confidence, critical thinking, and a deeper appreciation for the role of theatre in shaping ideas and community.

Year 11 (GEDRA)

Unit 1: Dramatic Storytelling

This unit centres on the art of dramatic storytelling. Students develop their performance and interpretive skills by exploring key techniques, processes, and conventions used to bring stories to life on stage. Through viewing, reading, and engaging with a range of drama works and script excerpts from both Australian and global sources, students discover how powerful storytelling can captivate, challenge, and connect audiences.

Unit 2: Performance Events

This unit focuses on creating and presenting drama performance events for audiences beyond the classroom. Students collaborate in teams and work independently to devise and interpret drama drawn from Australian and/or global sources. Through the creative process, they produce meaningful, engaging performances that showcase their ability to communicate ideas, connect with audiences, and bring collaborative visions to life on stage.

Year 12 (GTDRA)

Unit 3: Realism

This unit explores the world of representational, realistic drama, with a strong focus on authentic characterisation. Students investigate a range of techniques for interpreting text, drawing especially on the work of Stanislavski and other influential practitioners. Through practical exploration and analysis, they learn to create believable characters and emotionally truthful performances grounded in realistic theatrical traditions.

Unit 4: Non-Realism

This unit delves into presentational, non-realist drama, where students explore bold and imaginative performance styles. Through various approaches to text interpretation—particularly inspired by the work of Brecht and other key practitioners—students develop techniques to create roles and characters that challenge conventions, engage audiences, and communicate powerful ideas beyond realism.

Types of Assessment

Assessment Type	Examples may include
Production/ Performance	Group Performances/ Designer Role
Response	Unseen Script Excerpt
EST	Externally Set Task

Possible Excursions/Events

- Theatre Excursion
- Guest Speaker
- Group Performance Night

For more information on this course, please click for SCSA Link

GENERAL MEDIA PRODUCTION AND ANALYSIS

Success Indicator

- C Grade in Year 10 English

Course Description

This General course provides students with a comprehensive understanding of media production techniques and the ability to critically analyse media texts. Students will refine existing skills and develop advanced technical proficiency in areas like filming, editing, and sound design, using industry-standard software such as Adobe Premiere Pro and working in the College's custom-built studios. The course covers all stages of media production, from pre-production to post-production, offering opportunities to explore interests in creating, interpreting, and evaluating media across a range of forms, including documentaries, feature films, television, and advertising. Students will learn to deconstruct media messages, uncover their meanings, and effectively present their insightful analyses. By examining the influence of media on culture and social values, they will gain a deeper understanding of its impact on the world around them.

Year 11 (GEMPA)

Unit 1: Mass Media

This unit introduces students to Media Production and Analysis, focusing on fiction stories in mass media, including short films, music videos and Netflix originals. Students will develop analytical skills by exploring various media forms and how they're produced. They'll also gain practical experience in video production, producing their own TV dramas and marketing campaigns. By the end of the unit, students will be able to critically analyse media messages, create quality media content, and understand mass media's impact on society.

Unit 2: Influence

This unit builds on existing media knowledge, focusing on perspective and point of view in media. Students explore persuasive media forms like journalism, documentary and advertising. The course will develop advanced media production skills, including sound design and editing, which students use to create their own persuasive media content. By the end of the unit, students will have strong critical thinking skills and be able to create media that represents unique viewpoints.

Year 12 (GTMPA)

Unit 3: Entertainment

This unit focuses on fiction entertainment media, particularly film. Students will learn how films are made and how they engage audiences. They'll examine how characters, cultures, and social issues are portrayed in media, and explore the production process, including genre and target audience, to devise and create an original short film. By the end of the unit, students will have a deeper understanding of entertainment media's impact and be able to critically analyse existing works.

Unit 4: Representation and Reality

This unit explores how media shapes our understanding of the world. Students will critically analyse how different identities, cultures, and social issues are portrayed in media, and examine the influence of power and bias in these representations. Students will continue to extend and refine their film production skills as they produce marketing campaigns. By the end of the unit, students will be able to deconstruct media messages and form their own informed views on representation and reality.

Types of Assessment	
Assessment Type	**Examples may include**
Response	In-class short or extended answer responses to professional media works
Production	Short film production

Possible Excursions/Events

- Film screenings
- Exhibitions

For more information on this course, please click for SCSA Link

GENERAL VISUAL ARTS

Success Indicator

- No prerequisite, however Visual Arts experience in Year 9 or 10 is desirable

Course Description

General Visual Arts is for students who enjoy being creative and want to extend their practical skills. They will gain an understanding of various visual art forms and techniques, including painting, sculpture, printmaking, digital media, and drawing. Students will also explore the elements and principles of design, developing skills in analysing, interpreting, and producing artworks while learning to use art terminology effectively. The course emphasises individuality and skill development, encouraging students to express their unique perspectives through practical projects. They will have access to our purpose-built art studios and may even get to work with industry professionals. By exploring various art forms and critically analysing artworks from diverse cultural perspectives, students will gain a deeper understanding of art's role in shaping societal values. This course aims to nurture creativity, instil an appreciation for the arts, and equip students with the ability to analyse and communicate through visual language.

Year 11 (GEVAR)

Unit 1: Experiences

Students base art making and interpretation on their lives and personal experiences, observations of the immediate environment, events and/or special occasions. This can be in the form of 3-Dimensional works.

Unit 2: Explorations

Students explore ways to generate and develop ideas using a variety of stimulus materials and explorations from their local environment in their art making and interpretation. This can be in the form of 2-Dimensional works.

Year 12 (GTVAR)

Unit 3: Inspirations

This unit explores artistic inspirations. Students learn how artists draw from diverse sources such as experiences, beliefs, and imagination. They develop skills in creating and interpreting art through exploration and experimentation, while engaging in research, and reflection to understand how artists are inspired. Students present their work, discuss their inspirations, and evaluate their artistic process. Students have a choice of printing, drawing or painting.

Unit 4: Investigations

This unit focuses on artistic investigations. Students explore different artists, art forms, processes, and technologies to develop ideas. They experiment with drawing styles and various media, enhancing their understanding of visual language, while exploring the expressive potential of media techniques and processes, refining their reflection and decision-making skills. Students have a choice of printing, drawing or painting.

Types of Assessment	
Assessment Type	**Examples may include**
Production	Resolved artwork(s) and documentation of thinking and working practices.
Investigation	Case study
Analysis	Analysis and evaluation of artworks

Possible Excursions/Events

Student may have the opportunity to exhibit their work, enter competitions, as well as attend events relevant to the art course. Students may also experience guest artists, tutors and industry professionals to help guide their art journey.

For more information on this course, please click for SCSA Link

CUA30320 CERTIFICATE III ASSISTANT DANCE TEACHING (2 YEAR COURSE)

Course Description

CUA30320 Certificate III Assistant Dance Teaching is a nationally recognised qualification that provides students with the skills and knowledge required to work as an assistant dance teacher in a variety of dance studios, schools, and community settings.

Throughout the course, students will learn about dance teaching techniques, effective communication skills, the principles of safe dance practice, and how to assist in the planning and delivery of dance lessons. They will also gain an understanding of the different styles of dance, including classical ballet, contemporary, jazz, and hip hop.

Upon completion of the course, students will have the skills and knowledge required to work as an assistant dance teacher, supporting a lead teacher in the delivery of dance classes to students of all ages and abilities. They may also have the opportunity to progress to further studies in dance teaching or related fields.

Core Units	
CUAWHS201	Develop a basic level of physical condition of performance.
BSBWOR203	Work Effectively with others
CUADAN202	Incorporate artistic expression into performance

Possible Excursions/Events

- Industry Experience
- Theatre Tours
- Guest Speakers/Choreographers

Elective Units	
CUADAN308	Increase depth of contemporary technique
CUACHR301	Develop basic composition skills
CUAIND301	Work effectivley in the creative art industry

Competency Based Assessments

Competency-based assessment is the process of collecting evidence and making judgements about whether a person has achieved competency in the area of training. It is often described as a criterion-referenced process, because it involves people being assessed against fixed criteria or pre-determined benchmarks as expressed in units of competency.

CUA20220 CERTIFICATE II CREATIVE INDUSTRIES (2 YEAR COURSE)

Course Description

This qualification is designed for students with a strong interest in the Arts and Live Entertainment industries. It offers hands-on experience in both front of house and back of house roles, providing a comprehensive introduction to the workings of live performance events.

Students will gain practical skills in key technical areas, including basic lighting and audio operations, stage management, and staging support. They will also explore prop construction and scenic art design, developing creative and technical abilities that contribute to the visual impact of a production. Additional learning includes ushering, ticketing, venue operations, marketing support, teamwork, and workplace health and safety practices.

Participation in this course requires commitment beyond the classroom. Students are expected to attend rehearsals and contribute to real-world performance events outside of school hours, including evenings and weekends, taking on active roles in both technical and audience-facing capacities.

This qualification is delivered in partnership with iVet (40548).

Units

Core Units	
BSBTWK201	Work effectively with others
CUAIND211	Develop and apply creative arts industry knowledge
CUAWHS312	Apply work health and safety practices
CUAFOH212	Usher Patrons

Competency Based Assessments

Competency-based assessment is the process of collecting evidence and making judgements about whether a person has achieved competency in the area of training. It is often described as a criterion-referenced process, because it involves people being assessed against fixed criteria or pre-determined benchmarks as expressed in units of competency.

Some examples of assessments that may be used are:

- Completion of portfolio
- Organising an event
- Preparing lighting, staging and sound for a performance

Possible Excursions/Events

- Industry Experience: Watching a performance Bump in Bump Out process
- Theatre tours
- Guest Speakers

English

ATAR ENGLISH

Success Indicator

- B Grade in Year 10 English

Course Description

The English ATAR course focuses on developing students' analytical, creative, and critical thinking and communication skills in all language modes. It encourages students to critically engage with texts from their contemporary world, with texts from the past and with texts from Australian and other cultures. Such engagement helps students develop a sense of themselves, their world and their place in it.

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 enjoy creating their own imaginative, interpretive, persuasive and analytical responses. The English ATAR course is designed to develop students' facility with all types of texts and language modes and to foster an appreciation of the value of English for lifelong learning.

Year 11 (AEENG)

Unit 1:

Students explore how meaning is communicated through relationships between language, text, purpose, context and audience. This includes how language and texts are shaped by 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. This unit focuses on the similarities and differences between texts and how visual elements combine with spoken and written elements to create meaning, developing an understanding of stylistic features and apply skills of analysis and creativity. They respond to texts in a variety of ways, creating texts, and reflecting on their 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 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 (ATENG)

Unit 3:

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:

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.

Types of Assessment	
Assessment Type	**Examples may include**
Responding	Essays, short answers
Creating	Creative pieces
Examination	Covers all assessment types

Possible Excursions/Events

- Curtin Conference Term 2
- Theatre/performance

For more information on this course, please click for SCSA Link

ATAR LITERATURE

Success Indicator

- B Grade in Year 10 English and/or completion of Year 10 Literature course

Course Description

The Literature ATAR course focuses on the study of literary texts and developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language; evaluate perspectives and evidence; and challenge ideas and interpretations. The Literature ATAR course explores how literary texts construct representations, shape perceptions of the world and enable us to enter other worlds of the imagination. In this subject, students actively participate in the dialogue of literary analysis and the creation of imaginative and analytical texts in a range of modes, media and forms.

Year 11 (AELIT)

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 (ATLIT)

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.

Types of Assessment	
Assessment Type	**Examples may include**
Extended written response	Analytical essays
Short written response	Analytical essays
Creative production of literary texts	Creative writing
Oral	Video task
Examination	Analytical essays

Possible Excursions/Events

- Curtin Conference
- Theatre/performance

For more information on this course, please click for SCSA Link

ATAR EALD (ENGLISH AS AN ADDITIONAL LANGUAGE/DIALECT)

Success Indicator

- C Grade in Year 10 English

Course Description

There are eligibility requirements for this subject. Prospective students must speak to English HOLA before selecting this subject.

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 and thought processes. They 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 in order 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.n SAE for a range of purposes, audiences and contexts.

Year 11 (AEELD)

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 (ATELD)

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.

Types of Assessment	
Assessment Type	**Examples may include**
Investigation	Presentation and report
Written examination	Assess some assessment types
Oral production	Video of presentation
Response	Aural and reading tasks
Written Production	Essays and speeches

Possible Excursions/Events

- WA Museum visit

For more information on this course, please click for SCSA Link

GENERAL ENGLISH

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

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

Students comprehend, analyse, interpret and evaluate the content, structure and style of a wide variety of oral, written, multimodal, digital and media texts. Students learn how the interaction of structure, language, audience and context helps to shape how the audience makes meaning. Both independently and collaboratively, they apply their knowledge to create analytical, imaginative, interpretive and persuasive texts in different modes.

Year 11 (GEENG)

Unit 1:

Unit 1 focuses on students comprehending and responding to the ideas and information presented in a range of 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 text structures 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:

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
- examine 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 techniques and language features (written, visual and/or audio) to engage audiences in a range of modes.

Year 12 (GTENG)

Unit 3:

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

- explore attitudes, text structures and language features to understand a text's meaning and purpose
- examine relationships between context, purpose and audience in different language modes and types of texts, 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:

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 authors 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.

Types of Assessment	
Assessment Type	**Examples may include**
Responding	Responding to a variety of texts
Creating	Writing and creative a variety of texts

Possible Excursions/Events
A variety of short excursions

For more information on this course, please click for SCSA Link

Health and Physical Education

ATAR HEALTH STUDIES

Success Indicator

- B Grade in Year 10 Health and
  C Grade in Year 10 English

Course Description

The Health Studies ATAR course focuses on the study of health and wellbeing of individuals, communities as well as exploring the impacts of health on a global scale. Students undertaking this course develop the knowledge, understanding and skills necessary for understanding the importance of personal and community action in improving health, including key elements of health promotion. Students will produce their own health promotion initiatives and campaigns with an aim to promote health within and beyond the Bob Hawke College community, through project tasks including the College Health Expo and advocacy campaigns. They will develop significant self-management and interpersonal skills and utilise these 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 will be an important asset when undertaking further education post-secondary school.

Year 11 (AEHEA)

Unit 1: Individual Health

This unit focuses on the health of individuals and how it is influenced by personal experiences, where we live and what we experience in our day to day lives. Students explore health promotion and the Ottawa Charter. We discover important life skills including coping skills and strategies, conflict resolution and leadership and investigate how individual personality types influence health. Students unpack factors influencing health, and actions and strategies to protect and promote health through inquiry processes.

Unit 2: Community Health

This unit focuses on factors influencing the health of communities and further explores health promotion Students investigate lifestyle factors and preventative healthcare. We explore ethical issues arising from the use of contemporary health practices. The influence of beliefs, attitudes, values and norms on health behaviour is further explored, and students extend their understanding of the impact of key issues influencing the health of communities through investigative and inquiry approaches.

Year 12 (ATHEA)

Unit 3: Specific Population Health

This unit focuses on the health of specific populations, including those marginalised or isolated from mainstream society. Students explore health inequity and strategies to improve it. We unpack models and frameworks such as the socio-ecological model and Maslow's Hierarchy of Need, to develop understandings of behaviours and ways to address disparities. We strengthen self-management skills with a focus on assertiveness, stress management and resilience. Students extend their research skills and inquiry skills.

Unit 4: Global Health

This unit focuses on global challenges to health. Students learn about the impact of social determinants of health on health inequities, and barriers including poverty, war, and famine. We examine international health agencies with global initiatives designed to improve health. Students refine their investigative skills to analyse health issues, develop well-constructed arguments and draw evidence-based conclusions. Students develop life skills such as negotiation, compromise, and conflict management.

Types of Assessment	
Assessment Type	**Examples may include**
Health Inquiry	Written reports, posters, PowerPoint presentations, videos or infographics.
Project	Health expo, health promotion and advocacy campaigns.
Response	Written tests
Examination	Semesterly examinations

Possible Excursions/Events

- College Health Expo
- Curtin University Health Sciences Faculty
- The Salvation Army

For more information on this course, please click for SCSA Link

ATAR PHYSICAL EDUCATION STUDIES

Success Indicator

- B Grade in Year 10 Science, B Grade in Year 10 Physical Education or Sports Science

Course Description

This course has a core focus on understanding and improving the performance of athletes in physical activities. This course has a specific focus on theoretical concepts with opportunity and practice in the application of those ideas. The course allows students to study and research the interrelationship between motor learning and coaching, psychology, biomechanical and physiological factors that will influence the dynamics and performance at an individual and team level. There is a small portion of the course that is assessed in practical performance, however most of the learned concepts will be applied through a variety of sporting contexts and practical performance activities that will be selected based upon the learning areas available.

Year 11 (AEPES)

Unit 1: Anatomy and Biomechanics

This unit explores anatomical and biomechanical concepts, strategies to measure and understand the body's responses to physical activity, and stress management processes to improve the performance of themselves and others during physical activity. This unit will also explore the theory behind skill learning and motor learning models and how these tools are used to improve movement outcomes in sport and general life.

Unit 2: Performance Improvement

The focus on this unit is to identify and analyse the relationship between skill, strategy, and the body in order to improve the effectiveness and efficiency of performance. Students learn specific functional movements and anatomy of the body, how to plan and implement practical improvement of movement sequences and fitness of the body and understand factors that will influence the psychology behind this.

Year 12 (ATPES)

Unit 3: Exercise Physiology

Unit 3 focuses on advanced physical skills and tactics essential for high-level performance in sports. Students will refine sport-specific skills and techniques, adapting them to various environmental conditions and strategic situations. Students explore the structure and function of skeletal muscles and the sliding filament theory. Exercise physiology is another key component, exploring energy demands and nutritional requirements during competitive sporting activities.

Unit 4: Performance Evaluation

This unit extends students understanding of biomechanical, psychological, motor learning and coaching concepts to evaluate performance. Students refine sport-specific techniques and adapt them to varying environmental conditions and strategic contexts. They explore advanced tactical responses. Students explore coaching activities aimed at enhancing performance, utilising various leadership styles to suit different athletes and situations. Students apply biomechanical principles to analyse physical skills and performance and look at the impact of Sports Psychology.

Types of Assessment	
Assessment Type	**Examples may include**
Investigation	Essays, Laboratory reports, video analysis, journals, training diaries, oral presentations
Response	Topic tests
Practical Examination	Practical performance and examinations Semesterly examinations

Possible Excursions/Events

- UWA Sports Science Faculty
- WAIS High Performance Centre
- West Coast Eagles Facility

For more information on this course, please click for SCSA Link

GENERAL PHYSICAL EDUCATION STUDIES

Success Indicator

- C Grade in Year 10 Physical Education

Course Description

General Physical Education Studies places emphasis on understanding and improving performance in physical activities. The course is delivered via both theory and practical lessons and students will participate in a range of sporting activities. An interest in being physically active is essential for this course. Students will learn about human movement, coaching skills, training methods and strategies to improve physical wellbeing. This course also provides students with opportunities to develop essential life skills such as teamwork, cooperation, and self-management, as well as the necessary knowledge and skills to excel in physical activity, coaching, and performance enhancement.

Year 11 (GEPES)

Unit 1: Anatomy and Physiology

This unit focuses on several key topics through a combination of theory and practical lessons. Topics covered include anatomy and physiology, motor skills, coaching, injury prevention and methods to enhance physical performance. Students will participate in physical activity including individual and team sports and labs

Unit 2: Sports Psychology

Unit 2 further explores human anatomy as well as exercise physiology and delves into the world of sports psychology. Students will discover effective strategies and tactics to apply in practical game situations and learn about how to plan and deliver effective training programs. This unit is also a combination of theory and practical lessons.

Year 12 (GTPES)

Unit 3: Understanding Performance

Unit 3 concentrates on fundamental movement principles, biomechanics, physiological responses, and psychological factors influencing performance. Students explore the intricate relationship between skill acquisition, movement production, and physical fitness enhancement. Through theoretical exploration and practical application, they develop a nuanced understanding of movement mechanics and motor learning concepts.

Unit 4: Motor Learning and Coaching

Unit 4 empowers students to evaluate and enhance both their own and others' movement competency. Building upon knowledge from Unit 3, students assess movement proficiency, identify areas for improvement, and apply training principles, nutritional strategies, and goal-setting techniques to optimize performance. Additionally, students delve into the analysis of movement patterns and effective coaching methodologies.

Types of Assessment	
Assessment Type	**Examples may include**
Investigation	Written (journals, training diaries, essays, and laboratory reports), oral and/or video
Practical	Isolated skills, skills in gameplay, tactics, strategies
Response	Topic tests and Externally Set Task

Possible Excursions/Events

- Community Recreation Facilites
- West Coast Eagles Incursion
- Coaching and officiating College sporting events

For more information on this course, please click for SCSA Link

SIS20319 CERTIFICATE II SPORT COACHING (2 YEAR COURSE)

Success Indicator

- Year 10 Advanced Sport Coaching desirable

Course Description

This qualification reflects the role of individuals who apply the skills and knowledge to conduct pre-planned coaching sessions with foundation level participants in a specific sport. Individuals with this qualification use a defined and limited range of basic coaching skills to engage participants in a specific sport and are involved in mainly routine and repetitive tasks using limited practical skills and basic sport industry knowledge.

Units

Core Units for this Qualification:	
HLTAID001	Provide First Aid
SIRXWHS001	Work safely
SISSCO002	Work in a community coaching role

Examples of Elective Units for this Qualification:	
Sport Specific Electives:	Conduct coaching sessions with foundation level participants
SISSSOF001	Work as an official in sport
SISSSO002	Continuously improve officiating skills and knowledge
SISSSOF003	Officiate sport competitions
SISXCAI001	Provide equipment for activities

Competency Based Assessments

Competency-based assessment is the process of collecting evidence and making judgements about whether a person has achieved competency in the area of training. It is often described as a criterion-referenced process, because it involves people being assessed against fixed criteria or pre-determined benchmarks as expressed in units of competency.

Some examples of assessments that may be used are:

- Plan and deliver a coaching session
- Officiate (referee/umpire or manage a team) at a competitive event

Types of Assessment	
Assessment Type	**Examples may include**

Possible Excursions/Events

- Community sporting organisations
- West Coast Eagles Incursion
- College sporting events

Science
BIONIC EYES
Cancer Killer
Stem Cell Therapy
DNA

SIS30521 CERTIFICATE III IN SPORT COACHING (2 YEAR COURSE - YEAR 11 ONLY)

Success Indicator

- Year 10 Advanced Sport Coaching desirable

Course Description

This qualification reflects the role of individuals who apply the skills and knowledge to conduct pre-planned coaching sessions with foundation level participants in a specific sport. Individuals with this qualification use a defined and limited range of basic coaching skills to engage participants in a specific sport and are involved in mainly routine and repetitive tasks using limited practical skills and basic sport industry knowledge.

Units

Core Units for this Qualification:	
HLTWHS001	Participate in workplace health and safety
HLTAID011	Provide First Aid
BSBOPS403	Apply business risk management processes
SISSSCO005	Continuously improve coaching skills and knowledge
SISSSCO002	Work in a community coaching role
SISSSCO003	Meet participant coaching needs

Examples of Elective Units for this Qualification:	
SISSSOF002	Continuously improve officiating skills and knowledge
SISXFAC006	Maintain activity equipment
SISXIND009	Respond to interpersonal conflict
SISSSCO012	Coach sport participants up to an intermediate level

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Some examples of assessments that may be used are:

- Plan and deliver a coaching session
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Types of Assessment	
Assessment Type	**Examples may include**

Possible Excursions/Events

- Community sporting organisations
- West Coast Eagles Incursion
- College sporting events

Language

ATAR ITALIAN SECOND LANGUAGE

Success Indicator

- B grade in Year 10 Italian

Course Description

The Italian: Second language ATAR course progresses from the Year 7-10 curriculum. It focuses on the student's knowledge and understanding of the culture and language to gain a broader and deeper understanding to extend and refine communication skills. Studying the course over a two-year period can connect to the world of work, further study, and travel. This course is aimed at students for whom Italian is a second, or subsequent language. The course is designed to facilitate achievement of the following outcomes

- Listening and responding
- Spoken interaction
- Viewing, reading and responding
- Writing

Year 11 (AEISL)

Unit 1: Rapporti (Relationships)

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

Unit 2: Andiamo (Travel – let's go!)

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

Year 12 (ATISL)

Unit 3: Grazie Italia (Thank you Italy)

The unit focuses on ***Grazie Italia*** (Thank you Italy). Through the three topics: ***Cose Italiane*** (All things Italian), ***La vita Italiana*** (Italian lifestyle), and ***Il Made in Italy nel mondo*** (Il Made in Italy around the world), students extend and refine their communication skills in Italian and gain a broader and deeper understanding of the language and culture.

Unit 4: Ieri, oggi e domani (Yesterday, today and tomorrow)

This unit focuses on ***Ieri, oggi e domani*** (Yesterday, today and tomorrow). Through the three topics: ***Riflettiamo sulla vita e pensiamo al futuro*** (Reflecting on my life and planning my future), ***I problemi dei giovani oggi*** (Youth Issues), and ***I problemi ambientali*** (Environmental issues), students extend and refine their communication skills in Italian and gain a broader and deeper understanding of the language and culture.

Types of Assessment	
Assessment Type	**Examples may include**
Oral communication	
Response: Listening Response: Viewing and reading	
Written communication Practical (oral) examination Written examination	

Possible Excursions/Events

- Incursions / guest speakers
- Excursion/s
  – e.g. Italian film festival, Restaurant outing
- Holiday revision programs
- Student Exchange Programs (on offer to Year 11)

For more information on this course, please click for SCSA Link

ATAR JAPANESE SECOND LANGUAGE

Success Indicator

- B Grade in Year 10 Japanese

Course Description

This course progresses from the Year 7-10 curriculum. The Japanese: Second Language course can connect to the world of work, further study and travel. It focuses on developing a student's knowledge and understanding of the culture and the language of Japanese-speaking communities. ATAR Japanese can also offer opportunities for students to participate in the many sister school and student exchange programs between WA and Japan. This course is aimed at students for whom Japanese is a second, or subsequent language. The study of ATAR Japanese is designed to facilitate achievement of the following outcomes

- Listening and responding
- Spoken interaction
- Viewing, reading and responding
- Writing

Year 11 (AEJSL)

Unit 1: Daily life

The focus for this unit is 日常生活 (Daily life). Students build on their skills, knowledge and understandings through the study of the subtopics: My life, Home life and Daily life. They further develop their communication skills in Japanese and gain a broader insight into the language and culture.

Unit 2: Welcome to my country

The focus for this unit is 私の国へようこそ (Welcome to my country). Students further develop their skills, knowledge and understandings through the study of the subtopics: Welcoming a guest, Seasonal activities and celebrations and Healthy lifestyles. They extend their communication skills in Japanese and gain a broader insight into the language and culture.

Year 12 (ATJSL)

Unit 3: Young travellers

The focus for this unit is 若い旅行者 (Young travellers). Students expand their skills, knowledge and understandings through the study of the unit content. They extend and refine their communication skills in Japanese and gain a broader and deeper understanding of the language and culture.

Unit 4: Reflections and horizons

Thie focus fo this unit is かこと未来 (Reflections and horizons). Through the three topics: This year and beyond, Youth events and pathways and Future plans, students extend and refine their communication skills in Japanese and gain a broader and deeper understanding of the language and culture.

Types of Assessment	
Assessment Type	**Examples may include**
Oral communication	
Response: Listening	
Response: Viewing and reading	
Written communication	
Practical (oral) examination	
Written examination	

Possible Excursions/Events

- Incursions – cultural workshops, cooking workshops
- Excursions – restaurant excursion, immersion camp
- Year 12 Japanese Oral Practical Day

For more information on this course, please click for SCSA Link

Humanities and Social Sciences

ATAR ABORIGINAL AND INTERCULTURAL STUDIES

Success Indicator

- B Grade in Year 10 Humanities and Social Sciences

Course Description

Australian First Nations Peoples' histories and cultures are fundamental to the development of Australian identity and the formation of Australian society. The recognition of Australia's First Nations Peoples as the oldest living continuous cultures in the world provides a logical starting point for this course. Through this course, students explore and investigate the concept of culture, the diversity of cultural expressions and how these cultural expressions continue, maintain, share and revitalise First Nations Peoples' cultural knowledge and enrich the identity of all Australians.

Year 11 (AEAIS)

Unit 1: Longest living culture

The focus for this unit is to develop knowledge and understanding of Australian First Nations Peoples as being the oldest living continuous cultures in the world. The unit begins with an overview exploring the global diversity of First Nations Peoples. With this focus, students examine factors that contribute to a group, or individual, identity and develop an awareness of the ways First Nations Peoples' identities are expressed through unique ways of being, knowing and doing. Students investigate the ways First Nations Australians demonstrate resilience in the maintenance, practice and revitalisation of culture despite the many historic and enduring impacts of colonisation, and continue to celebrate and share the past, present and future manifestations of their cultures.

Unit 2: Diversity and Cultural Expression

The focus of this unit is for students to learn about the distinctiveness and diversity of Australian First Nations Peoples' cultural expressions. Students learn how First Nations Peoples, both within Australia and internationally, create cultural expressions that celebrate, challenge and communicate ideas and perspectives. Students explore the use of First Nations Peoples' cultural expressions to continue, maintain, share and revitalise their cultural knowledge and values and, in doing so, develop respect and understanding of the cultural protocols, including intellectual and cultural property rights, which exist to protect and revitalise First Nation Peoples' cultures in Australia and globally.

Year 12 (ATAIS)

Unit 3: Connection to Country

The focus for this unit is the connection First Nations Peoples have with Country. Students will study the important role that Country and the environment play in the lives, cultures and identities of First Nations Peoples. This unit explores the ongoing impact of government policies on First Nations Peoples access to and ownership of Country. With this focus students examine the repatriation and care of the cultural heritage of First Nations Peoples and the place of repatriation in the reconciliation process.

Unit 4: Reconciliation

The focus for this unit is truth-telling and the journey of reconciliation both in Australia and globally. Students examine the policies, laws, history interpretations and actions aimed at recognising, acknowledging and empowering First Nations Peoples both in Australia and globally. Within this broad area students investigate the Stolen Generations and the ongoing impact of the Aborigines Act 1905 (WA), and the differing views, perspectives, actions and challenges to the reconciliation process in Australia and at a global level.

Types of Assessment	
Assessment Type	**Examples may include**
Type 1 Inquiry	Research notes, written reports, an analysis of the sources used in the inquiry, in-class self-evaluation and reflection.
Type 2 Short Answer	Short answer responses.
Type 3 Extended Answer	A sectionalised or a non-sectionalised answer.
Type 4 Examination	Reflecting the examination design brief for this syllabus.

Possible Excursions/Events

- Artist Course
- Language incursion
- Rottnest
- Engagement with local First Nations Australian Businesses
- Kings Park/Perth city exploration

For more information on this course, please click for SCSA Link

ATAR BUSINESS MANAGEMENT AND ENTERPRISE

Success Indicator

- B Grade in Year 10 Humanities and Social Sciences

Course Description

The Business Management and Enterprise ATAR course gives students the opportunity to understand how vital business is to individuals and society, and how it impacts on many aspects of our lives. Business has a complex and dynamic organisational structure that requires a combination of skills, aptitude, creativity, initiative and enterprise to operate effectively. In a constantly changing world, individuals, businesses and nations must adapt their position in an increasingly global economy and generate the wealth to sustain economic growth. To do this, business requires people with strategic vision who are enterprising, innovative and creative. This course focuses on the development of these skills within the business cycle of day-to-day running and continuing viability and expansion of a business. Exposure to a wide range of business activities, management strategies and an understanding of enterprise, helps students to appreciate the significance of their role as both participants and consumers in the business world.

Year 11 (AEBME)

Unit 1: Business Success

The focus of this unit is on success in business at a national level. It explores what it takes to be

- successful beyond the initial start-up stage. Students investigate the features of successful marketing
- campaigns and report on how businesses succeed and prosper through methods, such as expansion
- in products, market share or diversification. The unit explores how the marketing plan contributes to the overall business plan.

Unit 2: Business Growth

The focus of this unit is on business growth and the challenges faced by businesses expanding at a

- national level. The unit explores issues in the business environment, including the importance of
- intellectual property in protecting business ideas. The unit addresses the significance of employee
- motivation and the development of a business plan in the overall success of expansion.

Year 12 (ATBME)

Unit 3: Global Expansion

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

Unit 4: Corporate Competition

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

Types of Assessment	
Assessment Type	**Examples may include**
Type 1 Business research	Business report - written, oral or multimedia
Type 2 Response	Short answer and/ or extended answer questions
Type 3 Examination	Reflecting the examination design brief for this syllabus.

Possible Excursions/Events

- Business Experts
- University incursions/excursions
- Case studies exploration

For more information on this course, please click for SCSA Link

ATAR ECONOMICS

Success Indicator

- B Grade in Year 10 Humanities and Social Sciences

Course Description

Economics investigates the choices which all people, groups and societies face as they attempt to resolve the ongoing problem of satisfying their unlimited wants with limited resources. Economics aims to understand and analyse the allocation, utilisation and distribution of scarce resources that determine our wealth and wellbeing. Economics develops the knowledge, reasoning and interpretation skills that form an important component of understanding individual, business and government behaviour at the local, national and global levels. The Economics ATAR course develops reasoning, logical thinking and interpretation skills demanded by the world of work, business and government. These skills relate to a variety of qualifications in vocational, technical and university education contexts. The learning experiences available through studying this course explore the knowledge, values and opinions, which surround the complex range of economic events and issues facing our society, including market efficiency, market failure, gains from trade, the business cycle and economic policy.

Year 11 (AEECO)

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 (ATECO)

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, onetary 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.

Types of Assessment	
Assessment Type	**Examples may include**
Type 1	multiple-choice questions, calculations and/or short answer questions
Type 2 Extended answer	a sectionalised or non-sectionalised long answer, an investigation and/or a response to a scenario or a case study.
Type 3 Examination	Reflecting the examination design brief for this syllabus

Possible Excursions/Events

- Economic conference/forums
- University Incursions/Excursion

For more information on this course, please click for SCSA Link

ATAR GEOGRAPHY

Success Indicator

- C Grade in Year 10 Humanities and Social Sciences

Course Description

Through the study of geography, students develop the ability to investigate the arrangement of physical and human phenomena across space and time in order to understand the interconnections between people, places and environments. As a subject within the Humanities and Social Sciences, geography studies spatial aspects of human culture using inquiry methods that are analytical, critical and speculative. As a science, geography develops an appreciation of the role of the physical environment in human life, and an understanding of the effects human activities can have on environments. As a result, it develops students' ability to identify, evaluate and justify appropriate and sustainable approaches to the future by thinking holistically and spatially in seeking answers to questions. Students are encouraged to investigate geographical issues and phenomena from a range of perspectives, including those of Aboriginal and Torres Strait Islander peoples.

Year 11 (AEGEO)

Unit 1: Natural and ecological hazards

This unit focuses on understanding hazards, including the different types of hazards, the spatial distribution (where they occur), the causes (how they occur), the impacts and how to manage the risk of impacts from future hazard events. Risk management, in this particular context, refers to mitigation and preparedness. Preparedness starts at the local community level but may extend to national and international levels through measures, such as planning, community education, information management, communications and warning systems.

Unit 2: Global networks and interconnections

This unit focuses on the process of globalisation and is based on the reality that we live in an increasingly interconnected world. It provides students with an understanding of the economic and cultural transformations taking place in the world today and the economic, environmental and social impacts of these changes. Cultural groups that may have been isolated in the early twentieth century are now linked across an interconnected world in which there is a 'shrinking' of time and space. This is a world in which advances in transport and telecommunications technologies have not only transformed global patterns of production and consumption but also facilitated the diffusion of ideas and elements of cultures.

Year 12 (ATGEO)

Unit 3: Global environmental change

This unit focuses on the changing biophysical cover of the Earth's surface, the creation of anthropogenic biomes and the resulting impacts on either global climate or biodiversity. Land cover transformations have changed both global climate and biodiversity through their interaction with atmospheric and ecological systems. Conversely, climate change and loss of biodiversity are producing further land cover changes. Through applying the concept of sustainability, students are given the opportunity to examine and evaluate a program designed to address the negative effect ofland cover change.

Unit 4: Planning sustainable places

Challenges exist in designing urban places to render them more productive, vibrant and sustainable.

How people respond to these challenges, individually and collectively, will influence the sustainability and liveability of places into the future. While all places are subject to changes produced by economic, demographic, social, political and environmental processes, the outcomes of these processes vary depending on local responses, adaptations and planning practices.

Types of Assessment	
Assessment Type	**Examples may include**
Type 1 Geographical inquiry/Fieldwork	assignment, research/ fieldwork booklet, report, in-class validation and/or a combination of these.
Type 2 Response/ Practical skills	map interpretation, data analysis, multiple-choice questions, short responses
Type 3 Examination	reflecting the examination design brief for this syllabus.

Possible Excursions/Events

- Fremantle
- Perth hills
- Kings Park
- Perth city

For more information on this course, please click for SCSA Link

ATAR MODERN HISTORY

Success Indicator

B Grade in Year 10 Humanities and Social Sciences

Course Description

The Modern History ATAR course enables students to study the forces that have shaped today's world and provides them with a broader and deeper comprehension of the world in which they live. While the focus is on the 20th century, the course refers back to formative changes from the late 18th century onwards and encourages students to make connections with the changing world of the 21st century. Modern history enhances students' curiosity and imagination and their appreciation of larger themes, individuals, movements, events and ideas that have shaped the contemporary world. The themes that run through the units include local, national and global conflicts and their resolution; the rise of nationalism and its consequences; the decline of imperialism and the process of decolonisation; the continuing struggle for the recognition of human rights; the transformation of social and economic life; the regional shifts in power and the rise of Asia; and the changing nature and influence of ideologies.

Year 11 (AEHIM)

Unit 1: Understanding the modern world

This unit examines developments of significance in the modern era, including the ideas that inspired them and their far-reaching consequences. Students examine one development or turning point that has helped to define the modern world. Students explore crucial changes, for example, the application of reason to human affairs; the transformation of production, capitalism (America from 1901) and consumption, transport and communications; the challenge to social hierarchy and hereditary privilege, and the assertion of inalienable rights; and the new principles of government by consent.

Unit 2: Movements for change in the 20th century

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

Year 12 (ATHIM)

Unit 3: Modern nations in the 20th century

This unit examines the characteristics of modern nations in the 20th century; the crises that confronted nations, their responses to these crises and the different paths nations have taken to fulfil their goals. Students study the characteristics of one nation. Students investigate crises that challenged the stability of government, the path of development that was taken and the social, economic and political order that was either established or maintained. Students examine the ways in which the nation dealt with internal divisions and external threats. They emerge with a deeper understanding of the character of a modern nation. This unit focuses on Russia and the Revolution 1914-1945.

Unit 4: The modern world since 1945

This unit examines some significant and distinctive features of the modern world within the period 1945–2001 in order to build students' understanding of the contemporary world – that is, why we are here at this point in time. These include changes to the nature of the world order: shifting international tensions, alliances and power blocs; the emergence of Asia as a significant international political and economic force, and the nature of engagement by and with Australia; the nature of various conflicts and regional and international attempts to create peace and security. Students study one of these features. As part of their study, they should follow and make relevant connections with contemporary events.

Types of Assessment	
Assessment Type	**Examples may include**
Type 1 Historical inquiry	Research and historical communication
Type 2 Explanation	Essay
Type 3 Source analysis	Source Analysis
Type 4 Examination	reflecting the examination design brief

Possible Excursions/Events

- University incursion/excursions
- The Holocaust centre
- WA Museum

For more information on this course, please click for SCSA Link

ATAR PHILOSOPHY AND ETHICS

Success Indicator

- B Grade in Year 10 HASS or English

Course Description

Philosophical thought shapes what people think, what they value, what they consider to be true, and how they engage with others and the world around them. It is one of the foundations of all academic disciplines. It seeks to shed light on questions, such as: what is real? what and how do we understand? how should we live? what is it to be human? and who am I? It deals with issues and problems that cannot be addressed adequately by appealing to experience and experiment alone. Philosophical inquiry requires that we question our assumptions, beliefs and our reasons for holding them. The Philosophy and Ethics ATAR course aims to empower students to make independent judgements on the basis of reason. The study of philosophy gives us a set of skills that better enables us to understand, evaluate and engage with our world, whether that is our personal or our social world, our world of work or the wider questions of how the world works.

Year 11 (AEPAE)

Unit 1: Reason and persons

This unit enables students to examine reasoning, inference, doubt, and proof: the construction of world views; ideas of mind, body and personhood; ideas of action, intention, motives, free-will and determinism; and the elements of a personal ethic.

Unit 2: Reason and culture

This unit enables students to examine ideas of beauty and aesthetics: the interpretation of art and literature; the idea of culture; intuition and emotion; and personal relationships and friendship.

Year 12 (ATPAE)

Unit 3: Reason and society

This unit enables students to examine the mapping of arguments; humanism, religion and values; individualism and social identity; the ideals of a good society; and the ideals of politics and government.

Unit 4: Reason and meaning

This unit enables students to examine complex arguments; a number of higher-order systems of inquiry; ways of understanding the relationship between religion and science; and ethical issues of life and death.

Types of Assessment	
Assessment Type	**Examples may include**
Type 1 Critical reasoning	Short answer questions
Type 2 Philosophical analysis and evaluation	Community of Inquiry
Type 3 Construction of argument	Extended writing format
Type 4 Examination	Reflecting the design brief

Possible Excursions/Events

- University incursion/excursions

For more information on this course, please click for SCSA Link

ATAR POLITICS AND LAW

Success Indicator

- B Grade in Year 10 Humanities and Social Sciences

Course Description

The Politics and Law ATAR course aims to develop knowledge and understanding of the principles, structures, institutions, processes, and practices of political and legal systems, primarily in Australia and where appropriate, other systems and/or countries. The course challenges students to critically examine the effectiveness of political and legal systems using criteria, such as openness, responsiveness and accountability of those systems. The course provides for both a chronological and contemporary understanding of political and legal issues in society. The study of the Politics and Law ATAR course contributes to students' intellectual, social, and ethical development. The course aims to support all students in developing a sense of identity, and a sense of political, legal, cultural and social awareness.

Year 11 (AEPAL)

Unit 1: Democracy and the rule of law

This unit examines the principles of a liberal democracy; the legislative, executive and judicial structures and processes of Australia's political and legal system; the functioning of a non-democratic system; and the processes of a non-common law system. Political and legal developments and contemporary issues (the last three years) are used to provide a framework for the unit.

Unit 2: Representation and justice

This unit examines the principles of fair elections; the electoral and voting systems in Australia since Federation, making reference to a recent (the last ten years) election in Australia; the electoral system of another country; an analysis of the civil and criminal law processes in Western Australia; and an analysis of a non-common law system. Political and legal developments and contemporary issues (the last three years) are used to provide a framework for the unit.

Year 12 (ATPAL)

Unit 3: – Political and legal power

This unit examines various aspects of the political and legal system established by the Commonwealth Constitution (Australia), including the roles and powers of the legislative, executive and judicial branches of government, with a comparison to a non-Westminster system; the influence of individuals, political parties and pressure groups on the law making process of parliament and the courts; and the operation of federalism and the balance of power between the Commonwealth and the States in Australia. Political and legal developments and contemporary issues (the last three years) are used to provide a framework for the unit.

Unit 4: Accountability and rights

This unit examines the structures, processes and procedures of accountability in relation to the legislative, executive and judicial branches of government in Australia; how rights are protected, and democratic principles can be upheld and/or undermined, in Australia and one other country; and the experience of a particular group with respect to their political and legal rights in Australia. Political and legal developments and contemporary issues (the last three years) are used to provide a framework for the unit.

Types of Assessment	
Assessment Type	**Examples may include**
Type 1 Investigation	Research and written report
Type 2 Short answer	Open and closed short answer
Type 3 Essay	Essay
Type 4 Source analysis	Political Cartoons and analysis
Type 5 Examination	reflecting the examination design brief

Possible Excursions/Events

- District Court
- Parliament House
- University incursions/excursions

For more information on this course, please click for SCSA Link

GENERAL ABORIGINAL AND INTERCULTURAL STUDIES

Success Indicator

- C Grade in Year 10 Humanities and Social Sciences

Course Description

The Aboriginal and Intercultural Studies General course provides opportunities for students from all cultures to explore and involve themselves in active reconciliation. This course affirms the cultural experience and identity of Australian First Nations students. All students have opportunities to learn from Australian First Nations Peoples and/or through sources of First Nations Peoples' voices and perspectives. Understanding and valuing cultural diversity are key skills both for citizenship in contemporary multicultural Australia and for participation in an increasingly global community. The Aboriginal and Intercultural Studies General course is intended to equip students with the knowledge, skills and values to be active citizens at the local, national and global levels. These skills are also highly valued in today's workplaces. The ability to work effectively in a culturally diverse environment is important in a wide range of vocational contexts.

Year 11 (AEBME)

Unit 1: Oldest Living Culture

The focus for this unit is to develop knowledge and understanding of Australia's First Nations Peoples as being the oldest living continuous cultures in the world. Students explore factors that contribute to a group, or individual, identity. Students further develop their understanding of the diversity of First Nations Peoples' experiences and perspectives, locally, nationally, and globally and develop an awareness of the ways First Nations Peoples' identities are expressed through unique ways of being, knowing and doing.

Unit 2: Diversity

The focus of this unit is for students to learn about the distinctiveness and diversity of Australian First Nations Peoples' cultural expressions. They learn how First Nations Peoples, both within Australia and internationally, continue to use materials and technologies in innovative ways to create cultural expressions that celebrate, challenge and communicate ideas and perspectives. Students explore the use of First Nations Peoples' cultural expressions to continue, maintain, share and revitalise their cultural knowledge and values and, in doing so, develop respect and understanding of the cultural protocols, including intellectual and cultural property rights, which exist to protect and revitalise First Nation Peoples' cultures.

Year 12 (ATBME)

Unit 3: Connection with Country

The focus for this unit is the relationship First Nations Peoples in Australia and internationally have with the environment. Students will study the important role that Country and the environment play in the lives, cultures and identities of First Nations Peoples. This unit explores how the diversity of environments around Australia and internationally influences First Nations Peoples' skills, knowledge and practices in adapting to changes to the environments over time. Within this broad area, students investigate the relationship between the environment, education, knowledge sharing, spiritual connection and wellbeing, ceremony and celebration, management of contemporary environmental threats and economic opportunities.

Unit 4: Resilience

The focus of this unit is the importance of self determination for First Nations Peoples and the ongoing resilience demonstrated by First Nations Peoples in the face of invasion, displacement, government policy and other cultural interactions. This unit explores how all Australians can contribute to reconciliation and the range of ways that First Nations people and their allies have changed and resisted change, through a variety of methods such as political activism, education and social media campaigns, in order to maintain a strong sense of identity and connection to culture. Students consider the positive impact that different cultural perspectives have on extending our knowledge and understanding of the world.

Types of Assessment	
Assessment Type	**Examples may include**
Type 1 Inquiry	
Type 2 Response	
Type 3 Social Action	
Type 4 Externally Set Task	

Possible Excursions/Events

- Artist Course
- Language incursion
- Rottnest
- Engagement with local First Nations Australian Businesses
- Kings Park/Perth city exploration

For more information on this course, please click for SCSA Link

GENERAL ANCIENT HISTORY

Success Indicator

- C Grade in Year 10 Humanities and Social Sciences

Course Description

The study of ancient history is the process of making meaning of the distant past in order to understand our present. It provides an opportunity for students to study people from cultures and communities that no longer exist, and to investigate how these communities responded to the problems and challenges of their time. Ancient history allows students to explore the ancient historical narrative and to seek out evidence for this. The Ancient History General course promotes skills of research, hypothesis testing and analysis of information as students engage with historical inquiries. Through these inquiries, they learn that historical judgements are provisional and tentative in nature. A study of ancient history also enables students to develop skills in critical thinking and analysis as it encourages them to compare and contrast information, detect inconsistencies in details, recognise the manipulation of evidence, identify perspective in the presentation of graphic and textual material, and evaluate the accuracy and reliability of sources.

Year 11 (GEHIA)

Unit 1: Ancient civilisations and cultures

In this unit, students investigate life in early civilisations, including the social, cultural, political, economic, religious, and military structures, and the significant values, beliefs, and traditions that existed. They discover how the world and its people have changed, as well as the significant legacies that exist into the present. Students are able to trace the development of some of the distinctive features of contemporary societies, for example, social organisation, systems of law, governance and religion, through an examination of ancient civilisations.

Unit 2: Power in the ancient world

In this unit, students learn that, in ancient societies, key individuals have acted as agents of change, interacting with groups and institutions, and using their power to shape their society. They investigate key individuals' motives, the methods they used to achieve power, the ways they used their power, the responses of others to their use of power, and their impact and influence on society. Students also learn that individuals, groups, and institutions have a variety of types of power, and that power is not distributed evenly throughout the society.

Year 12 (GTHIA)

Unit 3: Societies and change

In this unit, students examine the evolving nature of societies and the various forces for continuity and change that exist. They also learn that values, beliefs and traditions are linked to the identity of a society. Students learn that in any period of change there are those individuals and/or groups that support change, but others that oppose it, and that there are different interpretations of the resultant society.

Unit 4: Confrontation and resolution

In this unit, students learn that there are internal and external forces that result in confrontation and resolution within societies, and these have consequences for continuity and change. Students assess how power is used, how different groups and individuals respond, and whether there is the potential for greater confrontation or more effective resolution to conflict.

Types of Assessment	
Assessment Type	**Examples may include**
Type 1 Historical inquiry	Research and historical communication
Type 2 Explanation	Essay
Type 3 Source analysis	Source Analysis
Type 4 Examination	Reflecting the examination design brief

Possible Excursions/Events

- University incursion/excursions
- WA Museum

For more information on this course, please click for SCSA Link

GENERAL BUSINESS MANAGEMENT AND ENTERPRISE

Success Indicator

- C Grade in Year 10 Humanities and Social Sciences

Course Description

Business has a complex and dynamic organisational structure that requires a combination of skills, aptitude, creativity, initiative and enterprise to operate effectively. In a constantly changing world, individuals, businesses and nations must adapt their position in an increasingly global economy and generate the wealth to sustain economic growth. To do this, business requires people with strategic vision who are enterprising, innovative and creative. This course focuses on the development of these skills within the business cycle, day-to-day running, continuing viability and expansion of a business. Exposure to a wide range of business activities, management strategies and an understanding of enterprise, helps students to appreciate the significance of their role as both participants and consumers in the business world. The Business Management and Enterprise General course aims to prepare all students for a future where they will need to identify possibilities and create opportunities within a business environment. This course provides students with the ability to make sound and ethical business decisions based on critical thinking, in line with their own and societal values. The course equips students to proactively participate in the dynamic world of business, behave responsibly and demonstrate integrity in business activities.

Year 11 (GEBME)

Unit 1: Opportunity

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: Innovation

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 (GTBME)

Unit 3: Success

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: Growth

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

Types of Assessment	
Assessment Type	**Examples may include**
Type 1 Research	A business report, business plan. Written, oral or multimedia.
Type 2 Response	Written or oral response to scenarios, case studies, preparation of recommendations, reports,
Type 3 Externally Set Task	A written task, developed by the School Curriculum and Standards Authority and administered by the school.

Possible Excursions/Events

- Business Experts
- University incursions/excursions
- Case studies exploration

For more information on this course, please click for SCSA Link

GENERAL GEOGRAPHY

Success Indicator

- C Grade in Year 10 Humanities and Social Sciences

Course Description

The study of geography draws on students' curiosity about the diversity of the world's places and their peoples, cultures and environments. It enables them to appreciate the complexity of our world and the diversity of its environments, economies and cultures and use this knowledge to promote a more sustainable way of life and awareness of social and spatial inequalities. In the senior secondary years, the Geography General course provides a structured, disciplinary framework to investigate and analyse a range of challenges and associated opportunities facing Australia and the global community. These challenges include rapid change in biophysical environments, the sustainability of places, dealing with environmental risks and the consequences of international integration. Geography addresses questions about the interaction of natural and human environments within various natural and social systems. It examines the factors that impact upon decisions about sustainability, the conflicting values between individuals and groups over sustainability and the degree of commitment towards sustainable development.

Year 11 (GEAIS)

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. In the local area, in specific regions and globally, people pose threats to the environment as they attempt to meet their needs. Individuals and/or groups can have conflicting viewpoints about particular environments. This can place environments at risk. Sustainable solutions need to be developed for these environments. Students develop the knowledge, understandings and skills in this unit that are relevant to the world in which they live and which are also appropriate to careers in the environmental protection/rehabilitation, urban and regional development, and tourism industries.

Unit 2: Geography of people and places

This unit explores the natural and cultural characteristics of a region, the processes that have enabled it to change over time and the challenges it may face in the future. Students develop the knowledge, understanding and skills that will enable them to understand and apply the concept of a region to other regions in different scales.

Year 12 (GTAIS)

Unit 3: Natural and ecological hazards

This unit focuses on understanding hazards, including the different types of hazards, the spatial distribution (where they occur), the causes (how they occur), the impacts and how to manage the risk of impacts from future hazard events. Risk management, in this particular context, refers to mitigation and preparedness. Preparedness starts at the local community level but may extend to national and international levels through measures, such as planning, community education, information management, communications and warning systems.

Unit 4: Global networks and interconnections

This unit focuses on the process of globalisation and is based on the reality that we live in an increasingly interconnected world. It provides students with an understanding of the economic and cultural transformations taking place in the world today and the economic, environmental and social impacts of these changes. Cultural groups that may have been isolated in the early twentieth century are now linked across an interconnected world in which there is a 'shrinking' of time and space. This is a world in which advances in transport and telecommunications technologies have not only transformed global patterns of production and consumption but also facilitated the diffusion of ideas nd elements of cultures.

Types of Assessment	
Assessment Type	**Examples may include**
Type 1 Geographical inquiry	Investigation, assignment, report
Type 2 Fieldwork/ practical skills	Excursions, map interpretation, and/or data analysis
Type 3 Tests	Multiple-choice questions, short responses, extended responses
Type 4 Externally set task	Developed by SCSA

Possible Excursions/Events

- Fremantle
- Perth hills
- Kings Park
- Perth city

For more information on this course, please click for SCSA Link

22680VIC CERTIFICATE I IN EMPLOYMENT PATHWAYS (1 YEAR COURSE)

Indicative Cost:

- Year 11 or 12: $100 (Final charge TBC)
- Authority Developed Workplace Learning (ADWPL): Year 11 or 12: $20

Success Indicator

- C Grade in Year 10 English desirable

Course Description

The Certificate I in Employment Pathways transforms students' learning into meaningful vocational opportunities through career exploration. Students are equipped and empowered with essential skills and knowledge across work preparation, industry investigation, career planning, and personal effectiveness – creating accessible employment pathways and a solid foundation for further study options.

This qualification provide students with the confidence to make a clear connection between their current capabilities and future vocational outcomes while supporting their journey with valuable guided pathways toward employment or further learning.

Year 11 or 12

Core Units	
VU23722	Develop Personal Effectiveness
VU23724	Develop an action plan and portfolio for career planning
VU23723	Prepare for employment
Elective Units:	
FSKOCM007	Interact effectively with others at work
FSKWTG009	Write routine workplace texts
FSKLRG007	Use strategies to identify job opportunities
BSBWHS211	Contribute to health and safety of self and others

Types of Assessment	
Assessment Type	**Examples may include**
Competency Based Assessments	Competency-based assessment is the process of collecting evidence and making judgements about whether a person has achieved competency in the area of training. It is often described as a criterion referenced process, because it involves people being assessed against fixed criteria or pre-determined benchmarks as expressed in units of competency. Some examples of assessments that may be used are: , individual practical application, Individual and group presentations, workbooks, logbooks, self-reflections, peer assessments, online tasks, case studies and theoretical knowledge questions.

Possible Excursions/Events

- Industry related visits
- Industry relevant professional visits

For more information on this course, please click for SCSA Link

Mathematics

ATAR MATHEMATICS APPLICATIONS

Success Indicator

- WA Curriculum grade of a C or above in Year 10 Pre-Applications and Sem 1 Exam result >55%
- WA Curriculum grade of a C or above in Year 10 Pre-Methods and Sem 1 Exam result >40%
- For Y12 Applications, students should have gained a C-grade or above in Y11 Applications

Course Description

Mathematics Applications is an ATAR course which focuses on the use of mathematics to solve problems in contexts that involve financial modelling, geometric and trigonometric analysis, graphical and network analysis, and growth and decay in sequences. It also provides opportunities for students to develop systematic strategies based on the statistical investigation process for answering questions that involve analysing univariate and bivariate data, including time series data.

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

Year 11 (AEMAA)

Unit 1:

This unit has three topics: consumer arithmetic (with a focus on percentages and rates and managing money), algebra and matrices (with a focus on manipulating variables and introducing matrices) and shape and measurement (with a focus on trigonometry and calculations involving geometric shapes).

Unit 2:

This unit has three topics: univariate data analysis and the statistical process (with a focus on developing students statistical investigation skills), Linear equations and their Graphs (using linear and piece-wise functions to model practical situations) and Applications of trigonometry (with a focus on non-right angled trigonometry, working in three dimensions and bearings).

Year 12 (ATMAA)

Unit 3:

'Bivariate data analysis' introduces students to some methods for identifying, analysing and describing associations between pairs of variables, including using the least-squares method as a tool for modelling and analysing linear associations. The content is to be taught within the framework of the statistical investigation process. 'Growth and decay in sequences' employs recursion to generate sequences that can be used to model and investigate patterns of growth and decay in discrete situations. These sequences find application in a wide range of practical situations, including modelling the growth of a compound interest investment, the growth of a bacterial population, or the decrease in the value of a car over time. Sequences are also essential to understanding the patterns of growth and decay in loans and investments that are studied in detail in Unit 4. 'Graphs and networks' introduces students to the language of graphs and the way in which graphs, represented as a collection of points and interconnecting lines, can be used to analyse everyday situations, such as a rail or social network.

Unit 4:

'Time series analysis' continues students' study of statistics by introducing them to the concepts and techniques of time series analysis. The content is to be taught within the framework of the statistical investigation process. 'Loans, investments and annuities' aims to provide students with sufficient knowledge of financial mathematics to solve practical problems associated with taking out or refinancing a mortgage and making investments. 'Networks and decision mathematics' uses networks to model and aid decision-making in practical situations.

Types of Assessment	
Assessment Type	**Examples may include**
Response	Tests
Investigation	Investigations (including a take home and validation component)
Examination	Semester 1 and Semester 2 exam

Possible Excursions/Events

Follow this link to the SCSA website for more information about ATAR Mathematics Applications

ATAR MATHEMATICS METHODS

Success Indicator

- A Grade and Pre-Methods Sem 1 Exam result >75%
- or A Grade and GAT/ACP Sem 1 Exam result >45%

Course Description

Mathematics Methods is an ATAR course which focuses on the use of calculus and statistical analysis. The study of calculus provides a basis for understanding rates of change in the physical world, and includes the use of functions, their derivatives and integrals, in modelling physical processes. The study of statistics develops students' ability to describe and analyse phenomena that involve uncertainty and variation.

The major themes of the Mathematics Methods ATAR course are calculus and statistics. They include, as necessary prerequisites, studies of algebra, functions and their graphs, and probability. They are developed systematically, with increasing levels of sophistication and complexity. Calculus is essential for developing an understanding of the physical world because many of the laws of science are relationships involving rates of change. Statistics is used to describe and analyse phenomena involving uncertainty and variation.

Mathematics Methods provides a foundation for further studies in disciplines in which mathematics and statistics have important roles.

Year 11 (AEMAM)

Unit 1:

This unit contains the three topics: counting and probability, functions and graphs, and trigonometric functions. 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.

Unit 2:

This unit contains the three topics: exponential functions, arithmetic and geometric sequences, and introduction to differential calculus. In Unit 2, exponential functions are introduced and their properties and graphs examined. Arithmetic and geometric sequences and their applications are introduced and their recursive definitions applied. Rates and average rates of change are introduced and this is followed by the key concept of the derivative as an 'instantaneous rate of change'. These concepts are reinforced numerically (by calculating difference quotients), geometrically (as slopes of chords and tangents), and algebraically. This first calculus topic concludes with derivatives of polynomial functions and associated concepts.

Year 12 (ATMAM)

Unit 3:

The study of calculus continues by introducing the derivatives of exponential and trigonometric functions and their applications, as well as some basic differentiation techniques and the concept of a second derivative, its meaning and applications. The aim is to demonstrate to students the beauty and power of calculus and the breadth of its applications. The unit includes integration, both as a process that reverses differentiation and as a way of calculating areas. The fundamental theorem of calculus as a link between differentiation and integration is emphasised. Discrete random variables are introduced, together with their uses in modelling random processes involving chance and variation. The purpose here is to develop a framework for statistical inference.

Unit 4:

The logarithmic function and its derivative are studied. Continuous random variables are introduced and their applications examined. Probabilities associated with continuous distributions are calculated using definite integrals. In this unit, students are introduced to one of the most important parts of statistics, namely, statistical inference, where the goal is to estimate an unknown parameter associated with a population using a sample of that population. In this unit, inference is restricted to estimating proportions in two-outcome populations. Students will already be familiar with many examples of these types of populations.

Types of Assessment	
Assessment Type	**Examples may include**
Response	Tests
Investigation	Investigations (including a take home and validation component)
Examination	Semester 1 and Semester 2 exam

Possible Excursions/Events

Follow this link to the SCSA website for more information about ATAR Mathematics Methods

ATAR MATHEMATICS SPECIALIST

Success Indicator

- A Grade in Pre-Methods and Sem 1 Exam result >85%
- A Grade in GAT/ACP

Course Description

Mathematics Specialist is an ATAR course which provides opportunities, beyond those presented in the Mathematics Methods ATAR course, to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. The Mathematics Specialist ATAR course contains topics in functions and calculus that build on and deepen the ideas presented in the Mathematics Methods ATAR course, as well as demonstrate their application in many areas. This course also extends understanding and knowledge of statistics and introduces the topics of vectors, complex numbers and matrices.

The Mathematics Specialist course is designed to be taken in conjunction with Mathematics Methods and is for students with a deep enjoyment and understanding of mathematics.

Year 11 (AEMAS)

Unit 1:

Unit 1 of the Mathematics Specialist ATAR course contains three topics: Combinatorics (which provides techniques that are useful in many areas of mathematics, including probability and algebra), Vectors in the plane (which introduces new perspectives for working in two dimensions), and Geometry (where students extend their use of formal proofs). These topics complement the content of the Mathematical Methods ATAR course.

Unit 2:

Unit 2 of the Mathematics Specialist ATAR course contains three topics: Trigonometry (which contains a section of proof by mathematical induction), Matrices (including applications to linear transformations), and Real and complex numbers.

Year 12 (ATMAS)

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 is extended to three-dimensional vectors, vector equations and vector calculus, 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:

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.

Types of Assessment	
Assessment Type	**Examples may include**
Response	Tests
Investigation	Investigations (including a take home and validation component)
Examination	Semester 1 and Semester 2 exam

Possible Excursions/Events

Follow this link to the SCSA website for more information about ATAR Mathematics Specialist

GENERAL MATHEMATICS ESSENTIALS

Success Indicator

- C Grade in Year 10 Pre-Essentials
- Or D Grade in Year 10 Pre-Applications

Course Description

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

Year 11 (GEMAA)

Unit 1:

There are four topics in unit 1, which are studied in familiar, relevant contexts:

- Basic calculations, percentages and rates
- Using formulae for practical purposes
- Measurement
- graphs

Unit 2:

There are four topics in unit 2, which are studied in familiar, relevant contexts:

- representing and comparing data
- percentages
- rates and ratios
- time and motion

Year 12 (GTMAA)

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. Students will learn in a context that is meaningful and of interest. 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. Students will learn in a context that is meaningful and of interest. Possible contexts for this unit are Finance, and Travel.

Types of Assessment	
Assessment Type	**Examples may include**
Response	Tests
Practical Application/ Statistical Investigation Process	Investigations, Projects
Externally Set Task (EST)	EST

Possible Excursions/Events

Follow this link to the SCSA website for more information about General Mathematics Essentials

Science

ATAR BIOLOGY

Success Indicator

- B Grade in Year 10 Science and demonstration of critical thinking in Big Question responses

Course Description

Biology is the science of life—exploring how living organisms grow, interact and adapt. The ATAR Biology course offers an exciting journey from ecosystems and biodiversity in Year 11 to genetics, evolution and disease in Year 12. Students investigate life on every scale, from microscopic cells to entire ecosystems. Year 11 focuses on the diversity of life and how cells function in plants and animals, while Year 12 examines DNA, inheritance, evolution and how organisms survive in changing environments. Through engaging laboratory and field work and real-world case studies, students develop critical thinking, problem-solving and investigative skills. They explore cutting-edge topics like biosecurity, genetic technologies and climate impacts on biodiversity. Ideal for students curious about health, conservation, or life sciences, Biology lays the foundation for careers in medicine, veterinary science, environmental science, biotechnology and more. This course empowers students to make informed decisions about real-world biological issues now and in the future.

Year 11 (AEBLY)

Unit 1: Ecosystems and Biodiversity

Students investigate and describe several diverse ecosystems, exploring the range of biotic and abiotic components to understand the dynamics, diversity and underlying unity of these systems.

Unit 2: From single cell to multicellular organisms

Students investigate the interdependent components of the cell system, including structure and function and key processes for cell survival in animals and plants, as well as the multiple interacting systems in multicellular organisms.

Year 12 (ATBLY)

Unit 3: Continuity of species

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

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.

Types of Assessment	
Assessment Type	**Examples may include**
Science Inquiry	Environmental field work, experimental testing and other practical activities.
Extended response	Written explanations and applications of models and theories.
Test	Multiple choice, short answer and or extended answer questions.
Examination	Multiple choice, short answer and two extended answer questions.

Possible Excursions/Events

- Bold Park Field Work

For more information on this course, please click for SCSA Link

ATAR CHEMISTRY

Success Indicator

- B Grade in Year 10 Science and demonstration of critical thinking in Big Question responses

Course Description

Chemistry is the science of substances—how they're structured, how they interact, and how they transform. The ATAR Chemistry course is perfect for curious minds eager to understand the world at an atomic level. In Year 11, students explore atomic structure, bonding, energy in reactions, and the properties of matter through real-world applications like fuels, medicines and water treatment. Year 12 builds on this foundation with advanced topics such as equilibrium, acids and bases, redox reactions, and the world of organic chemistry and chemical synthesis. Practical experiments and investigations are a key part of the course, helping students develop critical thinking, problem-solving and analytical skills. Chemistry is essential for pathways in medicine, engineering, environmental science, forensics, and many more. Whether you're aiming for a science career or just want to understand the materials that shape our lives, Chemistry will challenge and inspire you.

Year 11 (AECHE)

Unit 1: Chemical fundamentals

Students use models of atomic structure and bonding to explain the properties of materials. They will 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

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

Year 12 (ATCHE)

Unit 3: Equilibrium, acids and bases and redox reactions

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

Unit 4: Organic chemistry and chemical synthesis

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

Types of Assessment	
Assessment Type	**Examples may include**
Science Inquiry	Experimental testing, analysis of second-hand data and writing of scientific reports.
Extended Response	Answers to specific questions based on individual research and evaluation of scientific journals, media texts and/or advertising.
Test	Multiple choice, short answer and extended answer questions.
Examination	Multiple choice, short answer and extended answer questions

Possible Excursions/Events

For more information on this course, please click for SCSA Link

ATAR HUMAN BIOLOGY

Success Indicator

- B Grade in Year 10 Science and demonstration of critical thinking in Big Question responses

Course Description

Human Biology is the study of you—how your body works, how you grow, reproduce, adapt and stay healthy. In Year 11, students explore how body systems like the circulatory, respiratory and muscular systems interact to support life and how genetics, reproduction and lifestyle choices shape development and health. Year 12 builds on this foundation, examining the nervous and endocrine systems, immune responses, and the story of human evolution and variation. The course links classroom theory to real-life applications like genetic screening, disease management, biotechnology and public health. With hands-on investigations and critical thinking tasks, students develop scientific inquiry, analysis, and communication skills that are vital in many careers. Whether you're heading into medicine, sports science, nursing, psychology or just want to understand yourself and others better, Human Biology offers insights into the human condition—and empowers you to make informed, ethical choices about health and wellbeing.

Year 11 (AEHBY)

Unit 1: The functioning human body

Students analyse how human structure and function supports cellular metabolism and how lifestyle choices affect body functioning. They explore the human cells and tissues, as well as the respiratory, circulatory, digestive, musculoskeletal, and excretory systems

Unit 2: Reproduction and inheritance

Students gain an understanding of the mechanisms of transmission of genetic materials to the next generation, the role of males and females in reproduction, and how interactions between genetics and the environment influence early development.

Year 12 (ATHBY)

Unit 3: Homeostasis and disease

Students explore 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

Students explore the variations in humans, their changing environment and evolutionary trends in hominids.

Types of Assessment	
Assessment Type	**Examples may include**
Science inquiry	Experimental testing, analysis of second-hand data and writing of scientific reports.
Extended response	Answers to specific questions based on individual research and evaluation of scientific journals, media texts and/or advertising
Test	Multiple choice, short answer and extended answer questions.
Examination	Multiple choice, short answer and two extended answer questions.

Possible Excursions/Events

For more information on this course, please click for SCSA Link

ATAR PHYSICS

Success Indicator

- B Grade in Year 10 Science and demonstration of critical thinking in Big Question responses
- B Grade in Year 10 Pre-Application Mathematics or a C Grade in Year 10 in Pre-Methods Mathematics

Course Description

Physics is the science behind everything from rocket launches to electric guitars. In the ATAR Physics course, students explore how the universe works—from the tiniest particles to vast galaxies. Year 11 lays the groundwork with motion, forces, energy, waves, nuclear reactions and electricity, all tied to real-world contexts like road safety, power generation and medical imaging. In Year 12, students dive deeper into cutting-edge topics like gravity, special relativity, electromagnetism, quantum theory and the Big Bang. They'll learn how mobile phones work, why GPS needs Einstein's theories, and how fusion might power our future. Investigations and experiments are central to the course, building analytical, mathematical and problem-solving skills. Physics is essential for careers in engineering, space science, medical technology, renewable energy and more. For students who enjoy thinking deeply and logically about how and why things work, Physics provides an intellectually stimulating and future-focused pathway.

Year 11 (AEPHY)

Unit 1: Motion, forces and energy

Students develop an understanding of motion, forces, and mechanical and thermal energy, which can be used to describe, explain and predict a wide range of phenomena. Students describe linear motion in terms of position and time data, and examine the relationships between force, momentum and energy for interactions in one dimension.

Unit 2: Waves, nuclear and electrical

Students explore how physics explains and predicts energy transfers and transformations vital to modern industry. They investigate wave phenomena, apply the nuclear model to study radioactivity, and learn how nuclear reactions convert mass into energy. They also examine electrical charge in circuits to analyse and predict electrical phenomena.

Year 12 (ATPHY)

Unit 3: Gravity and Relativity

Students develop a deeper understanding of motion and its causes by using Newton's laws of motion and the gravitational field model to analyse circular motion, including on banked curves, and satellite motion

Unit 4: Electromagnetism and modern physics

Students investigate electromagnetic interactions and apply this knowledge to understand the operation of direct current motors, direct current (DC) and alternating current (AC) generators, transformers, and AC power distribution systems. They also investigate the production of electromagnetic waves.

Types of Assessment	
Assessment Type	**Examples may include**
Science inquiry portfolio	A collection of experimental work completed over each unit, looking at how students analyse and communicate data, evaluate experiments, apply scientific reasoning, and demonstrate practical skills.
Test	Short answer and extended response questions.
Examination	Short response questions, smaller problem-solving questions, and larger questions on comprehension and data analysis.

Possible Excursions/Events

For more information on this course, please click for SCSA Link

ATAR PSYCHOLOGY

Success Indicator

- B Grade in Year 10 Science and demonstration of critical thinking in Big Question responses

Course Description

Psychology is the fascinating science of how people think, feel and behave. In this ATAR course, students explore the brain, memory, learning, development, attitudes and behaviour through both theory and real-world investigations. In Year 11, students learn how the brain shapes our thoughts and emotions, delve into adolescent development, and examine how attitudes and social influences impact behaviour. In Year 12, the focus sharpens on memory, learning, motivation, health and wellbeing—critical topics that link to everyday life, from managing stress to improving sleep. Students build practical research skills by designing and evaluating psychological investigations using ethical scientific methods. This course nurtures critical thinking and analytical skills that are valuable across fields such as health, education, business, media and human services. Whether you're curious about human nature or aiming for a career involving people, Psychology provides a solid and engaging foundation.

Year 11 (AEPSY)

Unit 1: Biological and lifespan psychology

Biological psychology builds students understanding of the central nervous system and the impact this has on our behaviours. While lifespan psychology has a key focus on adolescent development and provides an opportunity for students to understand the impact of developmental change on our cognitive, physical and social skills.

Unit 2: Attitudes, stereotypes and social influence

Students explore the function and effect of attitudes, explore theories of cognitive dissonance, social identity and attribution, and apply these theories to real world experiences. They will also learn about the relationship between social influence and the development of prosocial and antisocial behaviours, including development of attitudes and stereotypes.

Year 12 (ATPSY)

Unit 3: Memory and Learning

Students learn the roles of sensation, perception and attention in memory. They apply models of memory, understand how specific structures of the brain affect memory. Students then examine how learning occurs, including classical conditioning, operant conditioning and social learning theory. Students apply learning theories in behaviour modification to real-world contexts and further their science inquiry skills.

Unit 4: Motivation, wellbeing and health

Students will analyse theories and models associated with motivation such as self-determination theory and Maslow's hierarchy of needs. Students will examine what factors affect stress and how these are connected to, sleep and wellbeing. Students then learn psychological models and techniques to improve wellbeing in these contexts.

Types of Assessment	
Assessment Type	**Examples may include**
Science inquiry	Planning and designing psychological investigations and conducting research analysis of psychological evidence.
Response	Unit tests with short answer and extended responses questions.
Examination	Short answer and two extended answer questions.

Possible Excursions/Events

- Kings Park
- Perth Zoo

For more information on this course, please click for SCSA Link

GENERAL HUMAN BIOLOGY

Success Indicator

- C Grade in Year 10 Science

Course Description

General Human Biology offers an accessible and practical pathway for students eager to understand how the human body works and how everyday choices affect health and wellbeing. In Year 11, students explore body systems such as the digestive, musculoskeletal, circulatory, respiratory and urinary systems, and examine how nutrition, exercise, and health checks contribute to quality of life. Year 12 builds on this knowledge by focusing on reproductive health, pregnancy, and infectious diseases, as well as how the body defends itself against pathogens. Students learn through hands-on activities, dissections, scientific investigations and real-world health case studies. This course supports students in making informed personal health decisions and understanding public health issues. It's ideal for those considering careers in community health, aged care, fitness, childcare, allied health or other people-focused fields.

Year 11 (GEHBY)

Unit 1: Digestion and Diet

Students explore 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. They also explore how the dietary decisions we make can affect the functioning of body cells and our quality of life

Unit 2: Circulatory, respiratory and urinary systems

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

Year 12 (GTHBY)

Unit 3: Reproduction

Students explore how the male and female reproductive systems are specialised for successful fertilisation and implantation, and the development of the embryo and foetus. They also explore how lifestyle choices can impact personal reproductive health, fertility and the delivery of a healthy baby. Contraceptive methods and assisted reproductive technologies are also examined.

Unit 4: Disease, Immune system and global health

Students explore the causes and spread of disease and how humans respond to invading pathogens. They also explore the importance of coordinated community and global responses for the prevention and control of infectious disease transmission.

Types of Assessment	
Assessment Type	**Examples may include**
Investigation	Following the scientific method, where students develop their own question to investigate through the collection and analysis of primary data.
Project	Students select and explore a recent discovery, innovation or issue related to the context they are studying. Then communicate their findings (e.g. a scientific article, poster or report)
Practical Assessment	Students will demonstrate their ability to manipulate apparatus, take accurate readings and work safely.
Supervised Written Assessment	Assessments including short and extended answers under test conditions.
Externally Set Task	A written task, developed by the School Curriculum and Standards Authority and administered by the school

Possible Excursions/Events

For more information on this course, please click for SCSA Link

GENERAL PSYCHOLOGY

Success Indicator

- C Grade in Year 10 Science

Course Description

Psychology is the fascinating science of how people think, feel and behave. The General Psychology course offers a practical and engaging introduction to understanding human nature. In Year 11, students explore personality, intelligence, the influence of culture and communication styles, as well as socialisation and relationships. They investigate how childhood experiences, media and parenting shape who we are. In Year 12, students expand on these ideas by learning about brain function, states of consciousness, development, motivation, group behaviour, and prejudice. They examine case studies and famous psychological theories, while also developing skills in observation, data analysis, and ethical research methods. Students apply psychological concepts to real-life situations—like managing friendships, resolving conflict and understanding diversity. This course is ideal for students interested in careers involving people, such as community services, education, health, childcare or customer service—and for anyone who wants to better understand themselves and others.

Year 11 (GEPSY)

Unit 1: Personality, Cognition and Communication

Provides a general introduction to personality and intelligence. Students explore influential theories used to describe personality such as Freud's psychodynamic approach and Eysenck's trait theory. Students are encouraged to look beyond themselves to examine different agents of socialisation, types of communication and the role of communication in initiating, maintaining and regulating relationships

Unit 2: The brain, developmental and social psychology

Introduces students to the third largest organ in the human body, the brain, and focuses on factors that influencing behaviour, emotion and thought, including heredity, hormones, physical activity and psychoactive drugs. Students learn more about themselves through developmental psychology, before looking outward to social psychology where they explore group behaviours, social categorisation and ways to reduce stereotypes

Year 12 (GTPSY)

Unit 3: Personality, Perception and relationships

Students apply knowledge and understandings to explore how personality can shape motivation and performance and how personality testing is used in vocational contexts. Students are introduced to different states of consciousness and the role of sensation, perception and attention in organising and interpreting information. Relational influences, including factors which determine friendships and conflict resolution, are explored.

Unit 4: Cognitive and moral development

Students learn about Piaget's theory of cognitive development, Kohlberg's theory of moral development and the role of nature and nurture. The impact of the environment on individuals is examined through the study of behaviours observed in groups, causes of prejudice and ways of reducing prejudice.

Types of Assessment	
Assessment Type	**Examples may include**
Investigation	Investigation report, research notes, and/or self or peer evaluation tools.
Response	Tests with short answer questions, literature searches or journals.
Project	Observation checklists, posters, journals, video and/or audio recordings, group work, role plays and/or oral presentations.
Externally Set Task	A written task, developed by the School Curriculum and Standards Authority and administered by the school

Possible Excursions/Events

- Kings Park
- Perth Zoo

For more information on this course, please click for SCSA Link

Technologies

ATAR APPLIED INFORMATION TECHNOLOGY

Success Indicator

- C Grade in Year 10 English
- Experience in Digital Technologies courses

Course Description

The development and application of digital technologies impacts most aspects of living and working in our society. Digital technologies have changed how people interact and exchange information. These developments have created new challenges and opportunities in lifestyle, entertainment, education and commerce. Throughout the Applied Information Technology ATAR course, students investigate client-driven issues and challenges, devise solutions, produce models or prototypes and then evaluate and refine the design solution in collaboration with the client. Students are provided with the opportunity to experience, albeit in a school environment, developing digital solutions for real situations. This course provides students with the opportunity to develop the knowledge and skills of digital technologies. It also encourages students to use digital technologies in order to use them in a responsible and informed manner.

Year 11 (AEAIT)

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. Students design digital solutions for clients being, mindful of the various impacts of technologies within legal, ethical and social boundaries.

Year 12 (ATAIT)

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.

Types of Assessment	
Assessment Type	**Examples may include**
Type 1: Projects	Website development
Type 2: Short Answer	Computer Hardware Test
Type 3; Extended Answer	Applying design concepts to sketch a website solution.

Possible Excursions/Events

For more information on this course, please click for SCSA Link

ATAR COMPUTER SCIENCE

Success Indicator

- C Grade in Year 10 Mathematics
- Experience in Digital Technologies is desirable

Course Description

The Computer Science ATAR course builds on the core principles, concepts and skills developed in the Digital Technologies subject in previous years. Students utilise and enhance established analysis and algorithm design skills to create innovative digital solutions to real-world problems. In the process, students develop computational, algorithmic and systems thinking skills which can be successfully applied to problems across domains outside Information Technology. In addition to the development of software, the essential concepts of networking, data management and cyber security are explored. With the vast amounts of data collected in our increasingly digital world, especially in the information-intensive business and scientific disciplines, data management is becoming essential. Similarly, with more and more devices connecting to the internet, cyber security is a major issue for society and the world continues to look for new, young experts to emerge in this field.

Year 11 (AECSC)

Unit 1: Design and development of programming and networking solutions

In this unit, students gain knowledge and skills to create software solutions. They use algorithms and structured programming to design and implement software solutions for a range of problems. They consider the complex interactions between users, developers, the law, ethics and society when computer systems are used and developed. Students learn about network communications and the transfer of data through a network.

Unit 2: Design and development of database solutions and cyber security considerations

In this unit, students learn about the design concepts and tools used to develop relational database systems. Students gain knowledge and skills to create database solutions and create queries to extract relevant information. Students consider the security of network communications, exploring a range of threats and measures used to keep networks secure. Students examine attitudes and values involved in the creation and use of computer-based systems and their effect on society. They examine the ethical and legal obligations of the user and developer in the collection and storage of data.

Year 12 (ATCSC)

Unit 3: Design and development of programming and networking solutions

In this unit, students gain knowledge and skills to create software solutions. They use algorithms and structured programming and object-oriented techniques to design and implement software solutions for a range of problems. They consider the complex interactions between users, developers, the law, ethics and society when computer systems are used and developed. Students learn about network communications and the transfer of data through a network.

Unit 4: Design and development of database solutions and cyber security considerations

In this unit, students learn about the design concepts and tools used to develop relational database systems. Students gain skills to create database solutions and create queries to extract relevant information. Students consider the security of network communications, considering a range of threats and measures used to keep networks secure. Students examine attitudes and values that lead to the creation and use of computer-based systems and their effect on society. They examine the ethical and legal obligations of the user and developer in the collection and storage of data.

Types of Assessment	
Assessment Type	**Examples may include**
Project	Programming project
Theory test	Cyber security theory test
Practical test	Database development

Possible Excursions/Events

For more information on this course, please click for SCSA Link

ATAR DESIGN (ALL CONTEXTS)

Success Indicator

- C Grade in Year 10 English

Course Description

The Design ATAR course develops students as creative and analytical thinkers who can solve real-world problems through design. Students learn to generate ideas, test solutions and refine outcomes using an iterative design process. Through the Double Diamond model, they explore open-ended challenges and develop design responses that balance function, aesthetics and user needs. The course builds a strong understanding of design language, principles and processes, while encouraging students to think critically about how design influences people, society and the environment. Students engage in hands-on design work, developing solutions through sketching, prototyping and visual communication.

With opportunities to explore areas such as product design, spatial design and technical graphics, students develop practical and transferable skills relevant to a wide range of future pathways. This course supports pathways into design, engineering, architecture, media and other creative and technical industries, equipping students with skills in problem-solving, innovation and communication.

Year 11 (AEDES)

Unit 1: Representational Design

In this unit, students are introduced to the foundations of design through hands-on exploration of how ideas can be communicated visually. They experiment with a range of representational techniques, including sketching, drawing and prototyping, to develop and present design concepts. Through the Double Diamond design process, students begin to understand how designers move from initial ideas to possible solutions. They explore how visual language, design principles and semiotics are used to communicate meaning, while developing the skills to analyse and create effective design outcomes.

Unit 2: User-Centred Design

In this unit, students build on their design knowledge by focusing on the needs of the end-user. They apply Design Thinking strategies to investigate problems, generate ideas and develop practical design solutions.

Students work through the iterative design process to prototype, test and refine their ideas, considering how design decisions impact functionality, usability and user experience. This unit emphasises designing with purpose, as students create solutions that respond to real-world needs and communicate effectively with a target audience.

Year 12 (ATDES)

Unit 3: Responsible Design

In this unit, students explore the role of designers in shaping ethical, sustainable and socially responsible solutions. They investigate real-world issues and consider how design can respond to environmental, social and legal responsibilities.

Using the iterative Double Diamond design process, students develop design outcomes that address authentic problems while considering the needs of stakeholders and the broader impact of their decisions. This unit encourages critical thinking as students analyse how design can create safe, inclusive and meaningful outcomes in real-world contexts.

Unit 4: Influential Design

In this unit, students explore how design can be used to influence and communicate ideas to specific audiences. They investigate how visual language, design strategies and audience profiling can shape opinions, behaviours and responses.

Students apply their design knowledge and skills to develop purposeful design solutions that communicate clear messages. Through the design process, they generate, refine and present outcomes that respond to complex, real-world challenges, demonstrating both creativity and strategic thinking.

Types of Assessment	
Assessment Type	**Examples may include**
Production/Portfolio	Portfolio and visual diary of following the design process to develop a solution.
Response	Short, in-class tasks.
Written Examination	Theory tests based on content from each unit.

Possible Excursions/Events

- Incursions from designers

For more information on this course, please c[illegible]k for SCSA Link

ATAR ENGINEERING STUDIES (MECHATRONICS)

Success Indicator

- B Grade in Year 10 Mathematics – Pre-Applications or above
- B Grade in Year 10 Science
- B Grade in Year 10 Mechatronics desirable

Course Description

This is a highly theoretical and practical course focusing on mechatronics. The course allows students to learn about and apply engineering processes, understand underpinning scientific and mathematical concepts, as well as develop engineering technology skills. Students apply the design process to research engineering theory, principles, concepts and ideas. Students develop their engineering technology skills in planning using mathematics, CAD software and use tools and machines to produce a prototype of their designed solution.

Year 11 (AEEST)

Unit 1:

In this unit, students are introduced to fundamental electronics and engineering principles that will form a foundation to their studies in mechatronics engineering. They will begin the engineering design process to develop their major project for the year and build up practical skills that will facilitate them in the process.

Unit 2:

In this unit, students focus on the topics of automation and technical innovation. Students use a greater level of scientific, mathematical and technical concepts to explain how engineered products work and use the design process to produce an engineered product.

Year 12 (ATEST)

Unit 3:

In this unit, students further develop their understanding of mechatronics and core engineering principles. They will begin the engineering design process to develop their major project for the year and build up practical skills that will facilitate them in the process.

Unit 4:

In this unit, students refine their understanding of systems and core engineering concepts to predict and explain the behaviour of engineered products. Students use a greater level of scientific, mathematical and technical concepts to explain life cycles of engineered products and use the design process to produce and evaluate an engineered product.

Types of Assessment	
Assessment Type	**Examples may include**
Design	Portfolio outlining the design brief and concept ideas, as well as theory tests.
Production	Portfolio outlining production process, evaluation and project management, as well as the creation of a prototype or model.
Exam	Three-hour exams covering short and extended answers to content covered in the course.

Possible Excursions/Events

- Visit to workshops or university
- Guest speakers from industry

For more information on this course, please click for SCSA Link

ATAR FOOD SCIENCE AND TECHNOLOGY

Success Indicator

- C Grade in Year 10 English
- C Grade in Year 10 Food Technology desirable

Course Description

In this course, students explore the science behind the food we eat, how food impacts our daily lives, our health, and our overall wellbeing. This course has hands-on experience preparing and developing food products, experimenting with recipes and techniques, and learning how food is made safely and sustainably. Students dive into how food is produced, prepared, and processed. Investigating how under and over-consumption of nutrients can lead to diet-related health conditions that affect individuals and families. Explore ways to trial and adapt recipes and processing techniques to create food products that are not only delicious but also suitable for specific uses and needs.

Discover how food is regulated, looking at the systems that control food availability, safety, and quality. Explore major global and local issues, like food security, sustainability, and food diversity in Australian society. Learn about cutting-edge developments in biotechnology and genetic modification, and how these are changing the future of food. This course is practical, creative, and it connects to growing career pathways in the food science, nutrition and health sectors.

Year 11 (AEFST)

Unit 1: Food Science

Explore how the look, taste, texture, and chemistry of food affects how we choose, cook, and eat it. Learn how nutrition, food quality, and supply are influenced by primary and secondary food processes, and how different lifestyles, social and economic factors affect food choices. Investigate how too much or too little of certain nutrients can lead to diet-related health conditions. Build skills in using technology, communication, and problem-solving to design and evaluate food products and systems.

Unit 2: The undercover story

Learn why food spoils and how we keep it safe through preservation, packaging, and processing. Explore the HACCP safety system, food regulations, and the journey from farm to table. Investigate how culture, media, and money influence what we eat, then plan and prepare nutritious, high-quality food to meet real-world needs.

Year 12 (ATFST)

Unit 3: Food Diversity and equity

Explore how science and technology shape the way we grow, choose, and eat food in today's world. You'll look at food consumption patterns, diversity, and equity in Australian society—why some people have more access to healthy food than others. Investigate cutting-edge topics like biotechnology and genetic modification, weighing up the benefits and risks of new food innovations. You'll also examine how marketing and other factors influence the choices we make at the supermarket.

Unit 4: The Future of Food

Explore how we can create a sustainable food future for the world. Learn how new technologies are used to develop food products and tackle global issues like food inequality and supply. Investigate how innovation affects nutrition and food access for different groups, and how laws and organisations help keep our food safe and fair. Get hands-on by experimenting with recipes and techniques to design and improve food products.

Types of Assessment	
Assessment Type	**Examples may include**
Investigation	Recipe books, Local Restaurant Reviews
Product Analysis	Product trial projects
Response	Case studies

Possible Excursions/Events

- Supermarket tours
- Food supply chains
- Industry special guests

For more information on this course, please click for SCSA Link

ATAR MATERIALS DESIGN AND TECHNOLOGY - TEXTILES

Success Indicator

- C Grade in Year 10 English
- B Grade in Year 9 or 10 Textiles

Course Description

This is a course about ideas, innovation and creativity. Students research and test the different characteristics of materials, and use strategies to develop innovative and creative ideas. They develop a clear understanding of the elements and fundamentals of design, and apply a design process to successfully develop a product. Students apply skills of management in planning and implementing a process, at the same time as they manipulate tools and machines to produce high-quality products. Students create products using these materials and can incorporate others for broader learning. They explore material interactions, societal impacts, and develop creativity. Through design work, they hone critical thinking, creative problem-solving, and communication skills. This course is suited to students who have an interest in design, textiles and fashion.

Year 11 (AEMDTT)

Unit 1: Design Fundamentals

In this unit students learn how to design and make projects using different textile materials. Students learn about the basics of design, the characteristics of materials, the skills and techniques for production, and how to manage risks and evaluate their work.

Unit 2: Designing for Others

In this unit, students will 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 with a textiles focus.

Year 12 (ATMDTT)

Unit 3: Advanced Design and Materials

Students extend their understanding of design aesthetics through the application of the elements and principles of design and the use of creative and critical thinking strategies. Students work with an open and self-directed design brief to manage a textiles project to design products to meet needs.

Unit 4: Innovation and Influence

Students investigate and analyse cultural and social factors which may have influenced historical and contemporary design. Students extend their understanding of design aesthetics by using creative and critical thinking strategies.

Types of Assessment	
Assessment Type	**Examples may include**
Production/Portfolio	Portfolio and visual diary of following the design process to develop creative, practical solutions.
Response	Short, in-class tasks.
Written Examination	Theory tests based on content from each unit.

Possible Excursions/Events

- Designer incursion

For more information on this course, please click for SCSA Link

ATAR MATERIALS DESIGN AND TECHNOLOGY - WOOD

Success Indicator

- C Grade in Year 10 English
- B Grade in Year 9 or 10 Wood Technologies

Course Description

Materials Design and Technology (Wood) ATAR is a practical, design-based course that focuses on working with wood to create innovative, high-quality products. Students learn how materials like timber have shaped the development of technology and continue to influence modern design and manufacturing. Through hands-on projects in our state-of-the-art workshop centre, students explore the properties of wood, experiment with tools and machinery, and develop skills in design thinking, problem-solving, and sustainable material use.

This course suits students interested in design, making, and how things work. It prepares them for a range of future pathways including university, TAFE, or apprenticeships in fields like design, engineering, manufacturing, and construction. It also helps students become informed consumers and makers in a rapidly changing technological world.

Year 11 (AEMDTW)

Unit 1: Design Fundamentals

Students explore the basics of good design and how people interact with timber products. They learn how to think creatively, plan projects, and select the right materials based on structure and properties. In our workshops, students develop safe and practical woodworking skills as they plan, produce, and evaluate a design project.

Unit 2: Designing for Others

Students design timber products for a specific client or audience, with a focus on sustainability and recycling. They build on their skills in material selection, environmental responsibility, and safe workshop practice. Project work includes planning, managing, and producing a design that meets real-world needs.

Year 12 (ATMDTW)

Unit 3: Advanced Design and Materials

Working from an open design brief, students manage a major wood-based project. They apply advanced design principles, analyse timber at a structural level, and choose materials and finishes to suit function and aesthetics. Projects involve risk management, effective communication of ideas, and self-directed workshop production.

Unit 4: Innovation and Influence

Students explore how culture, society, and emerging technologies influence timber design. They evaluate current products and imagine future innovations using new materials and tools. With a strong personal and creative focus, students design and make sophisticated timber products tailored to a chosen audience or market.

Types of Assessment	
Assessment Type	**Examples may include**
Production/Portfolio	Portfolio and visual diary of following the design process to develop creative, practical solutions.
Response	Short, in-class tasks.
Written Examination	Theory tests based on content from each unit.

Possible Excursions/Events

- Designer incursion

For more information on this course, please click for SCSA Link

GENERAL APPLIED INFORMATION TECHNOLOGY

Success Indicator

- Experience in Digital Technologies courses

Course Description

The development and application of digital technologies impact most aspects of living and working in our society. Digital technologies have changed how people interact and exchange information. These developments have created new challenges and opportunities in lifestyle, entertainment, education and commerce.

Throughout the Applied Information Technology General course, students investigate client-driven issues and challenges, devise solutions, produce models or prototypes and then evaluate and refine the design solution in collaboration with the client. Students are provided with the opportunity to experience, albeit in a school environment, developing digital solutions for real situations.

The practical application of skills, techniques and strategies to solve information problems is a key focus of the course. Students also gain an understanding of computer systems and networks. In undertaking projects and designing solutions, the legal, ethical and social issues associated with each solution are also considered and evaluated.

Year 11 (GEAIT)

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 (GTAIT)

Unit 3: Media information and communication technologies

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

Unit 4: Digital technologies in business

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

Types of Assessment	
Assessment Type	**Examples may include**
Type 1 Project	Creation of a Website
Type 2 Short Answer	Computer Hardware Test
Type 3 Extended Answer	Applying design concepts to sketch a website solution.

Possible Excursions/Events

For more information on this course, please click for SCSA Link

GENERAL MATERIALS DESIGN AND TECHNOLOGY - METAL

Success Indicator

- C Grade in Year 9 or 10 Metal Technology desirable

Course Description

This hands-on course gives students the opportunity to work directly with materials while learning how to design and make functional products. Through practical projects, they build skills in planning, tool use, and understanding metal properties and processes. Along the way, students develop problem-solving, idea generation, and communication skills that help them think critically about how materials and technologies shape everyday life.

The course also encourages students to explore the social, cultural, and environmental impacts of material use through research, experimentation, and making. It provides a strong foundation for future pathways, supporting further study or work in apprenticeships, TAFE, university, or careers in design, engineering, trades, and manufacturing.

Year 11 (GEMDTM)

Unit 1: Foundations of Design and Fabrication in Metals

Students design functional and visually appealing products, exploring user needs, values, safety, and existing designs. They develop creative concepts using 2D/3D drawings, annotations, and technical documentation. Through skills-based tasks, students select materials, plan production, operate tools and machinery safely, and apply risk management. They classify metals, identify common sections and fixings, and assess the environmental impacts of waste and metal finishes.

Unit 2: Major Project Development and Production

Students complete their Unit 1 product, refining metalworking skills and documenting progress through a portfolio of photographs and reflections. They investigate alloys, standard sizes, material selection, and apply a range of metal finishes with consideration for environmental impacts. Final products are assessed against the original concept and criteria.

Year 12 (GTMDTM)

Unit 3: Exploring Clients, Materials and Workshop Techniques

Students explore how human needs and behaviours influence product design, manufacture, and use. They apply creative thinking strategies to real-world design challenges, working within defined constraints and considering client needs. Through hands-on projects, students develop practical manufacturing skills, build confidence with tools and equipment, and apply risk management. They classify materials, understand their properties and applications, and use ongoing evaluation to improve project outcomes.

Unit 4: Advanced Fabrication and Environmental Responsibility in Design

Students advance their understanding of safe workshop practices and modern manufacturing techniques, managing full project production from concept to completion. They expand their knowledge of materials, including properties, production uses, selection, and recycling. As they fabricate their Unit 3 project, students apply creative thinking, work within real-world constraints, and reflect on the sustainability of their design choices.

Types of Assessment	
Assessment Type	**Examples may include**
Design	Design folio showing evidence of the design process.
Production	Application of practical skills in fabrication
Response	Written tasks, in class tests and research assignments.

Possible Excursions/Events

For more information on this course, please click for SCSA Link

GENERAL DESIGN (TECHNICAL GRAPHICS)

Success Indicator

Experience in Design Technologies desirable

Course description

Design (Technical Graphics) focuses on using drawing and computer-aided design (CAD) to create solutions for real-world problems. Students develop skills in visualising, designing and communicating ideas for products, structures and environments.

This course combines creativity with technical accuracy. Students learn how to represent three-dimensional ideas in two-dimensional formats using industry-standard drawing conventions and digital tools.

The skills developed in this course are highly transferable and support pathways into a range of industries, including design, engineering, architecture and trades. Students gain practical and applied skills that are valued in both further education and the workplace.

Year 11 (GEMDTM)

Unit 1: Design Fundamentals

In this unit, students are introduced to the world of design and technical drawing, learning how ideas can be transformed into clear visual solutions. They develop skills in freehand sketching, drawing conventions and computer-aided design (CAD), while exploring how the elements and principles of design are used to communicate effectively. Through practical projects, students create simple 2D and 3D designs and begin to understand how designers solve real-world problems.

Unit 2: Personal Design

In this unit, students build on their skills to create more personal and purposeful design solutions. They explore how design can reflect individual ideas, values and environments, while continuing to develop their drawing and CAD skills. Through a range of projects, students generate, refine and present their own design concepts, learning how to communicate ideas clearly to a specific audience and develop more confident, considered design outcomes.

Year 12 (GTMDTM)

Unit 3: Product Design

In this unit, students focus on designing for real-world applications, exploring how products are developed to meet the needs of specific users and markets. They investigate how design is used in commercial contexts and apply the design process to create practical and functional solutions. Using technical drawing and CAD, students design products such as consumer items, components or built environments, developing skills in problem-solving, precision and communicating ideas clearly for a target audience.

Unit 4: Cultural Design

In this unit, students explore how design reflects and responds to different cultures, communities and environments. They apply the design process to create solutions that communicate meaning and purpose for a specific audience, considering factors such as identity, values and context. Students continue to develop their technical drawing and CAD skills while producing more refined and considered designs that demonstrate both creativity and an understanding of real-world design influences.

Types of Assessment	
Assessment Type	**Examples may include**
Production/ portfolio	Extended design projects in response to a design brief, including orthographic drawings, perspective drawings, CAD models, rendered designs and design folios showing the design process.
Response	Short answer responses, design analysis, interpretation of technical drawings, annotated sketches, diagrams and written or multimodal presentations.
EST	Externally written task (Year 12 only)

Possible Excursions/Events

Incursions from designers. Excursions to architecture and design studios.

For more information on this course, please click for SCSA Link

GENERAL MATERIALS DESIGN AND TECHNOLOGY - TEXTILES

Success Indicator

- C Grade in Year 9 or 10 Textiles desirable

Course Description

The Materials Design and Technology General – Textiles course is a practical course. Students design and manufacture textile products. Students have the opportunity to develop and practise skills that contribute to creating a physical product, while acquiring an appreciation of the application of a design process, and an understanding of the need for materials sustainability. Students will learn and practise manufacturing processes and technologies, including principles of design, planning and management. Working with textile materials, students develop a range of manipulation, processing, manufacturing and organisational skills. When designing with materials, they develop cognitive skills, such as solving problems, generating ideas, creative design strategies and communication skills. This course is suited to students who have an interest in design, textiles and fashion.

Year 11 (GEMDTT)

Unit 1: Technology Process

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

Unit 2: Understanding materials

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

Year 12 (GTMDTT)

Unit 3: Using Technology skills

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. Students learn about manufacturing and production skills and techniques. They develop the skills and techniques and gain practice in planning and managing processes through the production of a designed project.

Unit 4: Understanding materials, society and the environment

Students learn about the nature of designing for a client, target audience or market. Students consider the nature, properties and environmental impacts related to a variety of materials and production techniques. They work on design projects within specified constraints and consider the environmental impacts of recycling of materials.

Types of Assessment	
Assessment Type	**Examples may include**
Design	Designing solutions to problems.
Production	Creating textile products and design solutions.
Response	In class tests and research assignments

Possible Excursions/Events

For more information on this course, please click for SCSA Link

GENERAL MATERIALS DESIGN AND TECHNOLOGY - WOOD

Success Indicator

- C Grade in Year 9 or 10 Textiles desirable

Course Description

Materials Design and Technology (Wood) General is a hands-on course where students design and build timber-based products using a range of tools, materials, and techniques. In our state-of-the-art workshop centre, students develop practical woodworking skills while learning how materials like timber influence design, technology, and everyday life. They explore the environmental, social, and cultural impacts of how materials are used, reused, and manufactured.

This course suits students who enjoy creating, problem-solving, and working with their hands. It supports pathways to further education and training, apprenticeships, or employment in fields such as furniture making, carpentry, construction, and product design. Students also gain transferable skills in planning, design thinking, and communication, making them more informed and capable participants in a technological world.

Year 11 (GEMDTW)

Unit 1 – Introduction to Design and Woodworking

Students are introduced to basic design principles and learn how to plan, shape, and construct timber products that meet specific needs. Using a range of tools and materials in our modern workshops, they develop hands-on skills in material selection, woodworking techniques, and safe production practices.

Unit 2: Designing for a market

Students design timber products with a specific audience or market in mind. They investigate existing designs, generate ideas, and turn them into functional wood-based products. Emphasis is placed on using tools safely, understanding materials, and improving design through reflection and feedback.

Year 12 (GTMDTW)

Unit 3: Advanced Design and Workshop Skills

Students take on more complex timber projects, developing their understanding of how design, human needs, and materials interact. They refine their woodworking, planning, and risk management skills, working within defined constraints to complete a well-resolved final product.

Unit 4: Designing for Clients and Sustainability

Students design and construct wood products for real-world clients or target users, with a strong focus on sustainability and recycling. They apply creative thinking, explore contemporary techniques, and safely manage production processes using a wide range of workshop technologies.

Types of Assessment	
Assessment Type	**Examples may include**
Design	Designing solutions to problems.
Production	Creating textile products and design solutions.
Response	In class tests and research assignments

Possible Excursions/Events

For more information on this course, please click for SCSA Link

SIT20322 CERTIFICATE II HOSPITALITY (2 YEAR COURSE)

Success Indicator

- Year 11: C Grade in Year 10 Food Technology desirable
- Year 12: Completed Certificate I Hospitality in Year 11

Course Description

This certificate aims to develop a range of hospitality operational skills and build on hospitality industry knowledge. Students are involved in mainly routine and repetitive tasks using practical skills and basic industry knowledge and work under direct supervision. Students will develop relevant technical, vocational and interpersonal competencies suitable to employment and further training in business, as well as skills, knowledge and experiences that are transferrable to other industry areas. This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafés, and coffee shops.

Year 11 Certificate I Hospitality	
Core Units:	
BSBTWK201	Work effectively with others
SITXCCS009	Provide customer information and assistance
SITXWHS005	Participate in safe work practices
Elective Units:	
SITXFSA005	Use hygienic practices for food safety
HLTAID011	Provide First Aid
SITXCCS011	Interact with customers
SITHFAB025	Prepare and serve espresso coffee
SITHFAB024	Prepare and serve non-alcoholic beverages

Year 12 Certificate II Hospitality	
Core Units:	
SITHIND006	Source and use information on the hospitality industry
SITHIND007	Use hospitality skills effectively
SITXCOM007	Show social and cultural sensitivity
Elective Units:	
SITHFAB021	Provide responsible service of alcohol

Types of Assessment	
Assessment Type	**Examples may include**
Competency Based Assessments	Competency-based assessment is the process of collecting evidence and making judgements about whether a person has achieved competency in the area of training. It is often described as a criterion referenced process, because it involves people being assessed against fixed criteria or pre-determined benchmarks as expressed in units of competency. Some examples of assessments that may be used are: Individual and group presentations, workbooks, logbooks, self-reflections, peer assessments, online tasks, case studies and theoretical knowledge questions.

Possible Excursions/Events

- Catering for school events
- Participating in running a school cafe
- Incursions
- Guest speakers
- Excursions to local hospitality businesses.

MEM20422 CERTIFICATE II ENGINEERING PATHWAYS (2 YEAR COURSE)

Success Indicator

- C Grade in Year 10 Mathematics desirable
- C Grade in Year 10 English desirable

Course Description

This qualification gives students the chance to develop practical, trade-like skills in metal engineering. It introduces students to the kinds of tools, equipment, and processes used in metal engineering work. For example, plan reading and marking out, sheet metal fabrication and joining, metal shaping, machining and welding.

The focus of this course is on safely using metal engineering tools and equipment to make a range of simple items. It is designed to take place in a school workshop or simulated work environment, rather than in a real workplace.

This qualification is ideal for students who are interested in engineering or similar fields and want to explore what it's like to work in that kind of environment. It builds knowledge and hands-on skills that can help students move into an apprenticeship, traineeship, or other entry-level work in the metal engineering or fabrication industry.

Year 11 1 Core unit + 5 Elective units + 3 Partial elective units	
Core Units:	
MEM13015	Work safely and effectively in manufacturing and engineering
Elective Units:	
MEM18001	Use hand tools
MEM18002	Use power tools/ handheld operations
MEMPE004	Use fabrication equipment
MEM16006	Organise and communicate information
MEMPE002	Use electric welding machines
MEM16008	Interact with computing technology
MEM11011	Undertake manual handling

Year 12 3 Core units + 3 Elective units	
Core Units:	
MSMENV272	Participate in environmentally sustainable work practices
MEMPE005	Develop a career plan for the engineering and manufacturing industries
MEMPE006	Undertake basic engineering project
Elective Units:	
MEMPE001	Use engineering workshop machines continued
MEMPE002	Use electric welding machines continued
MEM18002	Use power tools/ handheld operations continued.

Types of Assessment	
Assessment Type	**Examples may include**
Competency Based Assessments	Competency-based assessment is the process of collecting evidence and making judgements about whether a person has achieved competency in the area of training. It is often described as a criterion referenced process, because it involves people being assessed against fixed criteria or pre-determined benchmarks as expressed in units of competency. Some examples of assessments that may be used are: , individual practical application, Individual and group presentations, workbooks, logbooks, self-reflections, peer assessments, online tasks, case studies and theoretical knowledge questions.

Possible Excursions/Events

- Industry related visits

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