

# YEAR 11

## 2023

# HANDBOOK

All costings provided for subjects have been approved by the Finance Committee and endorsed by the College Board and are based on the information available at the time of print.



**Ellenbrook**  
Secondary College

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**\*\* Please note - Certificates are provided through a third party training authority and changes may occur that may impact cost or certificate achievement. All costings provided for each course or certificate has been approved by the College Board and is based on the information available at the time of print.**

# Introduction

This handbook contains information for students currently in Year 10. It is designed to provide a reference point for Ellenbrook Secondary College Graduation and the Western Australian Certificate of Education (WACE) requirements, University and TAFE entrance requirements and other vital information.

In addition, there is a summary of the content of each course being offered to Year 11s in 2023.

It does not stand alone. Advice and information is also available from students' teachers, Heads of Learning Areas, VET Coordinator and Deputy Principal.

By law, all students must remain in education, training or approved employment until the end of the year they reach 17 years and 6 months. Approval to undertake options other than full-time school is gained by completing a Notice of Arrangement (NOA). NOA forms are available from the College.

# Senior School Courses at Ellenbrook Secondary College

All students study six courses (or the equivalent) in Year 11, a total of 12 semester units. Most students will continue with these six courses in Year 12. Over the two years, students will usually complete 24 units. Once a student has commenced their program of study, course changes are discouraged and are usually only considered when it is identified that a student is in a program of study which is too difficult and that this is recognised before the College's cut-off dates for changes to be made.

The only compulsory part of the program is that all students must study English. The types of other courses chosen will depend on the student's interests, strengths, possible career direction, advice from parents and course pre-requisites being met.

The College takes course pre-requisites very seriously. Students should not be undertaking courses at a senior school level that they are not equipped to succeed in. Pre-requisites are set by Heads of Learning Areas, and are based on data collected over many years. The Heads of Learning Areas have seen many students pass through Senior School and are well aware of the work ethic and background knowledge required to succeed in each course within their learning area.

## Year 11 Enrolments

Our aim is for students to enrol in the course that best suits their interests, abilities and future pathways. Year 11 students will enrol, and remain enrolled in, six Courses, or Course equivalents. Year 11 students will not have sessions for private study.

Choices will be based on data:

- Latest school report (If enrolling in Year 11, this is commonly Semester One Year 10)
- Subject pre-requisites
- NAPLAN/OLNA results

# School Curriculum and Standards Authority (SCSA) Courses

School Curriculum and Standards Authority Courses are offered at ATAR, General and for some courses Foundation level. Each course is made up of two Year 11 units: (Units 1 and 2) and two Year 12 units (Units 3 and 4). Limited foundation level courses are available and these courses are designed for those students who have not demonstrated minimum levels of literacy and numeracy through the NAPLAN or OLNA.

ATAR courses are difficult and require significant amounts of home study. ATAR courses are taken by students who wish to gain direct entrance to university after Year 12. Students will be advised by their teachers and Heads of Learning Areas as to pairs of units that are best suited to their ability and future career aspirations.

All SCSA Courses are governed by the syllabuses and assessment structures of SCSA. These syllabus statements are available from the Authorities website: [www.scsa.wa.edu.au](http://www.scsa.wa.edu.au) or students can contact SCSA by phone: (08) 9273 6300.

In accordance with SCSA guidelines, students are awarded a grade at the end of each Year 11 or Year 12 course unit as follows:

A - Excellent Achievement

B - High Achievement

C - Sound Achievement

D - Limited Achievement

E - Inadequate Achievement

These grades appear on the student's Statement of Achievement, issued by SCSA when the student has finished secondary school, and are based on assessments carried out by College staff throughout the year. Before determining which course to take, make sure you thoroughly read and understand the Ellenbrook Secondary College information provided in this handbook.

## General Courses

Students who have demonstrated a majority of their Year 10 achievements up to a C grade will enrol in General courses, subject to the prerequisites for these subjects.

Other students may select a General course if it is appropriate to their needs. All students will remain in six Courses or Course equivalents for Year 11.

## Foundation Courses – English and Mathematics

Students who have achieved Category 1 OLNA for Literacy and/or Numeracy will be enrolled in the appropriate Foundation course in order to provide extras support.

## ATAR Courses

The philosophy at Ellenbrook Secondary College is to allow students to attempt courses if they meet the minimum recommended entrance requirements.

It is recommended that all students aiming for entry to university directly from Year 12, remain enrolled in a minimum of 5 ATAR Courses in Year 11.

To enrol in ATAR Courses, in general, the following are required by the completion of Year 10:

- NAPLAN band 7 and above and OLNA achieved
- Achieving A or B grades in Year 10 subjects
- Achieving a minimum score in Semester One exams (varies between subjects)

Students may be permitted to enrol in fewer than four ATAR courses together with general courses or a certificate in Year 11; however, continuation in these courses will depend upon satisfactory progress achieved in the Progress Review Report in Term 1 and at the completion of the Semester One exams.

# Vocational Education and Training (VET) Certificates

VET courses are undertaken as part of the school studies and enable students to gain nationally recognised qualifications for varied types of employment, and specific skills to help them in the workplace. VET courses have an industry and trade focus and you work through a series of Units of Competency to complete the full qualification and attain a Certificate at the end of the program's duration.

With VET, you can combine a vocational pathway, complete a Certificate and keep your options open to pursue further vocational education. **It is recommended that students undertaking a VET qualification also participate in Workplace Learning.**

Students may enrol in a VET Certificate internally at the College where they undertake 4 periods a week in class, or externally at TAFE or a private Registered Training Organisation. External VET Certificates are limited and competitive and need to be applied for through the College VET Coordinator during Term 2 or 3. Students selected in this mode of delivery will attend the College for 3 or 4 days and then the external Training Organisation for 1 or 2 days.

Students enrolled in external VET Certificates must abide by the College rules and are responsible for their own transport to and from the Training Organisation.

Our internal VET program is delivered through various Registered Training Organisations (RTOs). The RTO oversees the administration of the Certificate courses, adheres to the ASQA framework, can provide resources and assessments and our teachers deliver, monitor and assess the course requirements.

## Endorsed Programs

Endorsed programs address areas of learning not covered by WACE courses. Examples include workplace learning, Cadets WA, performance in school productions and independently administered examinations in music, speech and drama.

These programs can be delivered in a variety of settings by schools, community organisations, universities, training organisations and workplaces. Endorsed programs may replace up to two Year 11 course units and two Year 12 course units you need to achieve your WACE.

## When Choosing Your Course

Things to consider when choosing Course:

- You are making a COMMITMENT for two years. It is advisable to follow a Year 11 Course through to the end of Year 12.
- Every time the student changes a subject after the commencement of the school year it puts the student at risk, therefore course change requests should be avoided once the year has commenced.
- Read the detailed course descriptions contained in this handbook.
- Consider your interests and abilities and your career aspirations.
- Check that you have achieved the minimum pre-requisites.

There are some unacceptable Course combinations for University pathways. For details, please refer to the 2023 University Admission Requirements for School Leavers brochure which can be found on the Year 10 Connect page or the brochure can be downloaded from [www.tisc.edu.au](http://www.tisc.edu.au)

# Subject Selection Process

This process helps students to select appropriate Courses. All year 10 students will attend an information session which outlines the subject selection process before the end of Term 2.

## Information Evening for Parents and Students

This evening is designed to give a general overview regarding WACE requirements, entry to University and TAFE and Vocational Education and Training opportunities. In addition, personnel will be available to answer questions about the courses on offer at Ellenbrook Secondary College.

## Subject Selection Online (SSO)

Students and Parents will select their subjects for Year 11 through the SSO website. Student results in Year 10 will determine which subjects are available for each student to select. Students may request an override of a subject not available to them if they believe that they now meet the pre-requisite. The request goes directly to the Head of Learning Area for consideration. Information on how to log in to SSO will be sent to parents via email at the beginning of Term 3.

## Changing Courses

Every course change once the school year has commenced places a student at risk of not reaching their full potential. When a student selects a program of study, he/she is committing to the Courses for the duration of the course.

Course changes are discouraged and can be avoided by:

- Choosing appropriate courses – note the pre-requisites
- Discussing any problems with your teacher and parents
- Working harder when the going gets tough; hand all work in on time, seek assistance
- Take advantage of extra help and attend 100% of your classes.
- Attending an after school tuition group.

If a student realises that he/she are not in an appropriate course (e.g. too difficult or too easy), it is recommended that the student arranges to meet with the Deputy Principal as soon as possible and, at the latest, prior to the end of Week 2, Term 1. Any student who changes a Course after the commencement of the course must catch up on any work missed in the new Course selected. Course changes may result in an increase in costs.



# School Charges

## Contributions, Charges and Fee for Service

The College may seek a 50% deposit for approved subjects that have a high cost component or that are delivered by external providers (e.g. by TAFE). If a course is approved for payment prior to the commencement of the course, the principal has the flexibility to;

- Request up to 50% confirmation charge by a certain date
- Advise that participation is conditional on payment
- Have the opportunity to arrange payment plans and options if required

The College offers the following payment options:

- Cash or EFTPOS
- BPoint
- Credit Card (via phone or in person)
- BPAY: Biller Code 135525. Ref student number
- Direct Debit: BSB: 066 040 ACCOUNT: 1990 0778
- Payment Plan - click on the link below to download a form:  
[http://www.ellenbrooksc.wa.edu.au/wp-content/uploads/2019/01/DDR\\_FA09.pdf](http://www.ellenbrooksc.wa.edu.au/wp-content/uploads/2019/01/DDR_FA09.pdf) or  
alternatively, visit the College Administration Office

## Secondary Assistance Scheme

Holders of Centrelink Healthcare card, Pension card of Veterans Affairs cards are eligible for some financial assistance. Rules change from year to year. Please contact the Administration Office at the beginning of each school year.

# Ensuring Your Success

## Course Pre-requisites

Some courses have academic or attendance pre-requisites. Students who meet these pre-requisites will be able to select these courses.

## Homework/Study Commitments

Before you decide on which type of course to study, you need to consider the type of commitment you are able to give out of college hours. Students studying ATAR courses will need to do on average 3 hours of study per Course per week, each and every week. That means if you are studying 5 ATAR courses, you need to do a minimum of 15 hours of homework and/or study per week.

Students studying General or VET should undertake 1.5 hours per Course/Qualification per week, each and every week. That means that 6 General Courses require 9 hours of homework and/or study per week. Homework does not only consist of the work given to you by the teacher, but also of a self - directed component. This may include organising your notes, revision, research, exam study, practical study or additional tasks or questions.

## Handing in Your Work on Time

It is vital in Year 11 and 12 that all assessment work is handed in on time, for all Courses. Failure to do so jeopardises your grades, and does not allow you to achieve to your potential. Parents and students should read the College Assessment Policy available on the College website.

## Attendance Commitment

Your attendance and participation in class is the key to achievement of success. Studies show that students who attend school regularly are more likely to succeed at school. Aim for 100% attendance. The only acceptable reasons for absences are if you are sick or have a school activity such as an excursion. Work commitments and holidays are not acceptable reasons for being absent from school. Missed tests or assessments for unapproved absences will be given a penalty applied as per the Senior School Assessment Policy. Students undertaking VET Certificates need to demonstrate skills on a regular basis to be deemed competent.

## Medical Conditions Affecting School/Exam Performance

It is the responsibility of the student to notify the College of any medical condition that may affect performance as soon as they enrol or become aware of the condition. If special consideration is required in exams or class as a result of the medical condition, a medical certificate and/or other documentation must be provided to the Deputy Principal, so that arrangements can be put in place. This is also a SCSA requirement.

# Western Australian Certificate of Education (WACE)

**This section is relevant to all students seeking to achieve the WACE in 2023.**

The WACE is a certificate that demonstrates significant achievement over Years 11 and 12.

## The WACE requirements

Achievement of your WACE acknowledges that at the end of your compulsory schooling you have achieved or exceeded the required minimum standards in an educational program that has suitable breadth and depth. To achieve a WACE, a student must satisfy the following:

### General requirements

- Demonstrate a minimum standard of literacy and a minimum standard of numeracy through NAPLAN or OLNA
- Complete a minimum of 20 units or equivalents as described below
- Complete four or more Year 12 ATAR courses and achieve an ATAR > 55
- Meet the required achievement standard as described below

### Breadth and Depth

Students will complete a minimum of 20 course units or the equivalent. This requirement must include at least:

- A minimum of 10 Year 12 units or the equivalent
- Two completed Year 11 English units and one pair of completed Year 12 English units
- One pair of Year 12 course units from each of List A (arts /languages/social sciences) and List B (mathematics/ science/ technology).

### Achievement standard

Students will be required to achieve a minimum of 14 C grades (or equivalents, see below) in Year 11 and Year 12 units, including at least six C grades in Year 12 units (or equivalents).

Unit equivalence can be obtained through Vocational Education and Training (VET) programs and/or endorsed programs. The maximum unit equivalence available through these programs is eight units – four Year 11 units and four Year 12 units.

Students may obtain unit equivalence as follows:

- Up to eight unit equivalents through completion of VET programs, **or**
- Up to four unit equivalents through completion of endorsed programs, **or**
- Up to eight unit equivalents through a combination of VET and endorsed programs, but with endorsed programs contributing no more than four unit equivalents.

# The Western Australian Statement of Student Achievement (WASSA)

A WASSA is issued to all Year 12 students who complete any study that contributes towards a WACE. It lists all courses and programs students have completed in Year 11 and 12.

The amount of unit equivalence allocated to VET and endorsed programs is as follows:

VET qualifications

- Certificate I is equivalent to two Year 11 units
- Certificate II is equivalent to two Year 11 and two Year 12 units
- Certificate III or higher is equivalent to two Year 11 and four Year 12 units
- Endorsed programs – unit equivalence is identified on the Authority's approved list of endorsed programs.

## Literacy and Numeracy

There are two parts to demonstrating competence in literacy and numeracy. Firstly, you are required to complete two Year 11 English units and a pair of Year 12 English units.

Secondly, you must demonstrate that you have met the minimum standard for literacy and numeracy, which is based on skills regarded as essential for individuals to meet the demands of everyday life and work.

You can demonstrate the minimum standard:

- Through the Authority's Online Literacy Numeracy Assessment (OLNA), or
- If you demonstrate Band 8 or higher in your Year 9 NAPLAN, Reading, Writing and Numeracy tests.

The OLNA is compulsory for those students who have not prequalified in one or more of the components through Year 9 NAPLAN and want to achieve the WACE. Students will have up to six opportunities (two per year) between Year 10 and Year 12 to demonstrate the literacy and numeracy minimum standard.

Disability provisions are available for students with significant conditions which may severely limit their capacity to participate in the OLNA. These students, after discussions with parents/carers and the school, may choose not to sit the OLNA. However, this would mean that these students could not achieve the WACE. Students should discuss their options with the Deputy Principal.

## Year 12 Promotion

Students must be on track to achieve WACE to progress to a Year 12 course. Students have not obtained adequate academic progress by the end of the school year will have the option of repeating Year 11 (recommended at a senior campus), undertaking an alternative training program or full time employment.

# Year 11 Course List

<b>ENGLISH</b>	
English Foundation	\$42
English General	\$36
English ATAR	\$39
English General EAL/D	\$36
English Foundation EAL/D	\$42
<b>MATHEMATICS</b>	
Mathematics Foundation	\$80
Mathematics Essential General	\$50
Mathematics Applications ATAR	\$60
Mathematics Methods ATAR	\$60
Mathematics Specialist ATAR – (Internal/online)	\$60/\$100
<b>SCIENCE</b>	
Human Biological Science General	\$65
Integrated Science General	\$65
Human Biology ATAR	\$66
Earth & Environmental Science General	\$90
Biology General	\$65
Biology ATAR	\$66
Chemistry ATAR	\$56
Physics ATAR	\$56
Chemistry General	\$56
Psychology General	\$65
<b>HASS</b>	
Aboriginal and Intercultural Studies General	\$49
Ancient History General	\$49
Modern History General	\$50
Career and Enterprise General	\$26
Geography General	\$48
Geography ATAR	\$52
Modern History ATAR	\$30
Economics ATAR	\$29
<b>ARTS</b>	
Visual Arts General	\$130
Visual Art ATAR	\$130
Drama General	\$100
Media Production & Analysis General	\$100
Media Production & Analysis ATAR	\$100
Dance General	\$100
Music ATAR	\$100
Music Extra Curricular	\$60

# Year 11 Course List

<b>TECHNOLOGIES</b>		
Building & Construction General		\$150
Materials Design & Technology (Metal Work) General		\$150
Materials Design & Technology (Wood) General		\$150
Materials Design & Technology (Fabric) General		\$135
Business Management & Enterprise General		\$55
Applied Information and Technology General		\$50
Food Science & Technology General		\$180
Computer Science ATAR		\$40
Computer Science General		\$40
<b>HEALTH AND PHYSICAL EDUCATION</b>		
Physical Education Studies General		\$76
Physical Education Studies ATAR		\$95
Health Studies General		\$60
Outdoor Education General		\$315.50
<b>VET CERTIFICATES*</b>		
Certificate III in Tourism		\$149
Certificate II in Creative Industries – Photography		\$180
Certificate I in Workplace Skills		\$150
Certificate III in Business		\$150
Certificate II in Community Services (Child Care/Aged Care)		\$205
Certificate II in Hospitality		\$425
Certificate II in Sport Coaching		\$168
Certificate III in Music		\$180
Certificate II in Construction		\$225
Certificate II in Engineering Pathways		\$250
Students undertaking a Profile Course (Resource Fee)	up to	\$300
Students undertaking a Fee for Service Course	up to	\$5000
<b>ENDORSED PROGRAMS</b>		
Workplace Learning		\$100
School Production		No Cost
Music Performance Ensemble		No Cost

\* Certificate costs include a **COMPULSORY**, non-refundable enrolment fee.

# Course Outlines

## ENGLISH

### English Foundation (FEENG)

Foundation English courses are designed for students who have not demonstrated the Western Australian Certificate of Education (WACE) standard of Standard Australian English (SAE) literacy skills.

These standards are based on Level 3 of the Australian Core Skills Framework (ACSF) which outlines the skills required for individuals to meet the demands of everyday life and work in a knowledge-based economy. Students who have not demonstrated the minimum literacy standard required in the Online Literacy and Numeracy Assessment (OLNA) in Year 10 are required to enrol in the Foundation English Course in Year 11.

The English Foundation course aims to develop skills in reading, writing, and viewing, speaking and listening in work, learning, community and everyday personal contexts. Such development involves an improvement in English literacy where literacy is defined broadly to include reading ability, verbal or spoken literacy, the literacy involved in writing, and visual literacy.

Students undertaking this course will develop skills in the use of functional language conventions, including spelling, punctuation and grammar. Sound literacy skills are required for comprehending and producing texts; for communicating effectively in a learning or working environment, within a community or for self-reflection; and for establishing one's sense of individual worth.

An aim of the Foundation English course at Ellenbrook Secondary College in Year 11 is to provide students with the skills necessary to communicate effectively in both work place and social situations. The Foundation and General English course content is similar.

The Foundation English course work is highly scaffolded and aimed at catering for individual student's literacy needs. The course also aims to develop students' literacy abilities to a point where they are able to achieve the minimum standard required in the OLNA and enrol in the General English courses.

### English General (GEENG)

The Year 11 General English Course has a focus 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.

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

## **English ATAR (AEENG)**

The Year 11 English ATAR course focuses on developing 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.

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.

Students will learn how to interpret written and visual texts and write high quality responses under time pressure in order to prepare them for their Year 12 university entrance exam.

## **English General EAL/D (GELD)**

The EAL/D courses are designed for students who speak another language or dialect as their first or 'home' language.

EAL/D focuses on development of the competent use of Standard Australia English (SAE) in a range of contexts. The EAL/D General course prepares students for a range of post-secondary destinations in further education, training and the workplace.

## **English Foundation EAL/D (FELD)**

The EAL/D Foundation course is designed for students who speak another language or dialect as their first or 'home' language and who have not demonstrated the literacy standard in the OLNA.

EAL/D focuses on the mechanics of Standard Australia English (SAE) and its use in the community, the workplace or in further education or training. Practical, relevant tasks delivered through a range of engaging contexts teach students to become effective communicators, code switching between or dialects successfully.



# MATHEMATICS

Ellenbrook Secondary College offers five Mathematics courses in Year 11. The Courses are Mathematics Foundation, Mathematics Essential and ATAR Mathematics Applications, ATAR Mathematics Methods and ATAR Mathematics Specialist.

The courses are differentiated, each focusing on a pathway that will meet the learning needs of a particular group of senior secondary students. Each course is organised into four units where students study Unit 1 and Unit 2 in Year 11 before moving onto Unit 3 and Unit 4 in Year 12.

## Mathematics Foundation (FEMAT)

This course focuses on building the capacity, confidence and disposition to use mathematics to meet the numeracy standard for the WACE. It provides students with the knowledge, skills and understanding to solve problems across a range of contexts, including personal, community and workplace/employment. This course provides the opportunity for students to prepare for post-school options of employment and further training.

This course is specifically for students who have not demonstrated the numeracy standard in OLNA.

### Unit 1

- Whole numbers and money
- Addition and subtraction with whole numbers and money
- Length, mass and capacity
- Time
- Data, graphs and tables

### Unit 2

- Understanding fractions and decimals
- Multiplication and division with whole numbers and money
- Metric relationships
- Perimeter, area and volume
- The probability of everyday events

## Mathematics Essential General (GEMAE)

This 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 and is best suited to students who undertook a General pathway in Year 10 and have successfully met or are close to meeting the numeracy standard in OLNA.

### Unit 1

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

### Unit 2

- Representing and comparing data
- Percentages
- Rates and ratios
- Time and motion

## Mathematics Applications ATAR (AEMAA)

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

This course is designed for students who want to extend their mathematical skills beyond the Year 10 level and helps prepare students for a wide range of educational and employment aspirations, including continuing their studies at University or TAFE.

To be eligible for this course students will either need to have completed the Year 10 Methods course or have a course average above 65% and achieve a Semester 1 Exam mark greater than 50% whilst undertaking the Applications course in Year 10.

### Unit 1

- Consumer arithmetic
- Algebra and matrices
- Shape and measurement

### Unit 2

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

## Mathematics Methods ATAR (AEMAM)

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

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

To be eligible for this course students will need to have a course average above 65% and achieve a Semester 1 Exam mark greater than 50% whilst undertaking the Methods course in Year 10 (TISC bonus 10% of scaled score added to TEA).

### Unit 1

- Functions and graphs
- Trigonometric functions
- Counting and probability

### Unit 2

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

## Mathematics Specialist ATAR (AEMAS)

**Please note it is possible that Mathematics Specialist will run through an external agency depending on enrolment numbers in this course.**

This course provides opportunities, beyond those presented in the Mathematics Methods ATAR course, to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively.

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 ATAR course is the only ATAR mathematics course that should not be taken as a stand-alone course and it is recommended to be studied in conjunction with the Mathematics Methods ATAR course as preparation for entry to specialised university courses such as engineering, physical sciences and mathematics.

To be eligible for this course students will need to have a course average above 75% and achieve a Semester 1 Exam mark greater than 65% whilst undertaking the Methods course in Year 10 (TISC bonus 10% of scaled score added to TEA).

### Unit 1

- Combinatorics
- Vectors in the plane
- Geometry

### Unit 2

- Trigonometry
- Matrices
- Real and complex numbers

## Human Biological Science General (GEHBY)

In the Human Biology General course, students learn about themselves, relating the structure of the different body systems to their function and understanding the interdependence of these systems in maintaining life. Reproduction, growth and development of the unborn baby are studied to develop an understanding of the effects of lifestyle choices. Students will engage in activities exploring the coordination the circulatory, respiratory, digestive and urinary systems. Students research diseases and disorders related to these systems and increase their understanding of the causes and lifestyle choices that can be made to prevent them.

An understanding of human biology is valuable for a variety of career paths. The course content deals directly and indirectly with many different occupations in areas, such as social work, medical and paramedical fields, food and hospitality, childcare, sport, science and health education. Appreciation of the range and scope of such professions broadens students' horizons and enables them to make informed choices. This helps to prepare all students, regardless of their background or career aspirations, to take their place as responsible citizens in society.

Students require good literacy skills to be able to communicate ideas, a sound understanding of Year 10 Biological Science and a strong work ethic. Science inquiry skills are required throughout the course as students are expected to design, conduct and evaluate experiments in order to further their own understanding.

To be successful in this course, students will need to have demonstrated achievement of a C grade or higher in Year 10 ATAR Biological science or a B grade or higher in Year 10 General Biological science.

### Unit 1: Healthy body

This unit explores how the human body systems are interrelated to sustain life.

### Unit 2: Reproduction

This unit explores the role of males and females in the process of reproduction.

## Integrated Science General (GEISC)

The Integrated Science General course is a course grounded in the belief that science is, in essence, a practical activity. From this stems the view that conceptual understandings in science derive from a need to find solutions to real problems in the first instance. The inquiring scientist may then take these understandings and apply them in a new context, often quite removed from their original field.

This course seeks to reflect this creative element of science as inquiry. It should involve students in research that develops a variety of skills, including the use of appropriate technology, an array of diverse methods of investigation, and a sense of the practical application of the domain. It emphasises formulating and testing hypotheses and the critical importance of evidence in forming conclusions.

This course enables them to investigate science issues in the context of the world around them, and encourages student collaboration and cooperation with community members employed in scientific pursuits. It requires them to be creative, intellectually honest, to evaluate arguments with scepticism, and to conduct their investigations in ways that are ethical, fair and respectful of others. The Integrated Science General course is inclusive and aims to be attractive to students with a wide variety of backgrounds, interests and career aspirations.

### Unit 1: Environmental Degradation

Students investigate local and global environmental issues, focusing on the Carbon Cycle and how humans have contributed to climate change, as well as looking for practical and personal solutions which can be applied at home.

### Unit 2: Forensic Science

Students explore a wide range of forensic concepts and techniques, including fingerprinting, blood spatter and forgery. They will then use their skills to “solve a crime” by collecting and analysing evidence and questioning suspects to find the culprit.

Students require good literacy skills to be able to communicate ideas and aid the understanding of content. Science inquiry skills are required throughout the course as students are expected to design, conduct and evaluate experiments in order to further their own understanding.

## Human Biology ATAR (AEHBY)

Human Biology covers a wide range of ideas relating to the functioning human. Students learn about themselves, relating structure to function and how integrated regulation allows individuals to survive in a changing environment. They research new discoveries that are increasing our understanding of the causes of dysfunction, which can lead to new treatments and preventative measures. Reproduction is studied to understand the sources of variation that make each of us unique individuals. Through a combination of classical genetics and advances in molecular genetics, dynamic new biotechnological processes have resulted. Population genetics is studied to highlight the longer term changes leading to natural selection and evolution of our species.

An understanding of human biology is valuable for a variety of career paths. The course content deals directly and indirectly with many different occupations in fields, such as science education, medical and paramedical fields, child care, sport and social work. Appreciation of the range and scope of such professions broadens their horizons and enables them to make informed choices. This helps to prepare all students, regardless of their background or career aspirations, to take their place as responsible citizens in society.

The content studied in both units requires students to have high literacy skills, excellent study techniques and a good understanding of Year 10 Biological Science. Students need to be able to write extended answers and communicate their knowledge. Strong Science inquiry skills is required throughout the course as students are expected to design, conduct and evaluate experiments in order to further their own understanding. To be successful in this course, students will need to have demonstrated achievement of a B grade or higher in Year 10 ATAR Biological science and at least 65% on their Semester One exam.

### Unit 1: The Functioning Human Body

Students analyse how the structure and function of body systems, and the interrelationships between systems, support metabolism and body functioning.

### Unit 2: Reproduction and Inheritance

Students study the reproductive systems of males and females, the mechanisms of transmission of genetic material from generation to generation, and the effect of environment on gene expression.

## Earth and Environmental Science General (GEEES)

This course encourages students to develop their scientific skills of curiosity, observation, collection, and analysis of evidence in the context of our dynamic planet Earth. Focusing on geological and environmental sciences, this course encourages students to be curious about the world around them and to apply scientific principles to develop a balanced view of the benefits and challenges presented by the utilisation of resources. Sustainable management of resource use and its effects on the environment are a focus.

Students will conduct practical investigations and participate in field-based excursions that encourage them to apply what they have learnt in class to real world situations and ecosystems. This course provides an understanding of the minerals and energy industry and its contribution to Western Australia's economy.

To be successful in this course, students will need to have demonstrated achievement of a C grade in Year 10 Science.

### Unit 1: Our changing Earth

Students learn about the role of plate tectonics in the surface structure of the Earth. They examine the evidence for plate tectonics and the occurrence of volcanoes and earthquakes. Students will use fieldwork and science inquiry skills to explore features of the Earth's surface.

### Unit 1: Interacting Earth

Students gain an understanding of different environments as they examine local ecosystems and the effects of change on Earth's spheres, and the biogeochemical cycles that link them. They realise that changes in the atmosphere are related to changes in biodiversity. Local ecosystems will be explored through science inquiry and fieldwork to collect first-hand data, and to observe natural environments.



## Biology General (GEBLY)

In the Biology General Year 11 course, students investigate the cell as the basic unit of living systems, and how organisms solve problems to survive.

The Biology General course provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives. The course supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issue.

Students require good literacy skills to be able to communicate ideas, a sound understanding of Year 10 Biological Science and a strong work ethic. Science inquiry skills are required throughout the course as students are expected to design, conduct and evaluate experiments in order to further their own understanding.

To be successful in this course, students will need to have demonstrated achievement of a C grade or higher in Year 10 ATAR Biological science or a B grade or higher in Year 10 General Biological science.

### Unit 1: Classification and cell processes

In this unit, students will explore both classification and cell structures, looking for similarities and differences in cells and organisms, using the microscope and field observations. They will develop and use classification keys, using local area specimens to recognise the limitations and processes of classification. Students will also investigate the cellular processes of photosynthesis and respiration.

### Unit 2: Solving problems to survive

This unit provides opportunities to engage in practical activities to observe and compare systems and model how these systems work. Students will study adaptations of organisms in terrestrial and aquatic environments. Visits to herbariums, museums, parks and zoos provide the opportunity to observe a variety of organisms, and how adaptations enhance survival in different environments.

## Biology ATAR (AEBLY)

Biology is the study of the fascinating diversity of life as it has evolved and as it interacts and functions. Living systems are all interconnected and interact at a variety of scales, from the molecular level to the ecosystem level. The theory of evolution by natural selection is critical to explaining these patterns and processes in biology, and underpins the study of all living systems.

Communities rely on the biological sciences to understand, address and successfully manage environmental, health and sustainability challenges facing society in the twenty-first century. These include the biosecurity and resilience of ecosystems, the health and well-being of organisms and their populations, and the sustainability of biological resources.

Studying the Biology ATAR course provides students with a range of skills and understandings that are valuable to a wide range of further study pathways and careers. Understanding of biological concepts, as well as general science knowledge and skills, is relevant to a range of careers, including those in medical, veterinary, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation and eco-tourism. This course will also provide a foundation for students to critically consider and to make informed decisions about contemporary biological issues in their everyday lives.

The content studied in both units requires students to have high literacy skills, excellent study techniques and a good understanding of Year 10 Biological Science. Students need to be able to write extended answers and communicate their knowledge. Strong Science inquiry skills is required throughout the course as students are expected to design, conduct and evaluate experiments in order to further their own understanding.

To be successful in this course, students will need to have demonstrated achievement of a B grade or higher in Year 10 ATAR Biological science and at least 65% on their Semester One exam.

### Unit 1: Ecosystems and biodiversity

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

### Unit 2: From single cells to multicellular organisms

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

## Chemistry ATAR (AECHE)

Chemistry is the study of materials and substances and the transformations they undergo through interactions and the transfer of energy. Students learn how models of structure and bonding enable chemists to predict properties and reactions and to adapt these for particular purposes.

The study of chemistry provides a foundation for undertaking investigations in a wide range of scientific fields and often provides the unifying link across interdisciplinary studies. Major issues such as the supply of clean drinking water, efficient production and use of energy, management of mineral resources, increasing acidification of the oceans, and climate change will be researched by students.

Studying chemistry provides students with a range of skills and understandings that are valuable to a wide range of further study pathways and careers. An understanding of chemistry is relevant to a range of careers, including those in forensic science, environmental science, engineering, medicine, dentistry, pharmacy and sports science. Additionally, chemistry knowledge is valuable in occupations that rely on an understanding of materials and their interactions, such as art, winemaking, agriculture and food technology.

Students are required to have strong background knowledge of the year 10 chemistry course. They must be competent at working out chemical formulas, reading, writing and applying balanced chemical equations. Quantitative chemistry requires the students to have good mathematical skills in order to solve problems and use formulas. Experimental chemistry requires students to design, conduct and evaluate laboratory work, furthering their knowledge and understanding of chemistry in the modern world.

To be successful in this course, students will need to have demonstrated achievement of a B grade or higher in Year 10 ATAR Chemical science and at least 65% on their Semester One exam.

### Unit 1: Chemical fundamentals: structure, properties and reactions

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

### Unit 2: Molecular interactions and reactions

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

## Physics ATAR (AEPHY)

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

The Physics ATAR course uses qualitative and quantitative models and theories based on physical laws to visualise, explain and predict physical phenomena. Models, laws and theories are developed from, and their predictions are tested by, making observations and quantitative measurements.

In this course, students gather, analyse and interpret primary and secondary data to investigate a range of phenomena and technologies using some of the most important models, laws and theories of physics, including the kinetic particle model, the atomic model, electromagnetic theory, and the laws of classical mechanics.

Studying physics will enable students to become citizens who are better informed about the world around them and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues. The Physics ATAR course will also provide a foundation in physics knowledge, understanding and skills for those students who wish to pursue tertiary study in science, engineering, medicine and technology.

The content studied in both units requires students to have a good understanding of abstract concepts and high literacy skills to be able to interpret questions and communicate ideas. Students also require high level mathematical skills mastered in Year 10 in order to understand concepts, solve problems and apply formulas.

Strong Science inquiry skills are required throughout the course as students are expected to design, conduct and evaluate experiments in order to further their own understanding.

To be successful in this course, students will need to have demonstrated achievement of a B grade or higher in Year 10 ATAR Maths and at least 65% on their Semester One science exam.

Students must also be enrolled in a Year 11 ATAR mathematics course to undertake physics.

### Unit 1: Thermal, nuclear and electrical physics

Students investigate energy production by considering heating processes, radioactivity and nuclear reactions, and investigate energy transfer and transformation in electrical circuits.

### Unit 2: Linear motion and waves

Students describe, explain and predict linear motion, and investigate the application of wave models to sound phenomena.

## Chemistry General (GECHE)

Chemistry is the study of materials and substances and the changes they undergo through chemical reactions and transfer of energy.

The Chemistry General course will provide students with a range of practical and problem-solving skills, and understandings that are valuable to a wide range of further study pathways and careers, including occupations such as art, winemaking, agriculture, and food technology.

Students require good literacy and numeracy skills to be able to communicate ideas, a sound understanding of Year 10 Science and a good work ethic. A strong understanding of inquiry skills is also required throughout the course.

To be successful in this course, students will need to have demonstrated achievement of a C grade or higher in Year 10 Science.

### Unit 1

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

### Unit 2

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

Students understand and apply chemical language by interpreting symbols and formulae of some common elements and compounds. In the laboratory, students investigate chemical changes involved in processes, such as food preservation and acid rain. They perform experiments to investigate reactions with acids and bases and use chemical aids, such as pH colour charts. They plan and conduct investigations to collect first-hand safely and methodically.

## Psychology General (GEPSY)

Psychology is the scientific study of how people think, feel and act. It aims to answer important questions such as what factors influence human development, psychology is very useful; both to individuals, assisting us to improve ourselves and our relationships, and to society as a whole.

Psychological knowledge helps us understand factors relating to individuals, such as: cognition, or the way we think and the biological bases of behaviour and personality. Psychological knowledge also helps us understand the way that individuals function within groups. This consists of knowledge associated with socialisations, moral development, the formation of attitudes, and also how people relate and communicate. On a larger scale, psychological knowledge can help us understand how individuals function within different contexts and how this is influenced by culture, shaping people's values, attitudes, and beliefs.

In the Psychology General course students will be introduced to psychological knowledge which supports an understanding of the way individuals function in groups. Students learn about well-known psychological models and theories, and the methods used to conduct scientific investigations in the discipline of Psychology. Acquiring the foundation of scientific method and critical thinking is a valuable skill which students can apply throughout their study, work, and everyday lives.

Students require good literacy skills to be able to communicate ideas, a sound understanding of Year 10 Science and a strong work ethic. A strong understanding of inquiry skills is also required throughout the course.

To be successful in this course, students will need to have demonstrated achievement of a C grade or higher in Year 10 Science.

### Unit 1: Personality, Cognition, Relational Influences and Communication

This unit provides a general introduction to personality and intelligence and seek to explain how individuals are influenced by their surroundings. Beyond the individual, the impact of culture and others on behaviour is a key focus.

### Unit 2: Biological Influences, Developmental Psychology, Social Psychology, Culture and Values

This unit introduces students to the human brain, focusing on the major parts. Students explore the impact of factors influencing behaviour, emotion and thought, including heredity, hormones, physical activity and psychoactive drugs. Students explore physical, cognitive, social and emotional development and the role of nature and nurture.

# HUMANITIES AND SOCIAL SCIENCES

## Aboriginal and Intercultural Studies General (GEAIS)

### Unit 1

This unit focuses on leadership in different cultures. This includes leadership roles within the family and the community.

The students explore the lives and contribution of Aboriginal leaders of the past and contemporary leaders, including champions of the struggle for civil rights in Australia. They also explore the contribution in the arts and sport of leading Aboriginal figures. When exploring social change, the empowerment of people, and issues of sustainability and environmental protection, examples are drawn from other countries.

### Unit 2

This unit explores the ways culture is expressed through the arts and how this cultural expression has changed over time.

The contribution of Aboriginal cultures to Australian identity through the visual arts, dance, drama, literature and/or music is explored. The role of the arts in the empowerment of First Nations peoples and the maintenance of cultural values and attitudes draws on examples from Australia and other countries.

## Ancient History GENERAL (GEHIA)

### Unit 1

This unit explores ancient civilisations and cultures, students investigate life in early civilizations, including the social, cultural, political, economic, religious, and military structures, and the significant values, beliefs, and traditions that existed.

Students 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 civilisation.

### Unit 2

This unit explores power in the ancient world, 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.

Students 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.

## **Modern History GENERAL (GEHIM)**

Students of Modern History General develop skills in writing, communicating and critical thought which are important life skills.

The Modern History General course allows students to gain insights into their own society and its values. It helps them to understand why nations and people hold certain values, and why values and belief systems vary from one group to another.

This knowledge is crucial to the development of active and informed citizens in any society, the study of history ensures that they gain essential knowledge of the past – its legacy and heritage.

### **Unit 1: People, places and time**

This unit allows students to become aware of the broad sweep of history and our place within the historical narrative. Students become aware of the values, beliefs and traditions within a society, the continuity between different societies and different time periods, and the importance of individuals within a time period.

Possible theme – Decline of the Russian Empire; Nicholas II and the decline of Tsarism

### **Unit 2: Power and authority**

In this unit, students learn that societies consists of individuals and institutions that have various types of power and authority and that these interact with each other. Students learn how power and authority is distributed throughout a group or society, that individuals and groups seek to influence the structures of power and authority and the difficulties of using these structures in a just or equitable manner. In learning about the structures and institutions of societies, they make comparisons and judgement about other societies and their own society.

Possible theme – Authoritarian state: Communist Russia/USSR 1917 – 1953

## **Career and Enterprise General (GECAE)**

### **Unit 1**

The focus of unit 1 is exploring work and networks. Students develop an understanding of aspects of work, such as part-time, full-time, flexi hours, volunteer work and unemployment.

They learn that positive self-esteem and self-management are required to access work opportunities and acquire skills to build careers. Students learn the basic organisation and roles associated with different workplace structures, and develop awareness that employment is connected with responsibility for themselves and others.

### **Unit 2**

The focus of unit 2 is entry-level work readiness. Students explore the attributes and skills necessary for employment, identify their personal strengths and interests, and the impact these have on career development opportunities and decisions.

Students examine the organisation of workplaces within a chosen industry area and learn about the rights and responsibilities of employees and employers in entry-level jobs.



## **Geography General (GEGEO)**

### **Unit 1**

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 and this can place environments at risk. Students will discover how sustainable solutions can be developed

### **Unit 2**

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.

## **Geography ATAR (AEGEO)**

### **Unit 1**

The focus of this unit is on understanding how these hazards and their associated risks are perceived and managed at local, regional and global levels. Risk management, in this particular context, refers to prevention, mitigation and preparedness. Prevention is concerned with the long-term aspects of hazards, and focuses on avoiding the risks associated with their reoccurrence. Mitigation is about reducing or eliminating the impact if the hazard does happen.

Preparedness refers to actions carried out prior to the advance notice of a hazard to create and maintain the capacity of communities to respond to, and recover from, natural disasters.

Preparedness starts at the local community level, but may branch out to national and international levels through measures such as planning, community education, information management, communications and warning systems.

### **Unit 2**

The focus of this unit is 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, the spatial outcomes of these processes, and their political and social consequences.

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. The unit explains how these advances in transport and communication technology have lessened the friction of distance and have impacted at a range of local, national and global scales.

## Modern History ATAR (AEHIM)

### Unit 1

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 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.

Through their studies, students explore the nature of the sources for the study of modern history and build their skills in historical method through inquiry.

### Unit 2

This unit examines significant movements developed in response to the ideas studied in Unit 1 that brought about change in the modern world and that have been subject to political debate. The unit focuses on how Nazi Germany applied ways in which individuals, groups and institutions supported and challenged authority resulting in a transformed society.

Both Units 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.

The key conceptual understandings covered in this unit are: the factors leading to the development of movements; the methods adopted to achieve effective change; the changing nature of these movements; and changing perspectives of the value of these movements and how their significance is interpreted.

## Economics ATAR (AEECO)

### Unit 1

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

Explores the government's role in a modified market economy and Australia's recent (the last ten years) and contemporary (the last three years) macroeconomic performance. The cyclical fluctuations in the level of economic activity result in changes in the levels of output, income, spending and employment in the economy that, in turn, have implications for economic growth, inflation and unemployment. Students examine the role of government, through its spending and taxing powers, which can affect the allocation and price of resources, and the level of economic activity by targeting economic objectives.

# THE ARTS

## Visual Arts General (GEVAR)

In the Visual Arts General course students complete both practical and written tasks based on traditional, modern and contemporary art.

The course promotes creative practice as students explore and represent their own individual ideas based on a given theme. Students also gain an awareness of the role that artists play in responding to and challenging the values of a society and their own context.

Students typically produce two written assignments, a finished artwork and a supporting folio demonstrating the evolution of their work in each semester. They are encouraged to explore new ideas and styles to broaden their artistic ability and be better able to create artworks that say something to the viewer.

## Visual Arts ATAR (AEVAR)

The Visual Arts ATAR course aims to provide students with the skills, knowledge and understanding of traditional, modern and contemporary themes and practices. This will enable them to produce their own artworks and to interpret the artworks of others. They may experiment with a variety of media and find their area of interest and strength.

The course promotes innovative practice as students explore and represent their ideas and gain an awareness of the role artists and designers play in reflecting, challenging and shaping the values of a society. They also explore how context influences artists and shapes the artworks too. With this developing understanding they can then apply this knowledge to their own artworks to produce more effective messages and comment on their own context and experiences.

The course requires students to complete written and practical tasks and as such it is recommended that students have high level written skills and prior visual art experience. The course assessment weighting is 50% practical and 50% written, including an Exam.

It is expected that student utilise class time and time outside of school hours to complete their work.

## Media Production and Analysis General (GEMPA)

The Media Production and Analysis General course aims to prepare all students for a future in a digital media world by developing an understanding how media is constructed and how to create media through practical skills.

Year 11 MPA General focuses on mass media and point of view. Students will have the opportunity to explore a variety of mass media work (Netflix series and adaptations of foreign films) and point of view (examining social media, podcasts and influencers).

Students will develop written skills, which complements their English studies, and apply their understanding in the production of trailers, podcasts and video creation.

## **Drama General (GEDRA)**

The General Drama course focuses on drama through practical and theoretical tasks that integrate students' knowledge and skills.

Students use the elements of drama to develop, present and explore ideas in a variety of performance styles. Drama processes such as improvisation, play building, text interpretation, playwriting and dramaturgy are utilised to create works that reflect on human experiences and how drama can be used to entertain, inform, communicate and challenge.

In addition to the practical components of the course, students will also complete written works based on the roles and responsibilities of the non-actor roles including set, costume, makeup, props, promotional materials, stage management, front-of-house activities and sound and lighting.

Students will also develop their repertoire of drama specific terminology that they employ when describing, analysing, interpreting and evaluating their own drama and the drama of others. Practitioners including Stanislavski, Grotowski and Brecht will be explored practically and theoretically to assess their ideas and ongoing influence on the development of both presentational and representational drama works. Students will present drama to make meaning for a range of audiences and adapt their drama to suit different performance settings.

This course requires students to perform to small groups, as well as, larger audiences outside regular schooling hours.

## **Dance General (GEDAN)**

The Dance General course involves both practical and theoretical aspects of dance through the exploration of Jazz and Contemporary. Students will develop an understanding for the making and performing of movement and the appreciation of its meaning.

Through group work and individual tasks students will make decisions based on a range of creative processes. Through improvisation, investigation and workshops, students will be exposed to choreographic elements and devices to create dance works. Creating their own works in addition to learning choreographed pieces, students will develop a deep understanding and appreciation for the rehearsal process and safe dance practises to develop polished and refined sequences.

Students will also learn about the history and renowned choreographers of specific dance styles and how they have developed within society. Through dance, students experience an intrinsic sense of enjoyment while developing their performance quality in order to entertain and engage others.

This course requires students to perform to small groups, as well as, larger audiences outside regular schooling hours.

## **Media Production and Analysis ATAR (AEMPA)**

The Media Production and Analysis ATAR course aims to prepare all students for a future in a digital media world by developing a deep understanding how media is constructed and explore a range of practical skills, utilising advanced film and editing techniques. Year 11 MPA ATAR focuses on popular culture (music videos) and influence (documentaries and current affairs).

Students will develop written skills, which complements their English studies, and apply their understanding in the production of music videos, documentaries and current affair segments. Students also have an exam each semester, to apply their understanding of media theory to texts learned.

## **Music ATAR (AEMUSW)**

The Year 11 syllabus is divided into two units and covers the areas of Western Art, Contemporary and Jazz styles in a new thematic approach.

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

The two themes for these units are Elements and Narratives, where you will respond to music as you explore the creative application of music elements across time, place and culture. Students will also gain greater familiarity with how and why music is created and the variety of ways that music has been manipulated for specific storytelling purposes.

Students will continue to develop a greater awareness of the styles of music they analyse, compose and perform, and the interrelationships that exist between the music elements and narrative storytelling through their designated works and personal compositions.

# TECHNOLOGIES

## Building & Construction General (GEBCN)

**Prerequisite:** satisfactory results in lower school Home Workshop or Design and Technology subjects with reporting attributes of *often* or *consistent*.

### Unit 1

This unit is aimed at students wishing to gain general skills in building, but not pursue a career in this area. It encompasses the skills and applications of many of the trades and professions in the construction industry. Students have the opportunity to develop and practise skills that contribute to creating a physical environment, while acquiring an understanding of the need for sustainability, and an awareness of community and environmental responsibilities. Students will learn the basic fundamentals of arc welding, oxy welding, bricklaying, reticulation, storm water drainage, paving, basic carpentry and tiling including principles of design, planning and management.

### Unit 2

This unit continues to explore and build skills in the area of Building and Construction for the home handyman. In this unit you will explore common, natural and pre-made construction materials used in construction. Basic plan reading is practised with application in the building trades.

Students will also learn more advanced techniques and skills in Arc welding, Oxy-Acetylene welding, MIG welding, roof plumbing, levelling, bricklaying, paving, reticulation, carpentry and tiling.

## Materials Design & Technology Metal General (GEMDTM) or Wood General (GEMDTW)

### Unit 1

This unit is a mainly practical course in which students apply materials from their relevant context. In this first unit, students are taught, and given the workshop time to develop skills in tool and machine use, technical drawing, construction, joining and finishing skills in the relevant context. The major focus of this introductory unit is the design and production of a personal designed project within set parameters.

### Unit 2

This unit builds on the skills in both the practical and design areas of the previous unit. Students develop designs for a specific market. They use a range of techniques to gather information about existing products and apply the fundamentals of design to develop ideas and realize them through the production of a project. Development of more advanced tool and machine use is a fundamental aspect of this course with the introduction of man-made materials for construction.

## **Materials Design & Technology (Fabric) General (GEMDTT)**

The Materials Design Technology Fabrics General course continues student's journey along the fashion and fabric pathway.

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

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

This course is recommended for students wishing to further their skills and knowledge in fabric and fashion for personal use as well as those wishing to embark on a possible career and further study in this area post school.

## **Business Management & Enterprise General (GEBME)**

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

Factors that impact on business innovation and success, business planning, and legal aspects of running a small business are examined. Students engage in the running of a small business, or participate in business simulations, to develop practical business skills and to develop financial and business literacy.

Through the consideration of real businesses and scenarios, students develop knowledge, understanding and skills that enable them to analyse business opportunities, develop proposals and make sound, ethical business decisions.

The course equips students to participate proactively in the world of business, behave responsibly and demonstrate integrity in business activities.

## **Applied Information & Technology General (GEAIT)**

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

In Year 11, students focus on developing skills and knowledge to communicate in personal and small business environments. They develop skills in common software applications and wireless network technology and develop an understanding of legal, ethical and social impacts of emerging technologies.

This course is particularly relevant to those students who have an interest in digital design and offers pathways to further studies in a wide range of technology-based careers.



## **Food Science & Technology General (GEFST)**

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

Food impacts on every aspect of daily life and is essential for maintaining overall health and wellbeing. Students organise, implement and manage production processes in a range of food environments and understand systems that regulate food availability, safety and quality. Knowledge of the sensory, physical, chemical and functional properties of food is applied in practical situations.

Students investigate the food supply chain and value-adding techniques applied to food to meet consumer and producer requirements. Principles of dietary planning, adapting recipes, and processing techniques, are considered for specific nutritional needs of demographic groups. Occupational safety and health requirements, safe food handling practices, and a variety of processing techniques, are implemented to produce safe, quality food products.

This course may enhance employability and career opportunities in areas that include nutrition, health, food and beverage manufacturing, food processing, community services, hospitality and retail.

## **Computer Science ATAR (AECSC)**

In the Computer Science ATAR Course students explore the fundamental principles, concepts and skills within the field of computing.

In Year 11 students develop an understanding of information and business systems, producing spreadsheet and database solutions. They are introduced to networking concepts in a business environment and use algorithms to develop programming skills. Students study the ethical, legal and societal implications of applications in order to create programming solutions.

## **Computer Science General (GECSC)**

In the Computer Science General Course students are introduced to the fundamental principles, concepts and skills within the field of computing.

They learn how to diagnose and solve problems while exploring the building blocks of computing. Students explore the principles related to the creation of computer and information systems; software development; the connectivity between computers; the management of data; the development of database systems; and the moral and ethical considerations for the use of computer systems.

This course provides students with the practical and technical skills that equip them to function effectively in a world where these attributes are vital for employability and daily life in a technological society.



# HEALTH AND PHYSICAL EDUCATION

## Physical Education Studies General (GEPES)

**Prerequisite:** B grade or higher in Year 10 Physical Education/Specialised PE Programs and Science.

Physical Education Studies contributes to the development of students' physical, social and emotional growth. The focus of the course is the development of students' knowledge, understanding and application of factors associated with performing physical activities.

The Physical Education General pathway comprises both theoretical and practical aspects of sporting performance. Through engagement as performers, leaders, coaches, analysts and planners of physical activity, students may develop skills that can be utilised in leisure, recreation, education, sport development, youth work, health and medical fields.

It is highly recommended that students complete units 1 and 2 before attempting to enrol in the General 3 and 4 units in Year 12 Physical Education Studies.

## Health Studies General (GEHEA)

The Health Studies General pathway allows students the opportunity to develop knowledge and skills through practical, real-world learning experiences. Concepts covered link strongly to careers in nursing, youth/social work, research and community health, childcare, teaching, nutrition/dietetics, exercise physiology, sports training and many more.

Students will explore concepts such as consumer health, interpersonal and self-management skills, personal health, and health promotion. The aim of these units is to unpack the importance of a holistic view of health for individual and the community. In both Year 11 and 12 student students will plan, construct and deliver a Health Exposition (Expo) to the school and wider Ellenbrook community.

Other learning experiences offered include:

- Attending and audition other Health Exposition's
- Guest Speakers – Community Action
- Presentation – personality styles and health outcomes
- School surveys – data collection and analysis

Typical assessments include, but are not limited to: inquiries (debates, articles and oral/written reports), projects (health fairs/expo, campaigns, newsletters) and responses to health based stimuli (practical scenarios, tests, in-class essays).

## Outdoor Education General (GEOED)

### Prerequisites:

- Achieved a C grade or higher in lower school Outdoor Recreation
- Students must be able to swim a minimum of 200m unassisted in under 7 minutes.
- Students partaking in this course are actively involved in all excursions.
- Students are expected to come to practical lessons in their PE uniform
- Maintain an attendance rate of over 90%.

Through interaction with the natural world, Outdoor Education aims to develop an understanding of our relationships with the environment, others and ourselves.

The Outdoor Education General course focuses on outdoor activities in a range of environments, including snorkelling, bushwalking and orienteering. It provides students with an opportunity to develop essential life and physical activity skills, and an opportunity to develop a comprehensive understanding of the environment and develop a positive relationship with nature.

The course also provides students with opportunities to develop skills that will enable them to pursue personal interests and careers in outdoor pursuits, environmental management, or eco-tourism. The key expeditions are a 3-day snorkelling camp to Rottnest Island and a 2-day bushwalking camp along the Bibbulman Track.

To comply with Department of Education Outdoor Education Activities for Public Schools, class numbers will be capped at 22 students. Due to these limited numbers, students may be removed from this program should their behaviour or standard of participation be deemed unacceptable.

## Physical Education Studies ATAR (AEPES)

Physical Education Studies ATAR contributes to the development of the whole person, enhancing the physical, social and emotional growth of students.

Throughout the course, emphasis is placed on understanding and improving performance in physical activities. Students also explore the complex interrelationships between motor learning, psychological, biochemical and physiological factors that influence athletes. Students analyse the performance of themselves and others, apply theoretical principals and plan programs to improve the effectiveness and effectiveness and efficiency of performance.

The course provides students with opportunities to develop skills that will enable them to pursue personal interests and potential careers in sports medicine, coaching, sports management, athlete participation, psychology and allied health services like nutritionists and physiotherapists.

# VET CERTIFICATES

VET qualifications are the proposed offerings for the 2023 academic year. At the time of publication, no agreements have been entered into with a Registered Training Organisation (RTO) for the delivery of the qualifications. On the basis of interest from students in the qualifications, the school will initiate a formal partnership agreement with a RTO for the delivery of the qualification.

## **BSB10120 Certificate I in Workplace Skills**

**Duration:** 1 year

Foundation Students Only

This qualification provides students with the opportunity to learn a range of office, computer and business skills, and develop an understanding on how to work effectively in the workplace. Students will learn skills in communication and team work, and the importance of Occupational Health and Safety in the business environment.

This course is designed for students who require additional support with literacy and numeracy and preparation for OLNA.

In order to complete this course, students will need to complete two Core Units and four Elective Units. It is expected that the students will progress to BSB20120 Certificate II in Workplace Skills in Year 12.

## **CHC22015 Certificate II in Community Services (Child Care/Aged Care)**

**Duration:** 2 years

Students will gain competency in the contexts of work in a Child Care/Early Learning Centre/Aged Care Facility and develop knowledge of policies and fundamental skills in communication, working with others and interacting with children.

In order to achieve the qualification students will need to complete five Core Units and four Elective Units.

## **SIT20322 Certificate II in Hospitality**

**Duration:** 2 years

**Compulsory Requirement:** Attendance at all organised catering functions both in and out of College hours (minimum of 12 food services).

The qualification allows students to develop essential skills and knowledge required for working in the hospitality industry (front of house). Students will also have an opportunity to demonstrate their food preparation skills in a variety of contexts and learn about the importance of kitchen hygiene and safety.

Students will be undertaking units of works such as working effectively with others, interact with customers, hygienic practices for food safety, safe work practices, prepare and serve espresso coffee and other practical food units.

Students are required to participate in a minimum of 12 food services over the 2-year course. These are often outside of school hours and attendance is compulsory.

In order to complete the course students will need to complete six Core Units and six Elective Units.

## **MEM20413 Certificate II in Engineering Pathways**

**Duration:** 2 years

This qualification has been designed for students with an interest in Engineering, Trades, or even those keen to pursue a career in the mining industry.

Students develop practical skills and knowledge to cut, shape, join and finish metal to make, maintain or repair metal products and structures. Students learn skills in using tools, measuring and calculating, drawing and interpreting sketches, mechanical cutting, thermal cutting, gouging and arc welding.

Students also learn about Occupational Health and Safety in the Workplace and quality control. Students will be well positioned to pursue further training for entry into careers such as Trades Assistant, Apprenticeship in Metals, Engineering or Machinist, Panel Beater, Boilermaker or Mechanic.

In order to complete the course students will need to complete four Core Units and eight Elective Units.

## **CPC20120 Certificate II in Construction**

**Duration:** 1 year

This qualification is for students who have an interest in pursuing a career in the Building & Construction industry and will ensure the best start for students wanting to gain an apprenticeship. Units studied and successfully completed at school can reduce the length of an apprenticeship.

The qualification provides students with the essential theory, skill and possible workplace experience for entry into the mortar construction trades. Students will receive a White Card and Working at Heights as part of their training and undertake generic competencies common to the building and construction industry.

In order to complete the course students will need to complete 5 Core Units and 5 elective units in the chosen trades.

## **SIS20321 Certificate II in Sport Coaching**

**Duration:** 1 year

This course is suitable for students with a strong interest in sport and have a desire to provide motivation and enhance the capabilities of athletes.

The qualification develops the students' knowledge and skills in coaching, with significant emphasis on providing the practical contexts to apply their skills with foundation level participants.

It is designed for students who want to continue their involvement in the community sport and fulfil a role other than a participant, this qualification is a pathway for the students to become assistant coaches and who work or volunteer at community based sports clubs.

Individuals with this qualification use basic coaching skills to engage participants in a specific sport. Experience is gained by working with qualified coaches.

In order to complete the course, students will need to complete a minimum of three Core Units and four Elective Units. Students have the opportunity to complete the Certificate II in Sport and Recreation in Year 12.

## CUA20220 Certificate II in Creative Industries - Photography

**Duration:** 2 years

This qualification provides an opportunity to develop creative and critical thinking skills through Photography and photo editing production.

This Certificate will assist you for a career in Photography by familiarising you with the equipment and the environment. Students will be given hand on practical activities and tasks using industry standard techniques and processes.

In order to complete this course, students will need to complete three Core Units and seven Elective Units.

## SIT30122 Certificate III in Tourism

**Duration:** 2 years

The qualification provides an insight into the travel and tourism industry. It provides students with the entry-level skills necessary for both further training and employment in the industry. The course will cover a wide range of tourism activities, services and facilities within a domestic context. This qualification allows students to plan and coordinate simulated tourism services.

In order to complete the course students will need to complete four Core Units and eleven Elective Units.

## BSB30120 Certificate III in Business

**Duration:** 2 years

This qualification reflects the role of individuals in a variety of Business Services job roles. Students will carry out a range of routine procedural, clerical, administrative or operational tasks that require technology and business skills. They may provide technical advice and support to a team.

In order to complete the course students will need to complete six Core Units and seven Elective Units.

## CUA30920 Certificate III in Music

**Duration:** 2 years

**Compulsory Requirement:** Attendance at all organised performances/rehearsals both inside and outside of College hours.

The qualification allows students to develop essential skills and knowledge required for working in the music industry. It is also designed perfectly for those students who have a love of music and wish to continue to improve their instrumental and vocal skills, create original contemporary works, and enjoy the pursuit of musical knowledge and creativity through performance. Students will also have an opportunity to undertake real industry based tasks including: learn to protect yourself and your creative work, work in productive ensembles, understand musical genres and basic music notations and write and develop original material.

This qualification will assist students in pursuing a career in the music industry through TAFE or WAAPA. In order to achieve the course students will need to complete three Core Units and eight Elective Units.

# ENDORSED PROGRAMS

## ADWPL Workplace Learning

Workplace Learning provides an opportunity for students to develop the necessary skills they need for employment and an entry level understanding of how their chosen industry operates.

**It is highly recommended for students undertaking VET Certificates.**

**Prerequisites:** 90% attendance

**It is expected that students undertaking this program:**

- commit to working the required industry hours
- defer out of school commitments (part time work) during this time and NOT organise appointments
- attend each day for the required hours as directed by host employer
- be responsible for their own transport - placement locations cannot be guaranteed in the local area
- attend additional classes on a Friday for work readiness preparation - failure to attend these classes will result in the student not being eligible for Workplace Learning
- reliable communication e.g. mobile

Students are able to choose from a variety of industry areas (subject to host employer availability) including:

Building and Construction	Business	Animal Care
Community Service	Hospitality	Retail
Information Technology	Metals & Engineering	Automotive
Beauty & Hairdressing	Sport & Recreation	Education

Priority is given to students undertaking a VET qualification in the industry area.

Students will be offered workplace learning as a one day a week option or a block placement during the examination breaks in May/June (Semester 1) and November (Semester 2). Students will complete an application form (supplied by the College) and may undergo an interview process.

Students are required to complete a detailed logbook and skills journal whilst out on the work placement to demonstrate their employability skills. On completion of these documents and 55 hours in the workplace students will be given one-unit equivalent. Students may achieve up to four units over Year 11/12.

## ADSP School Production

**Prerequisites:** Successful audition (performance) or placement by Production Director (Backstage Roles)

School Production is an Authority-developed endorsed program that enables a student to be recognised for the significant learning gained through involvement in a school production.

It has been developed to provide recognition for both performance and production and design aspects of a production including backstage support, front of house activities, marketing and promotion, technical support, property management, set production, costume design, music, lighting, choreography and performance.

Students involved in the production performance will be required to attend the following:

- Audition process the year prior to the show
- Weekly rehearsals on Tuesday afternoons until 5:30pm
- Holiday rehearsals in January (leads only), April and July
- Evening performances in August

Students involved in the backstage roles will start the process from Term 2 until the conclusion of the show.

To successfully complete this program, a student must:

- Commit at least 55 hours to participation and engagement in a school production
- Submit to the school for assessment a portfolio which includes evidence of knowledge and understanding, abilities, skills and/or techniques and participation and engagement. This will be completed in the form of a log book and journal.

## ADMPE Music Performance Ensemble

**Prerequisites:** Member of College ensemble as coordinated by Director of Music

Music Performance Ensemble is an Authority-developed endorsed program that enables a student to be recognised for the significant learning gained through performing in a music ensemble.

The program requires that a student participates in some form of music lesson or instruction, maintains a regular practice routine, develops a repertoire of performance pieces, attends rehearsals and performs for an audience/s, which may include eisteddfods, festivals, school productions, rock performances, lunchtime concerts, busking, school or community choirs, bands, orchestras, rock groups or similar.

The program enables a student to develop performance, interpretation, technique and improvisation skills, performance protocols and etiquette, ensemble skills and knowledge and understanding of his/her instrument through engagement in a variety of performances.

To successfully complete this program, a student must commit at least 55 hours to participation and engagement in a music ensemble. The time allocation for the activities varies according to the nature of the program but typically requires:

- 25 hours of skill development – instrument instruction
- 20 hours of ensemble rehearsal
- 5 hours of public performance as part of an ensemble
- 5 hours of reflection.
- Submit to the school for assessment a portfolio which includes evidence of knowledge and understanding, abilities, skills and/or techniques and participation and engagement. This will be completed in the form of a log book and journal.