

**2024**  
**YEAR 11**  
**COURSE**  
**HANDBOOK**

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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 2024.

It does not stand alone. Advice and information are 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 6 courses (or the equivalent) in Year 11, a total of 12 semester units. Most students will continue with these 6 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 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, 6 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 most of their Year 10 achievements up to a C grade will enrol in General courses, subject to the pre-requisites for these subjects. Other students may select a General course if it is appropriate to their needs. All students will remain in 6 courses or course equivalents for Year 11.

## English and Mathematics Foundation Courses

Students who have achieved Category 1 OLNA for Literacy and/or Numeracy will be enrolled in the appropriate Foundation course to be provided extra 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 8 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.

# 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 Session for Parents and Students – Term 2 Week 10

This session 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 end of Term 2.

## 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 they 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 40% 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
- Can 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 can give out of college hours. Students studying ATAR courses will need to do on average 3 hours of study per Course per week, each 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 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.

## Submitting Your Work on Time

It is vital in Year 11 and 12 that all assessment work is submitted 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 because 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 2025.** 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.

### Year 12 Promotion

Students must be on track to achieve WACE to progress to a Year 12 course. Students who 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.

# 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 11 Course List

THE ARTS	
Dance GENERAL	\$100
Design Photography GENERAL	\$100
Drama GENERAL	\$100
Media Production and Analysis ATAR	\$100
Media Production and Analysis GENERAL	\$100
Music ATAR	\$100
Music PIMS	\$60
Visual Art ATAR	\$130
Visual Arts GENERAL	\$130
ENGLISH	
English ATAR	\$39
English FOUNDATION	\$42
English GENERAL	\$36
Literature GENERAL	\$50
English EAL/D FOUNDATION	\$42
English EAL/D GENERAL	\$36
HEALTH AND PHYSICAL EDUCATION	
Health Studies GENERAL	\$60
Outdoor Education GENERAL	\$315
Physical Education Studies ATAR	\$95
Physical Education Studies GENERAL	\$76
HUMANITIES AND SOCIAL SCIENCE	
Aboriginal and Intercultural Studies GENERAL	\$49
Ancient History GENERAL	\$49
Business Management and Enterprise GENERAL	\$55
Career and Enterprise GENERAL	\$26
Economics ATAR	\$29
Geography ATAR	\$52
Geography GENERAL	\$48
Modern History ATAR	\$30
Modern History GENERAL	\$50
MATHEMATICS	
Mathematics Applications ATAR	\$60
Mathematics Essential GENERAL	\$50
Mathematics FOUNDATION	\$80
Mathematics Methods ATAR	\$60
Mathematics Specialist ATAR – (Internal/online)	\$60/\$100

## Year 11 Course List

<b>SCIENCE</b>	
Biology ATAR	\$66
Biology GENERAL	\$65
Chemistry ATAR	\$56
Chemistry GENERAL	\$56
Earth and Environmental Science GENERAL	\$90
Human Biology ATAR	\$66
Human Biology GENERAL	\$65
Integrated Science GENERAL	\$65
Physics ATAR	\$56
Psychology GENERAL	\$65
<b>TECHNOLOGIES – HOME EC AND DIGITEC</b>	
Applied Information and Technology GENERAL	\$50
Computer Science ATAR	\$40
Computer Science GENERAL	\$40
Food Science and Technology GENERAL	\$180
Materials Design and Technology – Fabric GENERAL	\$135
<b>TECHNOLOGIES – D&amp;T</b>	
Building and Construction GENERAL	\$160
Materials Design and Technology – Metal GENERAL	\$150
Materials Design and Technology – Wood GENERAL	\$160
<b>VET CERTIFICATES*</b>	
Certificate I in Workplace Skills	\$150
Certificate II in Community Services (Child Care/Aged Care)	\$225
Certificate II in Construction Pathways	\$240
Certificate II in Creative Industries	\$180
Certificate II in Engineering Pathways	\$265
Certificate II in Hospitality	\$435
Certificate II in Sport & Recreation and Certificate II in Sport Coaching (Dual Qual)	\$178
Certificate III in Business	\$150
Certificate III in Music	\$180
Certificate III in Tourism	\$159
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

# Course Outlines

## THE ARTS

### 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.

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

**Unit 1 – Exploring the components of dance.** In this unit, students explore the elements of dance and processes of choreography and solve structured choreographic tasks to produce dance works for performance.

**Unit 2 – Dance as entertainment.** In this unit, students explore the entertainment potential of dance and choreography.

### Design Photography GENERAL (GEDESP)

In the Design Photography course students develop digital photography skills using manual camera settings, studio lighting and digital manipulation of their own photographs using Photoshop CC. Students will become familiar with design concepts, knowledge and skills that are needed for employment in the creative industries.

Students will study the design principles and processes that require their analysis of a design brief and creative problem solving through written and practical projects to produce a finished digital portfolio of Design Photography.

**Unit 1 – Design fundamentals.** The focus of this unit is to introduce design process and practice. Students learn that design can be used to provide solutions to design problems and communication needs.

**Unit 2 – Personal design.** The focus of this unit is personal design. Students learn that they visually communicate aspects of their personality, values and beliefs through their affiliations and their manipulation of personal surroundings and environments.

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

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

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

## Media Production and Analysis ATAR (AEMPA)

**Pre-requisites:** Year 10 English - C grade or better and passed exam  
OLNA - Achieved Category 3

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. This course 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.

**Unit 1 – Pop culture.** The focus of this unit is popular culture. Students analyse and respond to a range of popular culture media, identifying techniques, purposes and meanings and develop their own ideas and learn production skills to produce media work in the context of popular culture.

**Unit 2 – Influence.** The focus of this unit is the influence of media. Students analyse and respond to a range of media work designed to influence audiences. Students develop their own ideas and expand production skills to produce media work in the context of media influence.

## 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. This course 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.

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

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

## Music ATAR (AEMUSW)

**Pre-requisites:** Year 10 English - C grade or better and passed subject exam  
Year 10 Music - C grade or better  
OLNA - achieved Category 3

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.

**Unit 1 -** The music analysis theme for this unit is **Elements**. What are the building blocks that make music work? Students respond to music as they explore the creative application of music elements across time, place and culture.

**Unit 2 -** The music analysis theme for this unit is **Narratives**. How can music tell a story? Students understand that music elements can be manipulated to expressively communicate narrative.

## Visual Arts ATAR (AEVAR)

**Pre-requisites:** Year 10 English - C grade or better and passed subject exam  
Year 10 Visual Arts - C grade or better  
OLNA - achieved Category 3

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

**Unit 1 – Differences.** The focus of this unit is differences. Students consider differences arising from cultural diversity, place, gender, class and historical period in their art making and interpretation.

**Unit 2 – Identities.** The focus of this unit is identities. Students explore concepts or issues related to personal, social, cultural or gender identity in their art making and interpretation.

## Visual Arts GENERAL (GEVAR)

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

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

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



## English ATAR (AEENG)

**Pre-requisites:** Year 10 English - B grade or better and passed subject exam  
OLNA reading and writing - achieved Category 3

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 to prepare them for their Year 12 university entrance exam.

**Unit 1** - Students explore how meaning is communicated through the relationships between language, text, purpose, context and audience. This includes how language and texts are shaped by their purpose, the audiences for whom they are intended, and the contexts in which they are created and received.

**Unit 2** - Students analyse the representation of ideas, attitudes and voices in texts to consider how texts represent the world and human experience. Analysis of how language and structural choices shape perspectives in and for a range of contexts is central to this unit.

## English FOUNDATION (FEENG)

**Pre-requisites:** Not achieved OLNA

English Foundation 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 English Foundation Course in Year 11. An aim of the Year 11 English Foundation course is to provide students with the skills necessary to communicate effectively in both workplace and social situations. The 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 can achieve the minimum standard required in the OLNA and enrol in the English General courses.

## English GENERAL (GEENG)

**Pre-requisites:** Minimum OLNA Category 2

The English General 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 that will empower them 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.

**Unit 1** – This unit focuses on students comprehending and responding to the ideas and information presented in texts.

**Unit 2** – This unit focuses on interpreting ideas and arguments in a range of texts and contexts.



## Literature GENERAL (GELIT)

In the Year 11 General Literature course students learn to create readings of literary texts and to create their own texts, including essays, poems, short stories, plays and multimodal texts such as films and non-fiction.

They learn how to perform close readings of texts in terms of their cultural, social and historical contexts and value. They learn to create their own texts, explore literary language and develop an understanding of the power of representation. Students in this course will experience the aesthetic and intellectual pleasure that reading, viewing and creating texts can bring.

General Literature is best suited to students who enjoy English as a subject and like to read for pleasure. It is suited to those who wish to understand how literary art forms provide social commentary about the time periods they were created in. Students who are keen creative writers may also wish to select this course.

**Unit 1 and Unit 2.** These units introduce students to relevant and engaging literary texts. Students are asked to read poetry, prose fiction, drama and multimodal literary texts and to consider what makes a text, 'literary'. Students will experiment with creating literary texts of their own, for example, poems, plays and short stories; and literary texts that make use of multimodal techniques, for example, poetic photo narratives or short narrative and dramatic films.

## English as an Additional Language or Dialect FOUNDATION (FELD)

**Pre-requisites:** English as Additional Language or Dialect Eligibility  
OLNA Literacy – achieved Category 1 or 2

The English as an Additional Language or Dialect 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.

This course 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.

**Unit 1** - This unit focuses on developing communication skills in a range of familiar contexts across the language modes of SAE. There is a particular focus on developing oral communication skills.

**Unit 2** - This unit focuses on continuing to develop communication skills in a range of contexts across the language modes of SAE.

## English as an Additional Language or Dialect GENERAL (GELD)

**Pre-requisites:** English as Additional Language or Dialect Eligibility  
OLNA Literacy – achieved a minimum Category 2

The English as an Additional Language or Dialect General courses are designed for students who speak another language or dialect as their first or 'home' language.

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

**Unit 1** – This unit focuses on responding to and creating extended texts in familiar contexts in SAE. This unit will enable students to create extended oral, written and multimodal texts with a degree of accuracy in structure, language and register.

**Unit 2** – This unit focuses on responding to and creating connected extended texts in personal, social, community and workplace contexts in SAE. Some cultural assumptions are explored and explained through the study of a variety of texts, including popular and literary texts.

## Health Studies GENERAL (GEHEA)

**Pre-requisites:** Year 10 Health Studies – C grade or better

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, students will plan, construct, and deliver a Health Exposition (Expo) to the College and wider Ellenbrook community. Other learning experiences offered include attending and audition other Health Exposition's, guest speakers, presentations and school surveys.

**Unit 1** - This unit focuses on personal health and wellbeing and what it means to be healthy. Students explore factors which influence their health, and design action plans to improve health and achieve set goals.

**Unit 2** - This unit focuses on personal health and introduces the many factors which influence health. The notion of prevention is central to this unit, and students explore actions, skills and strategies to cope with health influences and improve health.

## Outdoor Education GENERAL (GEOED)

**Pre-requisites:** Year 10 Outdoor Recreation - C grade or higher.

Students must be able to swim a minimum of 200m unassisted in under 7 minutes.  
Attendance rate of over 80%.

Through interaction with the natural world, Outdoor Education aims to develop an understanding of our relationships with the environment, others, and ourselves. 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 in Year 11 are a 3-day snorkelling camp to Rottnest Island and a 2-day bushwalking camp along the Bibbulman Track. In Year 12 there is the 3-day mountain biking camp in Dwellingup and a 2-day kayaking expedition to Walyunga National Park.

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. Students partaking in this course are actively involved in all excursions. Students are expected to come to practical lessons in their PE uniform

**Unit 1 – Experiencing the outdoors.** Students are encouraged to engage in outdoor adventure activities. An experiential approach is used to discover what being active in the environment is all about. Students are introduced to outdoor adventure activities where they can develop and improve technical skills and apply appropriate practices to ensure safe participation.

**Unit 2 – Facing challenges in the outdoors.** This unit offers the opportunity to engage in a range of outdoor activities that pose challenges and encourage students to step outside their comfort zone. Students consider planning and resource requirements related to extended excursions/short-duration expeditions.

## Physical Education Studies ATAR (AEPES)

**Pre-requisites:** Year 10 English and Physical Education – B grade or better  
OLNA - Achieved Category 3

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 and sport. Students explore the complex relationships between motor learning, psychological, biomechanical, and physiological factors that influence individual and team 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, psychology and allied health services like nutritionists and physiotherapists.

**Unit 1** - The focus of this unit is to explore anatomical and biomechanical concepts, the body's responses to physical activity, and stress management processes, to improve the performance of themselves and others in physical activity.

**Unit 2** - The focus of this unit is to identify the relationship between skill, strategy and the body in order to improve the effectiveness and efficiency of performance.

## Physical Education Studies GENERAL (GEPES)

**Pre-requisite:** Year 10 Physical Education/Specialised PE Programs – C grade or better

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.

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.

**Unit 1** - The focus of this unit is the development of students' knowledge, understanding and application of anatomical, physiological and practical factors associated with performing in physical activities.

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

## **Aboriginal and Intercultural Studies GENERAL (GEAIS)**

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

**Unit 1** - This unit focuses on leadership in different cultures. This includes leadership roles within the family and the community.

**Unit 2** - This unit explores the ways culture is expressed through the arts and how this cultural expression has changed over time.

## **Ancient History GENERAL (GEHIA)**

The study of ancient history is the process of making meaning of the distant past in order to understand our present. It provides an opportunity for students to study people from cultures and communities that no longer exist, and to investigate how these communities responded to the problems and challenges of their time. Ancient history allows students to explore the ancient historical narrative and to seek out evidence for this.

**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.

**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.

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

**Unit 1** - The focus of this unit is on establishing a small business in Australia.

**Unit 2** - The focus of this unit is on operating a small business in Australia.

## Career and Enterprise GENERAL (GECAE)

The Career and Enterprise General course engages students in learning about developing their career in a constantly changing digital and globalised world. Careers are now considered to be about work, learning and life. Individuals need to be proactive, enterprising career managers who engage in lifelong learning. The Career and Enterprise General course aims to provide students with the knowledge, skills and understanding to enable them to be enterprising and to proactively manage their own careers.

**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.

**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.

## Economics ATAR (AEECO)

**Pre-requisites:** Year 10 English – B grade or better

Year 10 HASS – B grade or better and achieved 65% or higher in subject exam

OLNA - Achieved Category 3

Economics investigates the choices which all people, groups and societies face as they attempt to resolve the ongoing problem of satisfying their unlimited wants with limited resources. Economics aims to understand and analyse the allocation, utilisation and distribution of scarce resources that determine our wealth and wellbeing. Economics develops the knowledge, reasoning and interpretation skills that form an important component of understanding individual, business and government behaviour at the local, national and global levels.

**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.

**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.

## Geography ATAR (AEGEO)

**Pre-requisites:** Year 10 English – C grade or better

Year 10 HASS – B grade or better and achieved 65% or higher in subject exam

OLNA - Achieved Category 3

The study of geography draws on students' curiosity about the diversity of the world's places and their peoples, cultures and environments. It enables them to appreciate the complexity of our world and the diversity of its environments, economies and cultures and use this knowledge to promote a more sustainable way of life and awareness of social and spatial inequalities.

The Geography ATAR course provides a structured, disciplinary framework to investigate and analyse a range of challenges and associated opportunities facing Australia and the global community. These challenges include dealing with natural and ecological hazards, the impacts of globalisation, rapid change in physical environments and the sustainability of places.

**Unit 1** - The focus of this unit is on understanding how hazards and their associated risks are perceived and managed at local, regional, and global levels.

**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.

## Geography GENERAL (GEGEO)

The study of geography draws on students' curiosity about the diversity of the world's places and their peoples, cultures and environments. It enables them to appreciate the complexity of our world and the diversity of its environments, economies and cultures and use this knowledge to promote a more sustainable way of life and awareness of social and spatial inequalities.

The Geography General course provides a structured, disciplinary framework to investigate and analyse a range of challenges and associated opportunities facing Australia and the global community. These challenges include rapid change in biophysical environments, the sustainability of places, dealing with environmental risks and the consequences of international integration.

**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.

**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.

## Modern History ATAR (AEHIM)

**Pre-requisites:** Year 10 English – C grade or better

Year 10 HASS – B grade or better and achieved 65% or higher in subject exam

OLNA - Achieved Category 3

The Modern History ATAR course enables students to study the forces that have shaped today's world and provides them with a broader and deeper comprehension of the world in which they live. While the focus is on the 20th century, the course refers back to formative changes from the late 18th century onwards and encourages students to make connections with the changing world of the 21st century.

Modern history enhances students' curiosity and imagination and their appreciation of larger themes, individuals, movements, events and ideas that have shaped the contemporary world.

**Unit 1** - This unit examines developments of significance in the modern era, including the ideas that inspired them and their far-reaching consequences.

**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.

## Modern History GENERAL (GEHIM)

The Modern History General course provides students with an understanding of the driving forces behind present local and global issues. Investigating the past helps students to understand why and how groups and/or societies changed or resisted change. The Modern History General course promotes skills of research, hypothesis testing and analysis of information as students engage with investigations. Through inquiries, they learn that historical judgements are provisional and tentative in nature. They are encouraged to question and evaluate historical sources; to identify the various representations and versions of history.

**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.

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

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



## Mathematics Applications ATAR (AEMAA)

**Pre-requisites:** Year 10 Maths Methods – C grade

Year 10 Maths Application – B grade or better and 75% in semester 1 exam

OLNA - Achieved Category 3

The Mathematics Applications 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. **Please note that Mathematics Applications can be studied in conjunction with Mathematics Methods.**

**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 Essential GENERAL (GEMAE)

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

This course provides the opportunity for students to prepare for post-school options of employment and further training 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 FOUNDATION (FEMAT)

**Pre-requisites:** OLNA – achieved Category 1 or 2

This Mathematics Foundation 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 Methods ATAR (AEMAM)

**Pre-requisites:** Year 10 Maths Methods – B grade or better and achieved 50% or higher in subject exam  
OLNA - Achieved Category 3

The Mathematics Methods ATAR 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.

This course 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.

**Please note that Mathematics Methods can be studied in conjunction with Mathematics Applications.**

**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.**

**Pre-requisites:** Year 10 Maths Methods – A grade and achieved 65% or higher in subject exam  
OLNA - Achieved Category 3

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.

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 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.

**Unit 1** - Combinatorics, vectors in the plane, geometry.

**Unit 2** - Trigonometry, matrices, Real and complex numbers.



## Biology ATAR (AEBLY)

**Pre-requisites:** Year 10 Science – B grade or better and 65% or higher in subject exam  
Year 10 English – C grade or better  
OLNA - Achieved Category 3

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.

**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.

## Biology GENERAL (GEBLY)

**Pre-requisites:** Year 10 Science – C grade or better  
Year 10 English – C grade or better  
OLNA - Achieved Category 3

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 to further their own understanding.

**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.

**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.

## Chemistry ATAR (AECHE)

**Prerequisites:** Year 10 Science – B grade or better and 65% or higher in subject exam  
Year 10 English – C grade or better  
OLNA - Achieved Category 3

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 purposes.

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.

Students are required to have strong background knowledge of the Year 10 Chemistry. 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 to solve problems and use formulas.

**Unit 1 - Chemical fundamentals: structure, properties, and reactions.** Students use models of atomic structure and bonding to explain the macroscopic properties of materials.

**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.

## **Chemistry GENERAL (GECHE)**

**Pre-requisites:** Year 10 Science – C grade or better

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.

**Unit 1 -** Students develop their understandings through scientific inquiry. They plan and conduct investigations to collect first-hand data safely and methodically and investigate factors that affect solubility and change of state.

**Unit 2 -** Students investigate how chemistry plays an important part of their daily lives and the role of chemistry in contributing to a sustainable future by investigating recycling and disposal of community chemical wastes.

## **Earth and Environmental Science GENERAL (GEEES)**

**Pre-requisites:** Year 10 Science – C grade or better

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.

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.

**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.

**Unit 2 - 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.

## Human Biology ATAR (AEHBY)

**Pre-requisites:** Year 10 Science – B grade or better and 65% or higher in subject exam  
Year 10 English – C grade or better  
OLNA - Achieved Category 3

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

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 to further their own understanding.

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, childcare, sport, and social work.

**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.

## Human Biology GENERAL (GEHBY)

**Pre-requisites:** Year 10 ATAR Biological Science – C grade or better

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.

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.

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 to further their own understanding.

**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 stem the view that conceptual understandings in science derive from a need to find solutions to real problems in the first instance. Students will be involved 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.

This course enables students 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. 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.

## Physics ATAR (AEPHY)

**Pre-requisites:** Year 10 Mathematics Applications – B grade or better  
Year 10 Science – B grade or better and 65% or higher in subject exam  
OLNA - Achieved Category 3

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.

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 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 to further their own understanding.

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.

## Psychology GENERAL (GEPSY)

**Pre-requisites:** Year 10 Science – C grade or better

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 can be very useful for individuals, assisting us to improve ourselves, our relationships and to society.

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

**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.

## Building and Construction GENERAL (GEBCN)

**Pre-requisite:** Satisfactory results in lower school Home Workshop or Design and Technology subjects with reporting attributes of *often* or *consistent*.

The Building and Construction General course develops students' knowledge and practical appreciation of building technologies. The course provides students with a context in which to practise and integrate their knowledge and apply it to meet community and environmental responsibilities. It develops their skills in planning and management, in technical communication and in the use of information technologies.

**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 will learn the 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 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.

## Materials Design and Technology - Metal GENERAL (GEMDTM) or Wood GENERAL (GEMDTW)

**Pre-requisites:** C grade or better in a lower school workshop subject with reporting attributes of *often* or *consistent*

The Materials Design and Technology Metal or Wood General course is a practical course. Working with materials, students develop a range of manipulation, processing, manufacturing and organisational skills. When designing with materials, they develop cognitive skills, such as solving problems, generating ideas, creative design strategies and communicating what they do. This makes them more technologically literate and, as consumers, enables them to make more informed decisions about the use and misuse of technology.

This course aims to prepare all students for a future in a technological and material world by providing the foundation for lifelong learning about how products are designed and how materials are developed and used.

**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.

**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.



## Applied Information and 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.

**Unit 1 – Personal Communication.** The focus of this unit is to enable students to use technology to meet personal needs. Students develop a range of skills that enable them to communicate using appropriate technologies and to gain knowledge that assists in communicating within a personal context.

**Unit 2 – Working with others.** The focus of this unit is to enable students to use a variety of technologies to investigate managing data, common software applications and wireless network components required to effectively operate within a small business environment. They examine the legal, ethical and social impacts of technology within society

## Computer Science ATAR (AECSC)

**Pre-requisites:** Year 10 English and Mathematics – C grade or better

OLNA - Achieved Category 3

In the Computer Science ATAR Course students explore the fundamental principles, concepts, and skills within the field of computing. Students will 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 to create programming solutions.

**Unit 1 – Design and development of programming and network solutions.** In this unit, students gain knowledge and skills to create software solutions. They use algorithms and structured programming to design and implement software solutions for a range of problems.

**Unit 2 – Design and development of database solutions and cyber security considerations.** In this unit, students learn about the design concepts and tools used to develop relational database systems. Students gain skills to create database solutions and create queries to extract relevant information.

## 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. Students 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.

**Unit 1 – Personal use of computer systems.** This unit provides students with the knowledge and skills required to use and maintain a personal computer. It introduces a formal method for developing simple information systems and databases.

**Unit 2 – Personal use of communication and information systems.** This unit introduces a formal method for developing networks and internet technologies and writing a sequence of simple instructions. Students examine the social, ethical and legal implications associated with software development.

## **Food Science and 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.

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.

**Unit 1 – Food choices and health.** This unit focuses on the sensory and physical properties of food that affect the consumption of raw and processed foods. Students investigate balanced diets, the function of nutrients in the body and apply nutrition concepts that promote healthy eating.

**Unit 2 – Food for communities.** This unit focuses on the supply of staple foods and the factors that influence adolescent food choices and ethical considerations. Students recognise factors, including processing systems, that affect the sensory and physical properties of staple foods.

## **Materials Design and Technology - Fabric GENERAL (GEMDTT)**

The Materials Design and 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.

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

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



# VET CERTIFICATES

VET qualifications are the proposed offerings for the 2024 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. Based on interest from students in the qualifications, the school will initiate a formal partnership agreement with an RTO for the delivery of the qualification.

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

**Pre-requisites:** Foundation Students Only

**Duration:** 1 year

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 teamwork, 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.

To complete this course, students will need to complete 2 Core units and 4 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)**

**Prerequisites:** OLNA - Achieved Category 2 or 3  
Year 10 attendance – 80% or above

**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.

To achieve the qualification students will need to complete 5 Core units and 4 Elective units.

## **CPC20220 Certificate II in Construction Pathways**

**Prerequisites:** Year 10 attendance – 80% or above

**Duration:** 1 year

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

This qualification is for students who have an interest in pursuing a career in the Building and 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.

To complete the course students will need to complete 5 Core units and 5 Elective units.

## **CUA20220 Certificate II in Creative Industries - Photography**

**Prerequisites:** Year 10 attendance – 80% or above

**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.

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

## **MEM20422 Certificate II in Engineering Pathways**

**Prerequisites:** Year 10 attendance – 80% or above

**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.

To complete the course students will need to complete 4 Core units and 8 Elective units.

## **SIT20322 Certificate II in Hospitality**

**Prerequisites:** Year 10 attendance – 80% or above

**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.

To complete the course students will need to complete 6 Core units and 6 Elective units.

## **SIS20321 Certificate II in Sport and Recreation and Certificate II in Sport Coaching (Dual Qualification)**

**Prerequisites:** Year 10 attendance – 80% or above

**Duration:** 2 years

This dual qualification reflects the variety of roles within the Sport and Recreation industry and prepares students to participate in multiple sporting contexts. The course focuses on preparing students for the workplace, developing their communication and leadership skills, and understanding of the importance of teamwork. Various sports (athletics, basketball, netball, soccer etc) are used to give the students opportunities to participate, conduct sessions with their peers and coach lower school students.

Students will assist with the organisation, umpiring and facilitation of College and local primary school carnivals. Highlights of the course is attaining a Provide First Aid certificate and exploring local fitness and recreation environments.

Assessment tasks may include but not limited to practical demonstrations and performances, observation checklists on performance, online workbooks, logbooks, and self- reflections. To complete this dual qualification students will need to complete several core and elective units.

### **BSB30120 Certificate III in Business**

**Prerequisites:** Year 10 attendance – 80% or above  
OLNA - Achieved Category 3

**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.

To complete the course students will need to complete 6 Core units and 7 Elective units.

### **CUA30920 Certificate III in Music**

**Prerequisites:** OLNA - Achieved Category 3  
Year 10 attendance – 80% or above

**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. To achieve the course students will need to complete 3 Core units and 8 Elective units.

### **SIT30122 Certificate III in Tourism**

**Pre-requisite:** OLNA Literacy - Achieved Category 3  
Year 10 attendance – 80% or above

**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.

To complete the course students will need to complete 4 Core units and 11 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 understanding of how their chosen industry operates.

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

**Prerequisites:** 80% 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 can choose from a variety of industry areas (subject to host employer availability) including:

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

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

Students will be offered workplace learning as a 2-week 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 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 and 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 processes 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 logbook 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 logbook and journal.