



# **YEAR 11**

# **INFORMATION**

# **HANDBOOK 2025**

## Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters, and community. We offer our respect to Elders past and present.

## Ellenbrook Secondary College

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## Guide to key abbreviations:

Abbreviation	Full term
ATAR	Australian Tertiary Admission Rank
OLNA	Online Literacy and Numeracy Assessment
SRMS	Student Records Management System
the Authority	School Curriculum and Standards Authority
TISC	Tertiary Institutions Service Centre
VET	Vocational education and training
WACE	Western Australian Certificate of Education
WASSA	Western Australian Statement of Student Achievement
WASN	Western Australian student number

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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. The College Board have approved all costings provided for each course or certificate and is based on the information available at the time of print.

## Foreword

The move into Years 11 and 12 is a significant step and it is important to make good choices when selecting your courses. Choosing courses that sit well with your interests and abilities will keep you engaged because they challenge you, and link to your goals for after school.

To make the best choices for you, think about the subjects you like and are good at. Consider your goals. You may not know precisely what you want to do when you finish school, but having a goal, planning to achieve it, and putting that plan into action will help you keep the focus you need in Years 11 and 12.

Choosing your Years 11 and 12 courses is an opportunity to reflect on your strengths and interests. This may lead you to consider some areas for improvement. It is important to be honest about this with yourself.

When making your choices, I encourage you to consider the value of a challenge and the importance of effort. If there is an area that interests you, but where you need to address a weakness, consider how it fits with your goals. Are you prepared to do the work and face the challenge?

Your efforts in Years 11 and 12 will help you to develop not just knowledge and understanding but will build attributes you take into your life beyond school. Developing a strong work ethic, working out how to approach a challenge and working hard in Years 11 and 12 will contribute to your success long after you leave school.

This handbook contains information for Year 10 students about the Western Australian Certificate of Education (WACE). It contains information about course types, general advice for students, further resources and much more. If you already have some information about studying in Years 11 and 12, you should confirm what will be involved for students achieving a WACE in 2026. This handbook is a starting point for that process of confirmation.

Students entering Year 11 in 2025 must meet a number of requirements to be awarded a WACE. These include a set of general requirements about course completion, demonstrating the

literacy and numeracy standard, the breadth and depth requirement and the achievement standard requirement. Further information about the WACE requirements can be found in this handbook.

Always check your sources when you seek advice about what you need to do to achieve a WACE. Make decisions based on information that is current, accurate and relevant to you. The teachers and counsellors at your school will have up-to-date information about the WACE requirements; they understand your achievements and potential. Your family and friends who have completed Years 11 and 12 recently will have a sense of what the final years of secondary schooling involve.

I wish you all the best as you move into this next phase of your secondary schooling. I hope you enjoy your time in Years 11 and 12. November 2026 and the end of Year 12 will be here before you know it. Keep your goals in mind and keep trying to do your best. I trust you will reap the rewards of your efforts.

**JUANITA HEALY**

**EXECUTIVE DIRECTOR**

**SCHOOL CURRICULUM AND STANDARDS**

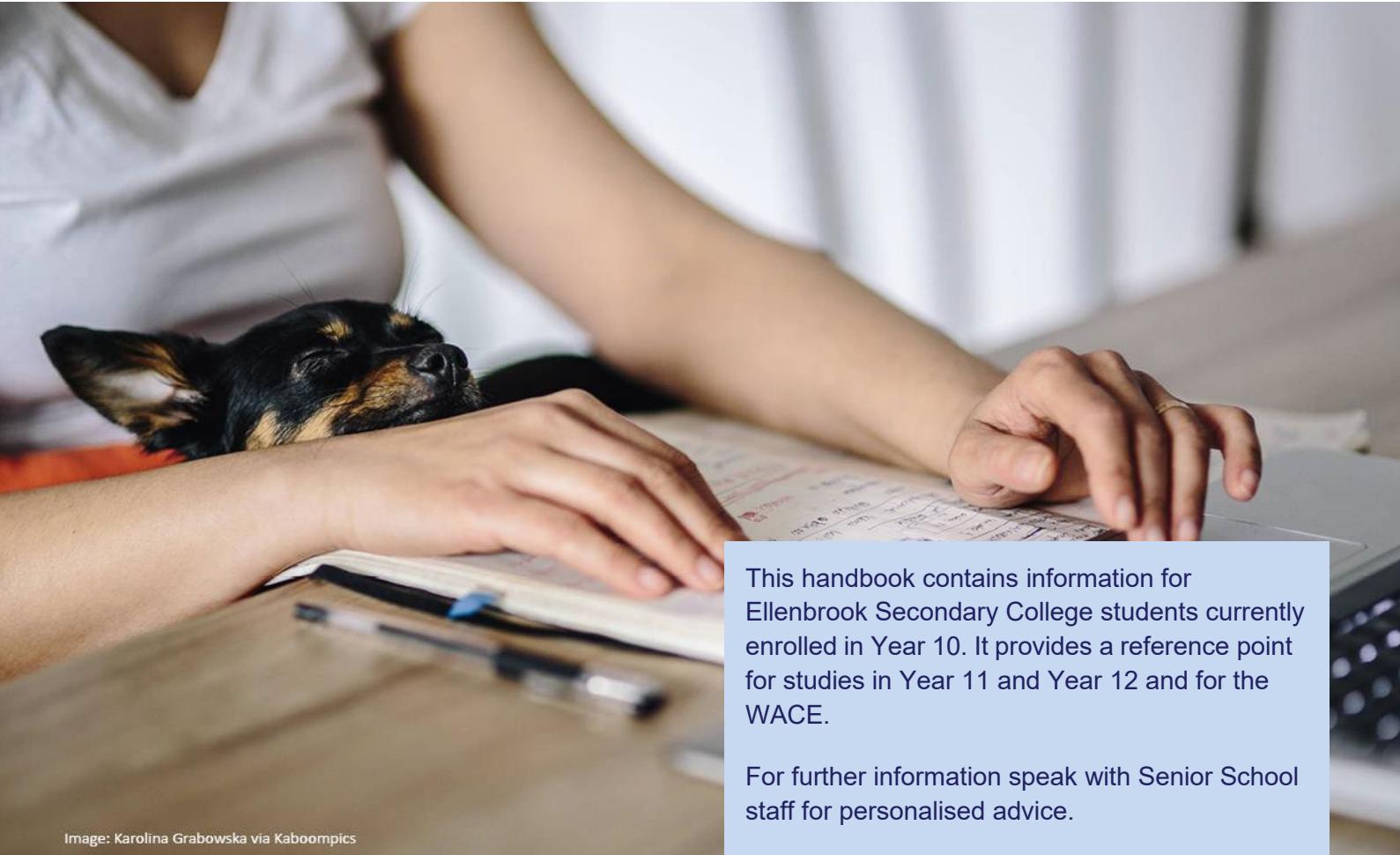


Image: Karolina Grabowska via Kaboompics

This handbook contains information for Ellenbrook Secondary College students currently enrolled in Year 10. It provides a reference point for studies in Year 11 and Year 12 and for the WACE.

For further information speak with Senior School staff for personalised advice.

## The Western Australian Statement of Student Achievement (WASSA)

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

The WASSA formally records, as relevant:

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

\*In Year 12, Units 3 and 4 are reported as a year-long course. In Year 11, Units 1 and 2 are typically reported as a year-long course but may be reported separately.

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

# The Western Australian Certificate of Education (WACE)

The WACE is awarded by the Authority when students successfully meet the WACE requirements.

## WACE achievement requirements

To meet the WACE achievement requirements, **you must**:

- demonstrate a minimum standard of literacy and a minimum standard of numeracy.
- complete a minimum of 20 units, or equivalents as described below.
- complete at least four Year 12 ATAR courses<sup>\*</sup> **OR**
  - at least five Year 12 General courses<sup>†</sup> and/or ATAR courses or equivalent<sup>\*</sup> **OR**
  - Certificate II<sup>‡</sup> (or higher<sup>§</sup>) VET qualification in combination with ATAR, General or Foundation courses.

You will receive a WACE if you meet all the WACE requirements.

*\* In the context of ATAR courses in the WACE, the term 'complete' requires a student to sit the ATAR course examination or have an approved sickness/misadventure application for not sitting the examination in that course. Students who do not sit the ATAR course examination will not have a course mark or grade recorded on their WASSA, nor will they receive an ATAR course report. The pair of units will not contribute to any WACE requirements.*

*Note: for ATAR courses with practical components, students must complete both the written and practical examinations.*

*† Foundation courses do not contribute to meeting the WACE achievement requirement with this option. Students taking Foundation courses must complete a Certificate II or higher.*

*‡ In the context of VET in the WACE, the term 'complete' requires that a student has been deemed competent in all units of competency that make up a full qualification.*

*§ The partial completion of a Certificate III or higher VET qualification may meet this requirement according to predetermined criteria (see the WACE Manual for further information).*

## Literacy and numeracy standard requirement

You must demonstrate the minimum literacy and numeracy standard based on skills regarded as essential for individuals to meet the demands of everyday life and work. This standard is equivalent to Level 3 of the *Australian Core Skills Framework* (<https://www.dewr.gov.au/skills-information-training-providers/australian-core-skills-framework>).

For the WACE literacy standard, you must demonstrate the minimum standard of literacy either by pre-qualifying in the reading and writing tests of the Year 9 National Assessment Program – Literacy and Numeracy (NAPLAN) or by successfully completing the literacy components of the Authority's Online Literacy and Numeracy Assessment (OLNA) in the Year 9 Term 4 window, or subsequent windows.

For the WACE numeracy standard, you must demonstrate the minimum standard of numeracy either by pre-qualifying in the numeracy tests of the Year 9 National Assessment Program – Literacy and Numeracy (NAPLAN) or by successfully completing the numeracy components of the Authority's Online Literacy and Numeracy Assessment (OLNA) in the Year 9 Term 4 window, or subsequent windows.

## Sitting the OLNA

If you do not meet the standard in Year 10 (if you sit in the Term 4 Year 9 window, this will count as one of your Year 10 sits), then you must sit in Semester 1 of Year 11. Please note that if you are enrolled in a Foundation course and you demonstrate the literacy and/or numeracy standard in Term 2 Window B, you will also be required to move to a General or ATAR course for Semester 2 once results are released in Term 3.

If you do not achieve a WACE while at school because you do not demonstrate the standard in one or more of the reading, writing or numeracy components, you can apply to re-sit the necessary test/s. If you subsequently demonstrate the literacy (reading and writing) and numeracy standard and meet

all the WACE requirements current at the time, you will be issued with a WACE.

## International and mature-age students

If you are an international and/or mature age student, you are required to sit the OLNA in one of the first two windows available to you. If you **have not** pre-qualified through NAPLAN and choose **not** to sit the OLNA, you will **not** qualify for the WACE.

## Adjustments

Disability adjustment provisions for timed assessments are available for students who have a condition/s that may significantly limit your capacity to participate in the OLNA. For information about the adjustment provisions, please go to:

<http://senior-secondary.scsa.wa.edu.au/assessment/olna/disability-adjustments>.

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

The OLNA (or pre-qualification through Year 9 NAPLAN) is how the literacy standard and numeracy standard is demonstrated. You cannot meet this WACE requirement through your completion of English or Mathematics courses.

After discussions with your parents/guardians/carers, and the school, you may choose not to sit the OLNA. However, this means that you will not achieve a WACE.

## Breadth and depth requirement

To meet the breadth and depth requirement **you must**:

- complete a minimum of 20 units, which may include unit equivalents attained through VET and/or endorsed programs. This requirement must include at least:
  - a minimum of ten Year 12 units, or the equivalent
  - four units from an English course, post-Year 10, including at least one pair of Year 12 units from an English learning area course.
  - one pair of Year 12 units from each of List A (arts/languages/social sciences) and List B (mathematics/science/technology) subjects.

## Achievement standard requirement

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

## Unit equivalents

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

You can obtain unit equivalents through VET qualifications and/or endorsed programs. The maximum number of unit equivalents available through VET and endorsed programs is four Year 11 units and four Year 12 units. You may obtain:

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

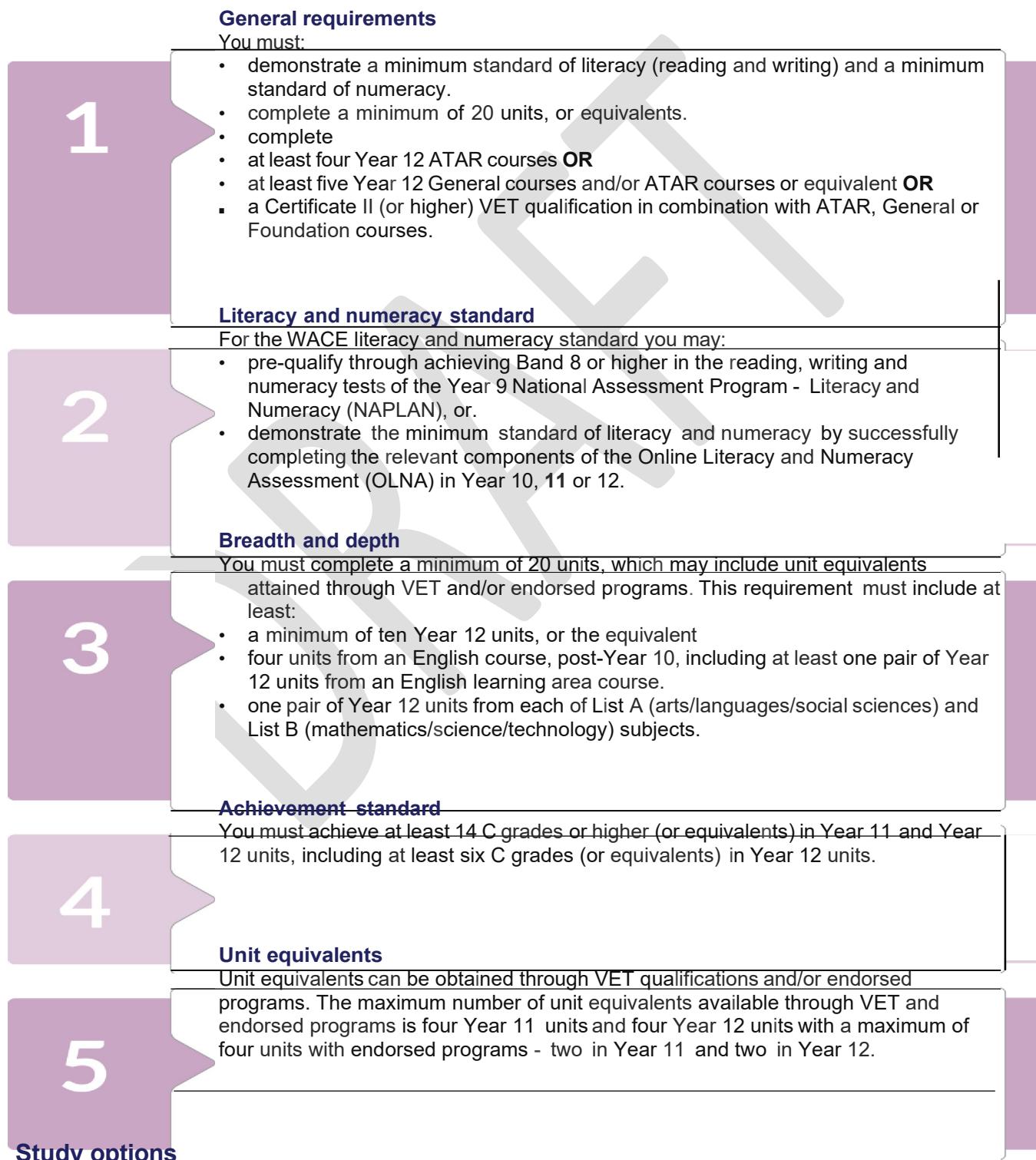
For VET qualifications:

- a Certificate I is equivalent to two Year 11 units.

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

Information about the unit equivalents for endorsed programs is available on the endorsed program page of the Authority website. Look for the approved list of endorsed programs (see <https://senior-secondary.scsa.wa.edu.au/vet/endorsed-programs>). Endorsed programs may carry a value of 1-to-4-unit equivalents.

## Figure 1. WACE requirements 2024 and beyond



Year 11 gives you the opportunity to choose courses that reflect your strengths and interests and support your career aspirations. When selecting your courses for Year 11, consider that you are more likely to do well if you enjoy the courses you study.

The Authority provides a wide range of courses and programs for Year 11 and Year 12 students. Schools then make decisions about which courses and programs they will offer. These decisions are based on a range of factors, such as resources, staffing and community need.

## WACE Courses

There are four types of WACE courses – ATAR, General, VET industry specific and Foundation courses.

### Australian Tertiary Admission Rank (ATAR) courses

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

### General courses

General courses are designed for students who are typically aiming to enter vocationally based training or the workforce directly from school. These courses are not examined by the Authority. However, they each have an externally set task (EST) in Year 12 which is set by the Authority.

### Vocational education and training (VET) industry specific courses

These courses are designed for students typically aiming to enter further vocationally based training or the workforce directly from school. They include a full Australian Qualifications Framework (AQF) qualification, mandatory workplace learning and contribute to the Certificate II requirement for a WACE. VET industry specific courses count towards your WACE as course unit credit, which allows you to include more VET in your secondary education program.

### Foundation courses

Foundation courses are designed for students who have not been able to demonstrate the minimum standard of literacy and/or numeracy before Year 11 and are unlikely to do so before the end of Year 12 without significant levels of support.

Foundation courses are not designed, nor intended, to be an alternative senior secondary pathway. These courses are not examined by the Authority. However, they each have an externally set task (EST) in Year 12 which is set by the Authority.

Foundation courses provide a focus on functional literacy and numeracy skills within the context of the subject, practical work-related experience, and the opportunity to build personal skills that are important for life and work.

The **only** students who may enrol in Foundation courses in Semester 1 of Year 11 are those who have not yet demonstrated the minimum standard of literacy and/or numeracy by the end of Year 10.

Students who have demonstrated the minimum standard of literacy and/or numeracy by the end of Year 10 **are not** eligible to enrol in the Foundation courses in Year 11.

Students who have not demonstrated the minimum literacy standard are permitted to enrol in both the List A and List B Foundation courses and, if the literacy standard is not achieved before the end of Semester 1 of Year 11 (including results from Term 2 Window B), remain enrolled in Foundation courses until the end of Year 12.

Students who demonstrate the minimum standard of:

- literacy in Semester 1 of Year 11 are not eligible to continue in the List A Foundation courses in Semester 2 of that year.
- numeracy in Semester 1 of Year 11 are not eligible to continue in the Foundation List B courses

unless they are yet to demonstrate the minimum literacy standard.

- literacy in Semester 2 of Year 11 or during Year 12 will be permitted to continue in Year 12 in Foundation English and their other List A and List B Foundation courses studied in Year 11
- numeracy in Semester 2 of Year 11 or during Year 12 will be permitted to enrol in Foundation Mathematics and other List B Foundation courses in Year 12.

If you enrol in a Foundation course in Year 12, you must complete a Certificate II (or higher) to achieve your WACE. This is to make sure you are well prepared for the workforce or further training.

### Preliminary courses

The Authority also offers Preliminary courses for those students who have been identified as having a learning difficulty and/or an intellectual disability.

They provide a relevant option for students who:

- cannot access the ATAR, General or Foundation course content with adjustment and/or disability provisions.
- have been identified as having a recognised disability under the *Disability Discrimination Act 1992* and meet the above criteria.

Preliminary courses **do not** contribute to achievement of the WACE. Students who meet the requirements of Unit Completion for Preliminary course units will have their progress documented in their WASSA.

### VET and endorsed programs

The general features of the program types are summarised below.

#### VET

VET qualifications are for students wishing to participate in nationally recognised training. All VET qualifications require registered training organisation (RTO) delivery, assessment, and quality control under the relevant VET regulatory body. A Certificate II (or higher) is one option for meeting the requirements to achieve a WACE. VET credit transfer can contribute up to eight of the 20 units you need to achieve your WACE. These qualifications contribute to the WACE as unit equivalents.

Students may have their VET achievements contribute to the WACE either as:

- a VET industry specific course
- VET credit transfer (the mechanism by which VET qualifications may be used to substitute for a specified number of WACE course units – see also unit equivalents)
- a combination of the above.

There are special circumstances in which a partly completed Certificate III or higher may meet the minimum requirement of a Certificate II if this option is chosen from the three general completion options available.

#### Endorsed programs

These programs provide access to areas of learning not covered by WACE courses or VET programs and contribute to the WACE as unit equivalents. Endorsed programs may replace up to two Year 11 course units and two Year 12 course units you need to achieve your WACE.

Endorsed programs can be delivered in a variety of settings by schools, community organisations, universities, training organisations and workplaces. Please discuss endorsed program opportunities with the appropriate staff member at your school.

## Examples of some study options for students

Table 1 shows examples of some study options for students. They do not represent the minimum requirements to achieve a WACE, which have previously been described.

Year	ATAR	General	Foundation	Cert II + (Unit equiv)	Endorsed (Unit equiv)	Unit total (Inc unit equiv)	ATAR Eligible	WACE Eligible
11	6	-	-	-	-	12	Y	Y
12	6	-	-	-	-	12		
11	5	-	-	-	-	10	Y	Y
12	4	-	1	-	-	10		
11	4	2	-	-	-	12	Y	Y
12	4	1	-	-	1	11		
11	-	4	-	-	2	10	N	Y
12	-	4	1	-	2	12		
11	3	1	-	-	2	10	Y	Y
12	4	2	-	-	-	12		
11	-	5	-	-	-	10	N	Y
12	-	5	1	-	-	12		
11	2	3	-	-	-	10	N	Y
12	1	4	-	-	1	11		
11	-	5	-	-	-	10	N	Y
12	-	4	1	-	2	12		
11	-	5	-	-	1	11	N	Y
12	-	5	-	-	1	11		
11	-	4	2	-	-	12	N	N*
12	-	3	2	-	-	10		
11	-	2	2	2	-	10	N	Y
12	-	3	1	2	1	11		
11	1	2	-	4	-	10	N	Y
12	1	2	-	4	-	10		

### Note

Calculation of an ATAR may be affected by conditions set by TISC.

## General advice for students

### Seek sound advice

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

### Make wise choices

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

### Establish good routines

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

### Manage your stress

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

## Course Prerequisites

Course	Prerequisites
<b>Prerequisites - if a pathway grade is stated, then any grade higher is also acceptable</b>	
<b>ATAR Courses</b>	
<b>Biology</b>	Year 10 Science - B grade and Exam 65%, AND Year 10 English – C grade, AND Achieved Category 3 in OLNA
<b>Chemistry</b>	Year 10 Science – B grade and Exam 65%, AND Year 10 English – C grade, AND Achieved Category 3 in OLNA
<b>Computer Science</b>	Year 10 Science and English – C grade, AND Achieved Category 3 in OLNA
<b>Economics</b>	Year 10 English – B grade, AND Year 10 HASS – B grade and Exam 65%, AND Achieved Category 3 in OLNA
<b>English</b>	Year 10 English – B grade and Exam 55% AND Achieved Category 3 in OLNA Reading and Writing
<b>EAL/D (English as and Additional Language/Dialect)</b>	Meet eligibility of EAL/D AND Achieved Category 3 in OLNA
<b>Geography</b>	Year 10 English – C grade, AND Year 10 HASS – B grade and EXAM 65%, AND Achieved Category 3 in OLNA
<b>Human Biology</b>	Year 10 Science – B grade and EXAM 65%, AND Year 10 English – C grade, AND Achieved Category 3 in OLNA
<b>Literature</b>	Year 10 English – B grade and EXAM 60%, AND Achieved Category 3 in OLNA
<b>Mathematics Applications</b>	Year 10 Maths Methods – C grade, OR Year 10 Maths Apps – B grade and EXAM 65%, AND Achieved Category 3 OLNA
<b>Mathematics Methods</b>	Year 10 Maths Methods – B grade and EXAM 50%, AND Achieved Category 3 OLNA
<b>Mathematics Specialist (Internal/online)</b>	Year 10 Maths Methods – A grade and EXAM 65%, AND Achieved Category 3 OLNA
<b>Media Production and Analysis</b>	Year 10 English – C grade, AND Achieved Category 3 OLNA
<b>Modern History</b>	Year 10 English – C grade, AND Year 10 HASS – B grade and EXAM 65%, AND Achieved Category 3 OLNA
<b>Music</b>	Year 10 Music Concepts & Analysis – C grade, AND Year 10 English – C grade, AND Achieved Category 3 OLNA
<b>Physical Education Studies</b>	Year 10 PE – B grade, OR Sport Science – C grade, AND

	Achieved Category 3 in OLNA, AND 80% Attendance
<b>Physics</b>	Year 10 Maths Applications - B grade AND MUST enrol in a Year 11 Maths ATAR course, AND Year 10 Science – B grade and EXAM 65%, AND Achieved Category 3 OLNA
<b>Visual Arts</b>	Year 10 Visual Arts and English – C grade, AND Achieved Category 3 OLNA
<b>GENERAL Courses</b>	
<b>Aboriginal and Intercultural Studies</b>	NIL
<b>Applied Information and Technology</b>	NIL
<b>Ancient History</b>	NIL
<b>Building and Construction</b>	Year 10 Wood/Metal/Home Workshop – C grade, AND Reporting attributes as Often or Consistent
<b>Business Management and Enterprise</b>	NIL
<b>Career and Enterprise</b>	NIL
<b>Chemistry</b>	Year 10 Science – C grade
<b>Computer Science</b>	NIL
<b>Dance</b>	NIL
<b>Design Photography</b>	NIL
<b>Drama</b>	NIL
<b>EAL/D Foundation</b>	Meet eligibility of EAL/D, AND Achieved Category 1 or 2 OLNA Literacy
<b>EAL/D General</b>	Meet eligibility of EAL/D, AND Achieved Category 2 OLNA Literacy
<b>English Foundation</b>	Not achieved OLNA
<b>English General</b>	Achieved Category 2 or 3 OLNA Literacy
<b>Food Science &amp; Technology</b>	NIL
<b>Geography</b>	NIL
<b>Health Studies</b>	Achieved Category 2 in OLNA Reading/Writing
<b>Human Biology</b>	Year 10 Biological Science – C grade
<b>Materials Design and Technology (Fabric)</b>	NIL
<b>Materials Design and Technology (Metal)</b>	Year 10 Wood/Metal/Home Workshop/Mechatronics – C grade, AND Reporting attributes as of Often or Consistent
<b>Materials Design and Technology (Wood)</b>	Year 10 Wood/Metal/Home Workshop/Mechatronics – C grade, AND Reporting attributes as of Often or Consistent
<b>Mathematics Essential</b>	Achieved Category 2 in OLNA Numeracy
<b>Mathematics Foundation</b>	Not achieved OLNA
<b>Media Production and Analysis</b>	NIL
<b>Modern History</b>	NIL
<b>Outdoor Education</b>	Year 10 Outdoor Recreation/ PE – C grade, AND 80% Attendance, AND Achieved Category 2 in OLNA Reading/Writing, AND

	Must be able to swim 200m unassisted in 7 minutes
<b>Physical Education Studies</b>	Year 10 PE/Netball/Leisure/O.Rec/Dance/Street Dance – C grade, AND Achieved Category 2 in OLNA Reading/Writing
<b>Psychology</b>	Year 10 Science – C grade
<b>Science in Practice</b>	NIL
<b>Visual Arts</b>	NIL

## Certificates

<b>Certificate I in Workplace Skills</b>	Achieved Category 1 in OLNA
<b>Certificate II in Active Volunteering (Yr 12)</b>	80% Attendance
<b>Certificate II in Community Services (Child Care/Aged Care)</b>	80% Attendance, AND Achieved OLNA Category 2 Reading/Writing
<b>Certificate II in Construction Pathways</b>	80% Attendance, AND Year 10 Wood/Metal/Home Workshop – C grade, AND Achieved Category 2 in OLNA Reading/Writing
<b>Certificate II in Creative Industries</b>	80% Attendance, AND Achieved Category 2 in OLNA Reading/Writing
<b>Certificate II in Dance</b>	80% Attendance, AND Achieved Category 2 in OLNA Reading/Writing
<b>Certificate II in Engineering Pathways</b>	80% Attendance, AND Lower school Design and Technology – C grade, AND Achieved Category 2 in OLNA Reading/Writing
<b>Certificate II in Hospitality</b>	80% Attendance, AND Year 10 Home Economics – C grade, AND Achieved Category 2 in OLNA Reading/Writing
<b>Certificate II in Sport &amp; Recreation/ Certificate II in Sport Coaching (Dual Qual)</b>	Achieved Category 2 in OLNA Reading/Writing
<b>Certificate III in Business</b>	80% Attendance, AND Achieved Category 3 in OLNA Reading/Writing
<b>Certificate III in Music</b>	80% Attendance, AND Achieved Category 3 in OLNA Reading/Writing
<b>Certificate III in Tourism</b>	80% Attendance, AND Achieved Category 3 in OLNA Reading/Writing

## Endorsed Programs

<b>Workplace Learning</b>	80% Attendance
<b>School Production</b>	Successful audition or placement by Production Director
<b>Music Performance Ensemble</b>	Member of College Music Ensemble

## Year 11 Course Costs

Course	Cost
<b>ATAR Courses</b>	
Biology	\$66
Chemistry	\$56
Computer Science	\$40
Economics	\$29
English	\$39
EAL/D (English as and Additional Language/Dialect)	\$75
Geography	\$52
Human Biology	\$66
Literature	\$80
Mathematics Applications	\$60
Mathematics Methods	\$60
Mathematics Specialist (Internal/online)	\$60
Media Production and Analysis	\$100
Modern History	\$30
Music	\$100
Physical Education Studies	\$95
Physics	\$56
Visual Art	\$130
<b>General Courses</b>	
Aboriginal and Intercultural Studies	\$49
Applied Information and Technology	\$50
Ancient History	\$49
Building and Construction	\$170
Business Management and Enterprise	\$55
Career and Enterprise	\$26
Chemistry	\$56
Computer Science	\$40
Dance	\$100
Design Photography	\$100
Drama	\$100
EAL/D Foundation	\$42
EAL/D General	\$36
English Foundation	\$42
English General	\$36
Food Science & Technology	\$200
Geography	\$48
Health Studies	\$60

Human Biology	\$65
Materials Design and Technology (Fabric)	\$135
Materials Design and Technology (Metal)	\$170
Materials Design and Technology (Wood)	\$170
Mathematics Essential	\$50
Mathematics Foundation	\$80
Media Production and Analysis	\$100
Modern History	\$50
Outdoor Education	\$330
Physical Education Studies	\$76
Psychology	\$65
Science in Practice	\$65
Visual Arts	\$130
Music PIMS	\$60
<b>Certificates</b>	
Certificate I in Workplace Skills	\$150
Certificate II in Active Volunteering (Yr 12)	\$190
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 Dance	\$180
Certificate II in Engineering Pathways	\$270
Certificate II in Hospitality	\$435
Certificate II in Sport & Recreation / Certificate II in Sport Coaching (Dual Qual)	\$178
Certificate III in Business	\$150
Certificate III in Music	\$180
Certificate III in Tourism	\$195
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

### ATAR

#### Biology ATAR (AEBLY)

##### **\*This course has Prerequisites**

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.

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.

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.

#### Chemistry ATAR (AECHE)

##### **\*This course has prerequisites**

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.

#### Computer Science ATAR (AECSC)

##### **\*This course has prerequisites**

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.

### **Economics ATAR (AECO)**

#### **\*This course has prerequisites**

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.

### **English ATAR (AEENG)**

#### **\*This course has Prerequisites**

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 ATAR (ATENG) - Year 12**

**Unit 3** – Unit 3 focuses on analysing how language choices are used to achieve different purposes and effects in a range of contexts.

**Unit 4** – Unit 4 focuses on analysing, evaluating, and using language to represent and respond to issues, ideas, and attitudes in a range of contexts.

### **EAL/D ATAR (AEELD)**

#### **\*This course has Prerequisites**

The Year 11 English as an Additional Language or Dialect (EAL/D) ATAR course focuses on language learning and the explicit teaching of the structure, linguistic features, and sociolinguistic and sociocultural aspects of Standard Australian English (SAE). Through close study of language

and meaning, students of English as an Additional Language or Dialect explore how learning in and through English language and literature influences their own and others' personal, social, and cultural identities and thought processes. They develop skills that enable them to use different registers of spoken and written SAE so they can communicate effectively in a range of contexts and for a variety of purposes to become effective cross-cultural users of language and dialect.

This EAL/D ATAR course develops students' academic English skills to prepare them for tertiary study. It is recognised as equivalent to English ATAR and Literature ATAR and is designed for students for whom Standard Australian English is not their first OR home language. This can include students who were born overseas, students who have spent over 6 months living in a non-English speaking country as well as Aboriginal, Māori, Pasifika, and Torres Strait Islander students.

The course provides opportunities for students to engage reflectively and critically with a broad range of spoken, written and multimodal texts, including literary and non-literary texts, for example, academic, every day and workplace texts. Students learn to create, individually and collaboratively, increasingly complex texts for different purposes and audiences in different forms, modes, and media. Within each unit, students extensively use the language modes of listening, speaking, reading, viewing, and writing to develop their communicative skills in SAE for a range of purposes, audiences, and contexts.

**Unit 1** – This unit focuses on investigating how language and culture are interrelated and expressed in a range of contexts within the thematic focus on ways of life.

**Unit 2** – This unit focuses on analysing and evaluating perspectives and attitudes presented in texts and creating extended texts for a range of contexts within the thematic focus on making choices.

## **EAL/D ATAR (ATELD) – YEAR 12**

### **\*This course has Prerequisites**

The Year 12 English as an Additional Language or Dialect (EAL/D) ATAR course focuses on language learning and the explicit teaching of the structure, linguistic features, and sociolinguistic and sociocultural aspects of Standard Australian English (SAE). Through close study of language and meaning, students of English as an Additional Language or Dialect explore how learning in and through English language and literature influences their own and others' personal, social, and cultural identities and thought processes. They develop skills that enable them to use different registers of spoken and written SAE so they can communicate effectively in a range of contexts and for a variety of purposes to become effective cross-cultural users of language and dialect. In the Western Australian context, the English as an Additional Language or Dialect ATAR course makes specific provision for the development of SAE by users of Aboriginal English (AE) in a bi-dialectal approach based on the growing understanding of Aboriginal English as a marker of identity and deep level cultural conceptualisations.

The Year 12 English as an Additional Language or Dialect ATAR course provides opportunities for students to engage reflectively and critically with a broad range of spoken, written and multimodal texts, including literary and non-literary texts, for example, academic, every day and workplace texts. Students learn to create, individually and collaboratively, increasingly complex texts for different purposes and audiences in different forms, modes, and media.

Within each unit, students extensively use the language modes of listening, speaking, reading, viewing, and writing to develop their communicative skills in SAE for a range of purposes, audiences, and contexts.

**Unit 3** – This unit focuses on analysing how language choices are used to achieve different purposes and effects in a range of contexts within the thematic focus on Australia as a cultural community.

**Unit 4** – This unit focuses on analysing, evaluating, and using language to represent and respond to issues, ideas, and attitudes in a range of contexts within the thematic focus on language and empowerment.

## Geography ATAR (AEGEO)

### **\*This course has Prerequisites**

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.

## Human Biology ATAR (AEHBY)

### **\*This course has Prerequisites**

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.

## Literature ATAR (AELIT)

### **\*This course has Prerequisites**

The Year 11 Literature ATAR course focuses on the study of literary texts and developing students as independent, innovative, and creative learners and thinkers. The course invites students to appreciate the aesthetic use of language; evaluate perspectives and evidence; and challenge ideas and interpretations. **This course is suited to students wishing to pursue further studies in the humanities at a tertiary level.**

The Year 11 Literature ATAR course explores how literary texts construct representations, shape perceptions of the world and enable us to enter other worlds of the imagination. In this subject, students actively participate in the dialogue of literary analysis and the creation of imaginative and analytical texts in a range of modes, media, and forms.

Students enjoy and respond creatively and critically to literary texts drawn from the past and present and from Australian and other cultures. They reflect on what these texts offer them as individuals,

as members of Australian society and as world citizens.

Students establish and articulate their views through creative response and logical argument. They reflect on qualities of literary texts, appreciate the power of language, and inquire into the relationships between texts, authors, readers, audiences, and contexts as they explore ideas, concepts, attitudes, and values.

### **Mathematics Applications ATAR (AEMAA)**

#### **\*This course has Prerequisites**

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.

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.

**Please note - Mathematics Applications can be studied alongside Mathematics Methods.**

### **Mathematics Methods ATAR (AEMAM)**

#### **\*This course has Prerequisites**

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.

Unit 1 - Functions and graphs, trigonometric functions, counting and probability.

Unit 2 - Exponential functions, arithmetic and geometric sequences and series, introduction to differential calculus.

**Please note - Mathematics Applications can be studied alongside Mathematics Applications.**

### **Mathematics Specialist ATAR (AEMAS)**

#### **\*This course has Prerequisites.**

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.

**Please note - Mathematics Specialist may be run through an external agency depending on course enrolment numbers.**

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

#### **\*This course has Prerequisites**

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, using 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.

### **Modern History ATAR (AEHIM)**

#### **\*This course has Prerequisites**

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 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.

### **Music ATAR (AEMUSW)**

#### **\*This course has Prerequisites**

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.

## Physical Education Studies ATAR (AEPES)

### **\*This course has Prerequisites.**

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 to improve the effectiveness and efficiency of performance.

## Physics ATAR (AEPHY)

### **\*This course has Prerequisites**

**Students must also enrol in a Year 11 Maths ATAR course to undertake Physics ATAR.**

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 evaluated 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.

**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.

## Visual Arts ATAR (AEVAR)

### **\*This course has Prerequisites**

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's use 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.

## GENERAL

### 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 diverse 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.

### 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.

### Ancient History GENERAL (GEHIA)

The study of ancient history is the process of making meaning of the distant past 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 functioned as agents of change, interacting with groups and institutions, and using their power to shape their society.

## **Building and Construction GENERAL (GEBCN)**

### **\*This course has Prerequisites**

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 practice 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 repair person. In this unit you will explore common, natural and pre-made construction materials used in construction. Basic plan reading is practiced with application in the building trades.

## **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 (GCAE)**

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.

## **Chemistry GENERAL (GECHE)**

### **\*This course has Prerequisites**

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 critical thinking 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.

### **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.

### **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 get the opportunity to explore other 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.

### **English FOUNDATION (FEENG)**

#### **\*This course has Prerequisites**

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)**

#### **\*This course has Prerequisites**

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.

### **EAL/D FOUNDATION (FELD)**

#### **\*This course has Prerequisites**

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 languages or dialects successfully.

**Unit 1** - This unit focuses on developing communication skills in a range of familiar contexts across the language modes of SAE with the thematic focus on moving between cultures. 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 with the thematic focus also on moving between cultures.

### **EAL/D GENERAL (GELD)**

#### **\*This course has Prerequisites**

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.

The EAL/D General course develops students' English skills to prepare them for a range of post-secondary settings. It is recognised as equivalent to English and Literature and is designed for students for whom Standard Australian English is not their first OR home language.

**Unit 1** – This unit focuses on responding to and creating extended texts in familiar contexts in SAE within the thematic focus on cross-cultural perspectives. 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 within the thematic focus on life experiences. Some cultural assumptions are explored and explained through the study of a variety of texts, including popular and literary texts.

### **Year 12 EAL/D GENERAL (GTULD)**

#### **\*This course has Prerequisites**

The Year 12 English as an Additional Language or Dialect (EAL/D) General course focuses on language learning and the explicit teaching of the structure, linguistic features, and sociolinguistic and sociocultural aspects of Standard Australian English (SAE). Through close study of language and meaning, students of EAL/D General course explore how learning in and through English language and literature influences their own and others' personal, social, and cultural identities and thought processes. They develop skills that enable them to use different registers of spoken and written SAE so they can communicate effectively in a range of contexts and for a variety of purposes to become effective cross-cultural users of language and dialect.

Within each unit, students extensively use the language modes of listening, speaking, reading, viewing, and writing to develop their communicative skills in SAE for a range of purposes, audiences, and contexts.

**Unit 3** – This unit focuses on analysing how language choices are used to achieve different purposes and effects in a range of contexts within the thematic focus on attitudes, issues, identity.

**Unit 4** – This unit focuses on analysing, evaluating, and using language to represent and respond to issues, ideas, and attitudes in a range of contexts within the thematic focus on society and community engagement.

### **Food Science and Technology GENERAL (GEFST)**

#### **\*This course has Prerequisites**

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, which affect the sensory and physical properties of staple foods.

### **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.

### **Health Studies GENERAL (GEHEA)**

#### **\*This course has Prerequisites**

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 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 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 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.

### **Human Biology GENERAL (GEHBY)**

#### **\*This course has Prerequisites**

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 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.

### **Literature General (GTLIT) - Year 12**

#### **\*This course has Prerequisites**

General Literature presents many perspectives on life, powerfully imagined, and memorably expressed. One of the main benefits of literary study, particularly in a multicultural and diverse society such as Australia, is exposure to a variety of ways of thinking about the world\*. This Literature course encourages students to relate their experience of literature to their experience of life generally and to learn that ways of reading texts and their readings of texts can enrich their understanding of identity, culture, and society. Students are given the opportunity to read, enjoy and respond to literary texts including poetry, prose fiction, drama, and multimodal texts.

Designed to stimulate intellectual curiosity and to promote creative, logical, and analytical thinking, this course encourages students to be literate and articulate; to be competent in the expression of ideas and feelings; and to engage critically with texts.

Students can discuss the moral, ethical, and philosophical issues that are debated in the culture; to consider how different contexts affect our interpretation and evaluation of literary texts; and to develop an understanding of our culture and its past. The study of literature, including Australian literature, leads students to an appreciation of the values and traditions which inform literary texts. Students will understand that engagement with literary texts can be a pleasurable and creative activity and that they can communicate their responses in a variety of ways, using a variety of text forms. Responses to texts during the course could be reflective, discursive, creative, and analytical.

General Literature can be selected as an alternative to General English, or in addition to General English. Students who are enthusiastic about reading and/or creative writing would be suited to this course.

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

#### **\*This course has Prerequisites**

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 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.

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

#### **\*This course has Prerequisites.**

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 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.

### **Mathematics Essential GENERAL (GEMAE)**

#### **\*This course has Prerequisites**

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)**

#### **\*This course has Prerequisites**

The 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.

### **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.

### **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

### **Outdoor Education GENERAL (GEOED)**

#### **\*This course has Prerequisites**

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 GENERAL (GEPES)**

### **\*This course has Prerequisites**

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 used 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.

## **Psychology GENERAL (GEPSY)**

### **\*This course has Prerequisites**

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 extremely 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.

## **Science in Practice GENERAL (GESIP)**

Science in Practice is a course grounded in the belief that science is a practical activity. Conceptual understandings in science derive from a need to find solutions to real problems. The inquiring scientist may then take these understandings and apply them in a new context, often quite removed from their original field. This course looks to reflect this creative element of science as inquiry. Students can become engaged in research that develops a variety of skills, including the use of proper technology and an array of diverse methods of investigation. This course enables them to investigate science issues in the context of the world around them and encourages student collaboration and cooperation with community members employed in scientific pursuits.

It requires students to be creative, intellectually honest, to evaluate arguments with scepticism, and to conduct their investigations in ways that are safe, ethical, fair, and respectful of others.

The Science in Practice General course is inclusive and aims to appeal to students with a wide variety of backgrounds, interests, and career aspirations.

**Unit 1 - Wheels in Motion.** Students learn how knowledge of the nervous system responding to stimuli, and physics, can help drivers make informed decisions that can mitigate the risks of driving. Students use a range of practical and research inquiry skills to investigate and conduct experiments on factors affecting reactions and motion.

**Unit 2 - Forensics.** 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.

### **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.

## **VET CERTIFICATES**

VET qualifications are the proposed offerings for the 2025 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**

**Duration:** 1 year

This qualification is designed for students who require additional support with literacy and numeracy and preparation for OLNA. It 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 Work Health and Safety in the business environment.

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.

### **CHC24015 Certificate II in Active Volunteering**

**\*This certificate has prerequisites**

**Offered in Year 12 with limited places available to Year 11 students if class size permits.**

**Duration:** 1 year

**Compulsory Requirement:** Completion of 20 hours of volunteer work

This qualification provides students with the opportunity to engage with the wider community, undertake volunteering activities, and add value to lifelong experiences. Students will explore the varied dimensions of volunteering, working with others, importance of work, health, and safety, and develop effective communication and organisational skills. This course is designed for students that

want to engage actively and positively with different organisations/personnel and make a difference, whilst gaining valuable skills.

To complete this course, students will need to complete 4 Core units and 3 Elective units.

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

#### **\*This certificate has prerequisites**

**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. It is the perfect building block for developing sound knowledge and skills specific to the fastest growing sector in Australia.

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

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

#### **\*This certificate has prerequisites**

**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 and Working at Heights as part of their training and undertake generic competencies common to the building and construction industry including bricklaying, tiling 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**

#### **\*This certificate has prerequisites**

**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.

### **CUA20120 Certificate II in Dance**

#### **\*This certificate has prerequisites**

**Duration:** 2 years

**Compulsory Requirement:** Attendance at all performance showcases both in and out of school hours as well as annual Dance competition outside of college hours.

This nationally recognised qualification will teach you basic dance techniques while developing your artistic expression. This qualification supports students in developing basic technical skills and knowledge to prepare for work in the live performance industry or to further education in the dance industry. Certificate II in Dance teaches you skills needed for work in the dance industry such as how to use your body safely, collaborating with others and specific dance skills and audition techniques.

This course has the scope to engage in several different dancer styles each year including Ballet, Jazz, Tap, Contemporary, Street and Cultural Dance. Students will undertake units that begin with an introduction to safe dance practices and the physical fitness required for dance performance. You will also gain a good appreciation for the creative arts industry in Australia and have the opportunity to prepare for a live performance.

To complete the course students will need to complete 6 Core units and 4 Elective units.

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

#### **\*This certificate has prerequisites**

**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 Work 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**

#### **\*This certificate has prerequisites**

**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.

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

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

#### **\*This certificate has prerequisites**

**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**

### **\*This certificate has prerequisites**

**Duration:** 2 years

This qualification reflects the role of individuals in industry sectors, therefore recognised by many work environments. Students will conduct a range of routine procedural, clerical, administrative or operational tasks that require technology and business skills. Students will develop and build teamwork, interpersonal skills and organisational capabilities which can be used to further strengthen their employability skills. There are many skills learned that can transfer to many industry areas.

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

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

#### **\*This certificate has prerequisites**

**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 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**

#### **\*This certificate has prerequisites**

**Duration:** 2 years

The qualification provides an insight into the ever-growing 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 (excursions), services, and facilities within a domestic context. This qualification allows students to plan and coordinate simulated tourism services, achieve their First Aid and Responsible Service of Alcohol (RSA).

To complete the course students will need to complete 4 Core units and 11 Elective units.

## **ENDORSED PROGRAMS**

### **ADWPL Workplace Learning**

#### **\*This program has prerequisites**

**Highly recommended for students undertaking VET Certificates.**

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 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**

#### **\*This program has prerequisites**

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 backstage roles start the process in 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, participation, and engagement. This will be completed in the form of a logbook and journal.

### **ADMPE Music Performance Ensemble**

#### **\*This program has prerequisites**

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, participation, and engagement. This will be completed in the form of a logbook and journal.

## Other information

### Student Information website

The Authority has a Student Information website that can be accessed via the Authority website home page and at <https://student.scsa.wa.edu.au/>.

The student website provides students with easy access to information under the headings of:

- Student portal
- Getting organised
- Curriculum
- Examinations and testing
- Certification and post-school
- Frequently asked questions (FAQs)
- Advice for Year 12s – which may be of interest to students in other years.

### Student portal

The student portal can be accessed at <https://student.scsa.wa.edu.au/student-portal>. Technical support for the portal is available via [wacehelp@scsa.wa.edu.au](mailto:wacehelp@scsa.wa.edu.au) (monitored from Monday to Friday between 8.00 am and 4.30 pm).

Year 10 students applying to enrol in a WACE language course for Year 11 will use the student portal to complete their application. The portal is also a space for Year 12 students to check and access personal information that relates to their WACE.

When you are in Year 12, you will be able to visit the portal to:

- check your personal details.
- check your enrolments.
- complete the student declaration and permission when you are in Year 12, or as a Year 10 or Year 11 enrolled in a Year 12 course.
- complete your Year 12 ATAR English as an Additional Language or Dialect (EAL/D) eligibility declaration.
- download a copy of your approved equitable access adjustments as a Year 12
- download a copy of your *personalised practical examination timetable*, which states the date, time, and venue for each practical examination you need to attend as a Year 12 (available in the year of examination)
- download a copy of the *Personalised written examination timetable*, which states the date, time, and venue for each written examination you need to attend as a Year 12 (available in the year of examination)
- check your results as a Year 12
- download a copy of your sickness/misadventure outcome as a Year 12
- view and download digital copies of your WASSA, WACE and/or ATAR course reports.

You need to have your WA student number (WASN) – which you can find out through your school – and a password to access the student portal. When you visit the student portal for the first time you will be prompted to change your password. Security restrictions mean information, such as your

WASN, cannot be provided over the phone.

## WACE Checker

In Years 11 and 12 you will be able to use the WACE Checker to check your progress towards meeting the requirements of the WACE. It is designed to determine whether you have met (or are expected to meet) each of the requirements for the WACE.

You can evaluate your choices by considering the grades you expect you would achieve and see how different combinations would help you meet the requirements. When using the WACE Checker, it is important to be realistic and positive about your projected performance, and remember it is a guide.

## List A and List B subjects

To ensure an appropriate breadth of study in your senior secondary studies, you are required to select **at least one** senior school course unit **from each** of List A and List B subjects.

### LIST A (ARTS/LANGUAGES/SOCIAL SCIENCES)

AIS	Aboriginal and Intercultural Studies	GEO	Geography
HIA	Ancient History	HAS	Humanities and Social Sciences in Action <sup>‡\$</sup>
BME	Business Management and Enterprise	HEA	Health Studies
CAE	Career and Enterprise <sup>‡</sup>	LIT	Literature <sup>†</sup>
CFC	Children, Family, and the Community <sup>‡</sup>	MPA	Media Production and Analysis
DAN	Dance	HIM	Modern History
DRA	Drama	MUS	Music
ECO	Economics <sup>†</sup>	PAE	Philosophy and Ethics <sup>†</sup>
ENG	English	PAL	Politics and Law <sup>†</sup>
ELD	English as an Additional Language or Dialect	VAR	Visual Arts

### LIST B (MATHEMATICS/SCIENCE/TECHNOLOGY)

ACF	Accounting and Finance	HPO	Health, Physical and Outdoor Education
AIT	Applied Information Technology	MDT	Materials Design and Technology
AET	Automotive Engineering and Technology <sup>‡</sup>	MAT	Mathematics
BLY	Biology <sup>†</sup>	MAA	Mathematics Applications <sup>†</sup>
BCN	Building and Construction <sup>‡</sup>	MAE	Mathematics Essential <sup>‡</sup>
CHE	Chemistry	MAM	Mathematics Methods <sup>†</sup>
CSC	Computer Science	MAS	Mathematics Specialist <sup>†</sup>
DES	Design	OED	Outdoor Education
EES	Earth and Environmental Science <sup>†</sup>	PES	Physical Education Studies
EST	Engineering Studies	PHY	Physics <sup>†</sup>
FST	Food Science and Technology	PSY	Psychology
HBY	Human Biology	SIP	Science in Practice <sup>‡</sup>

<sup>\*</sup>To count as a List A subject, these courses must be studied at a registered school/provider or at a community organisation through a registered school or provider. Where a student is enrolled in the examination for one of these courses as a non-school candidate, the course does not count for the WACE unit completion or breadth of study requirements.

<sup>†</sup> ATAR courses only

<sup>‡</sup> General courses only

<sup>\$</sup> for teaching in Year 11 from 2025 and in Year 12 from 2026

## Other information you may wish to access

## **Courses – Year 11 and 12**

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

## **Disability adjustments**

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

## **Eligibility criteria for languages and EAL/D courses**

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

## **Endorsed programs**

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

## **Online Literacy and Numeracy Assessment (OLNA)**

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

## **School-based assessment**

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

## **Vocational Education and Training (VET)**

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

- VET industry specific courses
- VET credit transfer
- How VET contributes to the WACE
- WACE recognition of VET accredited courses
- News and frequently asked questions <https://senior-secondary.scsa.wa.edu.au/vet/faqs>

## **The Western Australian Certificate of Education (WACE)**

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

## **ATAR examinations**

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

- Examination information
- University entrance
- Special provisions

## **Past ATAR course examinations**

<https://senior-secondary.scsa.wa.edu.au/further-resources/past-ATAR-course-exams>

## **WASSA (Western Australian Statement of Student Achievement)**

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