

-  Engagement
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YEAR 11 AND 12 INFORMATION HANDBOOK

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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

¹ Schools Curriculum and Standards Authority (2026) Year 10 Information Handbook 2026. Pages 04-05. Available at [School Curriculum and Standards Authority | Year 10 Information Handbook](#) (accessed 12 May 2026).

² Schools Curriculum and Standards Authority (2026) Year 10 Information Handbook 2026. Pages 06-07. Available at [School Curriculum and Standards Authority | Year 10 Information Handbook](#) (accessed 12 May 2026).

This handbook provides information for Year 10 students in 2026 who are working towards completion of a Western Australian Certificate of Education (WACE) in Year 12 in 2028. It contains information about course types, examples of course combinations for WACE achievement, general advice for students, and further resources. 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 2028. This handbook is a starting point for that process.

Students entering Year 11 in 2027 must meet a number of requirements in order to be awarded a WACE at the end of Year 12 in 2028. 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.

Confirm your sources

Please always check your sources when seeking advice about what you need to do to achieve a WACE. It is important to make decisions based on information that is current, accurate and relevant. The School Curriculum and Standards Authority (the Authority) began a process of WACE Refreshment in 2023 to support students to engage with the courses and programs that are personally challenging and best meet your needs as lifelong learners. There are some changes to WACE completion in 2028 connected with this process. As you read this handbook and the resources published on the Authority website, you need to bear these changes in mind.

A WACE Refreshment that will support choosing to enrol in Australian Tertiary Admission Rank (ATAR) courses is the C grade equivalent. The Board of the Authority determined that a student who achieves a D grade for any pair of Year 12 ATAR course units and a moderated written school mark or ATAR course written examination mark of approximately 40 will receive a C grade equivalent for each of those pairs of units, which can contribute to meeting WACE requirements. This C grade equivalent will support students who have taken on the challenge of an ATAR course to meet the WACE requirement of 'at least six C grades (or equivalents) in Year 12 units'. The C grade equivalent will be applied to as many Year 12 ATAR courses as relevant for a student. This C grade equivalent reflects the pitch of the course content and the rigour of the teaching, learning and assessment programs of Year 12 ATAR courses.

The teachers and counsellors at your school will have up-to-date information about the WACE requirements that are currently in place. 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. That understanding is always important, but keep in mind that there are changes to the WACE requirements and the courses offered because of the WACE Refreshment. The Authority provides further information through its website and communications with schools. The Authority will continue to update its information as changes come into effect. For example, the description of the WACE requirements listed here for 2028 are slightly different from those currently provided for the class of 2026 on the Authority website.

Making choices

The move into Years 11 and 12 is a significant step and it is important to make good choices when selecting your courses as you prepare for the world beyond school. Choosing courses that sit well with your abilities, interests and aspirations will help you maintain your focus throughout Years 11 and 12. Think about the subjects you like and are good at. Taking time to talk with the people who know you – with an awareness of your strengths and interests, along with the areas where you can improve – can always be useful when you are making choices about your future.

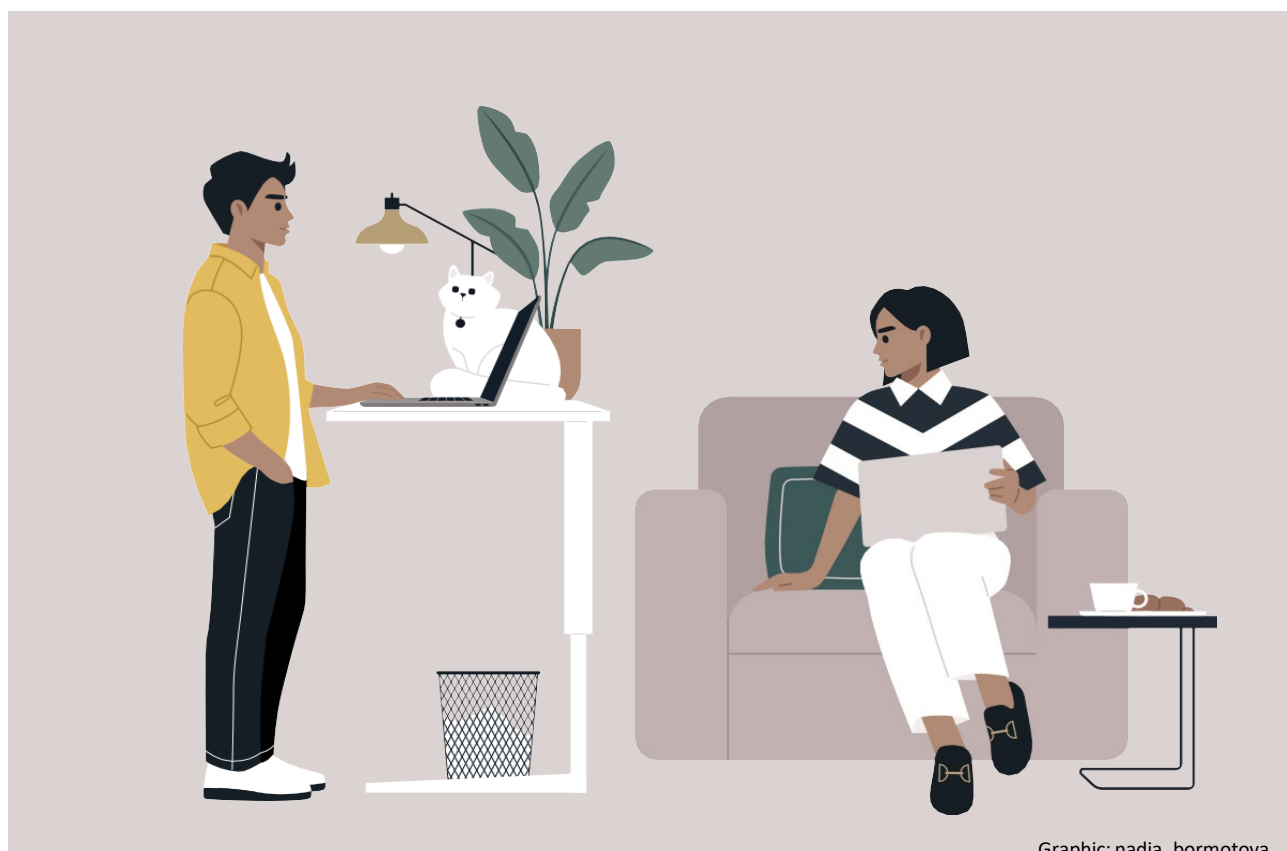
When making choices, you may need to compromise and be flexible. Always consider your goals. Think about your options as well. Know that you will have options for the different opportunities that may arise over the next few years. Years 11 and 12 are about building the groundwork for your future beyond school. You may not know precisely what you want to do when you finish school, but having a goal, making a plan to achieve it and putting that plan into action will help you keep the focus you need in Years 11 and 12.

I wish you all the best as you move into Years 11 and 12. November 2028 and the end of Year 12 will be here before you know it. Stay focused on your goals and keep trying to do your best. Your effort will help you to develop knowledge and understanding, as well as build attributes of a strong work ethic and resilience that you will take into your life beyond school.

JUANITA HEALY

EXECUTIVE DIRECTOR

SCHOOL CURRICULUM AND STANDARDS



Graphic: nadia bormotova,



ABOUT THE WACE REFRESHMENTS

The Board of the Authority approves modifications to the WACE from time to time. This is to ensure that the WACE is maintained as a robust, rigorous and contemporary senior certificate that aligns with others across the nation and internationally.

Following its December 2022 meeting, the Board initiated a WACE Refreshment process in response to the changing landscape of education and society. The process acknowledges emerging demands on senior secondary education and the impact of social, economic and global conditions on young people. The WACE Refreshment is ongoing and will be implemented over the coming years.

The WACE Refreshment focuses on:

- the range of courses and programs to cater for diverse student needs and pathways
- maximising access to the WACE, to better accommodate students with disability or who are disengaged from schooling
- strengthening the way in which quality vocational education and training (VET) and endorsed programs are recognised
- clearly reporting student capabilities, such as critical and creative thinking, digital literacy and intercultural and ethical understanding.

Details of WACE Refreshments that relate to students in Year 12 in 2028 are incorporated into the information in this handbook.

C grade equivalent for Year 12 ATAR courses

A WACE Refreshment introduced in 2025 for Year 12 students completing the WACE is the C grade equivalent.

Students who achieve a D grade for any completed Year 12 ATAR course and a moderated written school mark or ATAR course written examination mark at or above the specified cut point of approximately 40, as determined by the Authority for each course, receive a C grade equivalent for that pair of units.

The C grade equivalent can contribute to meeting WACE requirements, if all course completion requirements for the WACE have been met for that course. The C grade equivalent reflects the pitch of the course content and rigour of the teaching, learning and assessment programs of Year 12 ATAR courses.

The C grade equivalent will support students who take a Year 12 ATAR course to meet the WACE requirements of a 'minimum of six C grades (or the equivalent) in Year 12 units'. The C grade equivalent will be applied to as many Year 12 ATAR courses as relevant for a student.

The school grade of a D does not change. The C grade equivalent is shown on the Western Australian Statement of Student Achievement (WASSA) as a D* for the school grade with a note: 'D* indicates a C grade equivalent was applied for this course'.

Frequently asked questions about the C grade equivalent are available on the Authority website at <https://senior-secondary.scsa.wa.edu.au/certification/wace> and <https://senior-secondary.scsa.wa.edu.au/certification/wassa>.

Vocational education and training (VET) and endorsed programs

The Authority has consulted widely with a range of stakeholders, including students, school principals across different demographics and metropolitan and regional locations, school systems and sector bodies, industry training councils, Technical and Further Education (TAFE) colleges, private training providers, regulatory and policy setting bodies in the training sector, and representatives from the tertiary sector.

Two WACE Refreshments introduced for Year 12 students completing the WACE relate to vocational education and training (VET) and Tertiary preparation endorsed programs (TPEPs – formerly known as university developed endorsed programs).

1. Diploma-level qualifications, including Australian Qualifications Framework (AQF) Level 5 and higher qualifications, will not receive unit equivalence towards WACE achievement from 2027 and they will not be recorded on the student's Western Australian Statement of Student Achievement (WASSA).

From 2028, the Authority will only provide unit equivalents towards WACE achievement for completed or partially completed Certificate IV qualifications delivered by identified registered training organisations (RTOs) that appear on the *Certificate IV Specified List* available on the Authority website at <https://senior-secondary.scsa.wa.edu.au/vet/all-about-vet>

Frequently asked questions about Diploma-level and Certificate IV qualifications are available on the Authority website at <https://senior-secondary.scsa.wa.edu.au/vet/all-about-vet>

2. As ATAR courses best prepare students for university study, from 2027, students who select a TPEP to gain unit equivalence towards WACE will be required to complete at least one Year 12 ATAR course. The decision reflects the expectation that students selecting a TPEP have aspirations for university entrance. Further information about TPEPs, including frequently asked questions, is available on the Authority website at <https://senior-secondary.scsa.wa.edu.au/vet/endorsed-programs>

Students completing Year 12 in 2028 must take these changes into consideration when selecting their courses for WACE achievement.

It may interest you to know that the WACE Refreshment includes the addition of more information on the WASSA. This is not about adding more requirements to complete a WACE but is a way of acknowledging students' efforts and engagement with their learning.



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 senior secondary certificate of education issued in Western Australia to Year 12 students who meet the specified requirements is the Western Australian Certificate of Education (WACE).

The full WACE requirements are published in the WACE Manual and on the Authority website. It is important to read the full set of explanatory notes for your year of completion.

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* **OR**
 - at least five Year 12 General courses[†] and/or ATAR courses* or equivalent[‡] **OR**
 - a Certificate II[§] (or higher^{||}) VET qualification[#] in combination with ATAR, General or Foundation courses.

You will receive a WACE if you meet all the WACE requirements stated in the WACE Manual at the time of completion.

*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. A student who did not sit the ATAR course examination and does not have an approved *Sickness/Misadventure Application* will not have a course mark or grade recorded on their WASSA, nor will they receive an ATAR course report.

Note: for ATAR courses with practical components, students must complete both the written and practical examinations. The Physical Education Studies Year 12 ATAR course includes a school-based practical external assessment (SPEA) that a student must sit to satisfy the completion for the course (see the *WACE Manual* for further information).

†Foundation courses do not contribute to meeting the WACE achievement requirement with this option. Where a student is not undertaking a program of study of either at least four Year 12 ATAR courses or at least five Year 12 General courses and/or ATAR courses, these students must also complete a Certificate II or higher to achieve the WACE. The General pathway for WACE achievement is not available to students enrolled in the WACE at offshore international schools.

‡Up to two unit equivalents from endorsed programs can be used to meet this requirement.

§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 a Certificate IV qualification that is on the *Certificate IV Specified List* may meet this requirement according to predetermined criteria (see the *WACE Manual* for further information).

From 2027, a student who completes or partially completes a Diploma-level qualification will not receive unit equivalents for these qualifications towards WACE achievement. Any Diploma-level qualification completed in 2027 and beyond will not be recorded on the student's WASSA (see Section 4 of the *WACE Manual*).

From 2028, the Authority will only provide unit equivalents from Certificate IV level qualifications where these qualifications appear on the Authority's *Certificate IV Specified List*.

#VET qualifications (Australian Qualifications Framework (AQF) levels II and higher) must be part of a national endorsed training package or relevant accredited course with an industry focus recognised by the Authority identified on the Accredited Course Recognition Status List, which may be accessed from the Authority website at <https://senior-secondary.scsa.wa.edu.au/vet/wace-recognition-of-vet-accredited-courses>.

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 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

Equitable access 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, see <https://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 prequalification 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

To meet the achievement standard requirement **you must**:

- achieve at least 14 C grades or higher (or the equivalent) in Year 11 and Year 12 units, including at least six C grades (or equivalents) in Year 12 units.(Explanatory notes 2, 5 and 6)
- complete:
 - at least four Year 12 ATAR courses (Explanatory note 5), **or**
 - at least five Year 12 General courses (Explanatory note 7) (or a combination of General and up to three Year 12 ATAR courses (Explanatory note 5)) or equivalent (Explanatory note 8), **or**
 - a Certificate II VET qualification (or a Certificate III, or a Certificate IV qualification that is on the *Certificate IV Specified List*), (Explanatory notes 9 and 10) in combination with ATAR, General or Foundation courses.

Explanatory notes relating to WACE requirements for 2026

1. The breadth requirement can be met through ATAR, General and Foundation courses. The depth requirement can be met through ATAR, General, VET industry specific and Foundation courses, VET credit transfer and endorsed programs.
2. Of the 20 units required for a WACE, up to a maximum of four Year 11 units and four Year 12 units may be awarded as unit equivalents by substituting VET qualifications and/or endorsed programs. A student may choose to study VET qualifications and/or endorsed programs and may be awarded unit equivalents by substituting VET qualifications (up to a total of eight units) **or** using endorsed programs (up to a total of four units) **or** using a combination of VET and endorsed programs (up to a total of eight units, but with a maximum of four units with endorsed programs – two in Year 11 and two in Year 12).

A C grade equivalent will be applied for the pair of units in a Year 12 ATAR course by the Authority where a student has achieved a D grade and also achieved a moderated written school mark or ATAR course written examination mark at or above a specified cut point of approximately 40. There is no maximum number of Year 12 C grade equivalents that a student can receive.

3. Students are able to substitute the minimum number of course unit requirement with unit equivalents achieved through the completion of AQF VET qualifications at Certificate I, II, III, and from 2028, Certificate IV level qualifications, where these qualifications appear on the Authority's *Certificate IV Specified List*, and/or endorsed programs.
4. Students can repeat units. However, those units that have the same unit code, e.g. AEENG, and are repeated, do not contribute to the WACE requirements more than once.

Note: students who complete ATAR Units 3 and 4 prior to Year 12 and sit the examination cannot repeat these units until after they leave school at the completion of Year 12.

5. Students enrolled in a Year 12 ATAR course must sit the external examination in that course. If students do not sit an ATAR course examination and do not have an approved *Sickness/Misadventure Application* for not sitting the examination in that course (or approved absence for a SPEA), the pair of units completed in that year will not contribute towards any of the WACE requirements. Students who do not sit the ATAR course examination (or SPEA) will not have a course mark or grade recorded on their WASSA, nor will they receive an ATAR course report. For ATAR courses with practical components,

students must complete both the written and practical examinations (and SPEA, where applicable).

6. Both VET qualifications and endorsed programs can indirectly contribute to the WACE standard requirement of a C grade in at least 14 units. A C grade in a maximum of eight units (four in Year 11 and four in Year 12) can be replaced by unit equivalents from VET qualifications and/or endorsed programs. Of these eight unit equivalents, a maximum of four can be from endorsed programs (two in Year 11 and two in Year 12).
7. Foundation courses do not contribute to meeting the achievement standard with this option.
8. The completion of two or more endorsed program unit equivalents may be substituted for up to one General course for this requirement.
9. 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.
10. The partial completion of a Certificate III, or a Certificate IV level qualification, where these qualifications appear on the Authority's *Certificate IV Specified List*, may meet this requirement according to predetermined criteria.
11. The literacy and numeracy standard can be met either through the Online Literacy and Numeracy Assessment (OLNA) or by achieving the required level in the associated components of reading, writing or numeracy in the Year 9 NAPLAN tests. Students undertaking the OLNA will be required to satisfy both the reading and writing components in order to demonstrate the minimum WACE literacy standard.

If a student does not demonstrate the literacy and numeracy standard by the time they exit secondary school, they can apply to the Authority to re-sit the assessment at any age.

Note: the WACE requirements may change over time and students studying towards the achievement of the WACE after they leave school will be required to meet the WACE requirements current at the time of the completion of their studies.

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 be awarded unit equivalents through VET qualifications undertaken as VET credit transfer and/or endorsed programs. The maximum number of unit equivalents available is eight units – four Year 11 units and four Year 12 units. You may be awarded:

- 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 from 2028:

- 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 IV is equivalent to two Year 11 and four Year 12 units
- a Certificate IV level qualification where these qualifications appear on the Authority's *Certificate IV Specified List* is equivalent to two Year 11 and four Year 12 units
- a partially completed Certificate III is equivalent to two Year 11 and two Year 12 units (credit is allocated only if the criteria for partial completion are met). (See the *WACE Manual* for further information.)
 - a partially completed Certificate IV level qualification where these qualifications appear on the Authority's *Certificate IV Specified List* is equivalent to two Year 11 and two Year 12 units (credit is allocated only if the criteria for partial completion are met).

For endorsed programs, unit equivalence is identified on the Authority's approved list of endorsed programs available at <https://senior-secondary.scsa.wa.edu.au/vet/endorsed-programs>.

The Authority's *Certificate IV Specified List* is available at <https://senior-secondary.scsa.wa.edu.au/vet/all-about-vet> under WACE Refreshments – Certificate IV and Diploma qualifications.

Figure 1. WACE requirements in 2027 and 2028

1. General requirements

You must:

- demonstrate a minimum standard of literacy (reading and writing) and a minimum standard of numeracy
- complete a minimum of 20 units, or equivalents
- complete
 - at least four Year 12 ATAR courses, **OR**
 - at least five Year 12 General courses and/or ATAR courses or equivalent, **OR**
 - a Certificate II (or higher) VET qualification in combination with ATAR, General or Foundation courses.

2. Literacy and numeracy standard

For the WACE literacy and numeracy standard you may:

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

3. Breadth and depth

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

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

4. Achievement standard

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

5. Unit equivalents

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



COURSE OPTIONS

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.

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

WACE 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.

A full list of courses and their codes is provided in the *WACE Manual*.

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.

General features of 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.

For more information on how VET contributes towards your WACE, visit the VET page of the Authority website at <http://senior-secondary.scsa.wa.edu.au/vet/how-vet-contributes-towards-wace>. It is important you check with your school to confirm that your VET qualification will meet the requirements to contribute to the WACE.

Figure 2. How VET contributes towards the WACE

Standard

VET credit transfer reduces the number of course units in which a C grade is required.*

VET industry specific courses contribute in the same manner as a C grade or higher in other WACE course units.

Breadth

VET industry specific courses or VET credit transfer programs do not contribute to the breadth requirement.

Depth

VET credit transfer contributes towards the depth requirement as unit equivalence.*

*A maximum of eight unit equivalents can contribute towards the WACE (standard and depth requirements) if completed through a VET credit transfer arrangement.

Note: VET qualifications **do not** contribute to the WACE breadth of study requirement because they are not identified as List A or List B subjects.

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.

There are many endorsed programs which can contribute towards achievement of the WACE. These are classified as Authority-developed, School-developed, Provider-developed and Tertiary preparation endorsed programs. The new category of Tertiary preparation endorsed programs (TPEP) has been introduced in 2025. TPEPs have previously been a part of the Provider-developed category.

See the Authority website for the full list of currently endorsed programs and their unit equivalent allocation at <http://senior-secondary.scsa.wa.edu.au/vet/endorsed-programs>.

Tertiary preparation endorsed programs

TPEPs are developed by tertiary education providers, such as a university. TPEPs recognise structured learning that results in the attainment of a quality-assured certificate.

The Authority-developed ATAR courses are designed to prepare students for tertiary studies with input from teachers representing schools across Western Australia, representatives of Western Australian universities and other subject matter experts.

To ensure students are receiving the best preparation for tertiary studies, the Board has determined that students wanting to undertake a TPEP and be awarded unit equivalents to contribute towards WACE achievement, must complete at least one Year 12 ATAR course. This requirement comes into effect from 2027 and students who are in Year 10 in 2025 should consider this in making their course selections. It is recommended that students intending to undertake a Year 12 ATAR course consider undertaking Year 11 ATAR course/s.

To support students during the transition period to this new element of the WACE, in Term 3, 2025, the Authority will release criteria and a process for schools to accommodate students in specific circumstances from having to complete at least one Year 12 ATAR course for a TPEP to contribute at least one unit equivalent.

You should discuss endorsed program opportunities with the appropriate staff member at your school.

Example 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.

Table 1: Examples of study options

Year	ATAR (pairs)	General (pairs)	Foundation (pairs)	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	-	-	2	12		
11	3	1	-	-	2	10	Y	Y
12	4	2	-	-	-	12		
11	-	5	-	-	-	10	N	Y
12	-	5	-	-	-	10		
11	2	3	-	-	-	10	N	Y
12	1	4	-	-	1	11		
11	-	5	-	-	-	10	N	Y
12	-	4	-	-	2	10		
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		
11	-	4	-	-	2 (TPEP)	8	N	N [‡]
12	-	4	-	-	2 (TPEP)	8		
11	1	3	-	-	2 (TPEP)	10	N	Y
12	1	3	-	-	2 (TPEP)	10		

*Calculation of an ATAR may be affected by conditions set by TISC (see Undergraduate Admission Requirements for School Leavers at <http://www.tisc.edu.au/static/guide/admission-req-sleaver.tisc>).

†Students completing Foundation units are required to complete a Certificate II (or a Certificate III or IV).

‡Students are required to complete at least one Year 12 ATAR course to receive unit equivalents from a TPEP for WACE achievement. Without an ATAR, the TPEP is not awarded as unit equivalents.



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.



LIST A AND LIST B COURSES

To ensure an appropriate breadth of study in your senior secondary studies, you are required to select **at least one** Year 12 course unit **from each** of List A and List B subjects.

LIST A (Arts / Languages / Social Sciences)			
Aboriginal and Intercultural Studies	AIS	Geography	GEO
Ancient History	HIA	Humanities and Social Sciences in Action ^{‡§}	HAS
Business Management and Enterprise	BME	Health Studies	HEA
Career and Enterprise [‡]	CAE	Literature [†]	LIT
Children, Family, and the Community [‡]	CFC	Media Production and Analysis	MPA
Dance	DAN	Modern History	HIM
Drama	DRA	Music	MUS
Economics [†]	ECO	Philosophy and Ethics [†]	PAE
English	ENG	Politics and Law [†]	PAL
English as an Additional Language or Dialect	ELD	Visual Arts	VAR
LIST B (Mathematics / Science / Technology)			
Accounting and Finance	ACF	Health, Physical and Outdoor Education	HPO
Applied Information Technology	AIT	Materials Design and Technology	MDT
Automotive Engineering and Technology [‡]	AET	Mathematics	MAT
Biology [†]	BLY	Mathematics Applications [†]	MAA
Building and Construction [‡]	BCN	Mathematics Essential [‡]	MAE
Chemistry	CHE	Mathematics Methods [†]	MA M
Computer Science	CSC	Mathematics Specialist [†]	MAS
Design	DES	Outdoor Education	OED
Earth and Environmental Science [†]	EES	Physical Education Studies	PES
Engineering Studies	EST	Physics [†]	PHY
Food Science and Technology	FST	Psychology	PSY
Human Biology	HBY	Science in Practice [‡]	SIP

*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.

† ATAR courses only

‡ General courses only

§ for teaching in Year 11 from 2025 and in Year 12 from 2026



YEAR 11 AND 12 COURSE PREREQUISITES

Please note – Below grades refer to Year 10 courses and are the minimum acceptable grade. Higher grades are also acceptable.

THE ARTS
ATAR
Drama ATAR <ul style="list-style-type: none"> • C Grade in English • Category 3 in OLNA
Media Production and Analysis ATAR <ul style="list-style-type: none"> • C Grade in English • Category 3 in OLNA
Music ATAR <ul style="list-style-type: none"> • C Grade in Music Concepts and Analysis • C Grade in English • Category 3 in OLNA
Visual Arts ATAR <ul style="list-style-type: none"> • C Grade in English • Category 3 in OLNA
GENERAL
Dance GENERAL <ul style="list-style-type: none"> • Nil
Design Photography GENERAL <ul style="list-style-type: none"> • Nil
Drama GENERAL <ul style="list-style-type: none"> • Nil
Media Production and Analysis GENERAL <ul style="list-style-type: none"> • Nil
Visual Arts GENERAL <ul style="list-style-type: none"> • Nil
Music PIMS <ul style="list-style-type: none"> • Nil
ENGLISH
ATAR
English ATAR <ul style="list-style-type: none"> • B Grade in English and 60% in Semester 1 Examination • Category 3 in OLNA
Literature ATAR <ul style="list-style-type: none"> • B Grade in English and 60% in Semester 1 Examination • Category 3 in OLNA
GENERAL
English GENERAL <ul style="list-style-type: none"> • Category 2 or 3 in OLNA
FOUNDATION
English FOUNDATION <ul style="list-style-type: none"> • Not achieved OLNA
PRELIMINARY
English PRELIMINARY <ul style="list-style-type: none"> • Cannot access the ATAR, General or Foundation course content with adjustment/disability provisions • Require modified and/or independent education plans • In addition to the above criteria, have a recognised disability under the Disability Discrimination Act (1992)

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT (EAL/D)
ATAR
English as an Additional Language or Dialect ATAR <ul style="list-style-type: none"> • Met eligibility for EAL/D • Category 3 in OLNA
GENERAL
English as an Additional Language or Dialect GENERAL <ul style="list-style-type: none"> • Met eligibility for EAL/D • Category 2 in OLNA Literacy
English as an Additional Language or Dialect FOUNDATION <ul style="list-style-type: none"> • Met eligibility for EAL/D • Category 1 or 2 in OLNA Literacy
HEALTH AND PHYSICAL EDUCATION
ATAR
Physical Education Studies ATAR <ul style="list-style-type: none"> • EITHER B Grade in PE, AFL, Netball or Outdoor Recreation, OR <ul style="list-style-type: none"> ◦ C Grade in Sport Science, OR ◦ A Grade in Leisure Activities • Category 3 in OLNA Reading/Writing • Minimum 80% Year 10 Attendance
GENERAL
Health Studies GENERAL <ul style="list-style-type: none"> • C Grade in Health Education • Category 2 in OLNA
Outdoor Education GENERAL <ul style="list-style-type: none"> • EITHER C Grade in PE, Outdoor Recreation, Netball or AFL, OR <ul style="list-style-type: none"> ◦ B Grade in Leisure Activities • Minimum 80% Year 10 Attendance • Category 3 in OLNA Reading/Writing • Must be able to swim 200m unassisted in 7 minutes and float for 15 minutes
Physical Education Studies GENERAL <ul style="list-style-type: none"> • C Grade in PE, AFL, Netball, Leisure Activities, Outdoor Recreation, Dance or Street Dance • Category 2 in OLNA Reading/Writing
HUMANITIES AND SOCIAL SCIENCES
ATAR
Business Management and Enterprise ATAR <ul style="list-style-type: none"> • B Grade in HASS and 60% in Semester 1 Examination • C Grade in English • Category 3 in OLNA
Geography ATAR <ul style="list-style-type: none"> • B Grade in HASS and 60% in Semester 1 Examination • C Grade in English • Category 3 in OLNA

Modern History ATAR <ul style="list-style-type: none"> • B Grade in HASS and 60% in Semester 1 Examination • C Grade in English • Category 3 in OLNA
GENERAL
Ancient History GENERAL <ul style="list-style-type: none"> • C Grade in HASS
Business Management and Enterprise GENERAL <ul style="list-style-type: none"> • C Grade in HASS

Career and Employability GENERAL
<ul style="list-style-type: none"> • C Grade in HASS
Geography GENERAL
<ul style="list-style-type: none"> • C Grade in HASS
Modern History GENERAL
<ul style="list-style-type: none"> • C Grade in HASS
MATHEMATICS
ATAR
Mathematics Applications ATAR
<ul style="list-style-type: none"> • EITHER C Grade in Maths Methods, OR <ul style="list-style-type: none"> ◦ B Grade in Maths Apps and 60% in Maths Apps Semester 1 Examination • Category 3 in OLNA Numeracy
Mathematics Methods ATAR
<ul style="list-style-type: none"> • B Grade in Maths Methods and 50% in Maths Methods Semester 1 Examination • Category 3 in OLNA Numeracy
Mathematics Specialist ATAR (Internal/online)
<ul style="list-style-type: none"> • A Grade in Maths Methods and 75% in Maths Methods Semester 1 Examination • Category 3 in OLNA Numeracy
GENERAL
Mathematics ESSENTIAL
<ul style="list-style-type: none"> • Category 2 or 3 in OLNA Numeracy
Mathematics FOUNDATION
<ul style="list-style-type: none"> • Category 1 or 2 in OLNA Numeracy
SCIENCE
ATAR
Biology ATAR
<ul style="list-style-type: none"> • B Grade in Science and 60% in Semester 1 Examination • C Grade in English • Category 3 in OLNA
Chemistry ATAR
<ul style="list-style-type: none"> • B Grade in Science and 60% in Semester 1 Examination • C Grade in English • Category 3 in OLNA
Human Biology ATAR
<ul style="list-style-type: none"> • B Grade in Science and 60% in Semester 1 Examination • C Grade in English • Category 3 in OLNA
Physics ATAR
<ul style="list-style-type: none"> • B Grade in Science and 60% in Semester 1 Examination • B Grade in Maths Applications • Category 3 in OLNA • <i>MUST enrol in a Year 11 Maths ATAR course</i>
GENERAL
Chemistry GENERAL
<ul style="list-style-type: none"> • C Grade in Science
Human Biology GENERAL
<ul style="list-style-type: none"> • C Grade in Science
Psychology GENERAL
<ul style="list-style-type: none"> • C Grade in Science
Science in Practice GENERAL
<ul style="list-style-type: none"> • Nil

TECHNOLOGIES – HOME ECONOMICS
ATAR
Computer Science ATAR <ul style="list-style-type: none"> • C Grade in Science • C Grade in English • Category 3 in OLNA
GENERAL
Applied Information and Technology GENERAL <ul style="list-style-type: none"> • Nil
Computer Science GENERAL <ul style="list-style-type: none"> • Nil
Food Science and Technology GENERAL <ul style="list-style-type: none"> • Nil
Materials Design and Technology (Fabric) GENERAL <ul style="list-style-type: none"> • C Grade in Fashion and Fabric
TECHNOLOGIES – DESIGN AND TECHNOLOGY AND DIGITAL TECHNOLOGY
GENERAL
Building and Construction GENERAL <ul style="list-style-type: none"> • C Grade in Woodwork, Metalwork, or Home Workshop • Reporting attributes as Often or Consistent
Materials Design and Technology (Metal) GENERAL <ul style="list-style-type: none"> • C Grade in any Woodwork, Metalwork, or Home Workshop • Reporting attributes as Often or Consistent
Materials Design and Technology (Wood) GENERAL <ul style="list-style-type: none"> • C Grade in any Woodwork, Metalwork, or Home Workshop • Reporting attributes as Often or Consistent
CERTIFICATES
CERTIFICATE I
Certificate I in Workplace Skills <ul style="list-style-type: none"> • Must be Category 1 or 2 in OLNA
CERTIFICATE II
Certificate II in Active Volunteering (Yr 12) <ul style="list-style-type: none"> • Minimum 80% Year 10 Attendance
Certificate II in Community Services (Child Care/Aged Care) <ul style="list-style-type: none"> • Minimum 80% Year 10 Attendance • Category 2 in OLNA Reading/Writing
Certificate II in Construction Pathways <ul style="list-style-type: none"> • C Grade in Woodwork, Metalwork or Home Workshop • Minimum 80% Year 10 Attendance • Category 2 in OLNA Reading/Writing
Certificate II in Creative Industries <ul style="list-style-type: none"> • Minimum 80% Year 10 Attendance • Category 2 in OLNA Reading/Writing
Certificate II in Dance <ul style="list-style-type: none"> • Minimum 80% Year 10 Attendance • Category 2 in OLNA Reading/Writing
Certificate II in Engineering Pathways <ul style="list-style-type: none"> • C Grade in Woodwork, Metal or Home Workshop • Minimum 80% Year 10 Attendance • Category 2 in OLNA Reading/Writing
Certificate II in Hospitality <ul style="list-style-type: none"> • C Grade in Home Economics (food) • Minimum 80% Year 10 Attendance • Category 2 in OLNA Reading/Writing

Certificate II in Sport & Recreation/ Certificate II in Sport Coaching (Dual Qual) <ul style="list-style-type: none"> • Minimum 80% Year 10 Attendance • Category 2 in OLNA Reading/Writing
Certificate II in Workplace Skills <ul style="list-style-type: none"> • Must have completed Certificate I in Workplace Skills
CERTIFICATE III
Certificate III in Business <ul style="list-style-type: none"> • Minimum 80% Year 10 Attendance • Category 3 in OLNA Reading/Writing
Certificate III in Music <ul style="list-style-type: none"> • Minimum 80% Year 10 Attendance • Category 3 in OLNA Reading/Writing
Certificate III in Tourism <ul style="list-style-type: none"> • Minimum 80% Year 10 Attendance • Category 3 in OLNA Reading/Writing
ENDORSED PROGRAMS
Curtin UniReady Enabling Program (Year 12 only) <ul style="list-style-type: none"> • To be advised
Music Performance Ensemble <ul style="list-style-type: none"> • Member College Music Ensemble
School Production <ul style="list-style-type: none"> • Successful audition or placement by Production Director
Workplace Learning <ul style="list-style-type: none"> • Minimum 80% Year 10 Attendance



YEAR 11 AND 12 COURSE COSTS

COURSE	YEAR 11	YEAR 12
ARTS		
Design Photography ATAR	\$100	\$100
Drama ATAR	\$100	\$100
Media Production and Analysis ATAR	\$100	\$100
Music ATAR	\$100	\$100
Visual Art ATAR	\$130	\$130
Dance General	\$100	\$100
Design Photography General	\$100	\$100
Drama General	\$100	\$100
Media Production and Analysis General	\$100	\$100
Music PIMS	\$60	\$60
Visual Arts General	\$130	\$130
ENGLISH		
English ATAR	\$39	\$50
Literature ATAR	\$80	\$80
English General	\$36	\$35
English Foundation	\$42	\$31
English Preliminary	\$40	\$40
ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT (EAL/D)		
EAL/D ATAR	\$70	\$50
EAL/D General	\$36	\$65
EAL/D Foundation	\$42	\$42
HEALTH AND PHYSICAL EDUCATION		
Physical Education Studies ATAR	\$95	\$200
Health Studies General	\$60	\$85
Outdoor Education General	\$330	\$315
Physical Education Studies General	\$76	\$65
HUMANITIES AND SOCIAL SCIENCES		
Business Management and Enterprise ATAR	\$45	\$45
Geography ATAR	\$52	\$50
Modern History ATAR	\$30	\$30
Ancient History General	\$49	\$48
Business Management and Enterprise General	\$55	\$55
Career and Employability General	\$26	\$28
Geography General	\$48	\$50
Modern History General	\$50	\$50
MATHEMATICS		
Mathematics Applications ATAR	\$60	\$60
Mathematics Methods ATAR	\$60	\$60
Mathematics Specialist ATAR (Internal/online)	\$60	\$100
Mathematics Essential General	\$50	\$60
Mathematics Foundation	\$80	\$80
SCIENCE		
Biology ATAR	\$66	\$66
Chemistry ATAR	\$56	\$56
Human Biology ATAR	\$66	\$66

Physics ATAR	\$56	\$56
Chemistry General	\$56	\$65
Human Biology General	\$65	\$65
Psychology General	\$65	\$65
Science in Practice General	\$65	\$65
TECHNOLOGIES – DESIGN AND TECHNOLOGY AND DIGITAL TECHNOLOGY		
Computer Science ATAR	\$40	\$40
Applied Information and Technology General	\$50	\$50
Building and Construction General	\$170	\$170
Computer Science General	\$40	\$40
Materials Design and Technology (Metal) General	\$170	\$150
Materials Design and Technology (Wood) General	\$135	\$150
TECHNOLOGIES – HOME ECONOMICS		
Food Science & Technology General	\$200	\$180
Materials Design and Technology (Fabric) General	\$170	\$170
CERTIFICATES		
Certificate I in Workplace Skills (Yr 11)	\$150	
Certificate II in Active Volunteering (Yr 12)		\$190
Certificate II in Community Services (Child Care/Aged Care)	\$225	\$225
Certificate II in Construction Pathways	\$240	\$240
Certificate II in Creative Industries	\$180	\$180
Certificate II in Dance	\$180	\$180
Certificate II in Engineering Pathways	\$270	\$270
Certificate II in Hospitality	\$435	\$435
Certificate II in Sport and Recreation / Certificate II in Sport Coaching (Dual Qualification)	\$178	\$178
Certificate II in Workplace Skills (Yr 12)		\$150
Certificate III in Business	\$195	\$195
Certificate III in Music	\$195	\$195
Certificate III in Tourism	\$195	\$195
Students undertaking a Profile Course (Resource Fee)	Up to \$300	Up to \$300
Students undertaking a Fee for Service Course	Up to \$5000	Up to \$5000
ENDORSED PROGRAMS		
Curtin UniReady Enabling Program (Yr 12)		\$420
Workplace Learning	\$100	\$100
School Production	No cost	No cost
Music Performance Ensemble	No cost	No cost

THE ARTS

DRAMA ATAR

Prerequisites:

- C Grade in English
- Category 3 in OLNA

Course cost:

- Year 11 and 12 - \$100 per year

The Drama ATAR course focuses on drama in practice as students integrate their knowledge and skills. Students use the elements and conventions of drama to develop and present ideas and explore personal and cultural issues. They engage in drama processes, such as improvisation and text interpretation, which allow them to create drama and interpret a range of texts written or devised by others.

Students work in this course includes production and design aspects, such as sets, costumes, props, and sound and lighting. Increasingly, students use technologies, such as digital sound and multimedia and present drama to a range of audiences and work in different performance settings.

YEAR 11

Unit 1

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

Unit 2

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

YEAR 12

Unit 3

This unit focuses on the realisation of drama text, context, forms and styles through the application of a selected approach.

Unit 4

This unit focuses the approach to and interpretation of drama texts, contexts, forms and styles.

MEDIA PRODUCTION AND ANALYSIS ATAR

Prerequisites:

- C Grade in Year 10 English
- Category 3 in OLNA

Course cost:

- Year 11 and 12 - \$100 per year

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.

YEAR 11

Unit 1

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

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.

YEAR 12

Unit 3 - Media art

The focus of this unit is media art. Students analyse and respond to contemporary and traditional examples of media art. Students extend and refine their own ideas and production skills to produce media work.

Unit 4 - Power and persuasion

The focus of this unit is power and persuasion. Students examine the way that persuasive media and producers reflect, challenge and shape audience values and attitudes. Students extend and refine their own ideas and production skills to produce media work.

MUSIC ATAR

Prerequisites:

- C Grade in Year 10 Music Concepts and Analysis
- C Grade in Year 10 English
- Category 3 in OLNA

Course cost:

- Year 11 and 12 - \$100 per year

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.

YEAR 11

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. They gain greater familiarity with how and why music is created, by engaging with a range of designated works, developing their understanding and use of music elements.

Students develop a greater awareness of the stylistic considerations that inform the music they analyse, compose and perform, and the interrelationships that exist between these music elements.

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. Through the combination of music and narrative, composers can provoke strong emotional responses from audiences. This unit aims to develop a more sophisticated understanding of how music elements have been manipulated for specific storytelling purposes. Students apply critical listening and thinking skills and develop aesthetic understanding through analysing the designated works.

YEAR 12

Unit 3

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

Students analyse and understand ways in which the elements and characteristics of music can be applied to express personal identity, sociopolitical and cultural identity (reflecting the shared characteristics of a group of people in a given place and time).

Unit 4

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

VISUAL ARTS ATAR

Prerequisites:

- C Grade in Year 10 English
- Category 3 in OLNA

Course cost:

- Year 11 and 12 - \$130 per year

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.

YEAR 11

Unit 1 - Differences

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

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.

YEAR 12

Unit 3 - Commentaries

In this unit, students engage with the social and cultural purposes of art making and interpretation. The focus is on commentaries.

Unit 4 - Points of view

In this unit, students identify and explore concepts or issues of personal significance in art making and interpretation. The focus is on points of view.

DANCE GENERAL

Prerequisites:

- Nil

Course cost:

- Year 11 and 12 - \$100 per year

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.

YEAR 11

Unit 1 – Exploring the Components of Dance

In this unit, students will develop a foundational understanding of choreography by exploring the elements of dance. Students will learn how to generate, manipulate, and structure movement through guided improvisation, research, and creative exploration.

Unit 2 – Dance as Entertainment

In this unit, students will explore the entertainment value of dance and choreography by examining how movement can engage, captivate, and communicate with audiences.

YEAR 12

Unit 3 - Popular culture

In this unit, students engage in practical lessons to explore dance in popular culture and understand the diverse ways it is used and enjoyed across different contexts in society.

Unit 4 - Australian dance

In this unit, students explore the diverse functions and contexts of dance in Australia. They critically analyse their own cultural beliefs and values about both traditional and contemporary dance forms and styles, deepening their understanding of their personal and cultural heritage.

DESIGN PHOTOGRAPHY GENERAL

Prerequisites:

- Nil

Course cost:

- Year 11 and 12 - \$100 per year

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.

YEAR 11

Unit 1 - Design fundamentals

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

Unit 2 - Personal design

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

YEAR 12

Unit 3 - Product design

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

Unit 4 - Cultural design

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

DRAMA GENERAL

Prerequisites:

- Nil

Course cost:

- Year 11 and 12 - \$100 per year

The Drama General course focuses on aesthetic understanding and drama in practice as students integrate their knowledge and skills. Students use the elements and conventions of drama to develop and present ideas and explore personal and cultural issues.

Their work in this course includes production and design aspects involving sets, costumes, makeup, props, promotional materials, stage management, front-of-house activities, and sound and lighting. Increasingly, students use technologies, such as digital sound and multimedia. They present drama to a range of audiences and work in different performance settings.

YEAR 11

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.

YEAR 12

Unit 3 - Representational, realist drama

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

Unit 4 - Presentational, non-realist drama

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

MEDIA PRODUCTION AND ANALYSIS GENERAL

Prerequisites:

- Nil

Course cost:

- Year 11 and 12 - \$100 per year

The Media Production and Analysis General course aims to prepare all students for a future in a digital and interconnected world by providing the skills, knowledge and understandings to tell their own stories and interpret others' stories. Students learn the languages of media communication and how a story is constructed using representations.

Students are encouraged to explore, experiment and interpret their world, reflecting and analysing contemporary life while understanding that this is done under social, cultural and institutional constraints. Students as users and creators of media products, consider the important role of audiences and their context.

YEAR 11

Unit 1 - Mass Media

In this unit, 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.

YEAR 12

Unit 3 - Entertainment

Within this broad focus, students will expand their understanding of media languages, learning how codes and conventions are used to construct entertainment media.

Unit 4 - Representation and reality

Students will consider different types of representations and how they relate to the construction of reality within media work.

VISUAL ARTS GENERAL

Prerequisites:

- Nil

Course cost:

- Year 11 and 12 - \$130 per year

The Visual Arts General course encompasses the practice and theory of the broad areas of art, craft and design. Students have opportunities to express their imagination and develop personal imagery, skills and engage in the making and presentation of artworks. They develop aesthetic understandings and a critical awareness that assists them to appreciate, and make, informed evaluations of art.

This course places value on divergence, uniqueness and individuality. It assists students to value and develop confidence in their own creative abilities and to develop a greater understanding of their environment, community and culture. The Visual Arts General course engages students in a process that helps them develop motivation, self-esteem, discipline, collaborative practice and resilience, all of which are essential life skills. Enterprise and initiative are recognised and encouraged.

YEAR 11

Unit 1 - Experiences

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

YEAR 12

Unit 3 - Inspirations

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

Unit 4 - Investigations

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

PIMS – INSTRUMENTAL AND ENSEMBLE MUSIC PERFORMANCE

Prerequisites:

- Nil

Course cost:

- Year 11 and 12 - \$60 per year

This is a program of instrumental and ensemble music delivered by staff from the School of Instrumental Music for students in DoE schools. It is a program of instrumental lessons and ensemble rehearsals leading towards ensemble performances.

This program is designed for students who have instrumental experience and skills that can be positively applied in a school based ensemble during Years 11 and 12. Typical ensembles are Senior Concert Band, Jazz Band, Senior Guitar Ensemble, Senior Choir, Specialist Vocal Choir, Senior Rock Band or Senior Strings Ensemble.

A certificate is awarded at the conclusion of the program to students who have satisfactorily completed the requirements of the program.

It is only available for Year 11 and 12 students.

ENGLISH

ENGLISH ATAR

Prerequisites:

- B Grade in Year 10 English and 60% in Semester 1 Examination
- Category 3 in OLNA

Course cost:

- Year 11 - \$39
- Year 12 - \$50

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

This course is designed to develop students' facility with all types of texts and language modes and to foster an appreciation of the value of English for lifelong learning.

YEAR 11

Unit 1

This unit explores how meaning is communicated through the relationships between language, text, purpose, context and audience.

Unit 2

This unit analyse the representation of ideas, attitudes, and voices in texts to consider how texts represent the world and human experience.

YEAR 12

Unit 3

This unit students explore representations of themes, issues, ideas and concepts through a comparison of texts.

Unit 4

This unit students examine different interpretations and perspectives to develop further their knowledge and analysis of purpose and style. They challenge perspectives, values and attitudes in texts, developing and testing their own interpretations through debate and argument.

LITERATURE ATAR

Prerequisites:

- B Grade in Year 10 English and 60% in Semester 1 Examination
- Category 3 in OLNA

Course cost:

- Year 11 and 12 - \$80 per year

The Literature ATAR course focuses on the study of literary texts and developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language; evaluate perspectives and evidence; and challenge ideas and interpretations. This course explores how literary texts construct representations, shape perceptions of the world and enable us to enter other worlds of the imagination. 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.

This course is suited to students wishing to pursue further studies in humanities at a tertiary level.

YEAR 11

Unit 1

This unit develops students' knowledge and understanding of different ways of reading and creating literary texts drawn from a widening range of historical, social, cultural and personal contexts.

Unit 2

This unit develops students' knowledge and understanding of intertextuality, the ways literary texts connect with each other.

YEAR 12

Unit 3

This unit focuses on exploring different perspectives presented in a range of texts and contexts. Students explore attitudes, text structures and language features to understand a text's meaning and purpose, examine relationships between context, purpose and audience in different language modes and types of texts, and their impact on meaning.

Unit 4

This unit focuses on local and/or global issues and ideas presented in texts and on developing students' reasoned responses to them. Students explore how ideas, attitudes and values are presented by synthesising information from a range of sources to develop independent perspectives and analyse the ways in which authors influence and position audiences.

ENGLISH GENERAL

Prerequisites:

- Category 2 or 3 in OLN A

Course cost:

- Year 11 - \$36
- Year 12 - \$35

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 and evaluate the content, structure and style of a wide variety of oral, written, multimodal, digital and media texts.

YEAR 11

Unit 1

This unit focuses on students comprehending and responding to the ideas and information presented in texts. Students employ a variety of strategies to assist with comprehension; read, view, and listen to texts to connect, interpret and visualise ideas. They learn how to respond personally and logically to texts by questioning, using inferential reasoning and determining the importance of content and structure, consider how organisational features of texts help the audience to understand the text and learn to interact with others in a range of contexts, including every day, community, social, further education, training and/or workplace contexts.

Unit 2

This unit focuses on interpreting ideas and arguments in a range of texts and contexts. Students analyse text structures and language features and identify the ideas, arguments and values expressed; consider the purposes and possible audiences of texts and examine the connections between purpose and structure and how a text's meaning is influenced by the context in which it is created and received. They will integrate relevant information and ideas from texts to develop their own interpretations, learn to interact effectively in a range of contexts and create texts using persuasive, visual and literary techniques to engage audiences in a range of modes.

YEAR 12

Unit 3

This unit focuses on exploring different perspectives presented in a range of texts and contexts. Students explore attitudes, text structures and language features to understand a text's meaning and purpose, examine relationships between context, purpose and audience in different language modes and types of texts, and their impact on meaning. They will consider how perspectives and values are presented in texts to influence specific audiences and develop and justify their own interpretations when responding to texts. Students learn how to communicate logically, persuasively, and imaginatively in different contexts, for different purposes, using a variety of types of texts.

Unit 4

This unit focuses on local and/or global issues and ideas presented in texts and on developing students' reasoned responses to them. Students explore how ideas, attitudes and values are presented by synthesising information from a range of sources to develop independent perspectives and analyse the ways in which authors influence and position audiences. They will investigate differing perspectives and develop reasoned responses to these in a range of text forms for a variety of audiences, construct and clearly express coherent, logical and sustained arguments and demonstrate an understanding of purpose, audience and context. Students will consider intended purpose and audience response when creating their own persuasive, analytical, imaginative, and interpretive texts.

ENGLISH FOUNDATION

Prerequisites:

- Not achieved OLN A

Course cost:

- Year 11 - \$42
- Year 12 - \$31

The English Foundation course is 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 and to develop students' literacy abilities to a point where they can achieve the minimum standard required in the OLN A and enrol in the English General courses.

YEAR 11

Unit 1

This unit focuses on improving English literacy and the need to immerse students in the learning experiences that will develop these skills.

Unit 2

This unit focuses on improving English literacy and the need to immerse students in the learning experiences that will develop these skills.

YEAR 12

Unit 3

In this unit students will develop skills in functional literacy, including appropriate spelling, punctuation and grammar and develop skills in reading (understanding, comprehending, interpreting, analysing) texts for work, learning, community and/or everyday personal contexts.

Unit 4

In this unit students will develop skills in producing (constructing, creating, writing) texts for work, learning, community and/or everyday personal contexts and develop skills in speaking and listening for work, learning, community and everyday personal contexts.

ENGLISH PRELIMINARY

Prerequisites:

- Cannot access the ATAR, General or Foundation course content with adjustment/disability provisions
- Require modified and/or independent education plans
- In addition to the above criteria, **have a recognised disability under the Disability Discrimination Act (1992)**

Course cost:

- Year 11 - \$40
- Year 12 - \$40

The English Preliminary course focuses on the fundamental skills that support language use. Language use plays a central role in human life: it provides a vehicle for communication and independence. Students study language through the use of receptive and expressive communication. Receptive skills can include reading, comprehending, listening and/or viewing. Expressive skills can include writing, speaking, acting, signing, gesturing and/or creating multimodal texts. The course recognises the diversity of the student population and builds on students' knowledge of how language works and how to use language in a variety of forms and situations. An understanding of how to use language empowers students: it gives them access to knowledge, enables them to play an active part in society and contributes to their personal growth.

YEAR 11

Unit 1 and 2

The focus for these units is independence. Students develop and apply language skills within their family, school, social and community contexts. Through the use of verbal and non-verbal language, they express their opinions, meet their specific needs and achieve relevant goals. They receive personalised support in the development and use of their individual communication approaches. Students engage with a variety of personally relevant and familiar print, visual, oral and/or multimodal texts to develop and extend their communication skills and enhance their social interactions.

YEAR 12

Unit 3 and 4

The focus for these units is a continuation of the focus on independence in Units 1 and 2. Students continue to develop and apply language skills with increasing independence within their family, school, social and community settings. These units develop students' participation and interaction skills. Through the use of verbal and non-verbal language, students express their opinions, meet their specific needs and achieve relevant goals. They receive personalised support in the development and use of their individual communication approaches. Students engage with a variety of personally relevant and familiar print, visual, oral and/or multimodal texts to develop and extend their communication skills and enhance their social interaction.

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT ATAR

Prerequisites:

- Met EAL/D course eligibility
- Category 3 in OLNA

Course cost:

- Year 11 - \$70
- Year 12 - \$50

The English as an Additional Language or Dialect 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 explore how learning in and through the English language and literature influences their own and others' personal, social, and cultural identities and thought processes.

This 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.

YEAR 11

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**. The unit will enhance students' confidence in creating texts for different purposes and across all language modes in both real and imagined contexts. It will broaden their understanding of the sociocultural and sociolinguistic elements of SAE and develop skills for research and further academic study.

Unit 2

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**. The unit focuses on developing planning and editing skills to create extended oral, written and multimodal texts. Attitudes, values and culturally based assumptions within texts are identified, analysed and compared. Strategies for collecting, analysing, organising and presenting ideas and information are refined.

YEAR 12

Unit 3

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**. Through the exploration of Australia as a multicultural society protecting individual freedoms, students develop an appreciation of the concept of cultural constructs. They also develop their ability to use English appropriate to audience and purpose. Their intercultural understandings enable them to apply analytical and problem-solving skills to their investigations of commonality and difference.

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**. Using knowledge and skills from their existing languages and cultures, students learn to use English to explore the relationship between the uses of language and the concept of the power of language.

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT GENERAL

Prerequisites:

- Met EAL/D course eligibility
- Category 2 in OLNA Literacy

Course cost:

- Year 11 - \$36
- Year 12 - \$65

The English as an Additional Language or Dialect General course is 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. It is recognised as equivalent to General English and General Literature.

YEAR 11**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**Unit 3**

This unit focuses on investigating how language and culture are interrelated and expressed in a range of contexts within the thematic focus on attitudes, issues, identity. The unit will enhance students' confidence in creating texts for different purposes and across all language modes in both real and imagined contexts. It will broaden their understanding of the sociocultural and sociolinguistic elements of SAE and develop skills for work and further study.

Unit 4

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 society and community engagement. The unit focuses on developing planning and editing skills to create extended oral, written, and multimodal texts.

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT FOUNDATION

Prerequisites:

- Met EAL/D course eligibility
- Category 1 or 2 in OLNA

Course cost:

- Year 11 and 12 - \$42 per year

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.

YEAR 11

Unit 1

This unit focuses on developing communication skills in a range of familiar contexts across the language modes of SAE. The thematic focus is moving between cultures and 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. The thematic focus is moving between cultures.

YEAR 12

Unit 3

This unit focuses on students responding to and creating cohesive texts in familiar contexts in SAE. The thematic focus of this unit is life skills. Students engage with familiar and some unfamiliar texts to develop language skills for effective communication in SAE in most social, familiar and some community situations.

Unit 4

This unit focuses on responding to and creating cohesive extended texts in personal, social, community and workplace contexts in SAE. The thematic focus of this unit is life choices. The ability to use SAE language skills to communicate for a range of purposes and audiences is evident in the creation of oral, written, and multimodal texts required in the workplace and some academic contexts.

HEALTH AND PHYSICAL EDUCATION

PHYSICAL EDUCATION STUDIES ATAR

Prerequisites:

- B Grade in Year 10 PE, AFL, Netball, Outdoor Recreation, **OR**
 - C Grade in Year 10 Sport Science, **OR**
 - A Grade in Year 10 Leisure Activities
- Category 3 in OLNA Reading/Writing
- Minimum 80% Year 10 attendance

Course cost:

- Year 11 - \$95
- Year 12 - \$200

The Physical Education Studies ATAR course focuses on the complex interrelationships between motor learning, psychological, biomechanical, anatomical and physiological factors that influence individual and team performance. Students engage as performers, leaders, coaches and analysts of physical activity. Physical activity serves both as a source of content and data and as a medium for learning. Learning in this course involves students in closely integrated written, oral and physical learning experiences, based upon the study of selected physical activities.

This course prepares students for a variety of post-school pathways. It provides students with an increasingly diverse range of employment opportunities in the sport, leisure and recreation industries, education, sport development, youth work, and health and medical fields linked to physical activity and sport.

YEAR 11

Unit 1

The focus of this unit is to explore the physiological effects of training and the body's responses to physical activity and to identify the relationship between skill, tactics and the body to improve the effectiveness and efficiency of performance.

Unit 2

The focus of this unit is to explore biomechanical concepts, skilled movement analysis, the effects of feedback on sporting performance and identify the relationship between skill, tactics and the body in order to improve the effectiveness and efficiency of performance.

YEAR 12

Unit 3

The focus of this unit is to extend student understanding of acquired functional anatomy and exercise physiology.

Unit 4

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

HEALTH STUDIES GENERAL

Prerequisites:

- C Grade in Year 10 Health Education
- Category 2 in OLNA Reading/Writing

Course cost:

- Year 11 - \$60
- Year 12 - \$85

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

This course will prepare students for career and employment pathways in a range of health and community service industries. Students will have the opportunity to develop key employability and life skills, including communication, leadership, initiative and enterprise. There is a strong focus on presenting and sharing ideas in class, allowing students to build confidence when communicating with their peers. Inquiry skills will equip students to adapt to current and future studies and work environments.

In both Year 11 and 12, students will plan, construct, and deliver a Health Exposition (Expo) to the College and wider Ellenbrook community.

YEAR 11

Unit 1

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

Unit 2

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

YEAR 12

Unit 3

This unit focuses on building students' knowledge and understandings of health determinants and their interaction and contribution to personal and community health.

Unit 4

This unit focuses on the impact of health determinants on personal and community health. The concept of community development and the importance of participation and empowerment is introduced.

OUTDOOR EDUCATION GENERAL

Prerequisites:

- C Grade in Year 10 PE, Outdoor Recreation, Netball, AFL, **OR**
 - B Grade in Year 10 Leisure Activities
- Category 3 in OLNA Reading/Writing
- Minimum 80% Year 10 attendance
- **Students must be able to swim 200m unassisted in 7 minutes and float for 15 minutes**

Course cost:

- Year 11 - \$330
- Year 12 - \$315

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

This course 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 include a 3-day snorkelling camp to Rottnest Island and a 2-day bushwalking camp along the Bibbulmun Track.

To comply with Department of Education Outdoor Education Activities for Public Schools, class numbers will be capped at 22 students. Due to these limited numbers, students may be removed from this program should their behaviour or standard of participation be deemed unacceptable. Students partaking in this course must actively be involved in all excursions. Students are expected to come to practical lessons in their PE uniform.

YEAR 11

Unit 1

This unit encourages students to engage in outdoor adventure activities. 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

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.

YEAR 12

Unit 3 - Building confidence in the outdoors

In this unit, students plan and organise requirements necessary for them to participate in safe, short-duration excursions/expeditions. Students participate in outdoor adventure activities where they develop and improve their technical skills, apply appropriate practices to ensure safe participation, and begin to develop survival skills.

Unit 4 - Outdoor leadership

In this unit, students consider planning and organisational requirements necessary for them to participate in positive and safe, short-duration excursions/expeditions in selected outdoor activities. Students engage in outdoor activities where they develop and improve their technical skills and apply appropriate practices to ensure safe participation.

PHYSICAL EDUCATION STUDIES GENERAL

Prerequisites:

- C Grade in Year 10 PE/Netball/AFL/Outdoor Recreation/Leisure Activities/Dance or Street Dance
- Category 2 in OLNA Reading/Writing

Course cost:

- Year 11 - \$76
- Year 12 - \$65

The Physical Education Studies General course focuses on the complex interrelationships between motor learning and psychological, biomechanical and physiological factors that influence individual and team performance. Students selecting this course should have an interest in physical activity. Students will complete both theory and practical assessments. The course enables students to understand and enhance their performance by integrating theoretical concepts with practical activities.

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

YEAR 11

Unit 1

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

Unit 2

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

YEAR 12

Unit 3

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

Unit 4

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

HUMANITIES AND SOCIAL SCIENCES

BUSINESS MANAGEMENT AND ENTERPRISE ATAR

Prerequisite:

- B Grade in Year 10 HASS and 60% in Semester 1 Examination
- C Grade in Year 10 English
- Category 3 in OLNA

Course Cost:

- Year 11 and 12 - \$45 per year

The Business Management and Enterprise ATAR course focuses on business planning, marketing and growth, and opportunities provided for business by technology and the global environment. Students examine factors that drive international business developments, the features and traits of successful management, and how businesses operate strategically to maximise business performance in a global setting. Through the consideration of real businesses and scenarios, students develop knowledge, understanding and skills that enable them to apply financial and business literacy, analyse business opportunities, evaluate business performance, identify and create opportunities, and make sound, ethical business decisions within a business environment.

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

YEAR 11

Unit 1

The focus of this unit is on success in business at a national level. It explores what it takes to be successful beyond the initial start-up stage.

Unit 2

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

Year 12

Unit 3

The focus of this unit is on strategic international business growth.

Unit 4

The focus of this unit is on global business operations.

GEOGRAPHY ATAR

Prerequisites:

- B Grade in Year 10 HASS and 60% in Semester 1 Examination
- C Grade in Year 10 English
- Category 3 in OLNA

Course cost:

- Year 11 - \$52
- Year 12 - \$50

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.

YEAR 11

Unit 1 – Natural and ecological hazards

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

Unit 2 – Global networks and interconnections

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

YEAR 12

Unit 3 – Global environmental change

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

Unit 4 – Planning sustainable places

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

MODERN HISTORY ATAR

Prerequisites:

- B Grade in Year 10 HASS and 60% in Semester 1 Examination
- C Grade in Year 10 English
- Category 3 in OLNA

Course cost:

- Year 11 and 12 - \$30 per year

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.

YEAR 11

Unit 1 - Understanding the modern world

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

Unit 2 - Movements for change in the 20th century

This unit examines significant movements for change in the 20th century that led to change in society, including people's attitudes and circumstances.

YEAR 12

Unit 3 – Modern nations in the 20th century

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

Unit 4 – The modern world since 1945

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

ANCIENT HISTORY GENERAL

Prerequisites:

- C Grade in Year 10 HASS

Course cost:

- Year 11 - \$49
- Year 12 - \$48

The Ancient History General course promotes skills of research, hypothesis testing and analysis of information as students engage with historical inquiries. Through these inquiries, they learn that historical judgements are provisional and tentative in nature. A study of ancient history also enables students to develop skills in critical thinking and analysis as it encourages them to compare and contrast information, detect inconsistencies in detail, recognise the manipulation of evidence, identify perspective in the presentation of graphic and textual material, and evaluate the accuracy and reliability of sources.

Students are exposed to a variety of historical sources of both a textual and a material nature, such as letters, speeches, buildings, tombs and works of art, to determine cause and effect, and the motives and forces influencing people and events. Students use the evidence from sources to formulate and support their own interpretations, and to communicate their findings in a variety of ways.

YEAR 11

Unit 1 – Ancient civilisations and cultures

This unit enables students to investigate life in early civilisations, including the social, cultural, political, economic, religious, and military structures, and the significant values, beliefs, and traditions that existed. They discover how the world and its people have changed, as well as the significant legacies that exist in the present.

Unit 2 – Power in the ancient world

In this unit, students learn that in ancient societies key individuals have acted as agents of change, interacting with groups and institutions, and using their power to shape their society. They investigate key individuals' motives, the methods they used to achieve power, the ways they used their power, the responses of others to their use of power, and their impact and influence on society.

YEAR 12

Unit 3 – Societies and change

In this unit, students learn about the evolving nature of societies and the various forces for continuity and change that exist. They also learn that values, beliefs, and traditions are linked to the identity of a society.

Unit 4 – Confrontation and resolution

In this unit, students learn that there are internal and external forces that result in confrontation and resolution within societies, and these have consequences for continuity and change.

BUSINESS MANAGEMENT AND ENTERPRISE GENERAL

Prerequisites:

- C Grade in Year 10 HASS

Course cost:

- Year 11 and 12 - \$55 per year

The Business Management and Enterprise General course gives students the opportunity to understand how vital business is to individuals and society, and how it impacts on many aspects of our lives. Business has a complex and dynamic organisational structure that requires a combination of skills, aptitude, creativity, initiative, and enterprise to operate effectively. In a constantly changing world, individuals, businesses, and nations must adapt their position in an increasingly global economy and generate wealth to sustain economic growth. To do this, business requires people with strategic vision who are enterprising, innovative, and creative.

This course focuses on the development of these skills within the business cycle, day-to-day running, continuing viability, and expansion of a business. Exposure to a wide range of business activities, management strategies and an understanding of enterprise, helps students to appreciate the significance of their role as both participants and consumers in the business world.

YEAR 11

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.

YEAR 12

Unit 3

The focus of this unit is on success in business at a national level. It explores what it takes to be successful beyond the initial start-up stage.

Unit 4

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

CAREERS AND EMPLOYABILITY GENERAL

Prerequisites:

- C Grade in Year 10 HASS

Course cost:

- Year 11 - \$26
- Year 12 - \$28

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

This course reflects the importance of career development knowledge, understanding and employability skills in securing, creating and sustaining work. Work, including unpaid voluntary work, is fundamentally important in defining the way we live, relate to others and in determining the opportunities we have throughout life. The course recognises that work both reflects and shapes the culture and values of our society.

YEAR 11

Unit 1

The focus of this unit is on exploring work and career options. Students discover how to locate and use reliable sources of career information, which will assist them with effective pathway planning. They develop an understanding of the relationship between learning and career progression.

Unit 2

The focus of this unit is on entry-level work readiness. Students learn about the rights and responsibilities of employees and employers in entry-level jobs. They will build capacity to recognise and respond to work expectations by gaining an understanding of work health and safety legislation, and government policies and procedures that impact upon the workplace.

YEAR 12

Unit 3

The focus of this unit is on adopting a proactive approach to securing and maintaining work.

Unit 4

The focus of this unit is on successful workplace participation.

GEOGRAPHY GENERAL

Prerequisites:

- C Grade in Year 10 HASS

Course cost:

- Year 11 - \$48
- Year 12 - \$50

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.

YEAR 11

Unit 1 - Geography of environments at risk

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

Unit 2 - Geography of people and places

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

YEAR 12

Unit 3 - Natural and ecological hazards

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

Unit 4 - Global networks and interconnections

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

MODERN HISTORY GENERAL

Prerequisites:

- Nil

Course cost:

- Year 11 and 12 - \$50 per year

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.

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

YEAR 11

Unit 1 - People, place and time

In this unit, students become aware of the broad sweep of history and our place within the historical narrative.

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.

YEAR 12

Unit 3 - Societies and change

In this unit, students learn about the evolving nature of societies and the various forces for continuity and change that exist.

Unit 4 - Historical trends and movements

In this unit, students understand that throughout history there have been events, ideas, beliefs and values that have contributed to historical trends and movements.

MATHEMATICS

MATHEMATICS APPLICATIONS ATAR

Prerequisites:

- C Grade in Year 10 Maths Methods, **OR**
 - B Grade in Year 10 Maths Apps and 60% in Maths Apps Semester 1 Examination
- Category 3 in OLNA Numeracy

Course cost:

- Year 11 and 12 - \$60 per year

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.

YEAR 11

Unit 1

This unit has three topics: Consumer arithmetic, Algebra and matrices, and Shape and measurement.

Unit 2

This unit has three topics: Univariate data analysis and the statistical investigation process, applications of trigonometry, linear equations, and their graphs.

YEAR 12

Unit 3

This unit has the three topics: Bivariate data analysis, growth and decay in sequences, and graphs and networks.

Unit 4

This unit has the three topics: Time series analysis, loans, investments and annuities, and networks and decision mathematics.

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

MATHEMATICS METHODS ATAR

Prerequisites:

- B Grade in Year 10 Maths Methods and 50% in Maths Methods Semester 1 Examination
- Category 3 in OLNA Numeracy

Course cost:

- Year 11 and 12 - \$60 per year

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. 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.

YEAR 11

Unit 1

This unit has three topics: Functions and graphs, trigonometric functions, counting and probability.

Unit 2

This unit has three topics: Exponential functions, arithmetic and geometric sequences and series, introduction to differential calculus.

YEAR 12

Unit 3

This unit has the three topics: Further differentiation and applications, integrals, and discrete random variables.

Unit 4

This unit has the three topics: The logarithmic function, continuous random variables and the normal distribution, and interval estimates for proportions.

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

MATHEMATICS SPECIALIST ATAR (INTERNAL/ONLINE)

Prerequisites:

- A Grade in Year 10 Maths Methods and 75% in Maths Methods Semester 1 Examination
- Category 3 in OLNA Numeracy

Course cost:

- Year 11 - \$60
- Year 12 - \$100

The Mathematics Specialist ATAR course provides opportunities, beyond those presented in the Mathematics Methods ATAR course, to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. The Mathematics Specialist ATAR course contains topics in functions and calculus that build on and deepen the ideas presented in the Mathematics Methods ATAR course, as well as demonstrate their application in many areas. This course also extends understanding and knowledge of statistics and introduces the topics of vectors, complex numbers and matrices. The Mathematics Specialist ATAR course is the only ATAR mathematics course that should not be taken as a stand-alone course. and it is recommended to be studied in conjunction with the Mathematics Methods ATAR course as preparation for entry to specialised university courses such as engineering, physical sciences, and mathematics.

YEAR 11

Unit 1

This unit has the three topics: Combinatorics, vectors in the plane, geometry.

Unit 2

This unit has the three topics: Trigonometry, matrices, Real and complex numbers.

YEAR 12

Unit 3

This unit has the three topics: Complex numbers, Functions and sketching graphs, and Vectors in three dimensions.

Unit 4

This unit has the three topics: Integration and applications of integration, Rates of change and differential equations, and Statistical inference.

Please note - Depending on course numbers, Mathematics Specialist may run via a external agency.

MATHEMATICS ESSENTIALS GENERAL

Prerequisites:

- Category 2 or 3 in OLNA Numeracy

Course cost:

- Year 11 - \$50
- Year 12 - \$60

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.

YEAR 11

Unit 1

This unit focuses on basic calculations, percentages, and rates, using formulas for practical purposes, measurement, graphs.

Unit 2

This unit focuses on representing and comparing data, percentages, rates and ratios, time, and motion.

YEAR 12

Unit 3

This unit provides students with the mathematical skills and understanding to solve problems related to measurement, scales, plans and models, drawing and interpreting graphs and data collection. Students use the mathematical thinking process and apply the statistical investigation process.

Unit 4

This unit provides students with the mathematical skills and understanding to solve problems related to probability, earth geometry and time zones, loans and compound interest. Students use the mathematical thinking process and apply the statistical investigation process to solve problems involving probability.

MATHEMATICS FOUNDATION

Prerequisites:

- Category 1 or 2 in OLNA Numeracy

Course cost:

- Year 11 and 12 - \$80 per year

This Mathematics Foundation course focuses on building the capacity, confidence and disposition to use mathematics to meet the numeracy standard for the Western Australian Certificate of Education (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.

YEAR 11

Unit 1

This unit focuses on whole numbers and money, addition and subtraction with whole numbers and money, length, mass, and capacity, time, data, graphs, and tables.

Unit 2

This unit focuses on understanding fractions and decimals, multiplication and division with whole numbers and money, metric relationships, perimeter, area, and volume, the probability of everyday events.

YEAR 12

Unit 3

This unit focuses on the four operations: whole numbers and money, percentages linked with fractions and decimals, the four operations: fractions and decimals, location, time and temperature, space and design.

Unit 4

This unit focuses on rates and ratios, statistics and probability, application of the mathematical thinking process.

SCIENCE

BIOLOGY ATAR

Prerequisites:

- B Grade in Year 10 Science and 60% in Semester 1 Examination
- C Grade in Year 10 English
- Category 3 in OLNA

Course cost:

- Year 11 and 12 - \$66 per year

The Biology ATAR course offers students a unique appreciation of life and a better understanding of the living world. This course encourages students to be analytical, to participate in problem-solving and to systematically explore fascinating and intriguing aspects of living systems, from the microscopic level through to ecosystems.

Students are required to have high literacy skills, excellent study techniques and a good understanding of Year 10 Biological Science. Strong Science inquiry skills are required throughout the course as students are expected to design, conduct, and evaluate experiments to further their own understanding.

This course provides students with a suite of skills and understandings that are valuable to a wide range of further study pathways and careers including those in medical, veterinary, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation and eco-tourism.

YEAR 11

Unit 1 - Ecosystems and biodiversity

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

Unit 2 - From single cells to multicellular organisms

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

YEAR 12

Unit 3 - Continuity of species.

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

Unit 4 - Surviving in a changing environment.

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

CHEMISTRY ATAR

Prerequisites:

- B Grade in Year 10 Science and 60% in Semester 1 Examination
- C Grade in Year 10 English
- Category 3 in OLNA

Course cost:

- Year 11 and 12 - \$56 per year

The Chemistry ATAR course equips students with the knowledge, understanding and opportunity to investigate properties and reactions of materials. Theories and models are used to describe, explain and make predictions about chemical systems, structures and properties. Students recognise hazards and make informed, balanced decisions about chemical use and sustainable resource management. Investigations and laboratory activities develop an appreciation of the need for precision, critical analysis and informed decision making.

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.

This course prepares students to be responsible and efficient users of specialised chemical products and processes at home or in the workplace. It also enables students to relate chemistry to other sciences, including biology, geology, medicine, molecular biology and agriculture.

YEAR 11

Unit 1 – Chemical fundamentals: structure, properties and reactions

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

Unit 2 – Molecular interactions and reactions

In this unit, students continue to develop their understanding of bonding models and the relationship between structure, properties, and reactions, including consideration of the factors that affect the rate of chemical reactions.

YEAR 12

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

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

Unit 4 – Organic chemistry and chemical synthesis

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

HUMAN BIOLOGY ATAR

Prerequisites:

- B Grade in Year 10 Science and 60% in Semester 1 Examination
- C Grade in Year 10 English
- Category 3 in OLNA

Course cost:

- Year 11 and 12 - \$66 per year

The Human Biology ATAR course gives students a chance to explore what it is to be human—how the human body works, the origins of human variation, inheritance in humans, the evolution of the human species and population genetics. Through their investigations, students research new discoveries that increase our understanding of human dysfunction, treatments and preventative measures.

The content studied in this course requires students to have high literacy skills, excellent study techniques and a good understanding of Year 10 Biological Science. Strong Science inquiry skills are required throughout the course as students are expected to design, conduct, and evaluate experiments to further their own understanding.

This 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.

YEAR 11

Unit 1 – The functioning human body

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

Unit 2 – Reproduction and inheritance

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

YEAR 12

Unit 3 – Homeostasis and disease

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

Unit 4 – Human variation and evolution

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

PHYSICS ATAR

Prerequisites:

- B Grade in Year 10 Science and 60% in Semester 1 Examination
- B Grade in Year 10 Maths Applications
- Category 3 in OLNA

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

Course cost:

- Year 11 and 12 - \$56 per year

The Physics ATAR course focuses on how energy and energy transformations can shape the environment from the small scale, in quantum leaps inside an atom's electron cloud, through the human scale, in vehicles and the human body, to the large scale, in interactions between galaxies. Students have opportunities to develop their investigative skills and use analytical thinking to explain and predict physical phenomena.

The course content 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.

YEAR 11

Unit 1

In this unit, students describe, explain and predict linear motion and mechanical and thermal energy.

Unit 2

In this unit, students investigate the application of wave models to sound phenomena, radioactive and nuclear reactions, and investigate energy transfer and transformation in electrical circuits.

YEAR 12

Unit 3 – Gravity and relativity

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

Unit 4 – Electromagnetism in modern physics

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

CHEMISTRY GENERAL

Prerequisites:

- C Grade in Year 10 Science

Course cost:

- Year 11 - \$56
- Year 12 - \$65

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

YEAR 11

Unit 1 – Chemical fundamentals: structure, properties and reactions

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

Unit 2 – Molecular interactions and reactions

In this unit, students continue to develop their understanding of bonding models and the relationship between structure, properties and reactions, including consideration of the factors that affect the rate of chemical reactions.

YEAR 12

Unit 3

In this unit, students further investigate the role that chemistry plays in their daily lives. They begin by investigating the naturally occurring, smelly, yellow-to-black liquid consisting of a complex mixture of hydrocarbons of various molecular weights, and other liquid organic compounds, which are crude oil.

Unit 4

In this unit, students investigate the chemistry of one of two different fields: one, the chemistry of metals, will introduce them to the physical and chemical properties of a crucially important group of materials. The second field is chemistry associated with living processes.

HUMAN BIOLOGY GENERAL

Prerequisites:

- C Grade in Year 10 Science

Course cost:

- Year 11 and 12 - \$65 per year

The Human Biology General course focuses on students learning about themselves, relating the structure of the different body systems to their function and understanding the interdependence of these systems in maintaining life. Reproduction, growth, and development of the unborn baby are studied to develop an understanding of the effects of lifestyle choices.

Students 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.

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.

YEAR 11

Unit 1

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

Unit 2

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

YEAR 12

Unit 3

This unit explores how the male and female reproductive systems are specialised for successful fertilisation and implantation, and the development of the embryo and foetus.

Unit 4

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

PSYCHOLOGY GENERAL

Prerequisites:

- C Grade in Year 10 Science

Course cost:

- Year 11 and 12 - \$65 per year

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.

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.

YEAR 11

Unit 1

This unit provides a general introduction to personality and intelligence. Students explore a number of influential theories including Freud's psychodynamic approach, Eysenck's trait theory and Spearman's theory of general intelligence.

Unit 2

This unit introduces students to the human brain and the impact of factors influencing behaviour, emotion and thought. The scientific study of development is an important component of psychology and students review aspects of development and the role of nature and nurture.

YEAR 12

Unit 3

In this unit, students apply knowledge and understanding to explore how personality can shape motivation and performance and how personality testing is used in vocational contexts.

Unit 4

This unit explores brain function and scanning techniques to illustrate the link between the brain and behaviour. Students learn about Piaget's theory of cognitive development, Kohlberg's theory of moral development and the role of nature and nurture.

SCIENCE IN PRACTICE GENERAL

Prerequisites:

- Nil

Course cost:

- Year 11 and 12 - \$65 per year

The Science in Practice course is grounded in the belief that science is multidisciplinary and, in essence, a practical activity. This course encourages students to be questioning, reflective and critical thinkers about scientific issues, enabling them to make informed decisions about questions that directly affect their lives and the lives of others. Students will engage in activities and investigations on science issues in the context of the world around them and are encouraged to collaborate and cooperate with others in the community.

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

YEAR 11

Unit 1

In this unit, 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.

Unit 2

In this unit, students explore a range of forensic concepts and techniques including fingerprinting, and forgery.

YEAR 12

Unit 3

This unit explores the Science of Flight.

Unit 4

This unit is about the Science of Ecology and local ecosystems.

COMPUTER SCIENCE ATAR

Prerequisites:

- C Grade in Year 10 Science
- C Grade in Year 10 English
- Category 3 in OLNA

Course cost:

- Year 11 and 12 - \$40 per year

The Computer Science ATAR course builds on the core principles, concepts and skills developed in the Digital Technologies subject in previous years. Students utilise and enhance established analysis and algorithm design skills to create innovative digital solutions to real-world problems. In the process, students develop computational, algorithmic and systems thinking skills which can be successfully applied to problems across domains outside Information Technology. In addition to the development of software, the essential concepts of networking, data management and cyber security are explored.

With the vast amounts of data collected in our increasingly digital world, especially in the information-intensive business and scientific disciplines, data management is becoming essential. Similarly, with more and more devices connecting to the internet, cyber security is a major issue for society and the world continues to look for new, young experts to emerge in this field.

YEAR 11

Unit 1 - Design and development of programming and networking solutions

In this unit, students gain knowledge and skills to create software solutions. They use algorithms and structured programming to design and implement software solutions for a range of problems.

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.

YEAR 12

Unit 3 - Design and development of programming and networking solutions

In this unit, students gain knowledge and skills to create software solutions. They use algorithms and structured programming and object-oriented techniques to design and implement software solutions for a range of problems.

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

In this unit, students learn about the design concepts and tools used to develop relational database systems. Students gain skills to create database solutions and create queries to extract relevant information.

APPLIED INFORMATION AND TECHNOLOGY GENERAL

Prerequisites:

- Nil

Course cost:

- Year 11 and 12 - \$50 per year

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.

YEAR 11

Unit 1 - Personal communication

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

Unit 2 - Working with others

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

YEAR 12

Unit 3 - Media information and communication technologies

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

Unit 4 - Digital technologies in business

In this unit the emphasis is on the skills, principles and practices associated with various types of documents and communications. Students design digital solutions for clients, being mindful of the various impacts of technologies within legal, ethical and social boundaries.

COMPUTER SCIENCE GENERAL

Prerequisites:

- Nil

Course cost:

- Year 11 and 12 - \$40 per year

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.

YEAR 11

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.

YEAR 12

Unit 3 - Developing computer-based systems and producing spreadsheet and database solutions

The focus for this unit is on developing computer-based systems and producing spreadsheet and database solutions. Students are introduced to the internal interrelating components of computer-based systems in industry context.

Unit 4 - Developing computer-based solutions and communications

The focus for this unit is on developing computer-based systems solutions and communications. Students are introduced to networking concepts. Through the use of algorithms, students develop programming skills.

BUILDING AND CONSTRUCTION GENERAL

Prerequisites:

- C Grade in Year 10 Woodwork, Metalwork or Home Workshop
- Reporting attributes as Often or Consistent

Course cost:

- Year 11 and 12 - \$170 per year

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

In achieving the course outcomes, students learn and practise building processes and technologies, principles of design, planning and management and social considerations.

Safety is a priority in Design and Technology. Students demonstrating unsafe behaviour may be referred to the Principal and potentially removed from the course.

YEAR 11

This unit introduces students to the considerations required in building design and explores properties of common, natural or pre-made construction materials, their mechanical properties and use in construction. Students work with a variety of materials and develop a range of practical skills.

Unit 2

This unit explores properties of common, natural and pre-made construction materials, their production, mechanical properties under direct loads (tension or compression) and use in construction. Students work with a variety of materials and develop a range of practical skills.

YEAR 12

Unit 3

This unit explores properties of common construction materials (timber, metals, concrete, grout, brickwork, block work, insulation, mortar and paint); their mechanical properties under load and flexural actions; and their use in construction.

Unit 4

This unit builds upon the understandings of building materials, structures and structural components and the evaluation of combinations of various materials to sustain the strength of structural components.

MATERIALS DESIGN AND TECHNOLOGY METAL OR WOOD GENERAL

Prerequisites:

- C Grade in Year 10 Woodwork, Metalwork or Home Workshop
- Reporting attributes as Often or Consistent

Course cost:

- Year 11 - \$170 Metal
- Year 11 - \$135 Wood
- Year 12 - \$150 Metal/Wood

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.

Safety is a priority in Design and Technology. Students demonstrating unsafe behaviour may be referred to the Principal and potentially removed from the course.

YEAR 11

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.

YEAR 12

Unit 3

In this unit, students develop an understanding of the elements and fundamentals of design and consider human factors involved in the design, production and use of their projects.

Unit 4

In this unit, students learn about the nature of designing for a client, target audience or market. Students apply an understanding of the elements and fundamentals of design and consider human factors involved in their design projects.

TECHNOLOGIES - HOME ECONOMICS

FOOD SCIENCE AND TECHNOLOGY GENERAL

Prerequisites:

- Nil

Course cost:

- Year 11 - \$200 per year
- Year 12 - \$180 per year

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.

YEAR 11

Unit 1 - Food choices and health

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.

YEAR 12

Unit 3 - Food science

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

Unit 4 - The undercover story

This unit focuses on food spoilage and contamination and explores reasons for preserving food. Students investigate food processing techniques and the principles of food preservation

MATERIALS DESIGN AND TECHNOLOGY FABRIC GENERAL

Prerequisites:

- C Grade in Year 10 Fashion and Fabric

Course cost:

- Year 11 and 12 - \$170 per year

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.

YEAR 11

Unit 1

In this unit, 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

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

YEAR 12

Unit 3

In this unit, students develop an understanding of the elements and fundamentals of design and consider human factors involved in the design, production and use of their projects

Unit 4

In this unit, students learn about the nature of designing for a client, target audience or market. Students apply an understanding of the elements and fundamentals of design and consider human factors involved in their design projects.

VET qualifications are the proposed offerings for the 2026 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.

Please note - Certificates are provided through a third-party training authority, changes may occur that could 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.

CERTIFICATE I

CERTIFICATE I IN WORKPLACE SKILLS (BSB10120)

Prerequisites:

- Must be Category 1 or 2 in OLNA

Course cost:

- Year 11 - \$150

Duration: 1 year (Year 11)

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.

CERTIFICATE II

CERTIFICATE II IN ACTIVE VOLUNTEERING (CHC24015) YEAR 12 ONLY

Prerequisites:

- Minimum 80% Year 11 attendance

Course cost:

- Year 12 - \$190

Duration: 1 year (Year 12)

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.

CERTIFICATE II IN COMMUNITY SERVICES (CHILD CARE/AGED CARE) (CHC22015)

Prerequisites:

- Minimum 80% Year 10 attendance
- Category 2 in OLNA

Course cost:

- Year 11 and 12 - \$225 per year

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.

CERTIFICATE II IN CONSTRUCTION PATHWAYS (CPC20220)

Prerequisites:

- C Grade in Year 10 Woodwork, Metalwork, or Home Workshop
- Minimum 80% Year 10 attendance
- Category 2 in OLNA Reading/Writing

Course cost:

- Year 11 and 12 - \$240 per year

Duration: 2 years

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.

CERTIFICATE II IN CREATIVE INDUSTRIES (CUA20220)

Prerequisites:

- Minimum 80% Year 10 attendance
- Category 2 in OLNA

Course cost:

- Year 11 and 12 - \$180 per year

Duration: 2 years

This Certificate is an engaging and practical course designed for students with an interest in the arts, media, and creative expression. This qualification provides a foundation across a range of creative fields allowing students to explore their interests while developing industry-relevant skills. A major focus of the course is hands-on production. You'll gain practical experience in filmmaking, broadcast streaming, sound design, and podcasting, using industry-standard equipment and software.

Throughout the course, students will build their ability to generate and develop ideas, use creative processes, and work both independently and collaboratively on projects. They will gain hands-on experience with a variety of tools, materials, and technologies used in the creative industries, while also learning about safe work practices and industry expectations.

This course develops transferable skills such as communication, problem-solving, organisation, and teamwork. It provides a strong foundation for further study in creative arts, media, and design, or for entry-level roles within the creative industries.

CERTIFICATE II IN DANCE (CUA20120)

Prerequisites:

- Minimum 80% Year 10 attendance
- Category 2 in OLNA Reading/Writing

Course cost:

- Year 11 and 12 - \$180 per year

Duration: 2 years

Compulsory attendance requirement: Students must attend all performance showcases both in and outside school hours, as well as the annual Dance competition conducted 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.

CERTIFICATE II IN ENGINEERING PATHWAYS (MEM20422)

Prerequisites:

- C Grade in Woodwork, Metalwork, or Home Workshop
- Minimum 80% Year 10 attendance
- Category 2 in OLNA Reading/Writing

Course cost:

- Year 11 and 12 - \$270 per year

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.

CERTIFICATE II IN HOSPITALITY (SIT20322)

Prerequisites:

- C Grade in Year 10 Home Economics (food)
- Minimum 80% Year 10 attendance
- Category 2 in OLNA Reading/Writing

Course cost:

- Year 11 and 12 - \$435 per year

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.

CERTIFICATE II IN SPORT AND RECREATION (SIS20122)/CERTIFICATE II IN SPORT COACHING (SIS20321) - DUAL QUALIFICATION

Prerequisites:

- Minimum 80% Year 10 attendance
- Category 3 in OLNA Reading/Writing

Course cost:

- Year 11 and 12 - \$178 per year

Duration: 2 years

This dual qualification provides students with a comprehensive introduction to the sport and recreation industry, combining practical coaching skills with hands-on experience in facility operations and activity delivery.

Students develop the knowledge and skills required to assist in the delivery of sport and recreation programs, while also learning how to plan and support coaching sessions in a variety of community and school-based settings. Through engaging, real-world learning experiences, students build capabilities in safety management, communication, equipment handling, and customer service.

The course also focuses on developing leadership and teamwork skills, with students gaining experience in officiating, conditioning for sport, and responding to emergencies. This combination of qualifications prepares students for both operational and coaching roles within the industry.

Upon completion, students will be equipped with practical, industry-relevant skills and nationally recognised qualifications, providing pathways to employment opportunities and further study.

To complete this dual qualification students will need to complete several core and elective units.

CERTIFICATE II IN WORKPLACE SKILLS (BSB20120)

Prerequisites:

- Only available to students who have completed Certificate I in Workplace Skills

Course cost:

- Year 12 - \$150

Duration: 1 year

In Certificate II in Workplace skills students learn to carry out basic procedural, clerical, administrative or operational tasks that require self-management and technology skills with support. You will learn the essential office and general business skills that every employer will expect from its employee. These essential office and business skills include customer service, workplace health and safety, time management, communication skills and using basic office computer applications.

This Certificate consists of 10 Units of Competency including 5 core and 5 elective units; however, some units will be completed as part of the Certificate I in Workplace Skills.

CERTIFICATE III

CERTIFICATE III IN BUSINESS (BSB30120)

Prerequisites:

- Minimum 80% Year 10 attendance
- Category 3 in OLNA Reading/Writing

Course cost:

- Year 11 and 12 - \$195 per year

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.

CERTIFICATE III IN MUSIC (CUA30920)

Prerequisites:

- Minimum 80% Year 10 attendance
- Category 3 in OLNA Reading/Writing

Course cost:

- Year 11 and 12 - \$180 per year

Duration: 2 years

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. Attendance at all organised performances and rehearsals both inside and outside of college hours is compulsory.

This qualification will assist students in pursuing a career in the music industry through TAFE or WAAPA. If students selecting this course are not current music students, they are requested to arrange a meeting with the Teacher in Charge of Music prior to selection.

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

CERTIFICATE III IN TOURISM (SIT30125)

Prerequisites:

- Minimum 80% Year 10 attendance
- Category 3 in OLNA Reading/Writing

Course cost:

- Year 11 and 12 - \$195 per year.

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

CURTIN UNIREADY ENABLING PROGRAM

Prerequisites:

- To be advised

Course cost:

- Year 12 - \$420

The UniReady in Schools program is an enabling program designed to prepare year 12 students for successful entry into higher education. The program offers a pathway into university by providing students with the essential skills and knowledge required for university-level studies, including academic literacy, numeracy, critical thinking, and discipline knowledge concepts and principles.

Students who complete the UniReady in Schools program will be awarded Curtin's minimum admission criteria of a 70 ATAR and English language proficiency.

Students are required to complete four units in total.

CORE UNITS

Unit code	Unit name	Credits
PWRP0001	Fundamentals of Academic Writing	25
COMS0002	Foundations of Communication	25

OPTIONAL UNITS

BIOL0001	Introduction to Health Sciences	25
MATH0003	Mathematics Basics	25

MUSIC PERFORMANCE ENSEMBLE (ADMPE)

Prerequisites:

- Member of the Specialist Music Program

Course cost:

- No cost

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. At Ellenbrook Secondary College, the allocation of activities would typically comprise of:

- 40 hours of ensemble rehearsal.
- 12 hours of public performance as part of an ensemble.
- 3 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.

SCHOOL PRODUCTION (ADSP)

Prerequisites:

- Successful audition or placement by the College Production Director.

Course cost:

- No cost

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.

WORKPLACE LEARNING (ADWPL)

Prerequisites:

- Minimum 80% Year 10 attendance.

Highly recommended for students undertaking VET Certificates.

Course cost:

- Year 11 and 12 - \$100 per year

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

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.

OTHER INFORMATION

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 and credit transfers
- 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>