2025 Course Handbook

Year 11

INTRODUCTION

There are many exciting opportunities awaiting students in Senior Secondary education. This booklet is written to provide students and their parents with an understanding of the Senior School system, courses and restrictions on choice. The options are many and the need for discussions with parents, counsellors and others is very important. These discussions will help students to make informed decisions concerning their future study and post-school options.

SENIOR SCHOOL STUDIES

Within some restrictions, and the requirements of the Western Australian Certificate of Education (WACE), university and TAFE entrance, most students should be able to match their personal educational goals with the following functions of Senior Secondary education:

- To broaden an individual's education and to increase knowledge and skills in a variety of academic and practical areas.
- To enable a student to continue developing in preparation to enter the world outside school.
- To gain personal, academic and/or practical skills needed to enter the workforce.
- To gain entrance to further education, including TAFE and tertiary institutions.
- To shorten the time required to complete a TAFE course.

The **School Curriculum and Standards Authority (SCSA)** develops and accredits courses in Year 11 and 12. The School Curriculum and Standards Authority also provides for the certification of student achievement. Students are offered subjects to study which they can mix and match from:

1. SCSA courses

SCSA courses offered are either:

ATAR courses: For students who are aiming to enrol in a university course. These courses are examined by SCSA and contribute to the calculation of an Australian Tertiary Admission Rank (ATAR) which will enable students to have direct entry to university. *All students studying an ATAR course will be required to sit an external exam at the end of Year 12.

General courses: For students who are aiming to enter university through an alternative pathway, aiming to further develop vocationally based training or to enter the workforce straight from school. These courses have an Externally Set Task (EST) set by SCSA in Year 12. These courses are varied and provide both theoretical and practical learning opportunities. SCSA course structure: All SCSA courses are divided in two unit combinations to complete a full year study. Units 1 and 2 will be studied in Year 11 and Units 3 and 4 will be studied in Year 12. Each pair of units will be taught as a year long course.

2. VET Qualifications - Certificate II or III courses

Nationally accredited courses provide students with practical recognition of their skills and are recognised by TAFE and employers. They have a "SCSA course unit equivalence" and count towards the achievement of the Western Australian Certificate of Education (WACE) – detailed further in this document. Certificates delivered at Woodvale are classroom based and timetabled the same as SCSA courses.

3. Endorsed Programs

An **Endorsed Program** is a significant learning program that has been developed by a school community organisation or private provider and is endorsed by SCSA. A student can only use endorsed programs for two units of equivalence in Year 11 and two units in Year 12 - but this must be considered in relation to the total number of equivalences being claimed for through VET. Examples of endorsed programs include: Provider developed-AMEB, Girl Guides, Instrumental Music, Rockschool, Surf Lifesaving, Duke of Edinburgh and Authority developed – Community Service, Elite Sports, and Recreational Pursuits. Further information can be found on the SCSA website.

Workplace Learning (ADWPL) is a SCSA-developed endorsed program. To complete this program, a student works in one or more real workplace/s to develop a set of transferable workplace skills. At Woodvale, Workplace Learning is an integral part of the **INSTEP** program as well as some externally delivered qualifications.

WACE – WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION

Achievement of the WA Certificate of Education signifies that a student has successfully met the standards expected in their secondary schooling.

For each course unit (one semester = one unit) the College will award a letter grade of A B C D or E (or U in special circumstances if the course requirements were not finished in the given time due to extenuating circumstances). Achievement of a satisfactory grade entitles a student credit towards the Western Australian Certificate of Education (WACE).

SCSA courses are also divided into two categories –

List A (Arts, Languages and Social Sciences) or
List B (Mathematics, Science and Technology).

In Year 12, students must choose at least one from each category.

To meet the WACE achievement requirements, you must:

- **Demonstrate a minimum standard of literacy and numeracy.** You must successfully complete the literacy and numeracy component of the OLNA in Year 10, or subsequently, or by pre-qualifying through achieving Band 8 or higher in Year 9 NAPLAN.
- **Meet the breadth and depth requirements.** Complete a minimum of 20 units, or equivalents which may include unit equivalents attained through VET and/or endorsed programs. This requirement must include at least:
  - a minimum of five Year 12 courses (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.
- **Meet an 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.

Statement of Results

The Western Australian Statement of Student Achievement (WASSA) is issued to all Year 12 students at the completion of their senior secondary schooling; senior secondary school typically takes two years. The WASSA lists all courses and programs that a student has completed and the grades and marks achieved. Detailed information may be obtained from the SCSA website - www.scsa.wa.edu.au

KEY TERMS

ABBREVIATION	FULL TERM
ATAR	Australian Tertiary Admission Rank
OLNA	Online Literacy and Numeracy Assessment
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

SELECTION PROCESS

SELECTIONS

Students will study six subjects in Year 11, choosing from a range of ATAR courses, General courses and Certificates. Information on these options will be detailed in this booklet. Although the system is designed to be flexible, there are restrictions on changing subjects. For most subjects, however, it is essential that the Year 11 subject be taken first. This information will be indicated in each subject descriptor in the Year 12 Selection Book. **Note:** The viability of running a course will depend on the number of students selecting it and other whole school issues. For example, a student may not be placed into a subject because the classes are full or two of the choices occur at the same time on the timetable. The fact that the subject appears in this booklet does not mean that it will definitely be running. The completion of the subject selection process is an expression of interest.

The enrolment process:

1. Individual teachers will speak to classes about specific courses.
2. Year 10 Parent Information Evening.
3. Semester 1 Reports issued.
4. English teachers will lead students though the course handbook & selection process.
5. Draft Course Selections need to be made by students – indicates pre-requisites.
6. Parent interview afternoon and WSC Career Expo.
7. Completion of final course selections.
8. Individual counselling available. Parents are encouraged to attend appointment with their child.
9. Review of changes based on reports if required.
10. Confirmation of enrolment will occur in Term 4

Before entering Year 11, students will be given guidance about which one of the following pathways most suits their needs and abilities – TAFE /workforce, university, INSTEP or VETdSS. Each of these pathways requires students to make different enrolment selections. The following selections are made on College recommendations:

- If you wish to attend TAFE or enter the workforce you will need to select six subjects (plus three reserves) from the those in which you have met prerequisites.
- If you wish to attend university directly from the College you will need to select six (plus three reserves) subjects with a minimum of four ATAR subjects. You can only select subjects where prerequisites have been met. You cannot select INSTEP.
- If you wish to enrol in the INSTEP program then you will need to select six subjects including an English unit and Career and Enterprise.
- If you wish to apply for a VETdSS program then you will need to select six subjects including an English and apply for the external certificate.

NB each of these pathways is explained in more detail further in this document. In all cases, the selection sheet will require you to select three extra courses as “reserves” in case one of your selected courses does not end up running or there is a clash.

SUBJECT CHARGES

All Year 11 and 12 subjects attract compulsory charges. Many courses cost significant amounts of money to run for our students and require the full payment of the compulsory charges by all parents/carers. Consequently, a screening process will take place for next year’s course selection. Should you wish to take a course costing $100 or more, there is an expectation that all charges have been paid (or negotiated payment plans are up to date). Further, courses costing $100 or more will require a half payment before starting the course. Students who don’t meet these requirements will be allocated a lower cost preference.

Financial Assistance

Please note, you may be eligible for some type of government financial assistance whilst your child is at school. Further details on schemes are available through Centrelink Ph: 131021 or the web: www.centrelink.gov.au - search for publications, customer publications, planning to study.

CAREER INFORMATION

Students should plan ahead and determine the career that best suits their interests, abilities and personality. It is best to actively seek information about careers and job availability.
Students were provided resources and activities in Semester 1 to assist them with career planning. These included:

1. A workbook called **Planning My Future** located in SEQTA documents.
2. A Web Tool called https://myfuture.edu.au
3. Year 10 students will attend the Career Expo during Zone 5 on Wednesday 12 June where they will spend 15 minutes talking to universities, TAFEs and RTOs.

USEFUL WEBSITES

Australian Defence Force
Australia's Career Information Service
Australia wide job search
Curtin University
Dept of Training & Workforce Development (WA)
Edith Cowan University
Good Universities guide
Jobs & Skills WA
Job search – Career One
Job search - Seek
Murdoch University \
School Curriculum and Standards Authority
University of Notre Dame Australia
University of Western Australia

VET - CERTIFICATE COURSES

Vocational Education and Training (VET) is nationally recognised training that gives students the opportunity to gain entry level generic and industry specific skills for employment and, in some cases, complete training in industry through workplace learning. Certificate courses enhance applications to post school training organisations such as TAFE, private training organisations, university and employment and provide a broad range of post-school options and pathways.

Woodvale Secondary College offers several Certificate courses in Year 11 and 12. These Certificates are delivered in a similar manner to all other courses. We have strong partnerships with Registered Training Organisations (RTO) who oversee the delivery and assessment of these Certificates.

VET qualifications are not graded. Students are deemed 'competent' or 'not yet competent' for the units of competency. For a Certificate to count toward WACE, the full qualification needs to be awarded ie. every unit of competency is assessed as 'competent'. VET can contribute up to eight of the 20 units needed to achieve the WACE.

COMPLETED QUALIFICATION	EQUIVALENCE (TOTAL)	CREDIT ALLOCATION (UNITS)	
		11	12
CERTIFICATE I	2 units	2*	-
CERTIFICATE II	4 units	2	2
CERTIFICATE III AND HIGHER	6 units	2	4

VET DELIVERED TO SECONDARY STUDENTS (VETDTSS)

TAFE and private training providers offer a selection of qualifications to Year 11 and 12 students while still enrolled at high school. Generally, they are on a one day per week basis and students are required to attend an external campus. Students are advised that they need to catch up on any missed schoolwork on the days they are at this training. The qualifications offered are dependent on the external providers. Past qualifications have included those from construction, education, retail, and childcare. The VET Coordinator will advise parents and students as these become available.

UNIVERSITY ADMISSIONS

ADMISSION REQUIREMENTS FOR SCHOOL LEAVERS COMPLETING YEAR 12 IN 2025

The Tertiary Institutions Service Centre (TISC) processes school leaver university applications on behalf of Curtin University, Edith Cowan University, Murdoch University and The University of Western Australia. Notre Dame is a private university with its own entry requirements.

TISC provides the following services:

- Processing of applications for admission to undergraduate courses at the above Universities
- Conducting the Special Tertiary Admissions Test (STAT).
- Publishing periodic School Circulars.
- Scaling WACE results and calculating ATARs for students in Western Australia.

There are an increasing variety of ways to access university courses as a school leaver:

- Some courses offer early entry options (with or without conditions)
- Some universities invite applications directly
- Some require a TISC application
- Some will accept students who have completed higher TAFE qualifications

Please visit university Open Days and websites and to find out how to apply for your chosen course.

TAFE & PRIVATE TRAINING PROVIDERS

There are many different organisations that offer training in Western Australia including TAFE, private training providers, universities, adult and community education providers, community organisations, schools, higher education institutions, commercial and enterprise training providers and industry bodies. More than 500 registered training providers across Western Australia offer over 1,000 nationally recognised courses and access to a range of traineeships and apprenticeships.

Training providers that are registered by State and Territory training authorities, deliver training that:

- Is recognised by all registered training providers throughout Australia,
- Is part of a training package that has been developed to meet the needs of a particular industry, and
- Results in a qualification that is part of the Australian Qualifications Framework.

TAFE

Funded by the Government, there are more than 70 campuses across the state managed by five TAFE colleges. There are two Metropolitan TAFE colleges: North Metro encompassing eight campuses, and South Metro encompassing 13 campuses. There are three regional TAFE colleges across WA. All TAFE colleges offer a range of courses and study is available on a full-time or part-time basis. Some smaller campuses only offer part-time and evening classes. TAFE is a popular choice for many people with more than 120,000 people studying at campuses across the state.

PRIVATE TRAINING PROVIDERS

There are more than 500 private training providers registered to deliver nationally recognised qualifications in the state. More than 170 of these providers receive funds from the Department of Training and Workforce Development to deliver training in the community. To find which private training providers deliver the course you are interested in go to www.myskills.gov.au/. For a list of the state priority qualifications that attract Government funding visit www.dtwd.wa.gov.au/.

There are many more private training providers who deliver training in Western Australia. For a full listing of private training providers and the courses they offer visit the **National Register** at www.training.gov.au/Home/Tga.

Articulation into university: Students may gain entry into many university courses upon successful completion of a Certificate IV, Diploma or Advanced Diploma course and be given advanced standing i.e. the university course will be shortened. On some occasions the student enters second year. Advice should be sought from the relevant university/TAFE.

TAFE ENTRANCE REQUIREMENTS

ENTRY TO NON-COMPETITIVE COURSES

There are some courses at TAFE which are deemed non-competitive. For these courses a minimum level of literacy and numeracy required. All need to demonstrate these minimum literacy and numeracy skills as outlined in the chart below. A school leaver can apply by providing evidence against either the requirements in the 'School leaver' column or in the 'Australian Qualifications Framework (AQF)' column.

Literacy and Numeracy skills

QUALIFICATION BEING APPLIED FOR	SCHOOL LEAVER COURSE REQUIREMENTS	AQF EQUIVALENT
CERTIFICATE I	Nil	Nil
CERTIFICATE II	C grades Year 10 English and Maths or OLNA or NAPLAN 9 Band 8	Certificate I or II
CERTIFICATE III	C grades Year 10 English and Maths or OLNA or NAPLAN 9 Band 8	Certificate I or II
CERTIFICATE IV	C grades in Year 11 WACE General English, and OLNA or NAPLAN 9 Band 8 or C grades Year 11 English and Maths	Certificate II or III
DIPLOMA OR ADVANCED DIPLOMA	Completion of WACE General or ATAR (minimum C grades) or equivalent	Certificate III

Some courses may have specific entrance requirements such as Mathematics or a folio. Students are advised to check the course entrance requirements for specific details on these.

ENTRY TO COMPETITIVE COURSES

Applicants for competitive courses need to meet the literacy and numeracy skills as above.
Applicants who have met the first requirement will then be asked to provide evidence against the selection criteria.

Selection Criteria = Maximum 90 points
Academic achievement (or completed AQF qualification) is a score out of 60 points and Work History 30 points

- **Academic Achievement = 60 Points**
  The score will be generated from the three completed full year courses that achieve the highest points

or points awarded for completed AQF qualifications

- **Work History = 30 Points**
  Credit for total work hours is calculated at 0.003 per hour
  This can be for paid employment, work experience community services or volunteer work.

Final calculations will be from school results or qualifications plus work history.

The closing date for applications for courses requiring a folio is usually November/December. No late applications allowed. Closing date for all other applications around December. A late fee will apply after this date. Offers are issued mid-January.

Further information is available on the **Department of Training and Workforce Development** website.

YEAR	WACE COURSE	C	B	A GRADE
10	Nil	6	8	10
11	General	11	12.5	14
11	ATAR	14	16	18
12	General	14	15	16
12	ATAR	18	20	20

YEAR	WACE COURSE	C	B	A GRADE
10	Nil	6	8	10
11	General	11	12.5	14
11	ATAR	14	16	18
12	General	14	15	16
12	ATAR	18	20	20

COURSES OFFERED IN YEAR 11, 2025

ATAR SUBJECTS

Code	Subject	List	Prerequisite
AEBLY	Biology	B	Science Pre-ATAR Biology units (75% Biology mark)
AECHE	Chemistry	B	Science Pre-ATAR Chemistry units (80% Chemistry mark)
AEECO	Economics	A	Humanities pre-ATAR (65% course mark)
AEENG	English	A	English pre-ATAR (65% course mark)
AEGEO	Geography	A	Humanities pre-ATAR (65% course mark)
AEHBY	Human Biology	B	Science Pre-ATAR Biology units (75% Biology mark)
AEJSL	Japanese Second Language	A	Year 10 Japanese B Grade
AELIT	Literature	A	English pre-ATAR (75% course mark)
AEMAA	Mathematics Applications	B	Mathematics Pre-ATAR (70% course mark)
AEMAM	Mathematics Methods	B	Mathematics Pre-ATAR (80% course mark)
AEMAS	Mathematics Specialist	B	Mathematics Pre-ATAR (85% course mark)
AEMPA	Media Production and Analysis	A	English pre-ATAR (65% course mark)
AEHIM	Modern History	A	Humanities pre-ATAR (65% course mark)
AEMUSW	Music	A	Minimum B Grade Class & Instrumental Music
AEPES	Physical Education Studies	B	Science pre-ATAR (75% Biology mark) Physical Education (B grade). Year 10 Pre Physical Education Studies is an advantage
AEPHY	Physics	B	Science Pre-ATAR Physics units (80% Physics mark)
AEPSY	Psychology	B	Humanities pre-ATAR (65% course mark) Science pre-ATAR (75% Biology mark)
AEVIS	Visual Arts	A	English pre-ATAR (65% course mark) and Visual Art B Grade

GENERAL SUBJECTS

Code	Subject	List	Prerequisite
GEBCN	Building and Construction	B	Middle School B&C an advantage, but not necessary
GECAET	Career & Enterprise INSTEP	A	Humanities C Grade or better is an advantage but not compulsory
GECFC	Children, Family and Community	A	Interest in childcare
GEDES	Design (Technical Graphics)	B	Middle School Design an advantage, but not necessary
GEDRA	Drama	A	Nil
GEENG	English	A	Nil
GEFST	Food Science & Technology	B	Middle School Foods an advantage, but not necessary
GEGEO	Geography	A	Humanities C Grade or better is an advantage but not compulsory
GEHEA	Health Studies	A	Interest in individual and community health issues
GEHBY	Human Biology	B	Science C Grade or better is an advantage but not compulsory
GEMDTM	Materials Design – Jewellery	B	Middle School Jewellery an advantage, but not necessary
GEM-DTW	Materials Design - Metal Fabrication	B	Middle School Metals an advatnage but not necessary
GEMDTW	Materials Design – Wood	B	Middle School Wood an advantage, but not necessary
GEMAE	Mathematics Essentials	B	Mathematics C Grade or better is an advantage, but not necessary
GEOED	Outdoor Education	B	Equivalent to VacSwim level 8
GEPES	Physical Education Studies	B	PE C Grade or better is an advantage but not compulsory
GEPSY	Psychology	B	Humanities C Grade or better is an advantage but not compulsory
GEVAR	Visual Arts	A	Nil

CERTIFICATE SUBJECTS

Code	Subject	Prerequisite
CT2EH	Cert II Hospitality	Middle School Foods an advantage, but not necessary
CT2EM	Cert II Music	Currently learning a musical instrument
CT3ESM	Cert III Screen & Media	Middle School Media
CT2EBbas	Cert II Sport Coach (Bball)	Specialist Basketball (or trial for entry)
CT2EW	Cert II Workplace Skills	Nil

NOTE:

- All accredited courses and certificates contribute to WACE
- Students with **CLEAR** university intentions should take at least **four ATAR** subjects according to their INTERESTS and ABILITY
- Students with **NO** university intentions should take mainly **General/Certificate subjects**
- ATAR courses will require the sitting of external exams
- Students must not select more than two certificate courses without approval
- Students must not select the ATAR and general versions of the same course

FREQUENTLY ASKED QUESTIONS

Has my child been helped with this process at school?

Your Year 10 student has been working in their Mentor Group class through a workbook that assists the decision-making process. They will also have completed career studies in their Mentor Group classes. Teachers have also discussed Year 11 subjects within learning areas.

Will I be able to talk with a course counsellor?

Each student has been allocated a personal course counsellor who visits their assigned English classes during Term 3 Week 2. All enquiries need to be emailed to them (Mr Richards, Ms Geddis, Mrs McKay, Mr Davies). However, please read the handbook before making contact with them.

When will the students receive their Selection Form and when is it due?

Term 2, Week 10 in English class. This is due Thursday Term 3, Week 1

Are course counselling interviews compulsory?

Counselling interviews are compulsory for students who select subjects where they have not met the pre-requisite. If the student chooses courses where prerequisites criteria have been met your councillor will message you indication that the selection process has correctly been completed.

Is it "first come first served"?

If selections are completed by the due date, time of submission has no bearing on subject enrolment. The timetabling process will determine the placement.

How can I find out more about prerequisites for University and TAFE courses?

Look at individual TAFE and university websites for specific information and attend open days. TISC publishes a booklet called "University Admission" with courses and pre-requisites for Curtin, ECU, Murdoch and UWA. This is available on the internet.

Can I talk with my child's subject teachers?

There is a parent-teacher interview day on Wednesday 17 July (before selections are due).

Where can I find out more about INSTEP?

Please read the handbook. If your child is seriously considering this option, then they (not the parent) need to visit the Careers and VET office to pick up a nomination form.

Do students have to choose Career and Enterprise for INSTEP?

Yes. INSTEP is a program that has two elements: a College course which includes English General (INSTEP), Career and Enterprise and any four other subjects PLUS Work placements. Students applying for INSTEP should make sure that they would be happy to study their first reserve if they do not get into INSTEP. Placements are organised through the school and are dependent on student preferences.

Once selections have been made, are they locked in until next year?

No. After Week 2 of next term, the selections are locked in for the remainder of Term 3 – ie until the initial timetable process for Year 11 students is near complete. In Term 4, students can contact with either Ms Geddis, Mrs McKay or Mr Davies to discuss changes to their initial selections.

What qualifications (eg TAFE) are being offered one day a week next year? (VET Delivered to Secondary Students - VETdSS)

The VET delivered to Secondary Students courses are being finalised by the TAFEs and private training providers. Information appears on the Year 10 SEQTA page as it becomes available. Students interested in attending VETdSS should choose their school subjects as normal. If students are successful with their application, we can review their school courses.

Can students apply for INSTEP and VETdSS?

Yes. Students who are successful in both applications will have the opportunity to discuss and decide on the best option with Mrs McKay (VET Coordinator).

Why can't I select certain subjects?

If you haven't met the pre-requisite for a course you will be unable to select it as a course option. If you are wanting to do an ATAR pathway but haven't met the pre-requisites for FOUR or more courses you will need to choose a non-ATAR pathway and then book an appointment with your counsellor on our normal system. Students have until the end of the year to meet pre-requisites so class placements are checked and goals set.

Why is Woodvale so strict about pre-requisites?

We have backward mapped student results over several years and know how Year 10 grades predict success in year 11 and 12. Students enrolling in the wrong courses increases stress resulting from poor achievement and disruption when new courses must be chosen later (this can often result in students required to be enrolled in non-favourable courses as desirable ones are full).

How do we decide between an ATAR or General pathway?

Students have a lot of opportunity to explore pathways in Year 10. There is a Career Coaching- Parent Tips resource on SEQTA which may help you start the conversations at home. Teachers are a good source of information about their subjects and can give you information about suitability of certain subjects. Be realistic: Year 10 achievement/ study attitudes/ motivations are a good predictor. Students do not "start" to work when they get to senior school so exam results are often a good predictor of future capacity. Subject counsellors can discuss this more with you and we will always err on the side of students undertaking the most complex courses for which they are capable

THE ARTS

CUA20615 CERTIFICATE II IN MUSIC (CT2EM)

This Certificate is a proposed offering for the 2025 academic year. At the time of publication, no agreements have been entered into with a Registered Training Organisation for the delivery of this qualification. On the basis of interest from students the school will initiate a formal partnership agreement with a RTO for the delivery of the qualification.

Course Overview

This course is for students with an extensive and comprehensive musical knowledge and performance skill. This course is typically for students who want to study music in senior school but with a more practical focus, learning more about music through relevant practical work, but not necessarily to university level. This is a nationally recognised VET course which will give students an advantage when applying for courses offered by TAFE and other training institutions.

Career Possibilities

Sound Technician, Composer, Audio Visual Technician

CUA31020 CERTIFICATE III IN SCREEN AND MEDIA (CT3ESM)

This Certificate is a proposed offering for the 2025 academic year. At the time of publication, no agreements have been entered into with a Registered Training Organisation for the delivery of this qualification. On the basis of interest from students the school will initiate a formal partnership agreement with an RTO for the delivery of the qualification.

Course Overview

This is a two-year hands-on qualification that develops creative and practical production skills and enables students to work effectively in contemporary screen and media industries. Students learn media skills including the basics of picture composition and camera technique, industry specialised vision and sound editing. The qualification introduces students to social media campaign management and content creation for the fast-growing social media sector. It is a pre-requisite that students choosing this qualification have previously completed the Year 9 or Year 10 Media Studies course. Students who have not completed any Media Studies pathway in Year 9 or Year 10 will need to seek written permission to gain entry to this qualification from either Ms Langer or Ms Small. The course is made up of 11 units of competency (3 core, 8 elective). These units are still being determined.

DRAMA GENERAL (GEDRA)

Course Overview

Unlock Your Creativity: Join the Exciting World of Drama! Are you ready to embark on a thrilling journey into the realm of drama? This course is not just for aspiring actors, but also for those with a passion for lighting, music, costume and set design, and audio-visual control. Get ready to unleash your imagination and explore the captivating world of theatre! Discover a Wide Range of Drama Skills In this course, you'll develop a diverse set of skills that go beyond acting. From public speaking to working cooperatively, you'll enhance your abilities in understanding spoken language, expanding your vocabulary, and presenting yourself confidently in various situations. Learn to follow timelines, meet deadlines, revise and refine your work to perfection, and gain valuable insights into other people's motivations through the study of body language.

Unit 1 – Unleash Your Inner Storyteller: The Art of Dramatic Storytelling

Step into the spotlight as we dive deep into the captivating world of dramatic storytelling. Throughout this unit, you'll master the essential skills, techniques, processes, and conventions that make stories come alive on stage. Immerse yourself in a rich collection of drama works and texts from both Australian and global sources, exploring scripts and excerpts that will ignite your imagination.

Unit 2 – Lights, Camera, Action: Drama Performance Events

Lights up, curtain rises! In this unit, you'll take centre stage as you participate in exhilarating drama performance events, captivating audiences beyond your class. Working both independently and collaboratively, you'll apply the creative process of devising and interpreting plays, producing collaborative and meaningful drama. Get ready to thrill and inspire others with your unique talents! Join us for an unforgettable journey through the fascinating world of drama, where you'll unleash your creativity, ignite your passion, and discover the endless possibilities of theatrical expression.

Assessment

Assessment Type	Weighting
Performance/Production	70%
Response	30%

Career Possibilities

Through the study of Drama, you'll unlock performance craft and public speaking skills that will empower you in all areas of life. Whether you aspire to be on the stage, pursue a career in the arts, or simply want to build confidence and self-expression, our General Drama course is the perfect foundation. Discover a future where creativity, communication, and self-expression are highly valued, and equip yourself with the skills to thrive in any path you choose. Get ready to take centre stage and make your mark!

MEDIA PRODUCTION AND ANALYSIS ATAR (AEMPA)

Unit 1 – Popular Culture

The focus of this unit is popular culture. Students analyse and respond to a range of popular culture media, identifying techniques, purpose and meanings that are created and audience interpretation. Students develop their own ideas and learn production skills to produce media work in the context of popular culture. Students have the opportunity to explore and respond to many aspects of popular culture, including how audiences consume popular media and the meanings created by codes and conventions. Students work through the stages of production and communicate ideas based on their understanding of media languages by experiencing a variety of roles in specific production types.

Unit 2 – Influence

The focus of this unit is the influence of media. Students analyse and respond to a range of media work designed to influence audience. Students develop their own ideas and expand production skills to produce media work in the context of media influence. In contexts related to journalism and other influential media, students analyse and respond to media designed to influence audiences. They undertake more extensive research into the representation of groups and reporting of issues within media work. Students apply their understanding of media influence to extend their production skills and to communicate ideas. They work to become increasingly independent as they operate technologies and use techniques to express ideas in their productions.

Assessment

Assessment Type	Weighting
Semester exam (written)	20%
Two Major production tasks	50%
Responding tasks	30%

Career Possibilities

Cinematographer, Director, Producer, Journalist, Editor, Sound Designer, Videographer, Digital Media Producer.

THE ARTS

VISUAL ARTS ATAR (AEVAR)

Course Overview

This course provides an in-depth study of contemporary society focusing on the production of a major studio artwork each semester. Students will submit a body of work containing observational drawings, media testing, documenting their planning process. They develop awareness that each artist has, his or her particular way of making marks to convey personal vision. Students contribute to the process of conveying function and meaning and use a range of media and technologies to explore, create and communicate ideas.
Through personal research and appreciation, students explore the themes of Differences and Identities.

Assessment

The course assessment involves College based work and semester exams. The unit content is divided into three teaching and learning areas:

- **Production** – students produce a body of work that includes:
  - A folio work that displays drawing skills, media techniques and processes related to investigations of artists and art movements.
  - A final major artwork.
- **Analysis** – Students learn the language of art as they respond and evaluate artwork sourced from a variety of periods, times and/or cultures.
- **Investigation** – Students record, observe and research artists, styles and techniques related to their arts practice. They explore historical, social and cultural issues in society.

Assessment Type	Weighting
Production	50%
Analysis	15%
Investigation	15%
Exam	20%

Career Possibilities

Creative director, Graphic Designer, Fashion Designer, Web designer, Effects Animator, Video Game designer, Art Gallery Director, Art Gallery Curator, Museum Director, Art Therapist, Art Teacher, Photographer, Community Artist and Cinematographer.

VISUAL ARTS GENERAL (GEVAR)

Course Overview

The course of study develops a practical approach to knowledge and understanding of the Visual Arts. Through exploration, investigation and experimentation of the art process, students choose their own learning contexts that are related to their interests. Through personal research and appreciation students explore the themes of **Experiences** and **Explorations**.

The Visual Art course of study provides students with the opportunity to develop self-esteem, discipline and initiative as they inquire, explore and experiment with art skills, techniques and processes. Students, through studio practice, produce traditional, modern and contemporary art forms and artworks. Areas of study and practice include drawing, ceramics, graphic design, painting, printmaking, sculpture and textiles. Historical, cultural and social viewpoints are studied. The course provides essential life skills, creative thinking, problem solving and career opportunities in the Arts

The unit content is divided into three teaching and learning areas:

- **Production** – Students produce a major artwork based on a folio of work that displays skills, techniques and processes.
- **Analysis** – Students learn the language of art as they as they respond and evaluate artwork sourced from a variety of periods, times and/or cultures.
- **Investigation** – Students record, observe and research artists, styles and techniques related to their arts practice.

Assessment

Assessment Type	Weighting
Production	70%
Analysis	15%
Investigation	15%

Career Possibilities

Artist, Designer, Screen Printer, Interior Decorator, Hairdresser, Florist, Arts and Cultural Administrator, Photographer, Photographer, Graphic Designer, Animator, Illustrator and/or Cake Decorator.

MUSIC ATAR (AEMUS)

Course Overview

The aim of this course is to develop students' musical abilities in performance, aural and composition, and to appreciate how social, cultural and historical factors shape music in society. Students will develop their knowledge through the study of Western Art Music, in particular, the Concerto and one other genre. The course is divided into aural, music skills, cultural and historical perspectives and performance. Students must be receiving regular weekly instrumental or vocal lessons either through the school or privately. They must attend choir and ensemble rehearsals as appropriate for their instrument or voice to remain eligible for enrolment in the music course. Evidence of private lessons will be required each semester.

Assessment

Assessment Type	Weighting
Practical component	50%
Written component	50%

Career Possibilities

Entertainer, Music Specialist Teacher.

ENGLISH

ENGLISH ATAR (AEENG)

Course Overview

This is the standard English course for students wanting to go to university.

Unit 1

Students explore how meaning is communicated through the relationships between language, text, purpose, context and audience. This includes how language and texts are shaped by their purpose, the audiences for whom they are intended, and the contexts in which they are created and received. Through responding to and creating texts, students consider how language, structure and conventions operate in a variety of imaginative, interpretive and persuasive texts. Study in this unit focuses on the similarities and differences between texts and how visual elements combine with spoken and written elements to create meaning. Students develop an understanding of stylistic features and apply skills of analysis and creativity. They are able to respond to texts in a variety of ways, creating their own texts, and reflecting on their own learning.

Unit 2

Students analyse the representation of ideas, attitudes and voices in texts to consider how texts represent the world and human experience. Analysis of how language and structural choices shape perspectives in and for a range of contexts is central to this unit. By responding to and creating texts in different modes and media, students consider the interplay of imaginative, interpretive, persuasive and analytical elements in a range of texts and present their own analyses. Students critically examine the effect of stylistic choices and the ways in which these choices position audiences for particular purposes, revealing and/or shaping attitudes, values and perspectives. Through the creation of their own texts, students are encouraged to reflect on their language choices and consider why they have represented ideas in particular ways. Students who complete these units will generally be expected to move onto English ATAR units 3 and 4 in Year 12.

Assessment

Assessment Type	Weighting
Responding	35-40%
Creating	35-40%
Exam	20%

Career Possibilities

The necessity for English competence for success in a career cannot be understated. All tertiary institutions and most jobs require the ability to communicate fluently whether it be in written or spoken forms.

ENGLISH GENERAL (GEENG)

Course Overview

This is the standard English course for students who are not seeking English as a tertiary requirement.

Unit 1

Focuses on students comprehending and responding to the ideas and information presented in texts.

- Employ a variety of strategies to assist comprehension.
- Read, view and listen to texts to connect, interpret and visualise ideas.
- Learn how to respond personally and logically to texts by questioning, using inferential reasoning and determining the importance of content and structure.
- Consider how organisational features of texts help the audience to understand the text.
- Learn to interact with others in a range of contexts, including every day, community, social, further education, training and workplace contexts.
- Communicate ideas and information clearly and correctly in a range of contexts.
- Apply their understanding of language through the creation of texts for different purposes.

Unit 2
Focuses on community, local or global issues and ideas presented in texts and on developing students' reasoned responses to issues.

- Analyse text structures and language features and identify the ideas, arguments and values expressed.
- Consider the purposes and possible audiences of texts.
- Examine the connections between purpose and structure and how a text's meaning is influenced by the context in which it is created and received.
- Integrate relevant information and ideas from texts to develop their own interpretations.
- Learn to interact effectively in a range of contexts.
- Create texts using persuasive, visual and literary techniques to engage audiences in a range of modes and media.

Assessment

Assessment Type	Weighting
Responding	40-60%
Creating	40-60%

Career Possibilities
The necessity for English competence for success in a career cannot be understated. All tertiary institutions and most jobs require the ability to communicate fluently whether it be in written or spoken forms.

LITERATURE ATAR (AELIT)

Course Overview
Students enrolled in this course require a strong background in writing and analytical skills, and a love of reading.

Unit 1
Develops students' knowledge and understanding of different ways of reading and creating literary texts drawn from a widening range of historical, social, cultural and personal contexts. Students analyse the relationships between language, text, contexts, individual points of view and the reader's response. This unit develops knowledge and understanding of different literary conventions and storytelling traditions and their relationships with audiences. A range of literary forms is considered: prose fiction, poetry and drama. The significance of ideas and the distinctive qualities of texts are analysed through detailed textual study. Through the creation of analytical responses, students frame consistent arguments that are substantiated by relevant evidence. In the creation of imaginative texts, students explore and experiment with aspects of style and form.

Unit 2
Develops students' knowledge and understanding of intertextuality, the ways literary texts connect with each other. Drawing on a range of language and literary experiences, students consider the relationships between texts, genres, authors, readers, audiences and contexts. The ideas, language and structure of different texts are compared and contrasted. Exploring connections between texts involves analysing their similarities and differences through an analysis of the ideas, language used and forms of texts. Students create analytical responses that are evidence-based and convincing. By experimenting with text structures and language features, students understand how their imaginative texts are informed by analytical responses.

The Year 11 Literature course is designed for those students who may wish to continue their education at tertiary level. Successful students should gain the confident and precise use of language that further studies will demand.

Assessment

Assessment Type	Weighting
Extended written response	10-20%
Short written response	30-40%
Exam	20-30%
Creative Production of a literary text	10-20%
Oral	10-20%

Career Possibilities
The necessity for English competence for success in a career cannot be understated. All tertiary institutions and most jobs require the ability to communicate fluently whether it be in written or spoken forms.

HEALTH AND PHYSICAL EDUCATION

PHYSICAL EDUCATION

Students selecting courses are expected to be involved in the school Interhouse Swimming and Athletics Carnivals and to make themselves available for coaching or officiating lower school teams during Winter Lightning Carnival days.

SIS20513 CERTIFICATE II IN SPORT COACHING (BASKETBALL) (CT2EBAS)

This Certificate is a proposed offering for the 2025 academic year. At the time of publication, no agreements have been entered into with a Registered Training Organisation for the delivery of this qualification. On the basis of interest from students the school will initiate a formal partnership agreement with a RTO for the delivery of the qualification.

Course Overview

The concepts of this course will be covered through Basketball. This course is offered over two years. This qualification reflects the role of individuals who apply the skills and knowledge to be competent in delivering a basic instruction session for a sport. Students will develop their knowledge through practical and theory lessons. They will apply this knowledge during officiating and coaching roles in Winter Carnivals and College Swimming and Athletics Carnivals, lower school physical education classes and primary school visits. Students will also complete a First Aid course.

The Certificate II in Sport Coaching course students must complete a total of seven (7) units of competency. These consist of three (3) core units of four (4) elective units.

Career Possibilities

This certificate course reflects the role of individuals who apply the skills and knowledge to conduct pre-planned coaching sessions in Basketball. Students need to complete 7 units of competency, including “provide first aid” and a cluster of coaching skills units.

HEALTH STUDIES GENERAL (GEHEA)

Course Overview

Students explore health as a dynamic quality of life. They consider the way in which beliefs and attitudes influence health decisions and learn how to plan and take action that will promote their own health and the health of others. The influence of social, environmental, economic and biological determinants of health is a key focus of the course. Other course content includes the influence of beliefs, attitudes and values on health behaviour and the importance of self-management and interpersonal skills in making healthy decisions.

Unit 1

This unit focuses on personal health and wellbeing. Students explore factors which influence their health and design action plans to improve health and achieve set goals. Key consumer health skills and concepts and the relationship between beliefs, attitudes, values and health behaviour, and the impact of social and cultural norms are introduced. Key self-management and interpersonal skills required to build effective relationships are explored. Health inquiry skills are developed and applied to investigate and report on health issues.

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. In addition to health determinants, the influence of cognitive dissonance on decision making and the role of communities in shaping norms and expectations are explored. Self-management and cooperative skills are examined and students continue to develop and apply health inquiry skills.

Assessment

Assessment Type	Weighting
Inquiry	20%
Project	50%
Response	30%

Career Possibilities

This course prepares 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. Inquiry skills will equip students to adapt to current and future studies and work environments.

HEALTH AND PHYSICAL EDUCATION

OUTDOOR EDUCATION GENERAL (GEOED)

All students must pass a swimming test at the start of the unit. Failure to do so will result in the student being removed from the course. The swimming test is equivalent to Education Department swimming level 8. The test involves swimming freestyle continuously for 200m. You are not allowed to stop, change strokes, walk, or push off the bottom. You must complete this swim within five minutes. **All students should have a hooded towel, with sewn up sides, to get changed under as there are often multiple schools at the locations we use and limited changeroom space.** In Year 11 Zone 1 start time will be 7.50am. You may also use recess and lunch to maximise activity time.

Course Overview

The concepts of this course are understanding the principles of outdoor education, skills for safe participation in outdoor activities, understanding of the environment, self-management and interpersonal skills in outdoor activities.

Unit 1

Experiencing the outdoors, students are introduced to outdoor adventure activities where they can develop and improve technical skills and apply appropriate practice to ensure safe participation. They understand basic planning and organisation for short expeditions as well as skills in roping and navigation.

Unit 2

Facing challenges in the outdoors, students engage in a range of outdoor activities that pose challenges and encourage them to step outside their comfort zone. They develop time management skills and build group relationships while working toward a common goal.

Excursion/Expeditions/ Practical

Snorkelling, First Aid, basic abseiling, Bronze Star, bushwalking, Campcraft navigation/orienteering, Term 1/2 – Rottnest expedition, Term 3/4 – Busselton/cape to cape track, Whiteman Park, Navigation/excursion orienteering

Assessment

Assessment Type	Weighting
Inquiry	20%
Project	50%
Response	30%

Career Possibilities

Outdoor Recreation Organiser, Fitness Instructor, Tour Guide.

HEALTH AND PHYSICAL EDUCATION

PHYSICAL EDUCATION STUDIES ATAR (AEPES)

Course Overview

The concepts of this course will be covered through the sporting contexts of Netball and Badminton. Study of the PES ATAR course contributes to the development of the whole person. It promotes the physical, social and emotional growth of students. Throughout the course, emphasis is placed on understanding and improving performance in physical activities. The integration of theory and practice is central to studies in this course. It focuses on the complete interrelationships between motor learning and psychological, biomechanical and physiological factors that influence individual team performance. Students engage as performers, leaders, coaches, analysts and planners for physical activity.

Unit 1

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

Unit 2

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

Assessment

Assessment Type	Weighting
Practical (performance)	50%
Investigation	15%
Response	15%
Exam	20%

PHYSICAL EDUCATION STUDIES GENERAL (GEPES)

Course Overview

The concepts of this course will be covered through the sporting contexts of Netball, Softball, Volleyball or Tennis (4 selected). Students undertaking the course of study will progressively develop skills, knowledge and understandings that will enable them to pursue their personal interests and potential in physical activity as athletes, coaches, officials and/or administrators. This unit has a co-ed focus. Girls and boys are encouraged to select this subject.

Unit 1

The focus of this unit is to examine personal potential and is aimed at exploring fitness, the tactical skills serving to gain an advantage and individual skill video analysis. Attitudes and values will be studied as well as the psychological and social influences that motivate participants to achieve in sport. The course includes thorough fitness testing and analysis.

Unit 2

Students will also cover the practical concepts relating to coaching and the principle of maintaining possession through game skills analysis. Students will be expected to extend their understanding of influences on their own mental skills in relation to participation in sport. The course includes practical coaching of other students.

Assessment

Assessment Type	Weighting
Practical (performance)	50%
Investigation	25%
Response	25%

Career Possibilities

Students undertaking this course of study will progressively develop skills, knowledge and understandings that will enable them to pursue their personal interests and potential in physical activity as athletes, coaches, officials and/or administrators.

HUMANITIES & SOCIAL SCIENCES

BSB20120 CERTIFICATE II WORKPLACE SKILLS (CT2EB)
CYBER SECURITY/BUSINESS ADMINISTRATION/DIGITAL TECHNOLOGY

This Certificate is a proposed offering for the 2025 academic year. At the time of publication, no agreements have been entered into with a Registered Training Organisation for the delivery of this qualification. On the basis of interest from students the school will initiate a formal partnership agreement with a RTO for the delivery of the qualification.

Course Overview

This is a competency based course that is designed to provide students with an introduction to business, clerical and information technology skills used in the Workplace. Students will complete core units of competency in the business stream as well as two elective units in their chosen stream of either Cyber Security, Business Administration or Digital Technology. Students learn a range of skills including, introductory word processing, spreadsheets, using the internet and email in a professional manner, occupational health and safety and working with others effectively in a business environment. Personal presentation skills, general clerical skills, office management and reception skills are also covered within the course as well as skills in their chosen optional stream.

Assessment

Students will be assessed on a set number of competencies and marked either 'competent' or 'not yet competent'. Students must achieve 'competent' for each of the competencies in order to be awarded this qualification. Students will not receive a 'grade' for certificate courses but will gain credits towards their WACE as course equivalents. This course will give students a pathway into Certificate III in Business. Credit points may be given for all TAFE applications.

Career Possibilities

The skills acquired in this certificate are transferable and relevant to careers across a range of industry areas including hospitality, cyber security, IT, small business, public service, trades and education.

CAREER AND ENTERPRISE GENERAL (GECAE) - COMPULSORY FOR ALL INSTEP STUDENTS

Course Overview

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

Unit 1

The focus of this unit is exploring work and networks. Students develop an understanding of aspects of work, such as part-time, full-time, flexi hours, volunteer work and unemployment. They learn that positive self-esteem and self-management are required to access work opportunities and acquire skills to build careers. Students learn the basic organisation and roles associated with different workplace structures, and develop awareness that employment is connected with responsibility for them self and others.

Unit 2

The focus of this unit is entry-level work readiness. Students explore the attributes and skills necessary for employment, and identify their personal strengths and interests and the impact these have on career development opportunities and decisions. Students examine the organisation of workplaces within a chosen industry area and learn about the rights and responsibilities of employees and employers in entry-level jobs.

Assessment

Assessment Type	Weighting
Investigation	30%
Report/presentation	30%
Individual pathway plan	20%
Response	20%

Career Possibilities

This course enables students to increase their knowledge of work and career choices and to identify a network of people and organisations that can help with their school-to-work transition.

ECONOMICS ATAR (AEECO)

Course Overview

Economics investigates the choices which all people, groups and societies face as they attempt to resolve the ongoing problem of satisfying their unlimited wants with limited resources. Economics aims to understand and analyse the allocation, utilisation and distribution of scarce resources that determine our wealth and wellbeing. Economics develops the knowledge, reasoning and interpretation skills that form an important component of understanding individual, business and government behaviour at the local, national and global levels. The Economics ATAR course develops reasoning, logical thinking and interpretation skills demanded by the world of work, business and government. Economic literacy developed through this course enables students to actively participate in economic and financial decision-making, which promotes individual and societal wealth and wellbeing. The emphasis of the course is on the Australian economy.

Unit 1 – Microeconomics

This unit introduces microeconomics and explores the role of the market in determining the wellbeing of individuals and society. Students explore the workings of real-world markets with an emphasis on the Australian economy

Unit 2 – Macroeconomics

This unit introduces macroeconomics and explores economic growth, inflation and unemployment with an emphasis on the Australian economy. Students learn it is important to measure and monitor changes in these macroeconomic indicators as changes in the level of economic activity affect the wellbeing of individuals and society

Assessment

Assessment Type	Weighting
Investigation	20%
Data Interpretation/Short Answer	20%
Extended Answer	20%
Exam	40%

Career Possibilities

The study of Economics develops an understanding of economic decision making, which can be applied to everyday life as a productive citizen. Economics students understand the trade-off of economic decisions made on a local, national and international level, which they can apply as part of interpreting data and information. Career possibilities for an Economics student include (but are not limited to) an economist, statistician, data analyst, accountant, financial advisor, teacher, and financial planner.

GEOGRAPHY ATAR (AEGEO)

Course Overview

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 rapid change in biophysical environments, the sustainability of places, dealing with environmental risks and the consequences of international integration.

Unit 1 – Natural and ecological hazards

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

Unit 2 – 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.

Assessment

Assessment Type	Weighting
Geographical inquiry/fieldwork	30%
Response/practical skills	40%
Exam	30%

Career Possibilities

Possible career paths include the areas of business, management, the government sector, tourism, town planning, primary industries (agriculture, mining, land evaluation, environmental planning), teaching, overseas aid programs, foreign affairs and trade.

GEOGRAPHY GENERAL (GEGEO)

Course Overview

The study of geography draws on students' curiosity about the diversity of the world's places and their peoples, cultures and environments. It enables them to appreciate the complexity of our world and the diversity of its environments, economies and cultures and use this knowledge to promote a more sustainable way of life and awareness of social and spatial inequalities. In the senior secondary years, the Geography General course provides a structured, disciplinary framework to investigate and analyse a range of challenges and associated opportunities facing Australia and the global community. These challenges include rapid change in biophysical environments, the sustainability of places, dealing with environmental risks and the consequences of international integration.

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 these environments through management at local, regional and global levels. In the local area, in specific regions and globally, people pose threats to the environment as they attempt to meet their needs. Individuals and/or groups can have conflicting viewpoints about particular environments, which can place environments at risk. Sustainable solutions need to be developed for these environments.

Unit 2 – Geography of people and places

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

Assessment

Assessment Type	Weighting
Geographical inquiry	30%
Field work/practical skills	30%
Test	40%

Career Possibilities

Students develop the knowledge, understandings and skills in this unit that are relevant to the world in which they live and which are also appropriate to careers in the environmental protection/rehabilitation, urban and regional development and tourism industries.

MODERN HISTORY ATAR (AEHIM)

Course Overview

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

Unit 1 – Understanding the modern world

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

Unit 2 – Movements for change in the 20th century

This unit examines significant movements for change in the 20th century that led to change in society, including people's attitudes and circumstances. These movements draw on the major ideas described in Unit 1, have been connected with democratic political systems, and have been subject to political debate. Through a detailed examination of one major 20th century movement, students investigate the ways in which individuals, groups and institutions have challenged existing political structures, accepted social organisation, and prevailing economic models, to transform societies. The key conceptual understandings covered in this unit are: the factors leading to the development of movements; the methods adopted to achieve effective change; the changing nature of these movements; and changing perspectives of the value of these movements and how their significance is interpreted.

Assessment

Assessment Type	Weighting
Historical inquiry	20%
Explanation	20-30%
Source analysis	20-30%
Exam	30%

Career Possibilities

Students develop the knowledge, understandings and skills in this unit that are relevant to the world in which they live and which are also appropriate to careers in the environmental protection/rehabilitation, urban and regional development and tourism industries.

PSYCHOLOGY ATAR (AEPSY)

Course Overview

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. While there are other disciplines that overlap with psychology's main aim to understand humans, psychology is rigorous in its use of scientific method. This allows for systematic exploration into the complexities of human behaviour based on evidence gathered through planned investigations. This course introduces students to a breadth of knowledge focusing on the psychology of self and others. Psychological knowledge helps us understand factors relating to individuals such as: cognition, or the way we think biological bases of behaviour and personality, the enduring traits that distinguish individuals. Psychological knowledge also helps us understand the way that individuals function within groups. This consists of knowledge associated with socialisation, moral development, the formation of attitudes and also how people relate and communicate. On a larger scale, psychological knowledge can help us to understand how individuals function within different contexts and how this is influenced by culture, shaping people's values, attitudes and beliefs.

Unit 1

This unit introduces psychology as an inquiry-based discipline. Students begin to learn concepts associated with psychological theories, studies and models, which develop and change over time, to explain human emotion, cognition and behaviour. Students learn the basic structure of the central nervous system and some effects of this structure on the way humans think, feel and behave. They are introduced to several methods used to study the brain. The unit introduces lifespan psychology with a key focus on adolescent development. Students have the opportunity to understand the impact of developmental change on human thoughts, feelings and behaviours. They extend their understanding of developmental processes through learning the role of attachment and identifying stages of development according to specified theorists.

Unit 2

This unit focuses on the influence of others on human behaviour, cognition and emotion. Students explore the function and effect of attitudes and apply the tripartite model of attitude structure to develop a more complex understanding. Students explore theories of cognitive dissonance, social identity and attribution with reference to relevant psychological studies, and apply these theories to real-world experiences. The unit introduces social influences. Students learn the role of stereotypes and the relationship between attitudes, prejudice and discrimination in a range of areas. They learn about the relationship between social influence and the development of prosocial and antisocial behaviours.

Assessment

Assessment Type	Weighting
Investigation	20%
Response	30%
Project	20%
Exam	30%

Career Possibilities

The study of this course is highly relevant to further studies in health professions, education, human resources, social sciences, sales, media, marketing and management and aims to provide students with a better understanding of human behaviour and the means to enhance their quality of life.

PSYCHOLOGY GENERAL (GEPSY)

Course Overview

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

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. Beyond the individual, the impact of culture and others on behaviour is a key focus. Students examine agents of socialisation and the role of verbal and non-verbal communication in initiating, maintaining and regulating relationships. Students are introduced to qualitative and quantitative methods of data collection and explore fundamental ethical considerations pertinent to psychological research.

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. Students learn about stages of development and the impact of external factors on personality development. The impact of group size on behaviour and the influence of culture in shaping attitudes is explored. Students interpret descriptive data and apply it to create tables, graphs and diagrams, distinguish patterns and draw conclusions.

Assessment

Assessment Type	Weighting
Investigation	30%
Response	40%
Project	30%

Career Possibilities

This course is highly relevant to further studies in the health professions, education, human resources, social sciences, sales, media, marketing and management. Psychology is very useful, both to individuals assisting us to improve ourselves and our relationships, and to society as a whole. It can be applied to any context in which humans are involved. Methods of communication studied enhance personal communication skills, both within the field of psychology and in the context of daily life.

JAPANESE:SECOND LANGUAGE ATAR (AEJSL)

Course Overview

In this course, students develop the necessary understandings and values to communicate effectively with Japanese speakers in both social and workplace contexts in Australia, Japan and elsewhere. The course is designed to further develop students' knowledge and understanding of the culture and the language of Japanese-speaking communities, providing them with opportunities to gain a broader and deeper understanding of Japanese and extend and refine their communication skills. The course focuses on the interrelationship of language and culture and equips students with the skills needed to function in an increasingly globalised society, a culturally and linguistically diverse local community and provides them with the foundation for life-long language learning.

Unit 1 日（にち）常（じょう）生（せい）活（かつ）(Daily life).

Students build on their skills, knowledge and understandings through the study of the unit content. They further develop their communication skills in Japanese and gain a broader insight into the language and culture.

Unit 2 ようこそ、 私の国へ (Welcome to my country).

Students further develop their skills, knowledge and understandings through the study of the unit content. They extend their communication skills in Japanese and gain a broader insight into the language and culture.

Assessment

Assessment Type	Weighting
Oral communication	20%
Response: listening	15%
Response: viewing and reading	20%
Written communication	15%
Oral exam	5%
Written exam	25%

Career Possibilities

The study of Japanese can lead to many different careers including tourism, commerce, politics, translating, and teaching. It also offers a distinct advantage in the public service and many other areas of future employment.

MATHEMATICS

Notes for TAFE Courses

In most cases, it doesn't matter which unit of Mathematics is studied at school, as long as it has been studied at the required level or year group. However, there is sometimes an advantage in studying a desired pair of Mathematics units rather than just the minimum requirement. It should be noted that for entry to apprenticeships, most employers prefer a reasonable pass at Year 10 level, as a minimum requirement as well as a pre-qualification for NAPLAN or OLNA. In training courses such as Engineering, Electrical and Information Technology, it would be advantageous to study higher level Mathematics units. Students are advised to research course requirements and select accordingly.

MATHEMATICS APPLICATIONS ATAR (AEMAA)

Course Overview

The Mathematics Applications ATAR course is designed for students who want to extend their mathematical skills beyond Year 10 level but whose future studies or employment pathways do not require knowledge of calculus. The Mathematics 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 statistical questions that involve analysing univariate and bivariate data, including time series data. The course is designed for students who have a wide range of educational and employment aspirations including continuing their studies at university or TAFE.

Assessment

Assessment Type	Weighting
Response	40%
Investigation	20%
Exam	40%

Career Possibilities

Students studying Mathematics Applications gain a solid foundation of practical and applied mathematics. Whilst the focus is on real-world applications rather than advanced theoretical concepts, this background opens various career possibilities for students. Some of these include: Business & Finance- financial analysts, budget analysts, accountants, business managers, Data Analysis & Statistics- data analysts, market researchers, statisticians, Project Management- project coordinators or managers, Retail & Supply Chain- inventory managers, demand forecasting, optimisation of distribution networks, logistical planning, Insurance & Risk Assessment- insurance, actuarial science, risk management, Technical Sales & Marketing- sales representatives, marketing analysts. It is important to note that whilst Mathematics Applications may not cover advanced mathematical concepts, it provides practical skills that can be valuable in a wide range of careers. Students could consider pursuing further studies or training in specific fields to enhance their career prospects.

MATHEMATICS ESSENTIALS GENERAL (GEMAE)

Course Overview

The Mathematics Essential General course focuses on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. 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 offers students the opportunity to prepare for post-school options of employment and further training.

Assessment

Assessment Type	Weighting
Practical Applications, Investigations	40%
Responses	60%

Career Possibilities

Studying Essential Mathematics can provide a solid foundation in mathematical concepts and skills that can be applied to a variety of careers. Whilst the course may not cover advanced or specialised topics, it still equips students with valuable quantitative and problem-solving abilities. Essential mathematics skills are highly relevant in careers such as: Business & Finance- banker, investment banker, business manager, Data Analysis & Statistics- market researcher, statistical analyst, data scientist, Engineering Technicians- support engineers, Trades & Technical Fields- carpentry, plumbing, electrician and other trades, Health Sciences- medical technicians, radiographers, pharmacy technicians to name a few. All tertiary institutions and most jobs require numeracy competency.

MATHEMATICS

MATHEMATICS METHODS ATAR (AEMAM)

Course Overview

The major themes of the Mathematics Methods ATAR course are calculus and statistics. They include, as necessary prerequisites, studies of algebra, functions and their graphs, and probability. They are developed systematically, with increasing levels of sophistication and complexity. Calculus is essential for developing an understanding of the physical world because many of the laws of science are relationships involving rates of change. Statistics is used to describe and analyse phenomena involving uncertainty and variation. For these reasons, this course provides a foundation for further studies in disciplines in which mathematics and statistics have important roles. It is also advantageous for further studies in the sciences. 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. This is a very rigorous course that requires a high level of mathematical ability and understanding.

Assessment

Assessment Type	Weighting
Response	40%
Investigation	20%
Exam	40%

Career Possibilities

Studying Mathematics Methods provides a comprehensive understanding of advanced mathematical concepts and prepares students for further studies in mathematics- related field. Possibilities for students with a background in Mathematics Methods may include: Engineering- mechanical, electrical, aerospace, Physical Sciences- physics, chemistry, astronomy, Actuarial Sciences, Data Science and Analytics, Computer Science, Economics & Finance, Mathematics Education. It is worth noting that these are some career possibilities, and there are many other fields where strong mathematical fields are highly valued. All tertiary institutions and most jobs require numeracy competency.

MATHEMATICS SPECIALIST ATAR (AEMAS)

Course Overview

The Mathematics Specialist ATAR course provides opportunities, beyond those presented in the Mathematics Methods course, to develop rigorous mathematical arguments and proofs and to use mathematical and statistical models more extensively. Topics are developed systematically and lay the foundations for future studies in quantitative subjects in a coherent and structured fashion. Students of the Mathematics Specialist ATAR course will be able to appreciate the true nature of mathematics, its beauty and its functionality. The Mathematics Specialist ATAR course has been designed to be taken in conjunction with the Mathematical Methods ATAR course. The subject contains topics in functions, calculus, probability and statistics that build on and deepen the ideas presented in the Mathematical Methods ATAR course and demonstrate their application in many areas. Vectors, complex numbers and matrices are introduced. The Mathematics Specialist ATAR course is designed for students with a strong interest in mathematics including those intending to study mathematics, statistics, all sciences and associated fields, economics or engineering at university.

Assessment

Assessment Type	Weighting
Response	40%
Investigation	20%
Exam	40%

Career Possibilities

Students studying Mathematics Specialist have a strong foundation in advanced mathematical concepts and techniques. This prepares them for careers that require in-depth mathematical expertise and problem-solving skills. Some career possibilities may include: Mathematical and Applied Mathematics- mathematicians, statisticians, research analysts or operations researchers, Engineering- mechanical, civil, electrical or aerospace, Physics and Astrophysics- physicists, researchers or scientists, Actuarial Science- insurance and finance, Computer Science and Artificial Intelligence- software development, data analysis, machine learning or algorithm design, Research & Academia- professors, teachers, Data Science & Analytics- data scientists, business analysts, data engineer. It is important to note that these are a few examples, and the skills gained from Mathematics Specialist can be applied in other fields as well. Students with strong mathematical background have a wide range of career options, as the problem-solving and analytical skills required are highly sought after in today's data-driven world.

SCIENCE

BIOLOGY ATAR (AEBLY)

Course Overview

Biology is a body of knowledge about living organisms and their interrelationships with each other and with the physical world. It is also a process that allows students to investigate and answer questions about the living world. It is a way of knowing that enables students to make decisions that will influence the wellbeing of all organisms, the biosphere and ultimately themselves.

Unit 1 - Ecosystems and Biodiversity

In this unit, students investigate and describe a number of diverse ecosystems, exploring the range of biotic and abiotic components to understand the dynamics, diversity and underlying unity of these systems. Students develop an understanding of the processes involved in the movement of energy and matter in ecosystems. Fieldwork is an important part of this unit. In order to understand the interconnectedness of organisms, the physical environment and human activity, students analyse and interpret data collected through investigation of a local environment. They will also use sources relating to other Australian, regional and global environments.

Unit 2 - From single cells to multicellular

In this unit, students examine inputs and outputs of cells to develop an understanding of the chemical nature of cellular systems, both structurally and functionally, and the processes required for cell survival. Students investigate the ways in which matter moves and energy is transformed and transferred in the processes of photosynthesis and respiration, and the role of enzymes in controlling biochemical systems. Students examine the structure and function of plant and animal systems at cell and tissue levels in order to describe how they facilitate the efficient provision or removal of materials to and from all cells of the organism. Students use science inquiry skills to explore the relationship between structure and function by conducting real or virtual dissections and carrying out microscopic examination of cells and tissues.

Assessment

Assessment Type	Weighting
Science inquiry	30%
Extended response	10%
Test	20%
Exam	40%

Career Possibilities

Many career opportunities exist in the Biological area including marine biologist, forensic biologist, parks ranger, horticulturist, ecotourism, viticulturist, forester, agriculturist, aquaculture breeder or developer, quarantine officer, veterinarian, bio technician, environment and conservation officer, science teacher, research scientist.

CHEMISTRY ATAR (AECHE)

Course Overview

Chemistry is the study of materials and substances and the transformations they undergo through interactions and the transfer of energy. Chemists can use an understanding of chemical structures and processes to adapt, control and manipulate systems to meet particular economic, environmental and social needs. This includes addressing the global challenges of climate change and security of water, food and energy supplies, and designing processes to maximise the efficient use of Earth's finite resources. Chemistry develops students' understanding of the key chemical concepts and models of structure, bonding, and chemical change, including the role of chemical, electrical and thermal energy. Students learn how models of structure and bonding enable chemists to predict properties and reactions and to adapt these for particular purposes.

Unit 1 – Chemical fundamentals: structure, properties and reactions

This unit focuses on understanding the relationship between the structure of materials and their properties. Students will explore various contexts, such as fuels, cosmetics, and pharmaceuticals, to investigate how atomic and molecular models explain material properties and reactions. They will examine evidence from different disciplines to understand atomic structure and chemical bonding, considering social, economic, and ethical factors. Through scientific inquiry, students will analyse patterns in material properties and composition, using macroscopic and atomic-scale models to explain these properties. Additionally, they will learn about the mole concept to quantify matter in chemical reactions.

Unit 2 – Molecular interactions and reactions

This unit focuses on the study of properties of materials like gases, water, and aqueous solutions, as well as acids and bases. Students will learn about water's essential role in various processes on Earth and investigate how substances dissolve in water. Students will also explore how to measure and manipulate reaction rates, including through catalysts. They will analyse evidence from different fields to understand intermolecular forces and reactions, considering their societal and ethical implications. Practical skills are emphasized as students' predict and identify a range of products and the measurement of the rate of reaction. They will investigate the behaviour of gases, and use the Kinetic Theory to predict the effects of changing temperature, volume and pressure in gaseous systems.

Assessment

Assessment Type	Weighting
Science inquiry - practical and investigation	25%
Extended response	10%
Test	15%
Exam	50%

Career Possibilities

A sound knowledge of Chemistry is essential to further studies in all science related areas such as agriculture, geochemistry, biology, geology/mining, chemistry, medicine, dentistry, metallurgy, engineering, naturopathy, environmental science, pharmacy, forensic science, cosmetic science, sports science and occupational health and safety work.

HUMAN BIOLOGY ATAR (AEHBY)

Course Overview

Human Biology covers a wide range of ideas relating to the functioning human. Students learn about themselves, relating structure to function and how integrated regulation allows individuals to survive in a changing environment. They research new discoveries that are increasing our understanding of the causes of dysfunction, which can lead to new treatments and preventative measures. Reproduction is studied to understand the role of males and females in reproduction and how interactions between gametes and the environment influence early development. Students analyse how the structure and function of body systems, and the interrelationships between systems, support metabolism and body functioning.

Unit 1 – The functioning human body

This unit looks at how human structure and function supports cellular metabolism and how lifestyle choices affect body functioning.

Unit 2 – Reproduction and inheritance

This unit provides opportunities to explore, in more depth, the mechanisms of transmission of genetic materials to the next generation, the role of males and females in reproduction, and how interactions between genetics and the environment influence early development.

Assessment

Assessment Type	Weighting
Science Inquiry - practical and investigation	20%
Extended response	15%
Test	25%
Exam	40%

Career Possibilities

Studying Human Biology is an advantage to students interested in science/physical education, biomedical sciences, nursing, physiotherapy and sports science.

HUMAN BIOLOGY GENERAL (GEHBY)

Course Overview

Students learn about themselves, relating the structure of the different body systems to their function and understanding the interdependence of these systems in maintaining life. Responsible citizens need to be able to evaluate risks, ethical concerns and benefits to make informed decisions about matters relating to lifestyle and health. Issues such as dietary decisions, and medical treatments. Other topics are often the subject of community debate: obesity, dietary requirements and hygiene. With an understanding of human biology, students are more able to make better life decisions, and to be more effective contributors to the discussions related to health issues in the community. Students will also explore the digestive, musculoskeletal, cardiovascular, respiratory and urinary systems through real and virtual dissections.

SCIENCE

Unit 1
The focus for this unit is on the nutritional choices that we make for the optimal functioning of body cells. Students investigate and model cell processes through practical activities. They explore the digestive and musculoskeletal systems through real and virtual dissections. Students analyse and evaluate various diets against the Australian Dietary Guidelines.

Unit 2
The focus of this unit is on the importance of regular health checks to prevent or manage medical problems. Students investigate blood pressure, heart rate, blood oxygen levels and lung capacity through practical activities. They explore the circulatory, respiratory and urinary systems through real and virtual dissections. Students analyse data from blood and urine samples to detect anomalies.

Assessment

Assessment Type	Weighting
Investigation	40%
Project	30%
Practical Assessment	10%
Supervised written assessment	20%

Career Possibilities
An understanding of human biology is valuable for a variety of career paths. The course content deals directly and indirectly with many different occupations in areas, such as social work, medical and paramedical fields, food and hospitality, childcare, sport, science and health education.

PHYSICS ATAR (AEPHY)

Course Overview
Physics, a foundational science, seeks to explain natural phenomena across the universe using a concise set of assumptions, models, laws, and theories. Its insights span from the subatomic to the cosmic scale, unraveling the universe's mysteries and underpinning modern technology and other sciences. Students grasp how physics addresses global challenges and fuels advancements in engineering, renewable energy, communication, materials science, transportation safety, medicine, climate study, and space exploration. Mastery of senior secondary Physics cultivates critical thinking and analytical skills essential for diverse career paths. It equips students to be informed citizens capable of evaluating scientific issues and pursuing further studies in science, engineering, medicine, or technology.

Unit 1 – Thermal, nuclear and electrical physics
An understanding of heating processes, nuclear reactions and electricity is essential to appreciate how global energy needs are met. In this unit, students explore the ways physics is used to describe, explain and predict the energy transfers and transformations that are pivotal to modern industrial societies. Students investigate heating processes, apply the nuclear model of the atom to investigate radioactivity, and learn how nuclear reactions convert mass into energy. They examine the movement of electrical charge in circuits and use this to analyse, explain and predict electrical phenomena

Unit 2 – Linear motion and waves
Students develop an understanding of motion and waves which can be used to describe, explain and predict a wide range of phenomena. Students describe linear motion in terms of position and time data, and examine the relationships between force, momentum and energy for interactions in one dimension. Students investigate common wave phenomena, including waves on springs, and water, sound and earthquake waves.

Assessment

Assessment Type	Weighting
Science inquiry - experiments, investigations, evaluation and analysis	30%
Test	30%
Exam	40%

Career Possibilities
Further studies in careers such as applied physics, chemistry, computer technology, engineering, metallurgy, medicine, geology, geophysics, mining and mineral technology, pharmacy, medical imaging, physiotherapy, medicine all require prior physics knowledge.

TECHNOLOGIES

BUILDING AND CONSTRUCTION GENERAL (GEBCN)

Unit 1

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 realise differences in structure and materials used. Basic plan drawing and reading is practised with application in building, in addition to the skills in areas of content, such as working with construction materials,spatial perception and computation and levelling. The unit explores processes drawn from building projects. 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. Concepts in space and computation are developed. Basic plan reading is practised with application in building, as well as skills in areas of content, such as working with materials, spatial perception and computation and levelling. The unit explores processes in contexts drawn from building projects. Students work with a variety of materials and develop a range of practical skills.

Assessment

Assessment Type	Weighting
Design	20%
Production	70%
Response	10%

Career possibilities

Australian Apprenticeships are available in over 500 occupations. There are many traditional trades experiencing a national skills shortage. These building and construction trades are identified on the National Skills Needs List, which is based on detailed labour market research.

SIT20416 CERTIFICATE II IN HOSPITALITY (CT2EH)

This Certificate is a proposed offering for the 2025 academic year. At the time of publication, no agreements have been entered into with a Registered Training Organisation for the delivery of this qualification. On the basis of interest from students the school will initiate a formal partnership agreement with a RTO for the delivery of the qualification.

Course Overview

This course is completed over a two-year period. At the end of Year 12 the student should achieve the qualification. Students cannot select this course in Year 12. This qualification provides the skills and knowledge for an individual to be competent in a variety of kitchen and front of house functions and activities that require the application of a range of practical skills. Work will be undertaken in various hospitality enterprises where food is prepared and served. Individuals will work with some autonomy or in a team and under close supervision. The hospitality industry contributes significantly to the Australian economy and employs a large number of people. The industry has an ongoing commitment to training in both customer service and technical areas and employs a large number of young people in fulltime, part time and casual jobs. The hospitality framework has been developed in response to the needs of the industry and the availability of relevant training and educational opportunities.

Students will study twelve units, six of which are core and six elective units over 2 years. They will acquire a range of technical, personal, interpersonal and organisational skills relating to the catering and hospitality industry and develop key competencies valued both within and beyond the workplace.

Assessment

Assessment is based on units of competency from the Hospitality Training Package. Students will be assessed to industry standards on a set number of competencies and marked either ‘competent’ or ‘not competent’. All Units must be competent in order to be awarded this Qualification. A full qualification will contribute to WACE requirements.

Career opportunities

The study of this certificate can lead to a variety of career opportunities across a range of industries. Commercial and non-commercial enterprises for which hospitality competencies are required include resorts, hotels, bed and breakfasts, clubs, restaurants, cafes/coffee shops, bistros, community food service organisations and catering organisations, as well as many enterprises within the tourism sector.

CHILDREN, FAMILY AND THE COMMUNITY GENERAL (GECFC)

Course Overview

This course focuses on factors that influence human development and the wellbeing of individuals, families and communities. Students develop an understanding of the social, cultural, environmental, economic, political and technological factors which have an impact on the ability of individuals and families to develop skills and lead healthy lives. They recognise how promoting inclusion and diversity among individuals, families and groups in society contributes to the creation of safe, cohesive and sustainable communities. Students explore products, services or systems that address issues, opportunities or challenges to meet the needs of individuals, families and communities. Students consider alternative perspectives, policies and practices when working individually or collaboratively. They use a range of skills to make informed decisions and consider actions at personal, family and community levels. Students communicate and interact with children, families and community groups in practical ways. Students understand that beliefs, values and ethics influence decisions made by individuals, families and communities. This course has a practical and theoretical component.

Unit 1 – Families and relationships – family uniqueness

Students examine the role of families and the relationships between individuals, families and their communities. Through an understanding of growth and development, students recognise the characteristics of individuals and families and that development is affected by biological and environmental influences. They identify roles and responsibilities of families, and examine their similarities and differences, the issues that arise from family interactions and the influence of attitudes, beliefs and values on the allocation of resources to meet needs and wants. Students make decisions, examine consequences and develop skills to accommodate actions that impact themselves or others. Skills, processes, understandings and knowledge are developed through individual and group experiences. Students design and produce products and services that meet the needs of individuals, families and communities.

Unit 2 – Our community – family, relationships and living in communities

The influence of biological and environmental factors, lifestyle behaviours and health status on growth and development is studied. Students explore the health of individuals and communities and the protective and preventative strategies that impact on growth and development. Students examine the roles and responsibilities of particular groups, networks and services, and the impact of attitudes, beliefs and values on the management of resources. Student engage in share research practice, communicate information, use decision-making, goal setting, self-management and cooperation skills when creating products, services or systems that will assist individuals, families and communities to achieve their needs and wants. Students explore the health of children and communities and the protective and preventative strategies that impact on growth and development. Students create products, services or systems that will assist families to achieve their needs and wants.

Assessment

Assessment Type	Weighting
Investigation	30%
Production	55%
Response	15%

Career Possibilities

This course caters for students seeking pathways in areas including education, nursing, community services, childcare and health.

TECHNOLOGIES

DESIGN GENERAL (GEDES) - TECHNICAL GRAPHICS

Course Overview

Design is about finding solutions to problems. This course provides students with the skills and knowledge to create CAD based 3D Product and Architectural designs. This is your hands-on pathway to the world of design. This course allows you to imagine, explore and create objects that people will manufacture, buy, use, and appreciate. Project work allows students to demonstrate skills, techniques and application of design principles and processes; to analyse problems and possibilities; and to develop innovative design solutions.

Unit 1 – Design Fundamentals

The focus of this unit is to introduce design process and practice, covering basic design skills and a range of techniques.

Unit 2 – Personal Design

The focus of this unit is personal design. Students increase familiarity with basic production skills and processes, materials and technologies.

Assessment

Assessment Type	Weighting
Production	70%
Response	30%

Career Possibilities

In this course, students develop a competitive edge for current and future industry and employment markets. There is potential for students to develop transferable skills and vocational competencies. This course also emphasizes the scope of design in professional and trade-based industries allowing students to maximize vocational and/or university pathways.

MATERIALS DESIGN AND TECHNOLOGY METAL GENERAL - METAL FABRICATION (GEMDTW)

Please note that students may choose only one Materials Design and Technology Metals context. Therefore students can choose either Jewellery or Metal Fabrication not both.

Course Overview

Materials Design and Technology (Metals) is primarily a practical subject where students can build their practical skills to produce projects whilst developing a better understanding of materials and improving their design skills. Students will create projects using metal as the core material, whilst developing skills in welding, machining, and lathe operation. Projects in Year 11 range from frame construction using steel tube sections, sheet-metal fabrication with steel and aluminium sheet, and the manufacturing of tools and projects through machining a range of materials (metals, plastics etc). Students develop a range of forming, processing, manufacturing, and organisational skills that are transferable to the metal fabrication trade areas, and to use in everyday life. This metal focused course has a large practical component coupled to design briefs. Students develop STEM skills through using computer-controlled machinery (CNC) such as laser engravers and CNC plasma cutter and are encouraged to research and create unique designs to address the problems posed in the design brief with this technology focus. The course is designed to extend their knowledge of manufacturing processes and further develop their skills in metal fabrication in a safe environment. The metalwork classroom is well equipped with a variety of equipment for students to use and develop skills in this field.

Unit 1

Students are introduced to the fundamentals of design. They learn to communicate various aspects of the technology process by constructing what they design. Throughout the process, students learn about the origins, classifications, properties, and suitability for the 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 management strategies and are given the opportunity to realise their design ideas through the production of their design project.

Unit 2

Students design and develop 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 product specifications through the design process within the context of constructing what they design. Throughout the process, students learn about the origins, classifications, properties and suitability for end use of materials they are working with. Students are introduced to a range of technology skills and are encouraged to generate ideas and realise them through the production of their design projects. They work within a defined environment and learn to use a variety of relevant technologies safely and effectively.

Assessment

Assessment Type	Weighting
Design	20%
Production	60%
Response	15%

Career possibilities

Progression to Year 12, pre-apprenticeship in metals and engineering, Apprenticeship in metals trades, some examples are as follows: metal fabrication, fitter machinist, fitter & turner, boilermaker, CNC machine operators. Skills learnt are transferable to many other trades and occupations.

FOOD SCIENCE AND TECHNOLOGY GENERAL (GEFST)

Course Overview

This course provides students the ability to develop their interests and skills through the design, production and management of food-related tasks. Students will develop knowledge of various food properties and apply these in practical situations which will help them become better problem solvers and decision makers. Students will participate in up to 70 practical classes as part of the assessment tasks. This course is suitable for the students that want to further their practical cookery skills and development.

Unit 1 – Food choices and health

Students learn about food through practical preparation skills in relation to themselves and their future. They work with readily available foods to address individual requirements, eating habits and lifestyles. Students learn about food as a commodity, nutrition, and properties when developing products or recipes.

Unit 2 – Food for communities

In this unit, students explore relationships between consumers and enterprises in communities and how these impact on the availability and diversity of food services, products and equipment. Students learn about food preparation, cutting techniques, nutrition, preparation of multi-course meals, and ethical and community issues.

Assessment

Assessment Type	Weighting
Investigation	30%
Production	60%
Response	10%

Career possibilities

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.

MATERIALS DESIGN AND TECHNOLOGY METALS GENERAL - JEWELLERY (GEMDTM)

Please note that students may choose only one Materials Design and Technology Metals context. Therefore students can choose either Jewellery or Metal Fabrication not both.

Course Overview

This course will appeal to students interested in fine design and creative arts. This course is highly practical, providing students with the opportunity to learn and develop design strategies and produce unique and exciting projects according to their own specifications. Students use equipment in an industry standard jewellery workshop. Traditional manufacturing jewellery methods are complemented with ICT facilities such as 3-D printing and Laser technology to produce patterns which are then cast in sterling silver. Students work at specially made individual workstations, providing a safe and efficient space to produce their work. Materials such as sterling silver, brass, copper and titanium may be used in conjunction with gemstones, pearls, dichroic glass and leather to produce items of jewellery. Wax is also used to form project work which is then cast into metal.

Unit 1

Students interact with a variety of items that have been specifically designed to meet certain needs. Students are introduced to the fundamentals of design. They learn to communicate various aspects of the technology process by constructing what they design. 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 management strategies, and are given the opportunity to realise their design ideas through the production of their design project.

Unit 2

Students interact with products designed for a specific market. They use a range of techniques to gather information about existing products and apply the fundamentals of design. Students learn to conceptualise and communicate their ideas and various aspects of the design process within the context of constructing what they design. Throughout the process, students learn about the origins, classifications, properties and suitability for end use of materials they are working with. Students are introduced to a range of technology skills and are encouraged to generate ideas and realise them through the production of their design projects. They work within a defined environment and learn to use a variety of relevant technologies safely and effectively. Students, in consultation with teachers, select projects of interest and then design and make products suitable for a specific market.

Assessment

Assessment Type	Weighting
Design – investigate products and devise solutions	25%
Production – project work	60%
Response – knowledge and skills	15%

Career possibilities

Locksmith, jewellery designer, precision instrument repairer.

MATERIALS DESIGN AND TECHNOLOGY WOOD GENERAL (GEMDTW)

Course Overview

Materials Design and Technology (Wood) is primarily a practical subject with students able to produce projects whilst developing a better understanding of materials and improving their design skills. Students create a range of projects using wood as the core material additionally developing skills in upholstery and integrating some metal into their projects. Projects developed in Year 11 range from an upholstered foot stooland bedside table. Students develop a range of manipulative, processing, manufacturing and organisational skills transferrable to future trade areas and in everyday life skills. The wood focussed course has a large practical component coupled to design briefs. Students develop STEM skills through the utilisation of CNC laser engravers and CNC plasma cutters. The course is designed to extend knowledge, develop and refine skills in a safe environment where students are encouraged to seek out ideas, research and create unique designs to address the problems posed in the design brief. The woodwork classrooms are well equipped with a variety of equipment accessible to students to use and develop skills in their use.

Unit 1

Students are introduced to the fundamentals of design. They learn to communicate various aspects of the technology process by constructing what they design. Throughout the process, students learn about the origins, classifications, properties and suitability for the 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 management strategies, and are given the opportunity to realise their design ideas through the production of their design project.

Unit 2

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

Throughout the process, students learn about the origins, classifications, properties and suitability for end use of materials they are working with. Students are introduced to a range of technology skills and are encouraged to generate ideas and realise them through the production of their design projects. They work within a defined environment and learn to use a variety of relevant technologies safely and effectively.

Assessment

Assessment Type	Weighting
Design	25%
Production	60%
Response	15%

Career possibilities

Progression to Year 12, traineeship, apprenticeship in furniture and construction trades.

WOODVALE SECONDARY COLLEGE

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