2025 Course Handbook

Year 12

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, 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:

- SCSA courses
- Vocational Education and Training (VET) qualifications
- Endorsed programs including Workplace Learning, Surf Lifesaving, etc.

SCSA courses

Course structure: All courses are divided in two unit combinations to complete a full year study. Units 1 and 2 are 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 and students will receive the same grade and mark for each unit of the course at the end of the year. Each course unit has a syllabus with essential content. University bound students will typically study a program of ATAR units over two years. Other students may take a mixture of ATAR, General and Certificate courses.

SCSA COURSES OFFERED AT WOODVALE 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) – (a minimum of 4 two unit combinations required in Year 12). These courses have content that is relevant, challenging and engaging. ***All students studying an ATAR courses 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, to further vocationally based training or 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.

VET Qualifications: Certificate II or III courses offered at Woodvale.

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.

SELECTIONS

Students study five subjects in Year 12, choosing from a range of ATAR courses, General courses and Certificates using the Subject Selection Online system (SSO). Information on these options will be detailed in this handbook.

For most subjects, it is recommended that the Year 11 subject be taken before the corresponding subject can be taken in Year 12.

WACE

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.

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.

The WASSA formally records, as relevant:

- Achievement of WACE requirements.
- Achievement of the literacy (reading and writing) standard.
- Achievement of the numeracy standard.
- Achievement of any exhibitions and awards.
- School grades, school marks and combined scores in ATAR courses.
- School grades and school marks in General and Foundation courses.
- Successfully completed VET qualifications and VET units of competency.
- Completed endorsed programs.
- Number of community service hours undertaken (if reported by the school).

An ATAR Course Report is also issued to all students who sit the external exam in that course. It provides information on College raw and moderated marks, raw and standardised exam marks, ATAR course score, state wide distribution of ATAR course scores, the candidature of the course and a description of knowledge, skills and understandings. 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

WACE

1

General requirements

You must:

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

2

Literacy and numeracy standard

For the WACE literacy and numeracy standard you may:

- pre-qualify through achieving Band 8 or higher in the reading, writing and numeracy tests of the Year 9 National Assessment Program – Literacy and Numeracy (NAPLAN), or;
- demonstrate the minimum standard of literacy and numeracy by successfully completing the relevant components of the Online Literacy and Numeracy Assessment (OLNA) in Year 10, 11 or 12.

3

Breadth and depth

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

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

4

Achievement standard

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

5

Unit equivalents

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

Note:
All Year 12 students enrolled in Units 3 and 4 in an ATAR course must sit the external exam or have an approved sickness/misadventure application in that course. If they do not sit, or do not make a genuine attempt in this exam, the course is not 'complete' and the course grade and make does not appear on the WASSA.

SCSA EXHIBITIONS & AWARDS

SCHOOL CURRICULUM AND STANDARDS AUTHORITY EXHIBITIONS AND AWARDS

The following Exhibitions and Awards are available to Year 12 students in Western Australian schools.

General Criteria for Eligibility for Exhibitions and Awards

In order to be eligible to receive the Beazley Medal: WACE and Beazley Medal: VET Award, a General Exhibition, a Course Exhibition, a Certificate of Distinction or a Certificate of Excellence, a student must:

- Be an Australian citizen or a permanent resident of Australia;
- Be enrolled as a full-time student in a registered secondary school; and
- Have satisfied the requirements for a WACE at the time of the determination of the awards.

Beazley Medal: WACE - is awarded for excellence to the eligible student who achieves the top WACE award score which is used to rank students for General Exhibitions.
Beazley Medal: VET - is awarded for excellence in studies that include training qualifications and SCSA courses. It is awarded to the student who has demonstrated the most outstanding performance in a VET Certificate II or higher and in their other WACE achievements. Students eligible for this award will have: completed a nationally recognised VET qualification to a minimum AQF level 2, and achieved a VET exhibition in one of the industry areas.

General Exhibitions

Forty awards, known as General Exhibitions are awarded to the eligible students who obtain the highest SCSA WACE award scores based on the average of five scaled marks, calculated to two decimal places, with at least two from each of List A and List B. At least 2 units in each course must have been studied and completed during the last two years of senior secondary schooling.

Subject Exhibitions (ATAR courses)

A Subject Exhibition may be awarded to the eligible student obtaining the highest exam mark for each ATAR course, subject to certain conditions.

Subject Certificates of Excellence (ATAR courses)

Certificates of Excellence are awarded to the eligible candidates who are in the top 0.5 percent of candidates in each ATAR course exam, based on the exam mark, or the top two candidates (whichever is greater), subject to certain conditions.

VET Exhibitions

A VET exhibition may be awarded to the eligible student who has demonstrated the most outstanding performance in an AQF Certificate II or higher and in their other course achievements. The student who is ranked first in the selection process for a VET Certificate of Excellence will be awarded the VET exhibition in that industry area.

Certificates of Excellence (VET)

Certificates of Excellence may be awarded to eligible Year 12 students who complete an AQF VET Certificate II or higher in one of the 13 training package industry areas and who are in the top 0.5 percent of candidates. The units of competency achieved for the certificate may have been undertaken in VET industry specific courses or other VET programs.

- The number of certificates that could be awarded will be 0.5 percent of Year 12 students completing a Certificate II or higher in the industry area
- A maximum of two for industry areas with less than 400 students completing a Certificate II or higher
- Eligibility criteria can be obtained from the SCSA website.

Certificates of Merit and Certificates of Distinction

Certificates of Merit and Certificates of Distinction recognise student achievement in the WACE and are dependent on the degree of difficulty of the courses undertaken together with the student's level of achievement. These awards will be based solely on the grades awarded to students by their schools. A Certificate of Merit or a Certificate of Distinction is to be awarded to each eligible student who, in their last three consecutive years of senior secondary school WACE enrolment, obtains:

Certificates of Merit - 150-189 points **Certificates of Distinction 190-200 points**

The allocation of points for the achievement of a Certificate of Merit or Distinction are according to the following rules and table:

1. Points are accrued at the unit level
2. Points are accrued from 20 Year 11 and Year 12 units of which at least 10 must be Year 12 units
3. The units used to calculate a student's points will be those that maximise the student's score
4. Repeated units cannot be used in the determination of this award
5. Unit equivalents from AQF VET certificates and endorsed programs can be used to meet the requirements. Conditions apply.

SCSA EXHIBITIONS & AWARDS

POINTS PER UNIT	COURSE TYPE GRADE		VET	
	ATAR	GENERAL	QUAL	MAX
10	A		Cert IV+*	54
9	B		Cert III*	48
8		A		
7				
6			Cert II*	24

*Certificate IV replaces two Year 11 and four Year 12 units,
Certificate III replaces two Year 11 and four Year 12 units,
Certificate II replaces two Year 11 and two Year 12 units

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 organizations, 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 I or II 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. 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

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

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.

Information can be obtained from:

1. VET COORDINATOR

Mrs McKay coordinates and manages the students attending TAFE for training and works with VET teachers in the delivery of certificate courses. She also assists with work experience as well as career and post school training counselling and information. She is available for discussions on employment and liaises between the community and the College so has up-to-date information on what is happening in the local area with regard to work.

2. JOBS AND SKILLS CENTRES

Western Australia's TAFE Jobs and Skills Centres are one-stop shops for careers, training and employment advice and assistance. Services are free, and accessible to all members of the community. The centres are located on TAFE campuses.
Each of the centres is staffed by people who can provide free professional and practical advice on training and employment opportunities including careers advice, apprenticeship and training information.

The centres also provide an online jobs board, to connect jobseekers with employment opportunities and to help employers attract and recruit employees. Contact: 08 6551 5000

3. TECHNICAL and FURTHER EDUCATION

TAFE offers a variety of short and long courses in skills training. For information see the VET Coordinator or contact the nearest TAFE campus.

4. SCHOOL LIAISON OFFICERS ATTACHED TO UNIVERSITIES

They are available to discuss courses with high school students. They can be contacted at the various universities.

COURSES OFFERED IN YEAR 12, 2025

ATAR SUBJECTS

Code	Subject	List
ATBLY	Biology	B
ATCHE	Chemistry	B
ATECO	Economics	A
ATENG	English	A
ATGEO	Geography	A
ATHBY	Human Biology	B
ATLIT	Literature	A
ATMAA	Mathematics Applications	B
ATMAM	Mathematics Methods	B
ATMAS	Mathematics Specialist	B
ATHIM	Modern History	A
ATMUSW	Music	A
ATPES	Physical Education Studies	B
ATPHY	Physics	B
ATPSY	Psychology	B

GENERAL SUBJECTS

Code	Subject	List
GTBCN	Building and Construction	B
GTCFC	Children, Family and Community	A
GTDES	Design (Technical Graphics)	B
GTEES	Earth & Environmental Science	B
GTEST	Engineering Studies	B
GTENG	English	A
GTFST	Food Science & Technology	B
GTGEO	Geography	A
GTHEA	Health Studies	A
GTHBY	Human Biology	B
GTMDTM	Materials Design – Jewellery	B
GTMDTW	Materials Design – Wood	B
GTMAE	Mathematics Essentials	B
GTMPA	Media Production and Analysis	A
GTOED	Outdoor Education	B
GTPES	Physical Education Studies	B
GTPSY	Psychology	B
GTVAR	Visual Arts	A

CERTIFICATE SUBJECTS

Code	Subject
CT2TH	Cert II Hospitality
CT3TM	Cert III Music Industry
CT2TBbas	Cert II Sport Coach (Basketball)
CT2TW	Cert II Workplace Skills
CT3TB	Cert III Business

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

CUA30915 CERTIFICATE III IN MUSIC (CT3TM)

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 not 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.

- 1 private instrumental lesson per week.
- Inclusion in 1 or more of the senior ensembles.
- 8 units of competence including recording and mixing sound, using midi devices, stage craft and developing music knowledge and listening skills.

Excursions and performances as required

MEDIA PRODUCTION AND ANALYSIS GENERAL (GTMPA)

Unit 3 – Entertainment

Students view, listen to, and analyse relevant media works as their experience of the language of media is reinforced. This includes popular film and television studies, and an introduction to aesthetics, which students will apply to their productions. Students will examine how audiences' cultural experiences influence responses to media. Students will build upon production processes and create their own productions.

Unit 4 – Representation and Reality

In this unit, a range of non-fiction commercial and non-commercial media forms, styles and genres are studied, with an emphasis on the media as a tool of power, persuasion and even propaganda. Students analyse how reality can be re-presented and dramatised for maximum influence and impact on audiences. Students will create their own persuasive media works learning about aspects of production.

Assessment

Assessment Type	Weighting
Production	60%
Responding	25%
Externally Set Task	15%

Response 25%
Students view and analyse various media texts that are aimed at entertaining and/or persuading audiences. This includes various formats such as Television Drama, Documentary as well as looking into the world of online media with YouTube genres and News Entertainment programming.

Production 60%
Students build on their practical skills, learning how to film a dialogue scene and create an opening sequence to a Television Drama. They also learn how to create a branded YouTube genre show and work together to create a News Entertainment program.

Career Possibilities

Many students undertake Broadcasting or Film and Screen Media at TAFE. Studies in this field are of vocational relevance in a work¬place dominated increasingly by multimedia applications. These units aim to prepare all students for a future in a digital and global world by providing the foundation for lifelong learning about the media as well as its practical application.

THE ARTS

VISUAL ARTS GENERAL (GTVAR)

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	65%
Analysis	10%
Investigation	10%
Externally Set Task	15%

Career Possibilities

Creative director, Graphic 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.

MUSIC ATAR (ATMUS)

Course Overview

This course aims to develop students' musical abilities in performance, aural and composition, and an appreciation of how social, cultural and historical factors shape music in society. 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 and attend choir and ensemble rehearsals as appropriate for their instrument or voice to remain eligible for enrolment in the music courses. Evidence of private lessons will be required each semester.

The Music course provides opportunities for creative expression, the development of aesthetic appreciation, and understanding and respect for music and music practices across different times, places, cultures and contexts. Students listen, compose, perform and analyse music, developing skills to confidently engage with a diverse array of musical experiences, both independently and collaboratively.

Assessment

Assessment Type	Weighting
Written	50%
Practical	50%

Career Possibilities

Studying music may also provide a pathway for further training and employment in a range of professions within the music industry (music therapist, music psychologist, music teacher, performer, arranger, composer), as well as provide skills required for training and/employment in other arts areas (sound production, events management, backstage crew)

ENGLISH

ENGLISH ATAR (ATENG)

Unit 3

Students explore representations of themes, issues, ideas and concepts through a comparison of texts. They analyse and compare the relationships between language, genre and contexts, comparing texts within and/or across different genres and modes. Students recognise and analyse the conventions of genre in texts and consider how those conventions may assist interpretation. Students compare and evaluate the effect of different media, forms and modes on the structure of texts and how audiences respond to them. Understanding of these concepts is demonstrated through the creation of imaginative, interpretive, persuasive and analytical responses.

Unit 4

Students examine different interpretations and perspectives to develop further their knowledge and analysis of purpose and style. They challenge perspectives, values and attitudes in texts, developing and testing their own interpretations through debate and argument. Through close study of texts, students explore relationships between content and structure, voice and perspectives and the text and context. This provides the opportunity for students to extend their experience of language and of texts and explore their ideas through their own reading and viewing. Students demonstrate understanding of the texts studied through creation of imaginative, interpretive, persuasive and analytical responses.

Assessment

Assessment Type	Weighting
Responding	35%
Creating	35%
Exam	30%

Career Possibilities

These units provide English competence required for entry into university courses or the workplace.

ENGLISH GENERAL (GTENG)

Unit 3

Focuses on exploring different perspectives presented in a range of texts and contexts.

- Explore attitudes, text structures and language features to understand a text's meaning and purpose.
- Examine relationships between context, purpose and audience in different language modes and types of texts, and their impact on meaning.
- Consider how perspectives and values are presented in texts to influence specific audiences.
- Develop and justify their own interpretations when responding to texts.
- Learn how to communicate logically, persuasively and imaginatively in different contexts, for different purposes, using a variety of types of texts.

Unit 4

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

- Explore how ideas, attitudes and values are presented by synthesising information from a range of sources to develop independent perspectives
- Analyse the ways in which authors influence and position audiences
- Investigate differing perspectives and develop reasoned responses to these in a range of text forms for a
- Variety of audiences
- Construct and clearly express coherent, logical and sustained arguments and demonstrate an
- Understanding of purpose, audience and context
- Consider intended purpose and audience response when creating their own persuasive, analytical, imaginative, and interpretive

Assessment

Assessment Type	Weighting
Responding	35%
Creating	35%
Exam	30%

Career Possibilities

These units provide English competence required for entry into TAFE courses or the workplace. Students will be given opportunities to develop skills tailored to meet the needs of employers.

LITERATURE ATAR (ATLIT)

Unit 3

Unit 3 develops students' knowledge and understanding of the relationship between language, culture and identity in literary texts. Students inquire into the power of language to represent ideas, events and people, comparing these across a range of texts, contexts, modes and forms. Through critical analysis and evaluation, the values and attitudes represented in and through texts and their impact on the reader are examined. Throughout the unit, students create analytical responses that are characterised by a confident, engaging style and informed observation. In creating imaginative texts, students experiment with language, adapt forms and challenge conventions and ideas.

Unit 4

Unit 4 develops students' appreciation of the significance of literary study through close critical analysis of literary texts drawn from a range of forms, genres and styles. Students reflect upon the creative use of language, and the structural and stylistic features that shape meaning and influence response. The unit focuses on the dynamic nature of literary interpretation and considers the insights texts offer, their use of literary conventions and aesthetic appeal. Analytical responses demonstrate increasing independence in interpreting texts and synthesising a range of perspectives into critical and imaginative responses. In creating imaginative texts, students experiment with literary conventions and reflect on how the created text takes into account the expectations of audiences.

Assessment

Assessment Type	Weighting
Responding	35%
Creating	35%
Exam	30%

Career Possibilities

Specific career paths for students completing Senior School Literature involve any occupations which have language analysis as a major component: i.e. journalism, law, teaching, publishing.

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) (CT2TBAS)

This course will be delivered in partnership with a Registered Training Organisation in an auspice agreement.

Course Overview

The concepts of this course will be covered through Basketball. The course is continued from Year 11 and is delivered 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 and four (4) elective units.

Assessment

Students will be assessed on a set number of competencies and marked either 'competent' or 'not-competent'. Students must achieve 'competent' for each of the competencies in order to be awarded this certificate. Students will not receive a 'grade' for certificate courses but will gain credits towards their WACE as course equivalents.

HEALTH STUDIES GENERAL (GTHEA)

Course Overview

The Year 12 syllabus is divided into two units (Unit 3 and Unit 4) which are delivered as a pair. The Health Studies General course focuses on the study of health as a dynamic quality of human life. Students undertaking this course develop the knowledge, understanding and skills necessary to promote and understanding of the importance of personal and community action in promoting health. The influence of social, emotional, 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. Using an inquiry process, students draw on their knowledge and understandings of health concepts and investigate health issues of interest. Through this process, they develop research skills that can be applied to a range of health issues or concerns.

Unit 3

This unit focuses on building students' knowledge and understandings of health determinants and their interaction and contribution to personal community health. Students define and consolidate understandings of health promotion and are introduced to key health literacy skills. Students expand on their understanding of the impact of beliefs on health behavior and continue to develop personal and interpersonal skills which support health. Inquiry skills are consolidated and applied, including the ability to identify trends and patterns in data.

Unit 4

The unit focuses on the impact of health determinants on personal and community health. The concept of community development and the importance of participation and empowerment is introduced. Students learn about Australia's National Health Priority Areas (NHPAs) and preventive strategies to reduce risk and contribute to better health. The use of social marketing in health is explored and students are introduced to emotional intelligence as a mechanism for perceiving, controlling and evaluating emotions. Students continue to refine inquiry skills as they address relevant issues and produce insightful and well-researched reports.

Assessment

Assessment Type	Weighting
Inquiry	20%
Project	40%
Response	25%
Externally Set Task	15%

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 (GTOED)

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.**

Course Overview

The Year 12 syllabus is divided into two units which are delivered as a pair. The course will be a continuation of Year 11 and will build on the skills and knowledge learnt in Year 11. New practical activities are included. In Year 12 Zone 1 start time will be 7.50am. You may also use recess and lunch to maximise activity time. Students will be expected to attend zone zeros for extended practical sessions.

Unit 3 – Building confidence in the outdoors

Students understand planning and organisational requirements necessary for them to participate in safe, short-duration excursions/expeditions. Students participate in outdoor adventure activities where they develop and improve their technical skills, apply appropriate practices to ensure safe participation, and begin to develop survival skills. Students develop personal skills related to flexibility in coping and adapting to change and in monitoring such things as the elements in an environment, or the participation of individuals in activities and expeditions. Features and relationships in natural environments are examined. Weather components, patterns and forecasting are introduced. Students develop a greater understanding of human interactions with nature, past and present. Sustainability is introduced and local issues are examined.

Unit 4 Outdoor leadership

Students consider planning and organisational requirements necessary for them to participate in positive and safe, short-duration excursions/expeditions in selected outdoor activities. Students engage in outdoor activities where they develop and improve their technical skills, and apply appropriate practices to ensure safe participation. They continue to develop navigational skills and respond to an emergency in the outdoors. Students focus on developing commitment, tolerance, resilience, and conflict resolution skills. Students lead briefing and debriefing sessions and appraise their own and others' leadership skills. Students continue to forecast weather and apply strategies to minimise human impact on natural environments. They explore sustainability projects and understand human responsibility for the environment.

Highlight

3-day camp to assess Camping and Minimum Impact Techniques, Bushwalking and Navigation.

Practical Component - Senior First Aid Certificate, Kayaking, Roping, Advanced Abseiling – setting up anchor points, top line belay, rescues, Minimum Impact Techniques, Bushwalking and Camp Craft.

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 (ATPES)

This course has a compulsory external WACE exam and practical. The course appeals to students with varying backgrounds, physical activity knowledge and dispositions. Students analyse the performance of themselves and others, apply theoretical principles and plan programs to enhance performance. Physical activity and sport are used to develop skills and performance along with an understanding of physiological, anatomical, psychological, biomechanical and skill learning applications.

Unit 3

The focus of this unit is to provide opportunities for students to build upon their acquired physical skills and biomechanical, physiological and psychological understandings, to improve the performance of themselves and others in physical activity.
On completion of this unit, students should be able to:

- Adjust and refine movement skills in a variety of competitive situations.
- Define transfer of learning and understand its effects.
- Evaluate the different types of transfer and their impact on skill execution and movement efficiency.
- Analyse movement skills of self and others and design coaching/teaching programs to improve performance.
- Define and relate the following biomechanical principles: momentum, impulse momentum, coefficient of restitution, levers, moment of inertia and angular momentum.
- Understand and describe the microstructure of skeletal muscles and how they contract.
- Understand the relationship between muscle contraction and the amount of force exerted.
- Investigate the relationship between nutritional requirements and energy demands during physical activity.
- Understand the implications of preparing and performing in different environmental conditions.
- Explain the physiological impact of performance enhancers.

Analyse mental skills strategies used during pre- and post-performance to manage stress, motivation, concentration, arousal levels and self-confidence.

Unit 4

The focus of this unit is to extend understanding by students of complex biomechanical, psychological and physiological concepts to evaluate their own and others' performance.
On completion of this unit, students should be able to:

- Adapt and implement strategic responses, varying in complexity, to situational demands in dynamic and challenging environments.
- Explain and apply fluid mechanics, such as spin, Bernoulli's principle and drag, in specific physical activities.
- Apply biomechanical principles to analyse and evaluate specific skills.
- Understand the role of the neuromuscular systems in relation to muscle function.
- Identify characteristics of fast and slow twitch fibres, and their relationship to physical performance types.
- Critically evaluate training programs designed to improve performance.
- Apply Carron's model of group cohesion to analyse participation in physical activity.

The content will be covered using the physical contexts of Netball where students will partake in practical exams during class time that will contribute to 30% of their grade.

Prescribed list of sports for the practical (performance) WACE exam:

- AFL
- Badminton
- Basketball
- Cricket
- Hockey
- Netball
- Tennis
- Touch
- Volleyball

HEALTH AND PHYSICAL EDUCATION

Assessment

Assessment Type	Weighting
Practical (performance)	30%
Investigation	38.5%
Response	14%
Exam	17.5%

Career Possibilities

Nutritionist, Physiotherapist, Dietitian, Health Promotion Officer

PHYSICAL EDUCATION STUDIES GENERAL (GTPES)

Unit 3

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

Unit 4

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

Organisation of content

The course content is divided into six interrelated content areas.

- Developing physical skills, strategies and tactics.
- Motor learning and coaching.
- Functional anatomy.
- Biomechanics.
- Exercise physiology.
- Sport psychology.

Assessment

Assessment Type	Weighting
Practical (Volleyball & Badminton)	50%
Investigation	15%
Response	20%
Externally Set Task	15%

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.

ECONOMICS ATAR (ATECO)

Course Overview

The Economics ATAR course develops reasoning, logical thinking and interpretation skills demanded by the world of work, business and government. These skills relate to a variety of qualifications in vocational, technical and university education contexts. The learning experiences available through studying this course explore the knowledge, values and opinions which surround the complex range of economic events and issues facing our society, including market efficiency, market failure, gains from trade, the business cycle and economic policy. 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.

Unit 3 explores the interdependence of Australia and the rest of the world. Australia is a relatively open economy and, as such, is influenced by changes in the world economy. Unit 4 explores the economic objectives of the Australian Government and the actions and policies taken in the pursuit of these objectives. Changes in the level of economic activity influence the policy mix and the government's capacity to achieve its objectives.

Unit 3

This unit focuses on Australia's links with the global economy. It analyses the gains from free trade and the effects of trade protection using relevant economic models. It includes topics on the balance of payments, the terms of trade and foreign investment. Students are required to use recent economic data to describe and explain trends in Australia's economic transactions with the rest of the world.

Unit 4

This unit focuses on understanding the business cycle using the aggregate expenditure model and the aggregate demand-aggregate supply model. Students examine recent macroeconomic data to analyse the performance of the economy. This unit also explores how economic policies, including fiscal policy, monetary policy and policies that promote productivity, operate in the pursuit of the Australian Government's economic objectives. Students apply the language, theories and tools of economics to analyse the effectiveness of these policies.

Assessment

Assessment Type	Weighting
Data Interpretation/short answer	30%
Extended answer	30%
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 (ATGEO)

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 3 – Global environmental change

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

Unit 4 – Planning sustainable places

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

Assessment

Assessment Type	Weighting
Geographical inquiry/fieldwork	20%
Response/practical skills	40%
Exam	40%

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 (GTGEO)

Course Overview

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. Geography addresses questions about the interaction of natural and human environments within various natural and social systems. It examines the factors that impact upon decisions about sustainability, the conflicting values between individuals and groups over sustainability and the degree of commitment towards sustainable development.

Unit 3 – Natural and ecological hazards

Natural and ecological hazards represent potential sources of harm to human life, health, income and property, and may affect elements of the biophysical, managed and constructed elements of environments. This unit focuses on understanding how these hazards and their associated risks are perceived and managed at local, regional and global levels.

Unit 4 Global networks and interconnections

This unit focuses on the process of international integration (globalisation) and is based on the reality that we live in an increasingly interconnected world. It provides students with an understanding of the economic and cultural transformations taking place in the world today, the spatial outcomes of these processes, and their political and social consequences.

Assessment

Assessment Type	Weighting
Geographical inquiry/fieldwork	30%
Response/practical skills	30%
Test	25%
Externally set task	15%

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.

HUMANITIES & SOCIAL SCIENCES

MODERN HISTORY ATAR (ATHIM)

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. In Unit 3, students examine the 'nation' as the principal form of political organisation in the modern world; the crises that confronted nations in the 20th century; their responses to these crises, and the different paths they have taken to fulfil their goals. In Unit 4, students focus on the distinctive features of the modern world that emerged in the period 1945–2001. It aims to build their understanding of the contemporary world; that is, why we are here at this point in time.

Unit 3 – Russia and the Soviet Union 1914-45 (World War I to the end of World War II)

This unit examines some significant and distinctive features of the modern world within the period 1945–2001 in order to build students' understanding of the contemporary world – that is, why we are here at this point in time. Students will look at the origins and early development of the Cold War, the evolving nature and character of the Cold War in Europe from 1949 through to 1991, significant developments following the Cold War, and the role of significant people and ideas through the period.

Unit 4 – The modern world since 1945

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

Assessment

Assessment Type	Weighting
Historical Inquiry	20%
Explanation	20%
Source Analysis	20%
Exam	40%

Career Possibilities

The study of Modern History provides a solid background for History studies (Classics or Arts), law, journalism, archaeology, politics and teaching.

PSYCHOLOGY ATAR (ATPSY)

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 to 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 3

Cognitive psychology is concerned with the process of how human beings develop understanding and apply this to the world in which they live. Memory and learning form core components of cognitive psychology. Various theories of memory and learning have been developed based on psychological research. In this unit, students learn the roles of sensation, perception and attention in memory. They further develop understanding of memory by applying models, understanding how specific structures of the brain affect memory, and learning about some of the processes associated with memory and forgetting. The unit explores theories of learning, including classical conditioning, operant conditioning and social learning theory, in the context of key studies. Students apply learning theories in behaviour modification to real-world contexts.

Unit 4

A key concern in psychology is developing the understanding of human cognition, emotion and behaviour to inform improvements in the wellbeing of individuals and groups in society. In this unit, students develop a psychological understanding of the relationship between motivation and wellbeing, and apply this to the development of effective strategies related to stress and sleep. This unit uses analysis of theories and models associated with motivation and wellbeing to establish psychological understandings of these concepts. It introduces some elements of the relationships between stress, sleep and wellbeing. Students learn psychological models and techniques to improve wellbeing in these contexts.

Assessment

Assessment Type	Weighting
Science Inquiry	20%
Response	40%
Exam	40%

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 (GTPSY)

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 3

This unit expands on the personality theories studies in Unit 1. Students apply knowledge and understandings to explore how personality can shape motivation and performance and how personality testing is used in vocational contexts. Students are introduced to different states of consciousness and the role of sensation, perception and attention in organising and interpreting information. Relational influences, including factors which determine friendships and conflict resolution, are explored. Students expand on their vocabulary of psychological terminology as they apply research methods and ethical principles.

Unit 4

In this unit, the functions of the four lobes of the cerebral cortex are examined. Brain scanning techniques and relevant case studies are used to illustrate the link between the brain and behaviour. In developmental psychology, students learn about Piaget's theory of cognitive development and Kohlberg's theory of moral development. Group behaviours, including conformity, group polarisation and the bystander effect, are studied. The causes of prejudice and ways of reducing prejudice are explored. Students continue to develop and apply their understanding of psychological research and data collection methods.

Assessment

Assessment Type	Weighting
Investigation	25%
Response	40%
Project	20%
Externally set task	15%

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.

HUMANITIES & SOCIAL SCIENCES

BSB20120 CERTIFICATE II WORKPLACE SKILLS (CT2TB)
CYBER SECURITY/BUSINESS ADMINISTRATION/DIGITAL TECHNOLOGY

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. It is designed to provide students with an introduction to business, clerical and information technology skills used in the Workplace. Formally known as Certificate II in Business Studies, students will complete core units of competency in the business stream. Students will then complete the two elective units in their chosen stream of either Cyber Security or Business Administration or Digital Technology. It is a practical course covering a range of skills including how to operate a personal computer, 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. Students have the opportunity to complete a full qualification or gain recognition for Units of Competency achieved.

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.

BSB30112 CERTIFICATE III IN BUSINESS (CT3TB)

This course will be delivered in partnership with a Registered Training Organisation in an auspice agreement.

Course Overview

This is a competency based course. It is designed to provide students with business, clerical and information technology skills. This qualification reflects the role of individuals who apply a broad range of competencies in a varied work context using some discretion, judgement and relevant theoretical knowledge. They may provide technical advice and support to a team. Certificate III in Business Studies is a practical course covering a range of skills such as producing business documents, using business databases, desk top publishing, business records management, working effectively in a business environment and occupational safety and health.

Career Possibilities

Employment or further TAFE qualifications in a related field. It is designed for students who wish to work within the business sector or any career area where these skills are used e.g. hospitality, small business, public service, trades, office and clerical positions etc.

Assessment

Students will be assessed on a set number of competencies and marked either 'competent' or 'not-competent'. Students must achieve 'competent' for each of the competencies in order to be awarded this certificate. Students will not receive a 'grade' for certificate courses but will gain credits towards their WACE as course equivalents.

MATHEMATICS

MATHEMATICS APPLICATIONS ATAR (ATMAA)

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 (GTMAE)

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	45%
Externally Set Task	15%

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 (ATMAM)

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 sciences. In summary, this course is designed for students whose future pathways may involve mathematics and statistics and their applications in a range of disciplines at the tertiary level.

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 (ATMAS)

Course Overview

The Mathematics Specialist ATAR course provides opportunities, beyond those presented in the Mathematics Methods ATAR course, to develop rigorous mathematical arguments and proofs, and to use mathematical 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 encouraged 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 Mathematics Methods ATAR course. The course contains topics in functions, calculus, probability and statistics that build on and deepen the ideas presented in the Mathematics 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 (ATBLY)

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 us to investigate and answer questions about the living world. It is a way of knowing, that enables us to make decisions that will influence the wellbeing of all organisms, the biosphere and ultimately, ourselves.

Unit 3 – Continuity of species

In this unit, students investigate the biochemical and cellular systems and processes involved in the transmission of genetic material to the next generation of cells and to offspring. Students investigate the genetic basis for the theory of evolution by natural selection through constructing, using and evaluating explanatory and predictive models for gene pool diversity of populations.

Unit 4 – Maintaining the Internal Environment

In this unit, students investigate how homeostatic response systems control organisms' responses to environmental change – internal and external – in order to survive in a variety of environments, as long as the conditions are within their tolerance limits. Through the investigation of appropriate contexts, students explore the ways in which models and theories of organisms' and populations' responses to environmental change have developed over time.

Assessment

Assessment Type	Weighting
Science inquiry - practical and investigation	20%
Extended response	10%
Test	20%
Exam	50%

Career Possibilities

Most tertiary institutions offer Science courses with major studies in Biology. A pass in Unit 3 and Unit 4 Biology would be an advantage for acceptance into these courses. 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, department of environment and conservation officer, science teacher, research scientist, botanist, geneticist.

CHEMISTRY ATAR (ATCHE)

Course Overview

Chemistry is a branch of science that helps us understand the nature and properties of the world around us. It delves into materials and their changes due to interactions and energy transfer. Chemists apply this knowledge to shape systems for specific economic, environmental, and social goals.

Unit 3

This unit focuses on the reversibility of reactions and the establishment of equilibrium in chemical systems, modern acid-base models to explain the nature, properties and uses of acids and bases and the basics of redox reactions and their application in electricity production via electrochemical cells.

Unit 4

This unit focuses on how the structure of organic functional groups relates to their properties and chemical reactions and the design factors that need to be considered in industrial chemical synthesis processes.

Assessment

Assessment Type	Weighting
Science inquiry - practical and investigation	20%
Extended response	10%
Test	20%
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.

SCIENCE

EARTH AND ENVIRONMENTAL SCIENCE GENERAL (GTEES)

Course Overview

Earth and environmental scientists integrate knowledge drawn from diverse scientific disciplines in the study of Earth's ancient and modern environments. Scientists strive to understand past and present processes so that reliable and scientifically-defensible predictions can be made about the future.

Unit 3 – Earth's resources

Students gain an understanding of the timescales over which geological processes occur and methods for determining the relative ages of rock strata. They learn about the importance of the resources industry to the economy of Western Australia. Students learn how resource deposits are located and extracted. They discuss the effect of resource use on society and look at ways to use resources more efficiently.

Unit 4 – Sustainable Earth

Students explore the effects of natural hazards on humans and environments, and identify strategies for reducing the impact of natural disasters. Conserving natural resources and promoting their sustainable use is important to managing our future. Students understand how renewable energy sources can provide energy, and investigate the benefits and challenges facing different energy sources. The important issue of global climate change is explored.

Assessment

Assessment Type	Weighting
Investigation	30%
Extended response	20%
Test	35%
Externally set task	15%

Career Possibilities

The mining industry is a major employer in Western Australia, with many possible career pathways including geology, engineering and surveying. In addition, the environmental focus of this course could lead to careers in environmental science or environmental management.

HUMAN BIOLOGY ATAR (ATHBY)

Course Overview

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

Unit 3 – Homeostasis and Disease

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

Unit 4 – Human Variation and Evolution

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

Assessment

Assessment Type	Weighting
Science Inquiry	10%
Extended response	15%
Test	25%
Exam	50%

Career Possibilities

Studying Human Biology is an advantage to students interested in areas such as science/physical education, biomedical sciences, nursing, physiotherapy, occupational therapy, nutrition, natural medicines and sports science.

SCIENCE

HUMAN BIOLOGY GENERAL (GTHBY)

Course Overview

The Human Biology General course enables students to:

- Use the scientific method for a variety of investigations to demonstrate knowledge of the natural and technological world.
- Understand that science is a human activity involving the application of knowledge to solve problems and make informed decisions that impact on themselves and society.
- Understand how the structure and function of the human body systems maintain a healthy body, support reproduction and provide defense against infectious disease.

Unit 3 – Co-ordination

The focus for this unit is on the reproductive choices that people make for personal reproductive health and the delivery of a healthy baby. Students apply their knowledge to construct a DNA model and demonstrate cell division processes. They analyse and evaluate the various contraceptive methods, assisted reproductive technologies and delivery methods in terms of risks, effectiveness and personal circumstances.

Unit 4 – Infectious Diseases

The focus of this unit is on the immune system's response to infection and explores the importance of coordinated community and global responses for the prevention and control of infectious disease transmission. Students investigate hygiene practices and disease transmission using practical activities or simulations. They explore the transmission of diseases using second-hand data from a historical perspective and recent epidemics and pandemics. They consider how data is used to inform decisions related to disease prevention and control.

Assessment

Assessment Type	Weighting
Investigation	25%
Project	30%
Practical assessment	10%
Supervised written assessment	20%
Externally set task	15%

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.

PHYSICS ATAR (ATPHY)

Course Overview

The Physics ATAR course uses qualitative and quantitative models and theories based on physical laws to visualise, explain and predict physical phenomena. Models, laws and theories are developed from, and their predictions are tested by, making observations and quantitative measurements. In this course, students gather, analyse and interpret primary and secondary data to investigate a range of phenomena and technologies using some of the most important models, laws and theories of physics, including the kinetic particle model, the atomic model, electromagnetic theory, and the laws of classical mechanics.

Unit 3 – Gravity and electromagnetism

- Gravity and motion – including the study of: Newton's Law of Universal Gravitation Projectile Motion, circular Motion, orbital Motion, equilibrium of forces
- Electromagnetism – including the study of: Electric and Magnetic Fields, forces in Electric and Magnetic Fields, inducing current, generators and power distribution

Unit 4 – Revolutions in modern physics

- Wave particle duality and the quantum theory – including the study of: the wave and particle nature of light, photons spectra and quantum energy transitions, special relativity – including the study of: Time and Energy dilation, length contraction
- The Standard Model for matter – including the study of: The Big Bang, Quarks, leptons and the four fundamental forces

Assessment

Assessment Type	Weighting
Science Inquiry - experiment, investigation, evaluation and anlysis	20%
Test	30%
Exam	50%

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.

BUILDING AND CONSTRUCTION GENERAL (GTBCN)

The course content is the focus of the learning program. The course content is divided into three areas:

- Design, planning and management: Planning and management, design processes, drafting.
- Materials: Properties and selection, working with materials.
- Systems: Structures and services, environment and sustainability.

The Building and Construction General course develops students' knowledge and practical appreciation of building technologies. The course provides students with a context in which to practise and integrate their knowledge and apply it to meet community and environmental responsibilities. It develops their knowledge of environmental issues. It allows them to apply and extend mathematical knowledge and strategies for problem solving. It develops their skills in planning and management, in technical communication and in the use of information technologies. In achieving the course outcomes, students learn and practise building processes and technologies, principles of design, planning and management and social considerations. It develops interaction and communication skills with varied audiences and fosters an understanding of teamwork. It prepares students to appreciate the continually changing conditions and expectations within building professions and encourages innovation and creativity. In dealing with issues, such as quality assurance, duty of care, time management and liability, it develops ethical practices and considerations. The course requires compliance with the Occupational Safety and Health Act 1996 and trains students in the principals of occupational safety and health (OSH).

Unit 3

This unit explores properties of common construction materials (timber, metals, concrete, grout, brickwork, block work, insulation, mortar and paint); their mechanical properties under load and flexural actions; and their use in construction. Concepts in space and computation are developed. Students practice reading drawn/drafted information as applied to building. Documentation for small projects is developed. The unit explores processes in contexts drawn from building, landscaping, earthwork, projects involving different energy use, and the recycling of building materials.

Unit 4

This unit builds upon the understandings of building materials, structures and structural components and the evaluation of combinations of various materials to sustain the strength of structural components. The methods and materials used in connecting building elements are explored. Further design considerations are studied. Drawing/drafting skills are refined and practised with application to more complex building issues. New criteria are incorporated in the specifications of design projects and skills are practised in these areas of content. Service networks, economics and recycling are studied. The unit explores processes in contexts drawn from building, landscaping, and earthwork projects, involving environmental issues of building waste disposal, water and sewerage treatment.

Assessment

Assessment Type	Weighting
Design	20%
Production	50%
Response	15%
Externally Set Task	15%

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.

TECHNOLOGIES

SIT20416 CERTIFICATE II IN HOSPITALITY (CT2TH)

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 if they did not study it in Year 11. 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 (GTCFC)

Course Overview

This course focuses on factors that influence human development and the wellbeing of individuals, families and communities (IFC). Students develop an understanding of the social, cultural, environmental, economic, political and technological factors which have an impact on the ability of ICF to develop skills to lead healthy lives. They recognise how promoting inclusion and diversity in society contributes to the creation of safe, cohesive and sustainable communities. They explore products, services or systems that address issues, opportunities or challenges to meet the needs of ICF and use a range of skills to make informed decisions and consider actions. Students understand that beliefs, values and ethics influence decisions made by individuals, families, and communities. They develop an appreciation of how environment creates optimal growth and development for children, families and communities.

Unit 3 – Building on relationships

This unit focuses on principles of development with particular emphasis on domains and theories of development. They examine the diverse and dynamic nature of families in Australia in a very practically based manner. Students examine and evaluate the features of products, services and systems for individuals and families. They recognise and acknowledge cultural diversity and inequity and injustice issues. Students develop self-management and interpersonal skills to recognise and enhance person relationships, enabling them to take active roles in society.

Unit 4 – My place in the community

Students examine the effect on an individuals' development and wellbeing in a society characterised by rapid change. They explore contemporary Australian issues or trends relating to families and communities at the state and national level and are introduced to a range of advocacy types. Students examine development theories and their influence on cognitive development. Students use effective self-management and interpersonal skills when developing or assessing products, processes, services, systems or environments. Students examine how society impacts on a child's development. With specific emphasis on the changes to our society, issues and trends relating to child development. Students will run playgroup and be involved in other practically based activities.

Assessment

Assessment Type	Weighting
Investigation	25%
Production	50%
Response	10%
Externally Set Task	15%

Career Possibilities

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

DESIGN GENERAL (GTDES) - 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 3 – Product Design

Students focus on the commercial world, comprised of companies requiring consumer products, services and brands for a particular audience.

Unit 4 – Cultural Design

Students focus on society being made up of different groups of people who share diverse values, attitudes, beliefs, behaviours, and needs; and that different forms of visual communication transmit these values and beliefs.

Assessment

Assessment Type	Weighting
Production	65%
Response	20%
Externally Set Task	15%

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 pathways.

ENGINEERING STUDIES GENERAL (GTEST)

Course Overview

This course provides opportunities for students to investigate, research and present information, design and make products and undertake project development. These opportunities allow students to apply engineering processes, understand underpinning scientific and mathematical principles, develop engineering technology skills and explore the interrelationships between engineering and society. The Engineering Studies General course is a practical course focusing on real-life contexts. It aims to prepare students for a future in an increasingly technological world, by providing the foundation for life-long learning about engineering. Students apply a design process to research and present information about materials, engineering principles, concepts and ideas, and design proposals. Students develop their engineering technology skills in planning and implementing a process to manipulate tools and machines to produce a prototype of their designed solution.

Unit 3

Students study core engineering theory in their chosen specialist area. They develop an understanding of the different forms of energy, uses of these different forms and sources of renewable and non-renewable energy. Students also develop a greater understanding of the engineering design process and learn and apply more complex theory and understanding to a student developed design brief. Given guidelines and a context, students develop and respond to the design brief, through a process that requires them to investigate existing products, construction materials and components. Design ideas are developed through annotated sketches and concept drawings. Students select and analyse the most suitable concept for production as a prototype or working model. Students document its specifications in the form of appropriate orthographic drawings and lists of materials and components. They calculate the cost of the prototype or model and follow a given timeline to undertake the tasks required to produce, test and evaluate the product.

Unit 4

Students develop their understanding of core and specialist area theory to better understand the scientific, mathematical and technical concepts that explain how engineered products function. They study the impact of the different forms of obsolescence in engineering products on society, business and the environment. Students refine their understanding of the engineering design process. Students develop a design brief and respond to the brief through a process that requires them to engage in a range of activities, and investigate construction constraints, materials and components. Design ideas are developed through annotated sketches and concept drawings. Students select and analyse the most suitable concept for production as a prototype or working model.

Assessment

Assessment Type	Weighting
Design - Investigate products and devise solutions	25%
Production - Project Work	50%
Response - Knowledge and skills	20%
Externally Set Task	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 (GTFST)

Course Overview

In the Food Science and Technology General course, students develop their interests and skills through the design, production and management of food-related tasks. They extend their knowledge of the sensory, physical, chemical and functional properties of food and apply these in practical situations. Students explore innovations in science and technology and changing consumer demands. Students will participate in up to 70 practical classes as part of the assessment tasks.

Unit 3 – Food science

This unit explores the societal, lifestyle and economic issues that influence food choices. Students will investigate a range of diet-related health conditions and examine the functional properties that determine the effect food has on the body. They will develop their expertise with technology and communication skills and demonstrate occupational safety and health requirements to produce safe, quality food products.

Unit 4 – The undercover story

This unit focuses on food spoilage and contamination and explores reasons for preserving food. Students examine the regulations, which determine the way food is packaged, labelled and stored. Influences of food choices will be investigated, with a focus on nutritional wellbeing that arise from lifestyle and cultural traditions. Students will learn to adapt recipes for specific demographic groups and will use the technology process to address a product proposal and produce a preserved food product.

Assessment

Assessment Type	Weighting
Investigation	30%
Production	40%
Response	15%
Externally Set Task	15%

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 (GTMDTM)

Course Overview

This course will appeal to students interested in fine design and creative arts, both ATAR and Non-ATAR. This course is well balanced with design development strategies leading to project construction within a highly practical course structure. Students are provided opportunity to design and construct unique and exciting pieces of jewellery. The use of ITC processes such as 3D printing and laser technology is also available. 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 and acrylic are also used to form project work which is then cast into metal. Learning occurs in an Industry Standard facility. Design project work usually follows a theme, for example ‘beach’, ‘Australiana’, ‘Raw n Refined’ or ‘kinetic’.

Unit 3 and 4

Students develop an understanding of the elements and fundamentals of design and consider human factors involved in the design, production and use of their projects. They develop creative thinking strategies and work on design projects within specified constraints. Students learn about the classification and properties of a variety of materials and make appropriate materials selection for design needs. Students learn about manufacturing and production skills and techniques. They develop the skills and techniques appropriate to the materials being used and gain practice in planning and managing processes through the production of design project. They learn about risk management and ongoing evaluation processes.

Students learn about the nature of designing for a client, target audience or market. Students apply an understanding of the elements and fundamentals of design and consider human factors involved in their design projects. Students learn about the nature, properties and environmental impacts related to a variety of materials and production techniques. They develop creative thinking strategies, work on design projects within specified constraints and consider the environmental impacts of recycling of materials. Students extend their understanding of safe working practices and contemporary manufacturing techniques and develop the knowledge, understanding and skills required to manage the processes of designing and manufacturing.

Assessment

Assessment Type	Weighting
Design	25%
Production	50%
Response	10%
Externally Set Task	15%

Career possibilities

Past students have used their jewellery folio work to help obtain TAFE placements for jewellery and design pathways. Other careers are tool maker and locksmith.

MATERIALS DESIGN AND TECHNOLOGY WOOD GENERAL (GTMDTW)

Course Overview

Materials Design and Technology (Wood) is primarily a hands on subject which allows students to produce practical projects whilst developing a better understanding of materials and improving their designing skills. Students create a range of projects utilising wood as the core material, additionally developing skills in upholstery and integrating some metal into their projects. Projects developed in Year 12 allow students a choice of several projects ranging from jewellery boxes, briefcases, coffee tables, lighting projects and different chair designs with some inspirational projects adapted from famous furniture designer Jory Brigham. Students develop a range of manipulative, processing, manufacturing and organisational skills transferrable to future trade areas and in everyday life skills. The woodwork course has a large practical component coupled to Design Briefs. Students develop STEM skills through the utilisation of CNC laser engraver 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 challenges posed in the Design Brief. The workshop is fully equipped with a variety of hand held and floor mounted machinery, including a professional quality spray booth, enabling students to produce items of wood craft that are close to professional quality.

Unit 3

Students develop an understanding of the elements and fundamentals of design and consider human factors involved in the design, production and use of their projects. They develop creative thinking strategies and work on design projects within specified constraints. Students learn about the classification and properties of a variety of materials and make appropriate material selections for design needs. Students learn about manufacturing and production skills and techniques. They develop the skills and techniques appropriate to the materials being used and gain practice in planning and managing processes through the production of design projects. They learn about risk management and ongoing evaluation processes.

Unit 4

Students learn about the nature of designing for a client, target audience or market. Students apply an understanding of the elements and fundamentals of design and consider human factors involved in their design projects. Students learn about the nature, properties and environmental impacts related to a variety of materials and production techniques. They develop creative thinking strategies, work on design projects within specified constraints and consider the environmental impacts of recycling materials. Students extend their understanding of safe working practices and contemporary manufacturing techniques and develop the knowledge, understanding and skills required to manage the process of designing and manufacturing.

Assessment

Assessment Type	Weighting
Design	25%
Production	50%
Response	10%
Externally Set Task	15%

Career possibilities

Traineeship, apprenticeship in furniture and construction trades, transferrable skillset to most trades.

UNIPREP

Our school has partnered with Edith Cowan University (ECU) to offer students a university pathway through the UniPrep Schools Program. It is offered to our Year 12 students to complete in their final year of senior school.

The UniPrep Schools Program contains four academically-rigorous units: Future Ready Skills; Academic Literacies; Society and Cultural Studies; and Mathematics. Students complete all four units in Year 12. On successful completion of those units and graduation, students can then apply for most of ECU's undergraduate degrees (excluding courses with specialist entry requirements).

This Program complements other senior school studies by helping students to further develop their academic skills and integrates university experiences, including attending tailored open days at ECU.

UniPrep Schools is an endorsed program that provides up to one-unit equivalent (C grade) for each of the four units successfully completed. It offers a skills-focused university pathway that prepares students for the requirements of undertaking a university degree.

This course will be run as a sixth subject during Flex Time. Students are offered a position based on their application and teacher endorsements.

WOODVALE SECONDARY COLLEGE

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