YEAR 11 & 12 CURRICULUM HANDBOOK 2026

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Dear Parents

Welcome to the Year 11 & 12 Course Selection Book for 2026. This is an exciting time for Year 10s! Education becomes more specialized into areas of student interest. At Emmanuel Christian Community School we believe that the education process caters to the whole child, and we endeavour to provide teaching programs and learning opportunities that both educate and enrich the lives of our students. The mission of our school is to provide affordable, Christ-centered education that equips the next generation to know God and serve Him in the community. As students enter Upper School they will choose a pathway that will help steer them towards their future aspirations.

Pathways in Upper School

- *Students in Year 10 can choose a variety of combinations for upper school.*
- *These pathways can lead to direct university entrance, TAFE/equivalent or the workplace.*

Direct University Entrance

Through an ATAR score from the four best ATAR courses. This can be achieved by

- *5 ATAR courses*
- *4 ATAR courses plus UniPrep*
- *3 General courses +*

Alternative University Entrance Pathways

Universities are constantly updating their intake pathways. For the most current information students are advised to refer to the TISC (Tertiary Institutions Service Centre) Guide, available at the following link: https://www.tisc.edu.au/static-fixed/guide/slar-2028.pdf

VET Pathways/Employment

There are a variety of combinations of courses including ATAR, General and VET that students can take that will lead them to TAFE or other training providers or employment.

We understand that the education of children is a partnership between home and the school community. Students and parents will have the opportunity to discuss options and choices before decisions for next year need to be made. If you wish to speak to a member of the Curriculum Team regarding choices for next year, please do so at the Course Selection Evening or call the Secondary School and make an appointment through Reception.

Yours in Christ

Bronwyn Carruthers

Deputy Principal Curriculum (Secondary)

B App Sc with Distinction (Medical Technology), Grad Dip MedTech, Grad Dip Ed, A Mus A, A Th.

INTRODUCTION

To students and parents / guardians of Emmanuel Christian Community School, this handbook provides you with information that will assist and guide you with decision - making regarding subject choices of Year 11 courses offered by Emmanuel Christian Community School in 2026, school pathways and some options post-school.

Included is information about:

- WACE (WA Certificate of Education) requirements
- Subject selection and Year 11 and 12 pathways and courses
- Post–school destinations

It is also a reference point for Western Australian Certificate of Education (WACE) requirements, University and TAFE requirements and other vital information.

To get further current information about WACE and University/TAFE entrance, you are advised to visit the websites from relevant organisations, including:

- Curriculum and Standards Authority (SCSA) - provides additional information about assessment and certification scsa.wa.edu.au
- Tertiary Institutions Service Centre (TISC) - regularly updates its website with information relevant to students who plan to attend a university www.tisc.edu.au
- Technical and Further Education (TAFE) institutions provide a wide range of predominantly vocational tertiary education courses, mostly qualifying courses under the National Training System/Australian Qualifications Framework/Australian Quality Training Framework. Technical and Further Education (TAFE) www.tafecourses.com.au

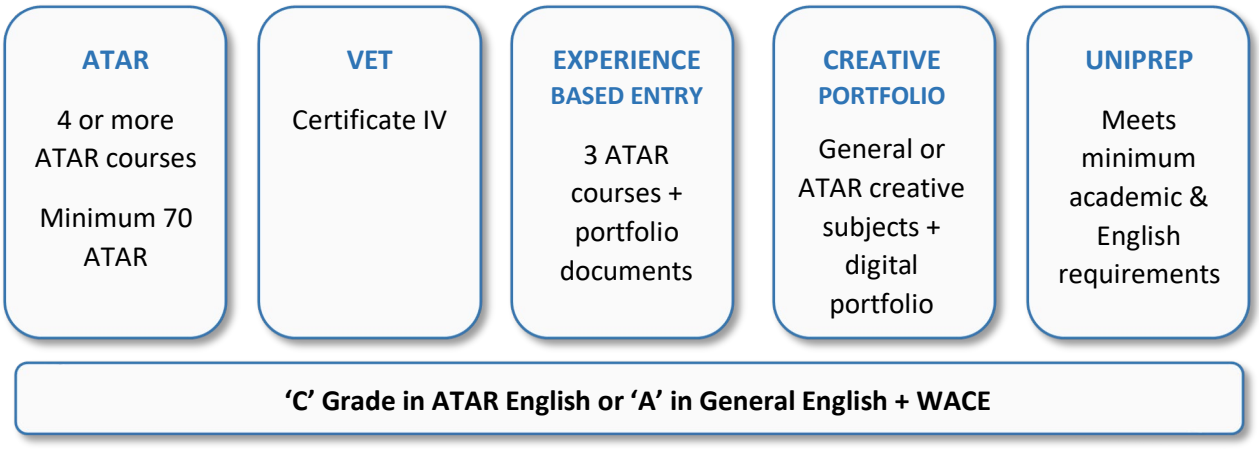
TAFE Admissions Full time studies guide - provides information on full time courses offered each semester by all WA TAFE colleges. www.fulltimecourses.tafe.wa.edu.au

Advice and information about school pathways and courses are also available from the Curriculum Team which includes the Deputy Principal Curriculum, Heads of Learning Area and the Vocational Education and Training (VET) Coordinator.

It is essential that if you are returning to undertake Senior Secondary studies at Emmanuel Christian Community School you select a program that provides you with:

- A reasonable likelihood of academic success.
- Clearly defined opportunities to enter employment, training or higher education.

Possible Pathways to University:



Before selecting courses of study for next year, students, in association with their parents/guardians, should consider several factors when selecting an educational pathway and career options:

1. Interests in and out of school.
2. Progress in current studies.
3. Ability to study at higher levels.
4. Seek advice from their teachers and seriously consider their recommendations.
5. Be aware of requirements for entry into post-secondary courses.
6. Check the Tertiary Information Service Centre (TISC) tisc.edu.au Summary of Undergraduate Admission Requirements to identify prerequisites for certain courses at universities.
7. Study Australian Tertiary Admission Rank (ATAR) cut-offs for entry into courses at the various Western Australian universities.
8. Carefully consider the degree of personal satisfaction and enjoyment you obtain from the various courses. You are more likely to have success in courses you enjoy!
9. Be realistically aware of your capabilities since the study of a course beyond the scope of your ability will most likely not result in success, regardless of the effort you put into it.

For most students there is no short cut to career choices. They must spend time and effort doing the following: assessing their own abilities, interests and values; seeking accurate, up-to-date information; examining alternatives and discussing with others.

THE CURRICULUM TEAM

Deputy Principal Curriculum	Mrs Bronwyn Carruthers
Vocational Education and Training (VET) Coordinator	Mrs Leanne Brown
Head of English / HASS Learning Areas	Mrs Surette Britz
Head of Mathematics	Mrs Beulah Lombard
Head of Science	Mr Mason Campbell
Curriculum Coordinator HASS	Mr Conor Buckley
Curriculum Coordinator Arts and Technologies	Mrs Carly Smoker
Curriculum Coordinator Health and Physical Education	Mr Peter Siani
Curriculum Administrator	Mrs Kath Slater

Please keep this Handbook for the duration of Years 11 and 12 at Emmanuel Christian Community School and refer to it for clarification and assistance as needed.

Do you require assistance understanding this handbook? Interpreters are provided to assist parent and carers who may not read or speak English well.

COURSES OFFERED AT EMMANUEL CHRISTIAN COMMUNITY SCHOOL

ATAR COURSES

ATAR courses are for students who are aiming to go directly to university from school. These courses are examined by the School Curriculum and Standards Authority (SCASA). Student results in ATAR courses are used by the Tertiary Institutions Service Centre (TISC) to calculate a student's Australian Tertiary Admission Rank (ATAR). The ATAR is used to determine eligibility for university entrance. Students seeking to achieve an ATAR will need to complete a minimum of four Year 12 ATAR courses, excluding unacceptable combinations (see Undergraduate Admission Requirements for School Leavers on the TISC website).

An ATAR course is offered at two-year levels, each of which has a specified syllabus. The Year 11 syllabus comprises Units 1 and 2, and the Year 12 syllabus comprises Units 3 and 4.

Students who do not sit the ATAR course examination will not have a course mark or grade recorded on their WASSA, nor will they receive an ATAR course report. Without completion of the exam, the course will not contribute to the WACE.

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

GENERAL COURSES

These courses are not externally examined. Each general course, however, has an externally set task (EST) which is set by the SCSA. General courses are for students who are typically aiming to enter further vocationally based training or the workforce straight from school.

General courses may be used for alternative entry to some university courses. Information about alternative entry should be sought directly from universities.

FOUNDATION COURSES

These courses provide a focus on functional literacy and numeracy skills, practical work-related experience and the opportunity to build personal skills that are important for life and work. Foundation courses are not designed, nor intended, to be an alternative senior secondary pathway. Foundation courses are for students who have not been able to demonstrate the minimum standard for literacy and/or numeracy (OLNA) before Year 11 and are unlikely to do so before the end of Year 12 without significant levels of support.

VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

These courses include a full VET qualification and mandatory workplace learning. VET courses contribute towards the WACE as course units. The workplace learning component of the course contributes as unit equivalents towards the WACE. Students who intend to enrol in a TAFE or the workforce straight from school will choose the VET pathway. Some VET Qualifications may be used for alternative entry to some university courses. Information about alternative entry should be sought directly from universities.

ALTERNATIVE UNIVERSITY ENTRY COURSES

Emmanuel Christian Community School offers students a number of different pathways towards future study at University including completing a Certificate IV. The school also has a partnership with Edith Cowan University that allow students

to complete ‘UniPrep Program' which gives them direct entry to a range of courses at several Universities (conditions apply).

ENDORSED PROGRAMS

These programs provide access to areas of learning not covered by WACE courses or VET programs and contribute to the WACE as unit equivalents. Endorsed programs are for students wishing to participate in programs which are delivered in a variety of settings by schools, workplaces, universities and community organisations.

- AUTHORITY-DEVELOPED ENDORSED PROGRAMS

These endorsed programs are developed by the Authority to provide WACE recognition for students undertaking activities of a similar nature and for which no quality-assured certificate or award is issued.

- PROVIDER-DEVELOPED ENDORSED PROGRAMS

These endorsed programs are developed by a private provider such as a university, community organisation or training institution. Provider-developed endorsed programs recognise structured learning programs that result in the attainment of a quality-assured certificate or award.

- SCHOOL-DEVELOPED ENDORSED PROGRAMS

These endorsed programs are developed by individual schools in response to a particular need which cannot be met through a WACE course, a VET qualification, or another endorsed program. Emmanuel Christian Community School has a School–Developed Endorsed Program.

SCHOOL-DEVELOPED ENDORSED CHRISTIAN STUDIES

This program celebrates the cultural diversity of Emmanuel Christian Community School, and deeply explores the core beliefs that unite people as Christians. This Christian Studies course seeks to genuinely engage with Christianity as a truly multicultural faith. It gives opportunity to explore “shared faith”, building an understanding and valuing of cultural differences and diversity as well as providing students with the skills, knowledge and ability to make informed choices regarding their own faith. This course provides all students with the skills to be critical thinkers, to make informed choices and appreciate the choices of others, which enhance employability skills that are valued in the workplace, wider community and globally. Students have an opportunity to serve the community and accrue hours that count towards obtaining the credits for this program. This program when successfully completed will contribute 2-unit equivalent points to the WACE.

Other examples of endorsed programs at ECCS include Authority Developed Workplace Learning and ECU UniPrep program.

WORKPLACE LEARNING (ADWPL)

Workplace Learning is an Authority-developed endorsed program. To complete this endorsed program, a student works in one or more paid or unpaid workplace/s to develop a set of transferable workplace skills. The student must record the number of hours completed and the tasks undertaken in the workplace in the Authority’s Workplace Learning Logbook.

The student must also provide evidence of his/her knowledge and understanding of the workplace skills by completing the Authority’s Workplace Learning Skills Journal after each 55 hours completed in the workplace.

For WACE purposes a student can count a maximum of 4-unit equivalents from endorsed programs, two in Year 11 and two in Year 12.

EDITH COWAN UNIVERSITY UNIPREP SCHOOLS COURSE | JOONDALUP CAMPUS

Edith Cowan University is committed to enabling students from all backgrounds to succeed in higher education and life-long learning. To support this commitment, Emmanuel Christian Community School is offering the ECU UniPrep Schools program to Year 12 students. ECU UniPrep Schools will complement students' senior school commitments by helping to develop academic skills and by integrating university experiences. This enabling program is an Endorsed Program by the School Curriculum Standards Authority (SCSA).

The ECU UniPrep Schools program contains four units. Please note, that as part of becoming an independent learner, students develop their assignment content alongside module content learning. Students will be expected to manage due dates and workload independently and out of class time. All learning resources will be accessed through the ECU Learning Management System, Canvas, and facilitated by the program teacher at ECCS with guidance from the teaching team at ECU. ***The course begins at the end of Year 11*** where students return to school after the exams and complete an intensive week and do their first assessment. Passing this assessment is essential for students to continue with UniPrep in Year 12.

To be eligible for UniPrep Year 11 students should achieve a C grade ATAR English or Literature or an A grade in Year 11 General English.

To successfully complete the program, students will undertake four units

- Future Ready Skills – exposes students to the learning skills required by tertiary students.
- Academic Literacies – focuses on the writing skills required for academic essays and reports.
- Society and Cultural Studies – introduces key concepts and frameworks explored in humanities subjects.
- Mathematics – teaches mathematical concepts and techniques required for university.

WHAT HAPPENS ON SUCCESSFUL COMPLETION?

School students who successfully complete the program and achieve their WACE certificate will receive a notional ATAR of 70. A higher ATAR equivalent may be obtained, depending on the results achieved in the UniPrep course. This will provide entry into some ECU or other university courses.

VET PATHWAY PROGRAM

The VET Program (3 or 4 days at school/1 or 2 days at TAFE and may include 1 day in the workplace) includes workplace learning and attendance at TAFE. The VET Coordinator will provide students and parents with the latest additions to this program.

This course includes a full VET qualification and mandatory workplace learning. VET courses contribute towards the WACE as course units. Qualifications undertaken through VET courses can be used to meet the Certificate II or higher requirement of the WACE. The workplace learning component of the course contributes as unit equivalents towards the WACE. Students who intend to enrol in a TAFE or the workforce straight from school will choose the VET pathway. Some VET qualifications may be used for alternative entry to some university courses. Information about alternative entry should be sought directly from universities.

UNIVERSITY OF WESTERN AUSTRALIA (UWA)

Emmanuel Christian Community School has been recognised as a BROADWAY school for the University of Western Australia. This allows eligible students from a Broadway-identified Western Australian school to receive an automated ATAR adjustment if the school at which they completed their final WACE examinations:

- BROADWAY PROGRAM

Any student from a Broadway UWA school who submits an application through the Tertiary Institutions Service Centre (TISC) for admission to UWA will be automatically identified and assessed against Broadway UWA criteria; there is no need to submit a separate application for Broadway UWA.

Eligible students will be notified through their Universities' Admissions Advice Letter (UAAL), on the TISC website, when they receive and view their WA Certificate of Education (WACE) results in late December.

It is important to note that eligibility for UWA undergraduate scholarships will continue to be based on original ATARs and not on adjusted selection ranks.

- UWA HACKETT SCHOLARSHIP

Metropolitan Broadway schools – if you rank in your school's top 10 per cent and make UWA your first preference, they will give you $1,500 per year to help you with your studies. More information can be obtained via this link. https://www.uwa.edu.au/study/scholarship-listing/uwa-hackett-scholarship-f194321

- FAIRWAY PROGRAM

Fairway UWA is an admission entry pathway and comprehensive support program for students completing Year 12 under challenging circumstances. The program provides academic, financial and personal support, and it is responsive to individual student needs, throughout their final year of secondary school and during their university studies. Students apply for this program in Year 11 for Year 12. Applications open around 1 June.

WACE – WHAT YOU NEED TO KNOW

WASSA

The **Western Australian Statement of Student Achievement** (WASSA) is issued to all Year 12 students at the completion of their secondary schooling. The WASSA provides a formal record of what students leaving in Year 12 have achieved as a result of their school education in Western Australia.

WACE

The **Western Australian Certificate of Education** (WACE) is the certificate that students in Western Australia receive on successful completion of their senior secondary education. It is recognised nationally in the Australian Qualifications Framework (AQF), by universities and other tertiary institutions, industry and training providers.

GENERAL REQUIREMENTS

General requirements for students completing the WACE in 2026
Students must:

- Demonstrate a minimum standard of literacy and a minimum standard of numeracy
- Complete a minimum of 20 units, or equivalents as described below:
  - At least four Year 12 ATAR courses,* or
  - At least five Year 12 General courses** (or a combination of General and up to three Year 12 ATAR courses) or equivalent,*** or
  - A Certificate II**** (or higher*****) VET qualification in combination with ATAR, General or Foundation courses.

*In the context of ATAR courses in the WACE, the term **'complete' requires that a student sits the ATAR course examination** or has an approved Sickness/Misadventure Application for not sitting the examination in that course. Students who do not sit the ATAR course examination will not have a course mark or grade

recorded on their WASSA, nor will they receive an ATAR course report. Note: for ATAR courses with practical components, students must complete both the written and practical examinations.

**Foundation courses do not contribute to meeting the WACE achievement requirement with this option.
***Up to two units from endorsed programs can be used to meet this requirement.
****In the context of VET in the WACE, the term 'complete' requires that a student has been deemed competent in all units of competency that make up a full qualification.
*****The partial completion of a Certificate III or higher VET qualification may meet this requirement according to predetermined criteria.

BREADTH AND DEPTH REQUIREMENT

Students 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 course
  - one pair of Year 12 units from each of List A (arts/languages/social sciences) and List B (mathematics/science/technologies).

LIST A AND LIST B SUBJECTS THAT COULD BE OFFERED TO YEAR 11 STUDENTS IN 2026

LIST A	LIST B
English ATAR	Chemistry ATAR
English Literature ATAR	Design General
English General & Foundations	Human Biology ATAR
Health Studies General	Human Biology General
Visual Arts General	Mathematics Applications ATAR
Economics ATAR	Mathematics Methods ATAR
Modern History ATAR	Mathematics Essentials
Media Production Analysis General	Physical Education Studies ATAR
	Physical Education Studies General
	Physics ATAR
	Psychology General
	Materials Design and Technology - Wood General

NOTE: If there are insufficient numbers of students choosing a course, it will not run in 2026.

VET Certificates offered on Campus through partnership with IVET.

<table>
<tr><th>CERTIFICATE I</th><th>CERTIFICATE II</th><th>CERTIFICATE III</th></tr>
<tr><td rowspan="4">Cert I in Workplace Skills (this course would usually run into the Cert II)</td><td>Cert II in Hospitality</td><td>Certificate III in Business</td></tr>
<tr><td>Cert II in Workplace Skills</td><td></td></tr>
<tr><td colspan="2">Cert II in Creative Industries (Potential for 2026)</td></tr>
<tr><td colspan="2">Cert II in Applied Information Technology (Potential for 2026)</td></tr>
</table>

LITERACY AND NUMERACY STANDARD REQUIREMENT

Students must demonstrate minimum standards of literacy and numeracy by either:

- demonstrating the standard through the Online Literacy and Numeracy Assessment (OLNA); or
- pre-qualifying for a particular component by achieving Band 8 or higher in reading, writing and numeracy in their Year 9 NAPLAN and being exempted from that component in the OLNA.

ACHIEVEMENT STANDARD REQUIREMENT

Students must achieve at least 14 C grades or higher (or the equivalent, see below) in Year 11 and 12 units, including at least six C grades (or equivalents) in Year 12 units.

UNIT EQUIVALENTS

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

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

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

For VET qualifications:

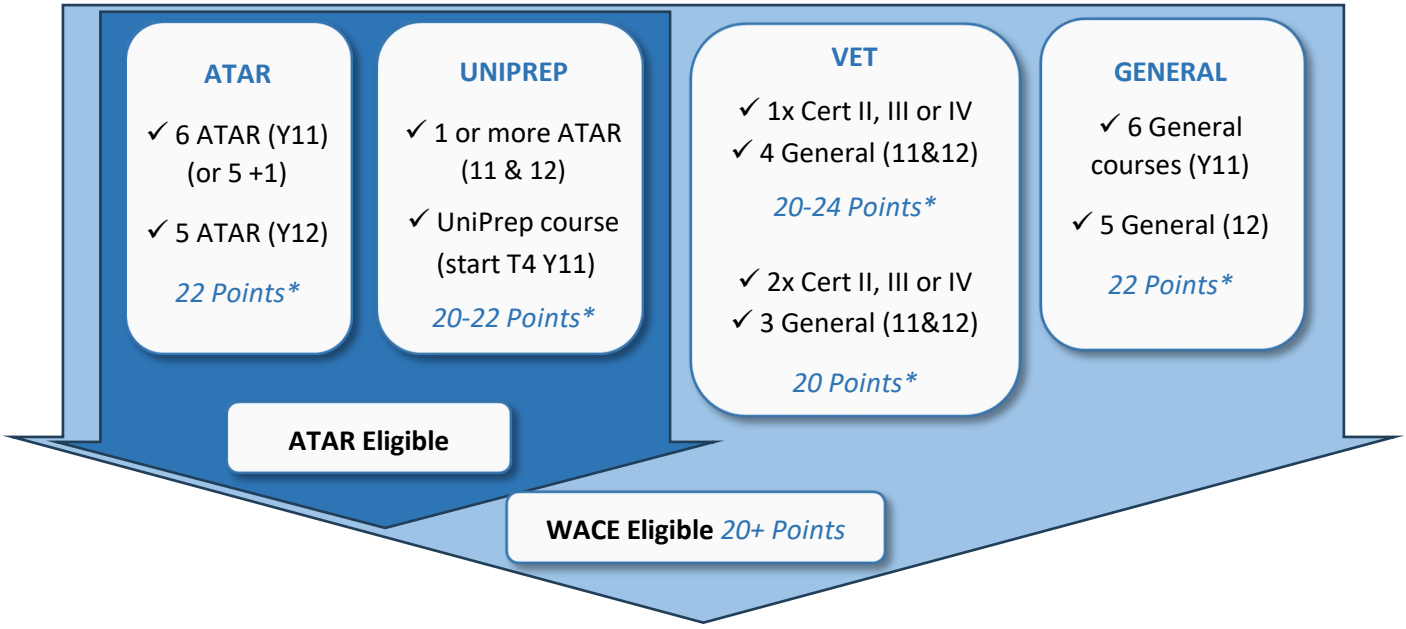
- a Certificate I is equivalent to two Year 11 units
- a Certificate II is equivalent to two Year 11 and two Year 12 units
- a Certificate III or higher is equivalent to two Year 11 and four Year 12 units
- a partially completed Certificate III or higher is equivalent to two Year 11 and two Year 12 units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

You can find unit equivalents for endorsed programs on the Authority's approved list of endorsed programs see (https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/endorsed-programs).

LIST A AND LIST B SUBJECTS OFFERED TO YEAR 12 STUDENTS IN 2026

LIST A	LIST B
Modern History ATAR	Chemistry ATAR
Economics ATAR	Design General
English ATAR, General & Foundations	Human Biology ATAR & General
English Literature ATAR	Physics ATAR
Health Studies General	Mathematics Applications ATAR
Visual Arts General	Mathematics Methods ATAR
Media Production Analysis General	Mathematics Essentials & Foundation
	Physical Education Studies ATAR & General
	Psychology General
	Materials Design and Technology - Wood General
	Applied Information Technology ATAR and General

EXAMPLES OF STUDY OPTIONS



** Total WACE points can be increased further by involvement in Workplace learning (outside school), completion of Christian Studies (at school) or other SCSA approved programs.*

ATAR

An Australian Tertiary Admission Rank (ATAR) is calculated using the school assessment and ATAR course examination results combined. Student results from ATAR course examinations are used by the Tertiary Institutions Service Centre (TISC) to calculate a student's ATAR. The ATAR reports a student's rank position relative to all other students for a particular year. It ranges from 99.95 to zero and is derived from a student's Tertiary Entrance Aggregate (TEA). The TEA is calculated by adding the student's best four scaled scores, plus bonuses where applicable. The ATAR is used to determine eligibility for university entrance. Students seeking to achieve an ATAR will need to complete a minimum of four Year 12 ATAR courses, excluding unacceptable combinations.
(see TISC website at https://www.tisc.edu.au/static/home.tisc for information about Undergraduate Admission Requirements for School Leavers).

- ATAR COURSE

An ATAR course is offered at two-year levels, each of which has a specified syllabus. The Year 11 syllabus comprises Units 1 and 2, and the Year 12 syllabus comprises Units 3 and 4. Year 12 ATAR courses are examined by SCSA. These examinations are referred to as ATAR course examinations and are conducted at the end of Year 12. ATAR courses are designed for students who are aiming to go to university. Students who do not sit the ATAR course examination will not have a course mark or grade recorded on their WASSA, nor will they receive an ATAR course report.

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

- EXAMINATIONS

All students who are enrolled in ATAR courses are required to sit the external exam in Year 12, which may include both a written and a practical exam in some courses. If they do not sit, or do not make a genuine attempt in the ATAR course, that pair of units will not contribute towards any of the WACE requirements, nor will their marks or grades be recorded on their WASSA.

- TEA

Tertiary Entrance Aggregate – from 4 best ATAR courses

Relating Year 11 to likely Year 12 Performance

Marks in Year 11 best four courses	Approximate grade average	Likely ATAR
Averaging about 80	A	97
Averaging about 75	A	94
Averaging about 70	B	90
Averaging about 65	B	85
Averaging about 60	C	79
Averaging about 55	C	70
Averaging about 50	C	60
Averaging about 45	D	51

ATAR Examples

ATAR	TEA (average mark)
55	188.3 (47%)
70	223.6 (56%)
75	235.4 (59%)
80	247.9 (62%)
85	263.1 (66%)
90	280.3 (70%)
95	305.2 (76%)
99.95	392.9 (98%)

GENERAL AND FOUNDATION COURSES

EXTERNALLY SET TASK

The externally set tasks (EST) are assessment tasks for each Year 12 General and Foundation course which are set by SCSA and distributed to schools for administering to students. All students enrolled in a Year 12 General or Foundation course are required to complete the EST. The EST is part of the assessment program for each General and Foundation Year 12 course and the same rules, procedures and penalties used for other assessment tasks will be applied.

TERTIARY ENTRANCE

Students wishing to enter university in 2027/2028 will usually need to:

1. Qualify for the WACE
2. Attain competence in English
3. Satisfy course prerequisites
4. Obtain a sufficiently high ATAR
5. Avail themselves of bonus marks available from selected courses

All universities offer alternative entry pathways. See later section: 'Further Information from Individual Universities' and go to each university's web site for full details. The Tertiary Institutions Service Centre (TISC) also regularly updates their website with useful university information.

WACE QUALIFICATION

Universities require students to demonstrate breadth of study. Students are able to address this requirement by qualifying for the WACE.

COMPETENCE IN ENGLISH

Students must achieve the selected university's requirements for English Language Competence:

- **Scaled mark** of at least 50 in ATAR English, Literature or EALD, or
- Meet university specific concessions where a scaled mark of 50 has not been achieved.
- Demonstrate competence through the Special Tertiary Admissions Test (STAT)

Students can find out more information about university concessions and alternative admission pathways by visiting the websites of each university. Further information is available from the following websites:

- Tertiary Institutions Service Centre (TISC)

  www.tisc.edu.au

- School Curriculum and Standards Authority (SCSA)
  www.scsa.wa.edu.au

PREREQUISITES

Many university courses specify that certain subjects must be undertaken by students in Year 12 as background knowledge needed to be able to apply to enter their particular course. Refer to course information from individual universities for details.

SUFFICIENTLY HIGH ATAR

TISC is responsible for the ranking of students for university entrance. An ATAR is calculated using school assessment and WACE examination results.

BONUSES

A bonus of 10% of the scaled score applies for Mathematics Methods.

TAFE ENTRANCE

TAFE offers various levels of courses to accommodate the needs of students from Certificate I to Diploma and Advanced-Diploma qualifications.

The minimum requirement for enrollment in TAFE courses is a C grade in Year 10 Mathematics and English.

The length of these courses varies according to the study area selected. TAFE will provide students with details.

Entry requirements are designed to ensure all those who gain entry to a course have the competencies or skills and abilities to effectively participate in the program. These competencies cover communication (reading, writing, speaking and listening) and mathematical skills.

All applicants must meet entry requirements. Courses are split into competitive and non-competitive entry. Competitive entry means there are more applicants than places available. To enter the 20% of courses that have competitive entry (30% in the case of metropolitan campuses), students need to meet specific selection criteria.

VOCATIONAL EDUCATION AND TRAINING

In the VET area, students can explore possible career pathways and investigate the training required at university, TAFE or in apprenticeships or traineeships. There are opportunities to commence studies with TAFE, apprenticeships, or traineeships while still in Year 11, increasing eligibility for further skills training and future employment. Certificates and units of competency are nationally recognised and give students the opportunity to gain entry to university into a number of courses.

THE VET PATHWAY PROGRAM INCLUDES

- 4 Day in-school VET Program, including Certificates (TAFE) and General Courses completed.
- 1-2 Day out of school program including, Certificates completed at TAFE and/or Workplace Learning (ADWPL)
- 5 days at school which incorporates a certificate course (Business, Hospitality or Workplace Skills).

VET Program
This Program has been developed for students who intend to gain entry to TAFE, or university via TAFE or work. These students will have the opportunity of gaining dual certification: WACE and TAFE certification at the completion of the course.

Students may be enrolled in three or more courses in-school:

Students will also be enrolled in the following 2 courses out-of-school:

- A Certificate II or higher from a TAFE
- Endorsed Program - Workplace Learning (ADWPL)

A limited number of places will be available for some TAFE profile funded courses.

VET COURSES DELIVERED AT ECCS

ECCS currently offers three Certificates through partnership with IVET (Potentially more in 2026). These are Certificate III in Business, Certificate II in Hospitality and Certificate I/II Workplace skills. Students will be able to study these certificates as part of a normal school timetable. Students will also take four courses to go with the Certificate of choice.

ELITE SPORTS PERFORMANCE (ADESP)

Elite Sports Performance is an Authority-developed endorsed program that enables a student engaged in representative or competitive elite sports activities to be recognised for the significant learning encompassed within such activities. The program requires that a student commits a minimum of 110 hours to the development of technical skills and knowledge of a specific sport through sports development programs such as those provided by the WA Institute of Sport, sporting associations' sports programs and state or national development squads. Typically, a student would have been through a selection process and identified as gifted or talented in a particular sport. The program must involve one or a series of sports performances or competitions at a state level or higher. The program will also develop personal qualities such as commitment and discipline while building on a range of interpersonal skills.

If you are involved in a sport performing at state level or higher, please see Mrs Carruthers to apply for the Elite Sports Performance Endorsed Program which will contribute 2 points towards your WACE.

SCHOOL BASED APPRENTICESHIPS

This program is normally for Year 12 students after they have successfully completed the VET Transition Program in Year 11. The student is contracted to an employer, to start their apprenticeship while still at school. Limited availability.

SCHOOL BASED TRAINEESHIPS

School-based apprenticeships and traineeships (SBATs) provide an opportunity for you to **work with an employer and train in a qualification while you are still at school.** With a SBAT you will go to school and, with the school's approval, you (and a guardian if you are under 18) will sign a training contract with an employer in your chosen industry. This gives you the same employment and training conditions and responsibilities as other apprentices/trainees, and the employer will pay you for the time you spend at work. You may do some of your training at a registered training organisation (RTO) such as a TAFE or private training provider and some at work. You may complete your traineeship while at school, but most apprenticeships will be completed after you leave school. When you do a SBAT, you will work and train on the job with your employer and may also train at a RTO for one or two days a week, spending the other days at school completing your Western Australian Certificate of Education (WACE).

WORKPLACE LEARNING (ADWPL)

Authority-Developed Workplace Learning (ADWPL) provides an invaluable opportunity for students to develop the many skills they need for employment. Students will receive meaningful training for the transition from school to work, the opportunity to acquire 'hands-on' experience and practical training in the workplace and SCSA recognition towards a WACE.

Success in these studies will be shown on the student's WASSA from SCSA and contribute to the student achieving a WACE. Success in ADWPL may contribute significantly to a student's successful entry to a TAFE.

COMPETENCY-BASED ASSESSMENT

All certificate courses provided at school or through the VET Transition Program are competency based.

The Australian National Training Authority (ANTA) defines a 'competency' as: 'The specification of knowledge and skill, and the application of that knowledge and skill within an occupation or industry level to the standard or performance required in employment.' That is, the ability to perform a job to the level of performance required in the workplace.

Competency-based assessment (CBA) is the process of collecting evidence and making judgments on whether a learner can demonstrate the competencies identified by industry as essential for satisfactory performance in the workplace.

The learner demonstrates that she/he has achieved all the required competencies. A learner is assessed as either not yet having achieved the competencies or as competent.

RECOGNITION OF PRIOR LEARNING

Emmanuel Christian Community School recognises that knowledge and skills may have been obtained in other environments and these may contribute to the attainment of units of competency within the school's scope. Students wishing to claim recognition of prior learning should obtain an application form from the VET Coordinator.

VET POTENTIALLY DELIVERED TO SECONDARY STUDENTS 2026

The following certificates ***may*** be offered in 2026 as part of our program with various external providers (NM TAFE/ SM TAFE). Other certificates may become available. If the certificate you are interested in is not listed below, please contact the VET Coordinator.

POTENTIAL COURSES

Automotive

Certificate II in Automotive Vocational Preparation

Building and Construction

Certificate II in Plumbing (Plumbing Pre-Apprenticeship)
Certificate II in Building and Construction (Pathway - Carpentry)
Certificate II in Construction Pathways (Building Maintenance)
Certificate II in Furniture Making Pathways
Certificate II in Glass and Glazing

Business and Finance

Certificate III in Accounts Administration
Certificate III in Legal Services
Certificate III in Business (Medical Administration)

Creative Industries

Certificate II in Printing and Graphic Arts
Certificate II in Apparel, Fashion and Textiles
Certificate III in Arts and Cultural Administration
Certificate III in Design Fundamentals
Certificate II in Creative Industries (Product/Jewellery)
Certificate III in Music (Creation | Performance)
Certificate III in Screen and Media (Animation | Film & Television | Photography, Media & Content creation | Radio Broadcasting & Podcasting)

Education and Community Services

Certificate II in Community Services
Certificate III in Education Support
Certificate IV in School Based Education Support (Via FEC)*

Engineering and Mining

Certificate III in Aviation (Remote Pilot)
Certificate II in Integrated Technologies (Robotics Control Systems)
Certificate II in Autonomous Workplace Operations
Certificate II in Surveying and Spatial Information Services
Certificate II in Engineering Pathways
Certificate II in Rail Infastructure
Certificate III in Engineering - Technical

Health, Beauty and Fitness

Certificate II in Health Support Services
Certificate II in Salon Assistant
Certificate III in Dental Laboratory Assisting
Certificate III in Make-Up
Certificate II in Sport – Developing Athlete
Certificate III in Fitness
Certificate III in Health Services Assistance
Certificate IV in Preparation for Health and Nursing Studies

Horticulture and Conservation

Certificate II in Horticulture

Hospitality, Tourism and Events

Certificate II in Cookery
Certificate III in Events
Certificate III in Tourism

Laboratory Operations

Certificate II in Sampling and Measurement

Library and Information Services

Certificate III in Library and Information Services

Logistics

Certificate II in Supply Chain Operations

Networking and Security

Certificate III in Information Technology (Cyber Security)

Check the following link for North Metropolitan TAFE
https://www.northmetrotafe.wa.edu.au/schools-and-parents/vet-delivered-secondary-students-vetdss

* https://fec.org.au/chc40221-certificate-iv-in-education-support/

ENROLLING IN YEAR 11 IN 2026

Students wishing to enrol at Emmanuel Christian Community School must be enrolled in and studying six (6) courses, or the equivalent, in each semester.

All students must study one of the following: English ATAR, Literature ATAR, English General, or English Foundation

All students must choose at least one course from List A and at least one from List B.

Students wishing to compete for special SCSA awards at the end of Year 12 should study at least two from each list.

Students wishing to gain an ATAR must study a minimum of four (4) ATAR courses in which they intend sitting the external assessment/exam at the end of 2027.

PREREQUISITES

Many Year 11 courses have a specific prerequisite. For 2026, this is expressed as the grade awarded in Year 10. The prerequisite is based on the degree of difficulty of the Year 11 course and the kind of background students need to be successful. Students should check the following pages carefully to ensure they have met the prerequisite for a course they wish to study. If a student has not met the prerequisite for a course, they are not eligible to enrol in that course. Students who do not meet prerequisites and still wish to be considered for entry into a course must gain approval from the Head of Learning Area (HOLA) of that course.

ELIGIBILITY FOR FOUNDATION COURSES

The only students who may enrol in Foundation courses in Semester 1 of Year 11 are those who have not yet demonstrated the minimum standard of literacy and/or numeracy by the end of Year 10. This will be negotiated with eligible students at the end of 2025.

ENROLMENT PROCESS FOR COURSE SELECTION

The enrolment process will be conducted online via the student portal. Each student will be given a web code to log on to complete the online subject selection form, students will only be able to enrol in those courses for which they have met the prerequisites.

- Students who do not meet pre-requisites and still wish to be considered for entry into a course must gain approval from the Head of Learning Area (HOLA) of that course.
- Students who wish to enroll in the VET program must make an appointment with the VET Coordinator.
- Not all courses that are offered are likely to run. Timetabling constraints may affect the availability of courses. This means that students may need to reselect. Classes will only run where there are viable numbers.
- Students who wish to make changes to their course selections must make an appointment to see the Deputy of Curriculum. All requests must be accompanied by a letter/email or change of selection form from the parent.
- Students who are unsure of courses or pathways to choose should make an appointment to see the Deputy Principal of Curriculum before the date for selection has passed.

COURSE SELECTIONS AT EMMANUEL CHRISTIAN COMMUNITY SCHOOL

THE ARTS

YEAR 11 VISUAL ARTS GENERAL | GEVAR

Recommendation

'C' grade in Year 10 English 'C' grade in Year 10 Visual Arts

In the Visual Arts General course, students engage in traditional, modern and contemporary media and techniques within the broad areas of art forms. The course promotes innovative practice. Students are encouraged to explore and represent their ideas and gain an awareness of the role that artists and designers play in reflecting, challenging and shaping societal values. Students are encouraged to appreciate the work of other artists and engage in their own art practice.

UNIT 1 – Experiences

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

UNIT 2 – Explorations

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

Possible Excursions/Events

Each year there is the possibility of either an excursion to Sculptures by the Sea or an incursion by a visiting artist. While these may not be mandatory to the course, exposure to art and seeing artists in practice really enhances students' understanding and motivation.

ASSESSMENTS

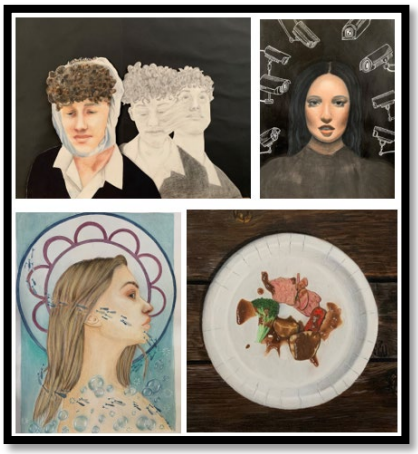
- Production 70%
- Response 15%
- Investigation 15%

CAREER POSSIBILITIES

Students with a keen interest in Visual Arts may pursue a career in all areas of Arts; public art, fine art, graphic design, architecture and arts management. Other career possibilities include art instructor, exhibition designer, teaching, art therapist, game designer, art preservation, illustration, film/ TV set/ prop design and animator.

YEAR 12 VISUAL ARTS GENERAL | GTVAR

Recommendation



'C' grade with course mark of 58 or higher in Year 11 Visual Arts General.

In the Visual Arts General course, students engage in traditional, modern and contemporary media and techniques within the broad areas of art forms. The course promotes innovative practice. Students are encouraged to explore and represent their ideas and gain an awareness of the role that artists and designers play in reflecting, challenging and shaping societal values. Students are encouraged to appreciate the work of other artists and engage in their own art practice.

The Year 12 syllabus is divided into two units which are delivered as a pair. The notional time for the pair of units is 110 class contact hours.

UNIT 3 – Inspirations

The focus for Unit 3 is inspirations. Students become aware that artists gain inspiration and generate ideas from diverse sources, including what is experienced, learned about, believed in, valued, imagined or invented.

UNIT 4 – Investigations

The focus for Unit 4 is investigations. Students explore and develop ideas for art making and interpretation through the investigation of different artists, art forms, processes and technologies.

ASSESSMENTS

- Production 65%
- Response 10%
- Investigation 10%
- EST 15%

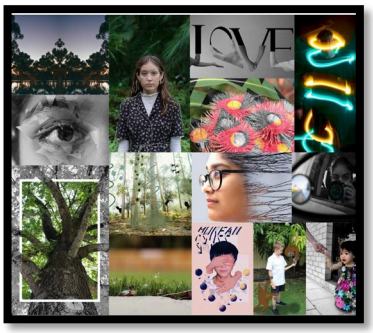
CAREER POSSIBILITIES

Students with a keen interest in Visual Arts may pursue a career in all areas of art instructor, exhibition designer, teaching, art therapist, game designer, art preservation, illustration, film/ TV set/ prop design and animator. Transferable skills include, creativity, written and verbal communication, interpersonal skills, problem solving, organisational and time management, self-assessment, leadership.

YEAR 11 DESIGN GENERAL | GEDES

Recommendation

'C' grade in Year 10 English is recommended.



UNIT 1 - Design fundamentals

Students learn that design can be used to provide solutions to design problems and communication needs. They are introduced to basic design skills and a range of techniques within a defined context to demonstrate control over the elements and principles of design.

Photography context

In this context, design may use analogue, and/or digital photographic systems and/or digital media.

UNIT 2 – Personal design

Students learn that they visually communicate aspects of their personality, values and beliefs through their affiliations and their manipulation of personal surroundings and environments. Students explore design elements and principles and the design process in a project communicating something of themselves. Students increase familiarity with basic production skills and processes, materials and technologies.

Photography context

Scrapbook design, exhibition invitation or poster, portfolio website, book cover, advertising photography, fashion model z card, alternative printing techniques, book/magazine cover, Polaroid collage.

ASSESSMENTS

Assessment tasks will include portfolio work, research and evaluation-based tasks specific to the theme or style of photography being studied.

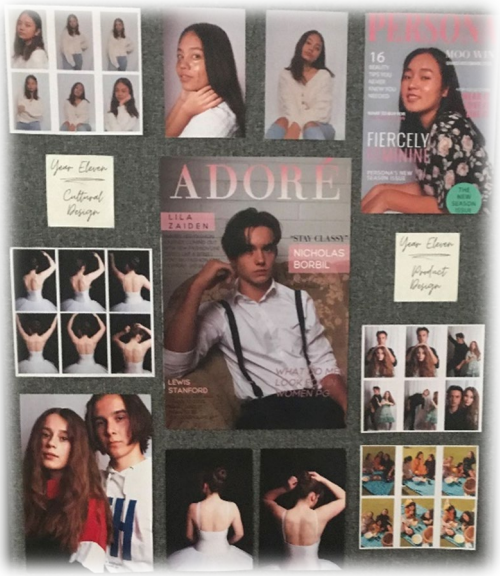
- Production 70%
- Response 30%

CAREER POSSIBILITIES

Students with a keen interest in Design may pursue a career in all areas of photography, freelance, commercial, industry, studio and portraiture. Photojournalism, social media, graphic design, animation, digital game design, media studies.

YEAR 12 DESIGN GENERAL| GTDES

The goals of the Design General course are to facilitate a deeper understanding of how design works; and how ideas, beliefs, values, attitudes, messages and information are effectively communicated to specific audiences with specific intentions or purposes via visual media forms. This course aims to achieve these goals by exposing students to a variety of communication forms and a thorough exploration of design.



UNIT 3 – Product design

This focus of this unit is product design. Students learn that the commercial world is comprised of companies, requiring consumer products, services and brands for a particular audience. They are introduced to the concept of intellectual property. Using the design process, they create products/services, visuals and/or layouts with an awareness of codes and conventions. They use relevant and appropriate production skills and processes, materials and technologies relevant to the design.

Photography: magazine design; fashion label design; fashion photography; design of a billboard; product advert; still life photography; advertising photography; product advertisements; product catalogue; landscape photography; food photography/styling

UNIT 4 – Cultural design

The focus of this unit is cultural design. Students learn that society is 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. Students are encouraged to create designs that link to a culture or sub-culture and are introduced to ethical issues concerning representation. Students develop a design process with an understanding of codes and conventions. They consider communication strategies and audience. They define and establish contemporary production skills and processes, materials and technologies.

Photography: festival posters; band promotions; harmony day; portrait, formal portrait photography; social/cultural documentary; community/social photographic studies; Fashion campaign poster; self-image; family portrait album; band poster design; stereotype; montage photography; portrait photography; documentary

ASSESSMENTS

Assessment tasks will include portfolio work, research and evaluation-based tasks specific to the theme or style of photography being studied.

- Production 65%
- Response 20%
- Externally Set Task 15%

YEAR 11 MEDIA PRODUCTION AND ANALYSIS |GEMPA

The Media Production and Analysis General course aims to prepare students for a future in a digital and interconnected world by providing the skills, knowledge and understanding to tell their own stories and interpret the stories of others. Students are encouraged to explore, experiment and interpret their world, reflecting and analysing contemporary life, while understanding that this is done under social, cultural and institutional constraints. Students, as users and creators of media products, consider the important role of audiences and their context. This course focuses on the development of technical skills in the practical process.

Unit 1 – Mass Media

Students reflect on their own use of the media, common representations, including the examination of characters, stars and stereotypes and the way media is constructed and produced.

Students are introduced to the languages of the media, learning how codes and conventions are used to construct representations within narratives. They examine the media that surrounds them and consider how audiences interpret media representations of people and their associated values.

Unit 2 – Point of View

Students will be introduced to the concept and learn how a point of view can be constructed. They will analyse media work and construct a point of view in their own productions.

Within this broad focus, students can choose from a range of media genres and styles and examine ways in which information and specific codes, conventions and techniques are selected and used to present a particular point of view.

ASSESSMENTS

- Production 70%
- Response 30%

CAREER POSSIBILITIES

Students with a keen interest in Media may pursue a career in Film Making, Communication and Media Studies, journalism, IT, events management.

YEAR 12 MEDIA PRODUCTION AND ANALYSIS |GTMPA

The Media Production and Analysis General course aims to prepare all students for a future in a digital and interconnected world by providing the skills, knowledge and understandings to tell their own stories and interpret others' stories. Students learn the languages of media communication and how a story is constructed using representations. Students are encouraged to explore, experiment and interpret their world, reflecting and analysing contemporary life while understanding that this is done under social, cultural and institutional constraints. Students as users and creators of media products, consider the important role of audiences and their context.

UNIT 3 - Entertainment

Students expand their understanding of media languages, learning how codes and conventions are used to construct entertainment media. They examine the process of representation and the way values are constructed in media work. Students consider how the experiences of audiences influence their responses to media and how media work is shaped by the production context and through the production process.

UNIT 4 – Representation and reality

Representation is the act of re-presenting or constructing identities, places or ideas based on shared values and understandings. Students will consider different types of representations and how they relate to the construction of reality within media work.

Within this broad focus, students have the opportunity to choose from a range of media genres and styles and examine ways in which codes, conventions and techniques are used to dramatise and re-present reality while at the same time engaging and informing audiences.

ASSESSMENTS

- Production 60%
- Response 25%
- Externally Set Task 15%

CAREER POSSIBILITIES

Students with a keen interest in Media may pursue a career in Film Making, Communication and Media Studies, journalism, IT, events management.

ENGLISH

To cater for all students' needs and abilities, Emmanuel Christian Community School offers four English courses – Foundation, General, ATAR and Literature. Each course is organised into 4 units, with Unit 1 and Unit 2 delivered in Year 11 and Unit 3 and Unit 4 in Year 12.

The **English Foundation** course aims to develop students' skills in reading, writing, viewing, speaking and listening in work, learning, community and everyday personal contexts. Such development involves an improvement in English literacy where literacy is defined broadly to include reading ability, verbal or spoken literacy, the literacy involved in writing, and visual literacy. Students undertaking this course will develop skills in the use of functional language conventions, including spelling, punctuation and grammar. Sound literacy skills are required for comprehending and producing texts; for communicating effectively in a learning or working environment, within a community or for self-reflection; and for establishing one's sense of individual worth. Students are invited to take Foundation English if they have not passed the OLNA Literacy and have not attained a C grade in Year 10 English. It runs concurrently with the General English course.

The **English General** course focuses on consolidating and refining the skills and knowledge needed by students to become competent, confident and engaged users of English in everyday, community, social, further education, training and workplace contexts. The course is designed to provide students with the skills to succeed in a wide range of post-secondary pathways by developing their language, literacy and literary skills. Students comprehend, analyse, interpret, evaluate and create analytical, imaginative, interpretive and persuasive texts in a range of written, oral, multimodal and digital forms.

The **English ATAR** course focuses on developing students' analytical, creative, and critical thinking and communication skills in all language modes. It encourages students to critically engage with texts from their contemporary world, with texts from the past and with texts from Australian and other cultures. Such engagement helps students develop a sense of themselves, their world and their place in it. Through close study and wide reading, viewing and listening, students develop the ability to analyse and evaluate the purpose, stylistic qualities and conventions of texts and enjoy creating their own imaginative, interpretive, persuasive and analytical responses.

In the Literature ATAR course, students learn to create readings of literary texts and to create their own texts, including essays, poems, short stories, plays and multimodal texts. Students engage with literary theory and study literary texts in great detail. Students learn to read texts in terms of their cultural, social and historical contexts; their values and attitudes; and their generic conventions and literary techniques. They enter the discourse about readings, reading practices and the possibility of multiple readings.

ENGLISH ATAR | AEENG

Recommendation

A 'C' grade in Year 10 English with a course mark of 60% or higher.

The English ATAR course is designed to develop students' facility with all types of texts and language modes and to foster an appreciation of the value of English for lifelong learning.
Students refine their skills across all language modes by engaging critically and creatively with texts.
They learn to speak and write fluently in a range of contexts and to create a range of text forms. They hone their oral communication skills through discussion, debate and argument, in a range of formal and informal situations. All students enrolled in the English ATAR Year 12 course are required to sit the ATAR course examination. The examination is based on a representative sampling of the content for Unit 3 and Unit 4.

UNIT 1

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

UNIT 2

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

ASSESSMENTS

- 2 Examinations 20 – 30%
- Creating 35 – 40%
- Responding 35 – 40%

Responding - Types of assessment will involve tasks in which students comprehend, engage with, interpret, analyse, compare, contrast, reflect on, appreciate and evaluate a range of texts and text forms for a variety of purposes and audiences. Students can respond in a range of text forms including fiction and non-fiction, media texts, multimodal and digital texts.

Creating - Students create sustained imaginative, interpretive and persuasive texts in a range of modes for a variety of purposes and audiences. Students can create a range of text forms including fiction and non-fiction, media texts, multimodal and digital texts.

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.

ASSESSMENTS

- 2 Examinations 30%
- Creating 35%
- Responding 35%

A “C” Grade in ATAR English is a pre-requisite for university entrance.

Some universities offer students entrance with an “A” or “B” grade in General English.

ENGLISH LITERATURE ATAR | AELIT

Recommendation

A 'C' grade in Year 10 English with a course mark of 60 or higher.

The Literature ATAR course focuses on the study of literary texts and developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language; evaluate perspectives and evidence; and challenge ideas and interpretations. The Literature ATAR course explores how literary texts construct representations, shape perceptions of the world and enable us to enter other worlds of the imagination. In this subject, students actively participate in the dialogue of literary analysis and the creation of imaginative and analytical texts in a range of modes, media and forms.

UNIT 1

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

UNIT 2

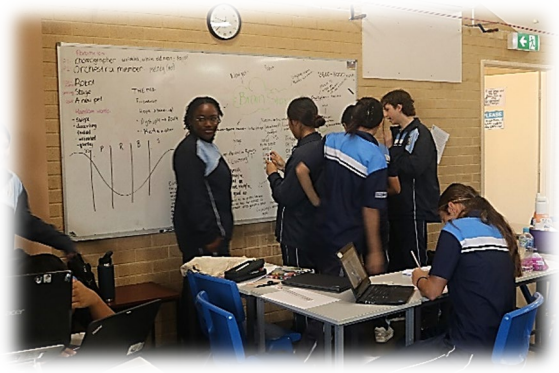
Unit 2 develops students' knowledge and understanding of intertextuality, the ways literary texts connect with each other. Drawing on a range of language and literary experiences, students consider the relationships between texts, genres, authors, readers, audiences and contexts. The ideas, language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

ASSESSMENTS

- Extended written response 10 – 20%
- Short written response 30 – 40%
- Creative production of a literary text 10 – 20%
- Oral 10 – 20%
- Exam 20 – 30%

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.

ASSESSMENTS

- Extended written response 15%
- Short written response 35%
- Creative production of a literary text 10%
- Oral 10%
- Exam 30%

ENGLISH GENERAL | GEENG

The English General course focuses on consolidating and refining the skills and knowledge needed by students to become competent, confident and engaged users of English in everyday, community, social, further education, training and workplace contexts. The English General course is designed to provide students with the skills that will empower them to succeed in a wide range of post-secondary pathways. The course develops students' language, literacy and literary skills to enable them to communicate successfully both orally and in writing and to enjoy and value using language for both imaginative and practical purposes. Students comprehend, analyse, interpret and evaluate the content, structure and style of a wide variety of oral, written, multimodal, digital and media texts. Students learn how the interaction of structure, language, audience and context helps to shape how the audience makes meaning. Both independently and collaboratively, they apply their knowledge to create analytical, imaginative, interpretive and persuasive texts in different modes and media.

UNIT 1

This unit focuses on comprehending and responding to the ideas and information presented in texts.

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

UNIT 2

This unit focuses on interpreting ideas and arguments in a range of texts and contexts.

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

ASSESSMENTS

- Responding 40 – 60%
- Creating 40 – 60%

UNIT 3

Unit 3 focuses on exploring different perspectives presented in a range of texts and contexts. Students:

- explore attitudes, text structures and language features to understand a text's meaning and purpose
- examine relationships between context, purpose and audience in different language modes and types of texts, and their impact on meaning
- 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

Unit 4 focuses on community, local or global issues and ideas presented in texts and on developing students' reasoned responses to them. Students:

- explore how ideas, attitudes and values are presented by synthesising information from a range of sources to develop independent perspectives
- 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 texts.

ASSESSMENTS

- Responding 40%
- Creating 45%
- Externally Set Task 15%

HEALTH & PHYSICAL EDUCATION

YEAR 11 PHYSICAL EDUCATION STUDIES ATAR | AEPES

Physical Education Studies contributes to the development of students' physical, social and emotional growth. In the Physical Education Studies ATAR course students learn about physiological, psychological and biomechanical principles, and apply these to analyse and improve personal and group performances in physical activities. Throughout the course, students learn through integrated written, oral and active learning experiences. The course also provides students with opportunities to develop skills that will enable them to pursue personal interests and potential in physical activity as athletes, coaches, officials, administrators and/or volunteers.

The Physical Education Studies ATAR course focuses on the complex interrelationships between motor learning and psychological, biomechanical and physiological factors that influence individual and team performance. Students engage as performers, leaders, coaches, analysts and planners of physical activity. Physical activity serves both as a source of content and data and as a medium for learning. 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 1 - Skills for physical activity

The focus of this unit is to explore anatomical and biomechanical concepts, the body's responses to physical activity and stress management processes to improve their own performance and that of others in physical activity.

UNIT 2 - Self-management and interpersonal skills for physical activity

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

ASSESSMENTS

- Response 15%
- Investigation 15%
- Examination 40%
- Practical 30%

CAREER POSSIBILITIES

Sports Science, sports medicine, coaching, elite sports management, athlete participation, psychology and allied health services like nutritionists, physiotherapists, etc.

YEAR 12 PHYSICAL EDUCATION STUDIES ATAR | ATPES

Recommendation

'C' grade with course mark of 58 or higher in Year 11 Physical Education Studies.

Physical Education Studies ATAR Year 12 syllabus, it is recommended the focus of study be one or two sports from the prescribed list for the practical (performance) ATAR course examination. This will provide a greater level of comparability between school and examination marks and inform future moderation processes for Physical Education Studies.

PRESCRIBED LIST OF SPORTS FOR PRACTICAL ATAR EXAMINATION

• AFL	• Badminton
• Basketball	• Cricket
• Hockey	• Netball
• Soccer	• Tennis
• Touch	• Volleyball

Unit 3 - Knowledge and understanding of movement and conditioning concepts for physical activity

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.

Unit 4 - – Knowledge and understanding of sport psychology concepts for physical activity

The focus of this unit is to extend the understanding by students of complex biomechanical, psychological and physiological concepts to evaluate their own and others' performance.

Practical (performance) 30%

Students demonstrate their ability to adapt and adjust skills and tactics in the sport(s) studied at school while performing within a competitive situation. The assessment must be completed by the teacher and conducted within the school environment within the nominal hours of the course. Evidence can include: direct observation, checklists, use of video and/or oral presentation*[1].

*[1] Oral presentation is recommended for assessment of students who, at the time of assessment, are unable to participate due to illness or injury. The format of this assessment should reflect the alternative examination.

Practical (performance) examination 30%

Typically conducted at the end of semester and/or unit and reflecting the practical examination design brief for this syllabus. Students demonstrate their ability to adapt and adjust skills and tactics in a sport*[2] studied at school while performing within a competitive situation.

*[2] If a class is studying one sport for the whole year, the examination will be on that sport at different times of the year. If a class is studying two sports, each examination will cover one of the sports studied.

ASSESSMENTS

- Theory 70% (Response 30% | Investigation 15% | Examination 55%)
- Practical 30%

YEAR 11 PHYSICAL EDUCATION STUDIES GENERAL | GEPES

Physical Education Studies contributes to the development of students' physical, social and emotional growth. The Physical Education Studies General course provides students with opportunities to understand and improve performance through the integration of theoretical concepts and practical activities. Through engagement as performers, leaders, coaches, analysts and planners of physical activity, students may develop skills that can be utilised in leisure, recreation, education, sport development, youth work, health and medical fields.

UNIT 1

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

UNIT 2

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

ASSESSMENTS

- Practical (performance) 50%
  Students demonstrate their ability to adapt and adjust skills and tactics in the sport(s) studied at school while performing within a competitive situation. Evidence can include direct observation, checklists, and the use of video.
- Investigation 25%
- Response 25%

YEAR 12 PHYSICAL EDUCATION STUDIES GENERAL | GTPES

The Physical Education Studies General course contributes to the development of the whole person. It promotes the physical, social and emotional growth of students. Throughout the course, emphasis is placed on understanding and improving performance in physical activities. The integration of theory and practice is central to studies in this course.

UNIT 3

The focus of this unit is simple movement, biomechanical, physiological, psychological, functional anatomy and motor leaning 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.

ASSESSMENTS

- Practical (performance) 50%
  Students demonstrate their ability to adapt and adjust skills and tactics in the sport(s) studied at school while performing within a competitive situation. Evidence can include direct observation, checklists, and the use of video.
- Investigation 15%
- Response 20%
- Externally Set Task 15%

CAREER POSSIBILITIES

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

YEAR 11 HEALTH STUDIES GENERAL | GEHEA

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

The influence of social, environmental, economic and biological determinants of health is a key focus of the course. Other course content includes the influence of beliefs, attitudes and values on health behaviour, and the importance of self-management and interpersonal skills in making healthy decisions.

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 1

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

Unit 2

This unit focuses on personal health and introduces the many factors which influence health. The notion of prevention is central to this unit, and students explore actions, skills and strategies to cope with health influences and improve health. In addition to health determinants, the influence of cognitive dissonance on decision making and the role of communities in shaping norms and expectations are explored. Self-management and cooperative skills are examined, and students continue to develop and apply health inquiry skills.

ASSESSMENTS

- Inquiry 20%
- Project 50%
- Response 30%

CAREER POSSIBILITIES

This course will prepare students for career and employment pathways in a range of health and community service industries. Students will have the opportunity to develop key employability and life skills, including communication, leadership, initiative and enterprise. Inquiry skills will equip students to adapt to current and future studies and work environments

YEAR 12 HEALTH STUDIES GENERAL | GTHEA

Unit 3

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

This unit focuses on the impact of health determinants on personal and community health. The concept of community development and the importance of participation and empowerment is introduced. Students learn about how chronic conditions are defined in the National Strategic Framework. 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.

ASSESSMENTS

- Inquiry 20%
- Project 40%
- Response 25%
- Externally set task 15%

CAREER POSSIBILITIES

Health Studies is designed for those students interested in pursuing a pathway to Health, Social and Community Services and related TAFE courses and fields of employment. Health Studies facilitates the development of knowledge, understanding and skills necessary to promote an understanding of the importance of personal and community action in promoting health.

HUMANITIES AND SOCIAL SCIENCES

YEAR 11 MODERN HISTORY ATAR | AEHIM

Modern History has a strong vocational value and the skills acquired are applicable to many forms of employment. “In today’s fast changing workforce, the person who has broad based skills in acquiring and analysing information, in comprehension and communication has the best foundation for a career” (Melbourne University). Learning the skill of critical inquiry is essential for people working in business, government, law, science, industry, tourism, media, medicine and teaching. All these transferable skills are developed through the study of history. 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. It enhances students’ curiosity and imagination and their appreciation of larger themes, individuals, historical movements, events and ideas that have shaped the contemporary world.

This course develops a number of essential skills and historical concepts including:

- Research
- Evaluation of sources for example their usefulness, perspective and contestability
- Synthesis and use of evidence
- Analysis of different interpretations and representations
- Analytical and critical thinking
- Cause and effect
- Effective written and aural communication

UNIT 1

Understanding the Modern World: Capitalism the American Experience 1907-1941 This unit provides an introduction to significant developments in the modern period that have defined the modern world, and the ideas that underpinned them, such as liberty, equality and fraternity. These ideas have inspired many and have had far-reaching consequences. The course includes the social, economic and political aspects associated with the development of capitalism in America and some of the individuals who shaped the modern world.

UNIT 2

Movements for change in the 20th Century: Nazism in Germany This unit focuses on the ways in which individuals, groups and institutions challenge authority and transform society. The course begins at the end of World War I and identifies the reasons for the rise of Nazism and individuals such as Adolf Hitler. The circumstances and techniques that permitted their rise to power and the effects of the Nazi movement had on society are examined.

ASSESSMENTS

- Historical Inquiry 20%
- Explanation 20%
- Source analysis 30%
- Exams 30%

CAREER POSSIBILITIES

Tour guide, librarian, archaeologist, criminologist, journalist, author, and archivist.

YEAR 12 MODERN HISTORY ATAR | ATHIM

Recommendation

'C' grade with course mark of 60 or higher in Year 11 Modern History.

The Modern History ATAR course continues to develop student learning in history through the two strands of Historical Knowledge and Understanding, and Historical Skills. This strand organisation provides an opportunity to integrate content in flexible and meaningful ways.

UNIT 3 – Modern nations in the 20th century

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

UNIT 4 – The modern world since 1945

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.

ASSESSMENTS

- Historical inquiry 20%
- Explanation 20%
- Source analysis 20%
- Examination 40%

CAREER POSSIBILITIES

Tour guide, librarian, archaeologist, criminologist, journalist, author, and archivist

YEAR 11 ECONOMICS ATAR | AEECO

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

UNIT 1 - Microeconomics

Microeconomics is the study of particular markets, and segments of the economy. This unit explores the theory that markets are an efficient way to allocate scarce resources, using real-world markets with an emphasis on the Australian economy. When the forces of demand and supply do not allocate and price resources in a way that society would regard as efficient, equitable or sustainable, market failure can occur. Students examine examples of market failure along with a range of government policy options that can be applied to achieve more desirable outcomes. Students are also introduced to the language of economics and the use of theories and models to explain and interpret economic events and issues.

UNIT 2 – Macroeconomics

Macroeconomics is the study of the whole economy. This unit focuses on Australia's macroeconomic performance using the circular flow of income model. The business cycle results in changes in the levels of output, income, spending and employment in the economy, which, in turn, have implications for economic growth, inflation and unemployment. Students also examine the role of the government in the macroeconomy.

ASSESSMENTS

- Investigation 20%
- Data Interpretation/Short answer 20%
- Extended Answer 20%
- Exam 40%

YEAR 12 ECONOMICS ATAR | ATECO

Recommendation

'C' grade with course mark of 60 or higher in Year 11 Economics.

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 – Australia and the Global Economy

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 – Macroeconomic theory and economic policy

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.

ASSESSMENTS

- Data Interpretation/Short answer 30%
- Extended Answer 30%
- Exam 40%

CAREER POSSIBILITIES

Accountant, Economist, Financial Analyst, Finance Advisor, Business consultant.

MATHEMATICS

MATHEMATICS METHODS: AEMAM

MATHEMATICS APPLICATIONS: AEMAA

MATHEMATICS ESSENTIAL: GEMAE

The three mathematics courses are differentiated, each focusing on a pathway that will meet the learning needs of a particular group of senior secondary students.

Recommendations

Please see Mrs Beulah Lombard, Head of Mathematics to determine eligibility for each of these courses.

YEAR 11 MATHEMATICS METHODS |AEMAM

The Mathematics Methods ATAR course aims to develop students':

- understanding of concepts and techniques drawn from algebra, the study of functions, calculus, probability and statistics
- ability to solve applied problems using concepts and techniques drawn from algebra, functions, calculus, probability and statistics
- reasoning in mathematical and statistical contexts and interpretation of mathematical and statistical information, including ascertaining the reasonableness of solutions to problems
- capacity to communicate in a concise and systematic manner using appropriate mathematical and statistical language
- capacity to choose and use technology appropriately and efficiently.

UNIT 1

Contains the three topics:

- Functions and graphs
- Trigonometric functions
- Counting and probability.

Unit 1 begins with a review of the basic algebraic concepts and techniques required for a successful introduction to the study of functions and calculus. Simple relationships between variable quantities are reviewed, and these are used to introduce the key concepts of a function and its graph. The study of probability and statistics begins in this unit with a review of the fundamentals of probability, and the introduction of the concepts of conditional probability and independence. The study of the trigonometric functions begins with a consideration of the unit circle using degrees and the trigonometry of triangles and its application. Radian measure is introduced, and the graphs of the trigonometric functions are examined and their applications in a wide range of settings are explored.

UNIT 2

Contains the three topics:

- Exponential functions
- Arithmetic and geometric sequences and series
- Introduction to differential calculus.

In Unit 2, exponential functions are introduced, and their properties and graphs examined. Arithmetic and geometric sequences and their applications are introduced, and their recursive definitions applied. Rates and average rates of change are introduced, and this is followed by the key concept of the derivative as an 'instantaneous rate of change'. These concepts are reinforced numerically (by calculating difference quotients), geometrically (as slopes of chords and tangents), and algebraically. This first calculus topic concludes with derivatives of polynomial functions, using simple applications of the derivative to sketch curves, calculate slopes and equations of tangents, determine instantaneous velocities, and solve optimisation problems.

ASSESSMENTS

- Response (Tests) 40%
- Investigations 20%
- Exams 40%

YEAR 12 MATHEMATICS METHODS |ATMAM

The Year 12 syllabus is divided into two units which are delivered as a pair. The notional time for the pair of units is 110 class contact hours.

UNIT 3

Contains the three topics:

- Further differentiation and applications
- Integrals
- Discrete random variables.

The study of calculus continues by introducing the derivatives of exponential and trigonometric functions and their applications, as well as some basic differentiation techniques and the concept of a second derivative, its meaning and applications. The aim is to demonstrate to students the beauty and power of calculus and the breadth of its applications. The unit includes integration, both as a process that reverses differentiation and as a way of calculating areas. The fundamental theorem of calculus as a link between differentiation and integration is emphasised. Discrete random variables are introduced, together with their uses in modelling random processes involving chance and variation. The purpose here is to develop a framework for statistical inference.

UNIT 4

Contains the three topics:

- The logarithmic function
- Continuous random variables and the normal distribution
- Interval estimates for proportions.

The logarithmic function and its derivative are studied. Continuous random variables are introduced, and their applications examined. Probabilities associated with continuous distributions are calculated using definite integrals. In this unit, students are introduced to one of the most important parts of statistics, namely, statistical inference, where the goal is to estimate an unknown parameter associated with a population using a sample of that population. In this unit, inference is restricted to estimating proportions in two-outcome populations. Students will already be familiar with many examples of these types of populations.

ASSESSMENTS

- Response (Tests) 40%
- Investigations 20%
- Exams 40%

YEAR 11 MATHEMATICS APPLICATIONS |AEMAA

Mathematics Applications is an ATAR course which 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.

The Mathematics Applications ATAR course aims to develop students':

- Understanding of concepts and techniques drawn from the topic areas of number and algebra, geometry and trigonometry, graphs and networks, and statistics
- Ability to solve applied problems using concepts and techniques drawn from the topic areas of number and algebra, geometry and trigonometry, graphs and networks, and statistics
- Reasoning and interpretive skills in mathematical and statistical contexts
- Capacity to communicate the results of a mathematical or statistical problem-solving activity in a concise and systematic manner using appropriate mathematical and statistical language
- Capacity to choose and use technology appropriately and efficiently.

UNIT 1

Contains the three topics:

- Consumer arithmetic
- Algebra and matrices
- Shape and measurement.

'Consumer arithmetic' reviews the concepts of rate and percentage change in the context of earning and managing money and provides a context for the use of spread sheets. 'Algebra and matrices' continue the Year 7–10 study of algebra and introduces the new topic of matrices. The emphasis of this topic is the symbolic representation and manipulation of information from real-life contexts using algebra and matrices. 'Shape and measurement' extend the knowledge and skills students developed in the Year 7–10 curriculum with the concept of similarity and associated calculations involving simple and compound geometric shapes. The emphasis in this topic is on applying these skills in a range of practical contexts, including those involving three-dimensional shapes.

UNIT 2

Contains the three topics:

- Univariate data analysis and the statistical investigation process
- Applications of trigonometry
- Linear equations and their graphs.

'Univariate data analysis and the statistical investigation process' develop students' ability to organise and summarise univariate data in the context of conducting a statistical investigation. 'Applications of trigonometry' extends students' knowledge of trigonometry to solve practical problems involving non-right-angled triangles in both two and three dimensions, including problems involving the use of angles of elevation and depression and bearings in navigation. 'Linear equations and their graphs' uses linear equations and straight-line graphs, as well as linear-piece-wise and step graphs, to model and analyse practical situations.

ASSESSMENTS

- Response (Tests) 40%
- Investigations 20%
- Exams 40%

12 MATHEMATICS APPLICATIONS |ATMAA

The Year 12 syllabus is divided into two units which are delivered as a pair.

UNIT 3

Contains the three topics:

- Bivariate data analysis
- Growth and decay in sequences
- Graphs and networks

'Bivariate data analysis' introduces students to some methods for identifying, analysing and describing associations between pairs of variables, including using the least-squares method as a tool for modelling and analysing linear associations. The content is to be taught within the framework of the statistical investigation process.

'Growth and decay in sequences' employs recursion to generate sequences that can be used to model and investigate patterns of growth and decay in discrete situations. These sequences find application in a wide range of practical situations, including modelling the growth of a compound interest investment, the growth of a bacterial population, or the decrease in the value of a car over time. Sequences are also essential to understanding the patterns of growth and decay in loans and investments that are studied in detail in Unit 4. 'Graphs and networks' introduce students to the language of graphs and the way in which graphs, represented as a collection of points and interconnecting lines, can be used to analyse everyday situations, such as a rail or social network.

UNIT 4

Contains the three topics:

- Time series analysis
- Loans, investments and annuities
- Networks and decision mathematics.

'Time series analysis' continues students' study of statistics by introducing them to the concepts and techniques of time series analysis. The content is to be taught within the framework of the statistical investigation process. 'Loans, investments and annuities' aims to provide students with sufficient knowledge of financial mathematics to solve practical problems associated with taking out or refinancing a mortgage and making investments. 'Networks and decision mathematics' uses networks to model and aid decision-making in practical situations.

ASSESSMENTS

- Response (Tests) 40%
- Investigations 20%
- Exams 40%

YEAR 11 MATHEMATICS ESSENTIAL GENERAL | GEMAE

The Mathematics Essential General course aims to develop students' capacity, disposition and confidence to:

- understand concepts and techniques drawn from mathematics and statistics
- solve applied problems using concepts and techniques drawn from mathematics and statistics
- use reasoning and interpretive skills in mathematical and statistical contexts
- communicate in a concise and systematic manner using appropriate mathematical and statistical language
- choose and use technology appropriately.

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

UNIT 1

This unit includes the following four topics:

- Basic calculations, percentages and rates
- Using formulas for practical purposes
- Measurement
- Graphs

UNIT 2

This unit includes the following four topics:

- Representing and comparing data
- Percentages
- Rates and ratios
- Time and motion

ASSESSMENTS

- Response 50%
- Practical 50%

Practical applications (included in both Unit 1 and Unit 2)
Students are required to practically apply mathematics understandings and skills using the mathematical thinking process to develop solutions or arrive at conclusions, to real-world tasks.
Statistical investigation process (included in Unit 2 only.)
A minimum of two tasks must be included for each unit with at least one statistical investigation process task for Unit 2.

YEAR 12 MATHEMATICS ESSENTIAL GENERAL | GTMAE

The Year 12 syllabus is divided into two units which are delivered as a pair. The notional time for the pair of units is 110 class contact hours.

UNIT 3

This unit includes the following four topics:

- Measurement
- Scales, plans and models
- Graphs in practical situations
- Data collection

UNIT 4

This unit includes the following three topics:

- Probability and relative frequencies
- Earth geometry and time zones
- Loans and compound interest

ASSESSMENTS

• Response	40%
• Practical applications (included in both Unit 3 and Unit 4)	45%
• Externally set task	15%

SCIENCE

CHEMISTRY: AECHE
HUMAN BIOLOGY: AEHBY
HUMAN BIOLOGY: GEHBY
PHYSICS: AEPHY
PSYCHOLOGY: GEPSY

YEAR 11 CHEMISTRY ATAR | AECHE

Recommendation

A 'B' grade with a mark of 70 or higher in Science Extension.

Chemistry, the study of matter and its interactions, is an indispensable human activity that has contributed essential knowledge and understanding of the world around us. The significant achievements of chemistry stretch across every facet of our lives. The Chemistry course equips students with a knowledge and understanding of chemistry to enable them to appreciate the natural and built environment, its materials, and interactions between them. The course helps students to predict chemical effects, recognise hazards and make informed, balanced decisions about chemical use and sustainable resource management. This enables students to confidently and responsibly use the range of materials and substances available to them. The Chemistry course provides opportunities for students to investigate properties and reactions of matter within a developing theoretical framework, enabling them to recommend applications and possible future uses, and hazards, of materials.

Students learn how to solve problems, both qualitative and quantitative, apply concepts and theories to new situations and communicate their understandings through equations, essays and short answers. The course enables students to relate chemistry to other sciences including biology, physics, geology, medicine, molecular biology and agriculture, and to take advantage of vocational opportunities that arise through its application in biological, environmental and industrial processes.

UNIT 1 – Chemical fundamentals: structure, properties and reactions

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

UNIT 2 – Molecular interactions and reactions

In this unit, students continue to develop their understanding of bonding models and the relationship between structure, properties and reactions, including consideration of the factors that affect the rate of chemical reactions. Students investigate the unique properties of water and the properties of acids and bases and use chemical equations to calculate the concentrations and volumes of solutions involved in chemical reactions.

ASSESSMENTS

- Semester Examinations 50%
- Science Inquiry 25%
- Tests 15%
- Extended Response Tasks 10%

YEAR 12 CHEMISTRY ATAR | ATCHE

Recommendation

'C' grade with course mark 58 or higher in Year 11 Chemistry.

Chemistry aims to develop students':

- interest in and appreciation of chemistry and its usefulness in helping to explain phenomena and solve problems encountered in their ever-changing world
- understanding of the theories and models used to describe, explain and make predictions about chemical systems, structures and properties
- understanding of the factors that affect chemical systems, and how chemical systems can be controlled to produce desired products
- appreciation of chemistry as an experimental science that has developed through independent and collaborative research, and that has significant impacts on society and implications for decision making
- expertise in conducting a range of scientific investigations, including the collection and analysis of qualitative and quantitative data and the interpretation of evidence
- ability to critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions
- ability to communicate chemical understanding and findings to a range of audiences, including through the use of appropriate representations, language and nomenclature.

UNIT 3 – Equilibrium, acids and bases, and redox reactions

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

UNIT 4 – Organic chemistry and chemical synthesis

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

ASSESSMENTS

- Semester Examinations 50%
- Science Inquiry 20%
- Tests 20%
- Extended Response 10%

CAREER POSSIBILITIES

The study of Chemistry can lead to courses such as Pharmacy, Medicine, Biomedical Science, Chemical Engineering, Metallurgy

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YEAR 11 HUMAN BIOLOGY ATAR |AEHBY

This course is organised into a Year 11 syllabus and a Year 12 syllabus. The cognitive complexity of the syllabus content increases from Year 11 to Year 12.

Recommendation

High 'C' grade in Year 10 Science with an ability to memorize facts.

Human Biology covers a wide range of ideas relating to many aspects of the functioning human. In this course students will learn about the structure and functions the body can perform. Students will learn how the regulation of the body systems allows survival in a changing environment.

Students will learn of new discoveries that are increasing the understanding of human variations. Students will also learn of the causes of dysfunction, and of new treatments and preventative measures. Students will revisit genetics and learn molecular genetics to allow evaluation of the impact of new biotechnological processes on individuals and society. Population genetics will be explored to highlight the longer-term changes leading to natural selection within and evolution of the human species. There is a strong emphasis on practical investigations that will encourage critical thinking, the evaluation of evidence, problem-solving and communication of understandings in scientific ways.

UNIT 1 – The functioning human body

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

UNIT 2 – Reproduction and inheritance

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

ASSESSMENTS

- Tests 25%
- Extended Response 15%
- Science Inquiry 20%
- Semester Examinations 40%

CAREER POSSIBILITIES

An understanding of Human Biology will assist students to make lifestyle decisions for everyday life and will be valuable for a variety of possible career paths including medicine, biomedical science, pharmacy, paramedics, nursing and sports medicine.

YEAR 12 HUMAN BIOLOGY ATAR|ATHBY

Recommendation

'C' grade with course mark 58 or higher in Year 11 Human Biology.

Human Biology covers a wide range of ideas relating to the functioning human. Students learn about themselves, relating structure to function and how integrated regulation allows individuals to survive in a changing environment. They research new discoveries that are increasing our understanding of the causes of dysfunction, which can lead to new treatments and preventative measures. Reproduction is studied to understand the sources of variation that make each of us unique individuals. Through a combination of classical genetics, and advances in molecular genetics, dynamic new biotechnological processes have resulted. Population genetics is studied to highlight the longer term changes leading to natural selection and evolution of our species.

As a science, the subject matter of this course is founded on knowledge and understanding that has been gained through systematic inquiry and scientific research. However, this knowledge is far from complete and is being modified and expanded as new discoveries and advancements are made. Students develop their understanding of the cumulative and evolving nature of scientific knowledge and the ways in which such knowledge is obtained through scientific investigations. They learn to think critically, to evaluate evidence, to solve problems and to communicate understandings in scientific ways.

An understanding of human biology is valuable for a variety of career paths. The course content deals directly and indirectly with many different occupations in fields, such as science education, medical and paramedical fields, food and hospitality, childcare, sport and social work. Appreciation of the range and scope of such professions broadens their horizons and enables them to make informed choices. This helps to prepare all students, regardless of their background or career aspirations, to take their place as responsible citizens in society.

UNIT 3 – Homeostasis and disease

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

UNIT 4 – Human variation and evolution

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

ASSESSMENTS

- Tests 25%
- Extended Response 15%
- Science Inquiry 10%
- Semester Examinations 50%

CAREER POSSIBILITIES The course content deals directly and indirectly with many different occupations in fields such as science education, medical and paramedical fields, food and hospitality, childcare, sport and social work.

YEAR 11 HUMAN BIOLOGY GENERAL |GEHBY

In the Human Biology General course, students learn about themselves, relating the structure of the different body systems to their function and understanding the interdependence of these systems in maintaining life. Reproduction, growth and development of the unborn baby are studied to develop an understanding of the effects of lifestyle choices. Students will engage in activities exploring the coordination of the musculoskeletal, nervous and endocrine systems. They explore the various methods of transmission of diseases and the responses of the human immune system. Students research new discoveries that help increase our understanding of the causes and spread of disease in the modern world.

This course would complement Psychology, Health Studies and/or Certificate 11 Sport and Recreation.

UNIT 1

The focus for this unit is on the nutritional choices that we make for the optimal functioning of body cells.

Cells are the basic structural and functional units of the human body. Nutrients are required by cells to sustain life processes. The structures of the digestive system are designed to obtain nutrients which are essential for a functioning musculoskeletal system. Personal dietary decisions can affect the optimal functioning of body cells and quality of life.

UNIT 2

The focus of this unit is on the importance of regular health checks to prevent or manage medical problems.

The circulatory, respiratory and urinary systems facilitate the exchange, transport and removal of materials for efficient body functioning. Regular health checks can assess the risk of future medical issues and monitor current medical problems for the development of individual treatment plans in order to improve quality of life.

ASSESSMENTS

- Investigations 40%
- Project 30%
- Practical Assessment 10%
- In Class assessment 20%

CAREER POSSIBILITIES

An understanding of human biology is valuable for a variety of career paths. The course content deals directly and indirectly with many different occupations in areas, such as social work, medical and paramedical fields, food and hospitality, childcare, sport, science and health education. Appreciation of the range and scope of such professions broadens students' horizons and enables them to make informed choices. This helps to prepare all students, regardless of their background or career aspirations, to take their place as responsible citizens in society.

YEAR 12 HUMAN BIOLOGY GENERAL |GTHBY

In the Human Biology General course, students learn about themselves, relating the structure of the different body systems to their function and understanding the interdependence of these systems in maintaining life. Reproduction, growth and development of the unborn baby are studied to develop an understanding of the effects of lifestyle choices. Students will engage in activities exploring the coordination of the musculoskeletal, nervous and endocrine systems. They explore the various methods of transmission of diseases and the responses of the human immune system. Students research new discoveries that help increase our understanding of the causes and spread of disease in a modern world.

UNIT 3 – Coordination

This unit explores bones, muscles, nerves and hormones and how they maintain the body to act in a coordinated manner.

Students investigate the musculoskeletal, nervous and endocrine systems through dissections and practical examination of reflexes, vision, hearing and skin sensitivity. They are encouraged to interpret and communicate their findings in a variety of ways.

UNIT 4 – Infectious disease

This unit explores the causes and spread of disease and how humans respond to invading pathogens. Disease is caused by various pathogens that are transmitted between individuals and populations in many different ways.

Prevention of transmission of disease can be achieved by adopting good hygiene practices at a personal, domestic and workplace level. The body responds naturally to disease in several ways. These actions of the body can be assisted by the use of medications, such as antibiotics, and the use of vaccines.

ASSESSMENTS

- Tests 35%
- Extended Response 20%
- Science Inquiry 30%
- Externally Set Task 15%

CAREER POSSIBILITIES

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

YEAR 11 PHYSICS ATAR | AEPHY

Recommendation

"B' grade with a mark of 70 or higher in Extension Science

Albert Einstein described a certain physics experiment as like looking at a watch and imagining what was going on inside it without opening the back. Physics is the science of physical phenomena, from the sub-atomic particles from which all matter is made to the universe as a whole.

In this course students investigate the natural and built world around them in a wide and interesting range of contexts. They explore the different forms of energy and energy transformations, and study how mechanical forces can shape the environment. They learn how electric and magnetic fields can be used in machines and electronic devices, why different materials are used in heating and cooling systems and how radioactivity is used in industrial situations.

UNIT 1 – Motion, forces and energy

Students develop an understanding of motion, forces, and mechanical and thermal energy, which can be used to describe, explain and predict a wide range of phenomena. Students describe linear motion in terms of position and time data, and examine the relationships between force, momentum and energy for interactions in one dimension.

UNIT 2 – Waves, nuclear and electrical physics

Students explore the ways physics is used to describe, explain and predict the energy transfers and transformations that are pivotal to modern industrial societies. Students investigate common wave phenomena in various media. They apply the nuclear model of the atom to investigate radioactivity and learn how nuclear reactions convert mass into energy. Students examine the movement of electrical charge in circuits and use this to analyse, explain and predict electrical phenomena.

ASSESSMENTS

- Tests 40%
- Science Inquiry portfolio 20%
- Semester Examinations 40%

CAREER POSSIBILITIES

This course also provides prerequisite, preferred or highly desirable knowledge and skills for many science, engineering and science related courses such as medical imaging, physiotherapy and aviation at tertiary institutions.

YEAR 12 PHYSICS ATAR | ATPHY

Recommendation

'C' grade with course mark of 58 or higher in Year 11 Physics.

The Physics ATAR course aims to develop students':

- appreciation of the wonder of physics and the significant contribution physics has made to contemporary society
- understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action
- understanding of the ways in which matter and energy interact in physical systems across a range of scales
- understanding of the ways in which models and theories are refined and new models and theories are developed in physics; and how physics knowledge is used in a wide range of contexts and informs personal, local and global issues
- investigative skills, including the design and conduct of investigations to explore phenomena and solve problems, the collection and analysis of qualitative and quantitative data, and the interpretation of evidence
- ability to use accurate and precise measurement, valid and reliable evidence, and skepticism and intellectual rigour to evaluate claims
- ability to communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

UNIT 3 – Gravity and relativity

Students develop a deeper understanding of motion and its causes by using Newton's laws of motion and the gravitational field model to analyse circular motion, including on banked curves, and satellite motion.

UNIT 4 – Electromagnetism and modern physics

Students apply their understanding of black body radiation, wave/particle duality and the quantum theory of the atom to make and/or explain observations of a range of phenomena, such as atomic emission and absorption spectra, the photoelectric effect and lasers.

ASSESSMENTS

- Tests 40%
- Science Inquiry portfolio 10%
- Semester Examinations 50%

CAREER POSSIBILITIES

Physics is a prerequisite or a highly desirable course for many university sciences, medical and engineering related courses.

YEAR 11 PSYCHOLOGY GENERAL | GEPSY

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 is designed to integrate the understanding of scientific principles, the acquisition of psychological knowledge and the application of both in an enjoyable and contemporary way. The study of psychology is highly relevant to further studies in the health professions, education, human resources, social sciences, sales, media and marketing and management.

UNIT 1

This unit provides a general introduction to personality and intelligence. Students explore a number of influential theories including Freud's psychodynamic approach, Eysenck's trait theory and Spearman's theory of general intelligence. Beyond the individual, the impact of culture and others on behaviour is a key focus. Students examine agents of socialisation and the role of verbal and non-verbal communication in initiating, maintaining and regulating relationships. Students are introduced to qualitative and quantitative methods of data collection and explore fundamental ethical considerations pertinent to psychological research.

UNIT 2

This unit introduces students to the human brain and the impact of factors influencing behaviour, emotion and thought. The scientific study of development is an important component of psychology and students review aspects of development and the role of nature and nurture. Students learn about stages of development and the impact of external factors on personality development. The impact of group size on behaviour and the influence of culture in shaping attitudes is explored. Students interpret descriptive data and apply it to create tables, graphs and diagrams, distinguish patterns and draw conclusions.

ASSESSMENTS

- Investigation 30%
- Response 40%
- Project 30%

CAREER POSSIBILITIES

Further studies in the health professions, education, human resources, social sciences, sales, media and marketing and management.

YEAR 12 PSYCHOLOGY GENERAL | GTPSY

UNIT 3

This unit expands on 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

This unit explores brain function and scanning techniques to illustrate the link between the brain and behaviour. Students learn about Piaget's theory of cognitive development, Kohlberg's theory of moral development and the role of nature and nurture. The impact of the environment on individuals is examined through the study of behaviours observed in groups, causes of prejudice and ways of reducing prejudice. Students continue to develop and apply their understanding of psychological research and data collection methods.

ASSESSMENTS

- Investigation 25%
- Response 40%
- Project 20%
- Externally Set Task 15%

CAREER POSSIBILITIES

Welfare worker, counsellor, registered nurse, psychologist

TECHNOLOGIES

YEAR 12 APPLIED INFORMATION TECHNOLOGY ATAR |ATAIT

The Applied Information Technology ATAR course provides students with the knowledge and skills to use a range of computer hardware and software to create, manipulate and communicate information in an effective, responsible and informed manner. The content of the units encompasses theoretical aspects (knowledge) and practical aspects (skills).

ATAR UNIT 3 – Evolving Digital Technologies

This unit focuses on the use of applications to create, modify, manipulate, use and/or manage technologies. Students consider the nature and impact of technological change and the effect this has when creating products for a particular purpose and audience.

ATAR UNIT 4 – Digital Technologies within a Global Society

This unit focuses on the production of a digital solution for a particular client. Students undertake the management of data and develop an appreciation of the social, ethical and legal impacts of digital technologies within a global community.

ASSESSMENTS

- Project 40%
- Short Answer 10%
- Extended Answer 10%
- Exam 40%

CAREER POSSIBILITIES

The Applied Information Technology ATAR course provides a sound theoretical and practical foundation, offering pathways to further studies and a wide range of technology based careers.

YEAR 12 APPLIED INFORMATION TECHNOLOGY GENERAL | GTAIT

Throughout the Applied Information Technology General course, students investigate client-driven issues and challenges, devise solutions, produce models or prototypes and then evaluate and refine the design solution in collaboration with the client. Students are provided with the opportunity to experience, albeit in a school environment, developing digital solutions for real situations.

The practical application of skills, techniques and strategies to solve information problems is a key focus of the course. Students also gain an understanding of computer systems and networks. In undertaking projects and designing solutions, the legal, ethical and social issues associated with each solution are also considered and evaluated.

General UNIT 3 – Media Information and Communication Technologies

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

General UNIT 4 – Digital Technology in Business

The emphasis of this unit is on the skills, principles and practices associated with various types of documents and communications. Students identify the components and configuration of networks to meet the needs of a business. Students design digital solutions for clients, being mindful of the various impacts of technologies within legal, ethical and social boundaries.

ASSESSMENTS

- Project 50%
- Short Answer 20%
- Extended Answer 15%
- Externally Set Task 15%

CAREER POSSIBILITIES

The Applied Information Technology General course provides a sound theoretical and practical foundation, offering pathways to further studies and a wide range of technology based careers.

YEAR 11 MATERIAL DESIGN AND TECHNOLOGY |GEMDTW

The Materials Design and Technology General course is a practical course. The course allows teachers the choice to explore and use three materials learning contexts: metal, textiles and wood with the design and manufacture of products as the major focus. There is also the flexibility to incorporate additional materials from outside the designated contexts. This will enhance and complement the knowledge and skills developed within the course as many modern-day products are manufactured using a range of different material types. Students examine social and cultural values and the short-term and long-term impacts of the use and misuse of materials and associated technologies. Through this inquiry, experimentation and research, students develop their creativity and understanding of the society in which they live.

The Materials Design and Technology General course in wood is fundamentally a practical course of study. Using woods as a medium, the students will be required to design and make their own projects. Students will have the opportunity to use a variety of hand and power tools and the chance to use different types of wood and techniques to produce products that they have designed and manufactured.

UNIT 1

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

Throughout the process, students learn about the origins, classifications, properties and suitability for the purpose of the materials they are using and are introduced to a range of production equipment and techniques. They develop materials manipulation skills and production management strategies and are given the opportunity to realise their design ideas through the production of their design project.

UNIT 2

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

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

Students, in consultation with teachers, select projects of interest and then design and make products suitable for a specific market.

ASSESSMENTS

- Design 25%
- Response 15%
- Production 60%

CAREER POSSIBILITIES

It is a course intended to enhance students' hand –skills and expose them to an industry type environment.

YEAR 12 MATERIAL DESIGN AND TECHNOLOGY | GTMDTW

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 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 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 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.

ASSESSMENTS

- Production Practical 50%
- Practical Portfolio 25%
- Written Response 10%
- Externally set task 15%

CAREER POSSIBILITIES

The course outcomes are relevant to a number of learning areas, including but not limited to, Technology and Enterprise, Society and Environment, The Arts, Science and Mathematics. This course also connects to the world of work, further vocational education and training and university pathways. Students may achieve vocational education and training (VET) competencies as they complete their design projects, while at the same time developing cognitive skills fundamental to designing in a practical context. This process enhances employability and may lead to further training and employment opportunities in areas that include textiles and clothing, manufacturing, design, built environment, science and engineering.

CERTIFICATE COURSES:

CERTIFICATE II IN HOSPITALITY |SIT20322

2-year duration

The focus of this certificate course is to develop skills in the hospitality industry. This two-year course enables students to gain a nationally recognised industry qualification whilst completing their school graduation. Students are provided with a range of unique opportunities like customer service, basic barista training, precision knife skills and general *mise en place* kitchen skills, including sandwich making. The emphasis is on the preparation of dishes from a variety of cuisines that could be served at social functions.

Students enrolling in these courses will be expected to work out of hours when catering for special school functions.

This course also offers opportunities for students to access both long and short-term employment. Students will develop relevant technical, vocational and interpersonal competencies suitable to employment and further training in business as well as skills, knowledge and experiences that are transferable to other industry areas.

Work practice

In addition to attending classes, you will be required to undertake 163 hours of work placement. The work placement will be arranged by NMTAFE staff in partnership with the school.

https://training.gov.au/training/details/sit20322

ASSESSMENTS

This qualification assesses student's skills and knowledge to become competent in a variety of contexts, for example, hygiene, food safety, service of food and beverages, working effectively with others, interaction with customers. As a certificate course, several competencies are assessed. These include 6 core and 6 elective units of competency as shown in the table.

CAREER POSSIBILITIES

The Hospitality Industry is one of the fastest growing industries in Australia offering a wide range of employment opportunities. Certificate 11 in Hospitality is a nationally recognised qualification enabling a choice of careers in the Food and Beverage Industry, including preparing and serving espresso coffee in cafes, working as cooks, service attendants and apprentice chefs. Further study could see opportunities in Small Business Management, Environmental Health, Ethical and Sustainable marketing.

CERTIFICATE COURSES: HASS

WORKPLACE SKILLS | BSB10120 & BSB20120

1-year duration (each course)

These courses will prepare students for entry-level positions across a diverse range of business services settings. It provides students with fundamental, transferable skills and knowledge that underpin all workplace performance.

Topics covered include:

- Planning and preparation
- Prioritization and time management
- Teamwork and workplace etiquette
- Effective work habits
- Common digital technologies
- Communication skills
- Critical thinking and basic problem solving

CAREER POSSIBILITIES
Office Assistant, Junior Clerk, Receptionist, Data entry operator, Junior personal assistant, Administration Assistant, Clerical Worker

CERTIFICATE III IN BUSINESS | BSB30120

2-year duration

Students will develop and build teamwork, interpersonal skills and organisational capabilities which can be used to further strengthen their employability skills post-secondary schooling.

Topics covered include:

- Planning and preparation
- Prioritization and time management
- Teamwork and workplace etiquette
- Common digital technologies
- Common business software applications
- Presentation skills
- Communication skills
- Critical thinking and basic problem solving
- Stress management and personal well being

Successful completion will prepare you for the increasing demand for office workers that has been forecast by the government.

CAREER POSSIBILITIES
Accounts receivable clerk, Data entry operator, Office administration assistant, Receptionist Junior personal assistant

CERTIFICATE COURSES:

CERTIFICATE II in CREATIVE INDUSTRIES | CUA20220

2-year duration

This certificate allows students to explore a variety of areas in the arts and creative industries field. This program can be specialised or broad depending on the needs of the students and structures of the school and offers alternative vocational pathways to students within the school setting.
Successfully completing this qualification will enable students to seek employment in a variety of job roles.

CAREER POSSIBILITIES
Production Assistant (Film & Television), Technical Production Manager, Creative Producer, Sound Designer/Engineer, Lighting Designer/Engineer, Stage Manager, Venue Coordinator, Digital Content Producer, Event Manager.

CERTIFICATE III IN APPLIED DIGITAL TECHNOLOGIES | ICT20120

2-year duration

This Certificate program develops some of the most common and transferable skills and knowledge in order to prepare students for entry level positions in the ICT services industry. It can also lead to further study in general ICT pathways or in a particular IT specialisation.
Students gain hands-on experience with essential software applications, develop crucial cybersecurity awareness, and build technical problem-solving skills through real-world projects and scenarios. These capabilities translate directly into employment opportunities and create solid foundations for further specialised study in high-demand areas, such as cybersecurity, data analysis, or digital media.

Roles allow students to explore virtually all industry sectors, including healthcare, education, manufacturing, retail, financial services and government agencies, offering students a broad range of employment options, regardless of their other interests

CAREER POSSIBILITIES
IT Support Technician, Digital Content Creator, Office Systems Administrator, Cyber Security Analyst, Social Media Coordinator, Computer Network Technician, Digital Marketing Assistant, Software Support Specialist

UNIQUE STUDENT IDENTIFIER (USI)

The USI is a reference number made up of ten numbers and letters that:

- creates a secure online record of your recognised training and qualifications gained in Australia, from all training providers you undertake recognised training with
- will give you access to your training records and transcripts
- can be accessed online, anytime and anywhere
- is free and easy to create and
- stays with you for life

What does my USI do?

Your USI links to an online account which contains all your training records which you have completed from 1 January 2015 onwards.

Why does the school need your USI?

If you are going to be undertaking nationally recognised training, you need a USI in order to receive your qualification or statement of attainment. Any student taking a Certificate course will need to apply for a USI. You will also need it if you are doing a short course like getting a First Aid Certificate.

How to apply for a USI Creating a Unique Student Identifier (USI) will only take a few minutes and it is free. You only need to create a USI once and it will stay with you for life. After you create your USI, you then need to give it to each training provider you train with when you enrol.

If you already have a USI you can retrieve your USI or password on the website. www.usi.gov.au/students

SUGGESTED READING

WACE MANUAL

Published by the School Curriculum and Standards Authority (SCSA) and updated annually, this document provides a detailed breakdown of course requirements, graduations requirements and all other information related to studying for the Western Australian Certificate of Education (WACE).
(http://www.scsa.wa.edu.au/publications/wace-manual)

YEAR 10 HANDBOOK 2025

Contains information for students currently enrolled in Year 10, designed to provide a reference point for studies in Year 11 and Year 12 and, in particular, for the Western Australian Certificate of Education (WACE)
https://scsa.wa.edu.au/publications/year-10-information

APPRENTICESHIPS AND TRAINEESHIPS

Apprenticeships and traineeships are a great way to start a career. They combine practical experience at work with structured training. As an apprentice or trainee, a young person enters a formal training contract with an employer that leads to a nationally recognised qualification. In traditional technical trades like bricklaying or cabinet making, an **apprenticeship** would be the usual option.

Traineeships are usually in non-trade areas such as hospitality, business, manufacturing and health. Most of the time is spent in paid employment, learning practical skills on the job and putting them into practice. The rest of the time is spent in structured training at TAFE (RTO) or in the workplace. The training requirements are part of the training plan which is negotiated between employee and employer, employee and TAFE (RTO).

Apprenticeships and traineeships are **competency based**. This means that training can be completed earlier if the skill levels required for the industry have been reached. Apprenticeships and traineeships are available to people of all ages. Most can be undertaken on a full-time or part-time basis – and **some can be started at school** (School Based Apprenticeship/Traineeship).

As an apprentice/trainee you: earn wages while you're learning, can complete your training sooner if you have the skills, gain qualifications recognised Australia wide and may be able to start training while still at school. When qualified you can look forward to higher pay, improved job prospects, qualifications and skills for further education and training and choices to advance your career.

Apprenticeships and traineeships are available in over 300 occupations and their availability varies from State to State. In addition to the traditional apprenticeship trades, opportunities are to be found in the fields of:

- **Administration**
- **Arts and the media**
- **Banking, insurance and financial services**
- **Building** including bricklaying, cabinet making, carpentry and joinery, glass cutting and glazing, masonry, painting, plastering, plumbing and gas fitting, roof tiling, sprinkler fitting.
- **Childcare**
- **Communications and information technology**
- **Community services and health**
- **Electrical** including electrical fitter, electrical mechanic, electrical trades person
- **Food** including baking, bread making, chef, http://www.training.com.au general butcher, pastry working and patisserie
- **Hairdressing**
- **Horticultural** including flower and vegetable seed propagation, gardening, green keeping, nursery work, fruit tree cultivation
- **Metal** including blacksmithing, boiler making, fitting and turning, machining, moulding, sheet metal working, tool making, welding.
- **Tourism and hospitality**
- **Transport, warehousing and furniture removals**
- **Vehicle** including automotive electrics, fitting, body builder, coach painting, motor mechanic, panel beater

SCHOOL BASED TRAINEESHIP (SBT)

Students will be placed in a range of industries. Students complete a Certificate II in a chosen area, are placed in a work environment two days per week and are paid for their work for one day.

Students complete 4 courses at school with their Certificate and Workplace Learning (WPL) counting towards their WACE. As students are paid employees, these positions are more difficult to find, and hence fewer areas are available.

Some SBT students do not attend a Training College/Registered Training Office (RTO). Instead, they complete their Certificate II through their employer's trainer. Students need to commit to completing Year 12 although they can be offered full-time employment earlier. This is usually offered to Year 12's who have completed VET in Year 11 and places are very limited.

These are also exempt of course fees. They involve a day out of school including 7.6 hours in a workplace. Course resource fee approx. $100

ABORIGINAL SCHOOL BASED TRAINEESHIPS

Aboriginal School Based Traineeships (ASBT's) provide the opportunity for students to start a traineeship whilst also completing the Western Australian Certificate of Education (WACE). Under these arrangements students are both a full-time student and a part-time employee, with the same employment and training responsibilities as other trainees. To be a school-based trainee, you must:

- be a full-time senior secondary school student in Years 11 or 12.
- enter a Training Contract with an employer to complete a traineeship.
- have the school's agreement to undertake a school-based traineeship.
- have the competencies achieved in the traineeship included in your WACE, and
- be 15 years of age at the date of commencement of the training contract.

Aboriginal School Based Traineeships undertake a Certificate II in a chosen industry. Training on-the-job will be equivalent to a full day/shift in the workplace. Off-the-job training may also be taken at a Trade Training Centre of a State Training Provider. There must be an average of eight hours of paid work per week integrated over the period of the Training Contract, including school holidays. Students need to find an employer to offer a School Based Traineeship. SBT training will generally take one day per week in Year 11, and two days per week in Year 12. For the remaining three days' students must attend school to complete School Curriculum and Standards Authority courses.

VET FEES DISCLAIMER

VET courses will currently be delivered in partnership with TAFE or Registered Training Organisations and will only be undertaken with the agreement of parents, school and students.
The fee structure is determined by the course selected, there are currently three pathways in relation to fees:

- TAFE PROFILE FUNDED COURSES.

These courses (listed on p18) don't incur any course fees. However, they are limited to certain qualifications and students have to apply and aren't always guaranteed a place. Students will need to be out of school 1 day a week. Course resource fee approx. $100

- AUSPICING

School run courses in partnership with IVET. Fees are broken down into Semesters and charged to school fees.

Eg. (2025 figures)
Certificate II in Workplace Skills (1 year) - $220 Certificate II in Hospitality (2 years) - $968
Certificate III in Business (2 years) - $880

- PARTNERSHIP

FEC – Fremantle Education Centre

CHC40221 – Certificate IV in School Based Education Support - $1680.00

Please note flexible payment plans are available with a $350 non-refundable deposit (of total course fee), prior to commencement of course (no interest charged).

APPENDIX I — APPRENTICESHIPS AND TRAINEESHIPS

Assistance in relation to TAFE, Apprenticeship & Traineeship opportunities may be obtained from:

CAREER CENTRE

Location: 2nd Floor, City Central Building, 166 Murray Street. PERTH. WA 6000
Ph. 132398
Email: career.centre@dtwd.wa.gov.au
Web site http://www.careercentre.dtwd.wa.gov.au/Pages/CareerCentre.aspx
Hours: 8.30 a.m. – 5.00 p.m. (Monday – Friday)

APPRENTICENTRE

http://dtwd.wa.gov.au/employeesandstudents/apprenticentre/
Optima Centre – Building B, 16 Parkland Road, Osborne Park
Phone: 13 19 54

TAFE WA

General TAFE website address: http://training com.au and http://TafeCourses.com.au

Training WA: http://dtwd.wa.gov.au/employeesandstudents/training/

APPENDIX II — POST-SECONDARY INFORMATION

All Tertiary Institutions produce University Guides which offer descriptions and prerequisites for specific courses. These are all distributed to students in Year 12 and are also available from the Careers office.

Details of course prerequisites can also be accessed via the websites listed below.

Tertiary Institutions Service Centre (TISC) TISC has information about eligibility and criteria for university entrance.

A list of prerequisites to University Courses is also available. www.tisc.edu.au

UNIVERSITY OF WESTERN AUSTRALIA

Admission to the University of Western Australia (UWA) is very competitive. There are always more applicants than there are places available. As a result, the minimum academic standards required for entry are high. WA school leavers must:

- Meet the requirements of the Western Australian Certificate of Education (WACE); and
- Achieve English Language competence; and
- Demonstrate academic performance by obtaining a sufficiently high enough Australian Tertiary Admission Rank (ATAR) for entry into UWA; and
- Satisfy any course prerequisites. www.studyat.uwa.edu.au

CURTIN UNIVERSITY

To be eligible to study at Curtin, school leavers should:

- Meet the requirements of the Western Australian Certificate of Education (WACE); and
- Achieve English Language competence; and
- Obtained a sufficiently high Australian Tertiary Admission Rank (ATAR); and
- Satisfy any prerequisites or special requirements for entry into particular courses. study.curtin.edu.au

EDITH COWAN UNIVERSITY

The minimum admission requirements for school leavers to enter ECU include:

- Meeting the requirements of the Western Australian Certificate of Education (WACE); and
- Achieve English Language competence; and
- Obtaining the minimum Australian Tertiary Admission Rank (ATAR) for entry into the selected course; and
- Satisfying any prerequisites that the course may have (such as an interview, audition or portfolio submission).. ecu.edu.au/future-students/overview

MURDOCH UNIVERSITY

The standard requirements for admission into Murdoch University for school leavers include:

- Meeting the requirements of the Western Australian Certificate of Education (WACE); and
- Achieve English Language competence; and
- Obtaining the minimum Australian Tertiary Admission Rank (ATAR) for entry into the selected course. murdoch.edu.au/Future-students

THE UNIVERSITY OF NOTRE DAME

The University of Notre Dame is a private University, and prospective students apply directly to the University for admission. The selection process for the University of Notre Dame is based on:

- Personal qualities and motivation
- Academic records (including ATAR)
- Contribution to school and community life
- Interview www.notredame.edu.au

DEFENCE FORCE RECRUITING CENTRE

This centre provides information on the careers available in the Airforce, the Army and the Navy.
Take link to Careers Explorer that lists all jobs in the Australian Defence Forces.
Tel: 131 901

www.defencejobs.gov.au

Level 7, 66 St George's Terrace, Perth 6000

CAREERS - RESOURCES

Job Guide https://joboutlook.gov.au/

Career Centre www.jobsandskills.wa.gov.au/jobs-and-careers/career-planning

Department of Employment www.dese.gov.au/employment

Centrelink www.centrelink.gov.au

Australian Job Search www.jobsearch.gov.au

Employment opportunities for graduates https://www.graduatecareers.com.au/

WA Department of Training & Workforce Development www.dtwd.wa.gov.au