



# 2027 CURRICULUM HANDBOOK YEAR 11

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2026 EDITION  
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# INTRODUCTION

## **This is an exciting time for Year 10s!**

Most Year 10 students will return to Rossmoyne Senior High School and study for two more years, completing secondary studies at the end of 2027. Only two more years of school before moving on to new life experiences!

The school wants all students to choose an appropriate Year 11 pathway, as that provides the foundation for future success.

An appropriate Year 11 pathway consists of 6 courses that are appropriately challenging and achievable. Success in each course will lead to increased opportunities and desired post-school destinations.

This handbook provides a summary of all Year 11 courses offered by Rossmoyne Senior High School in 2026. 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:

- School Curriculum and Standards Authority (SCSA) - provides additional information about assessment and certification  
<https://scsa.wa.edu.au/>
- Tertiary Institutions Service Centre (TISC) - regularly updates its website with information relevant to students who plan to attend a university in 2028. <http://www.tisc.edu.au/static/home.tisc>
- TAFE Admissions Full time studies guide - provides information on full time courses offered each semester by all WA TAFE colleges.  
<https://www.fulltimecourses.tafe.wa.edu.au/>

Advice and information about school pathways and courses are also available from students' individual Course Counsellors, Associate Principals, Program Coordinators, Heads of Learning Area, Student Central and the Vocational Education and Training (VET) Coordinator.



# INTRODUCTION

## COURSES OFFERED AT ROSSMOYNE SENIOR HIGH SCHOOL FOR YEAR 11 STUDENTS

### ATAR Courses

ATAR courses are for students who are aiming to generate an ATAR to gain entry to university. These courses are examined by the School Curriculum and Standards Authority (SCSA). At the end of Year 12 Student results in ATAR courses are combined with external examination marks and 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).

### General Courses

These courses are not externally examined. Each general course, however, has an externally set task (EST) which is set by SCSA that is completed in Year 12. 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.

### 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.

### 3 Day Vocational Education and Training (VET) Program

These courses include a full VET qualification and 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 are used for alternative entry to some university courses. Information about alternative entry should be sought directly from universities.

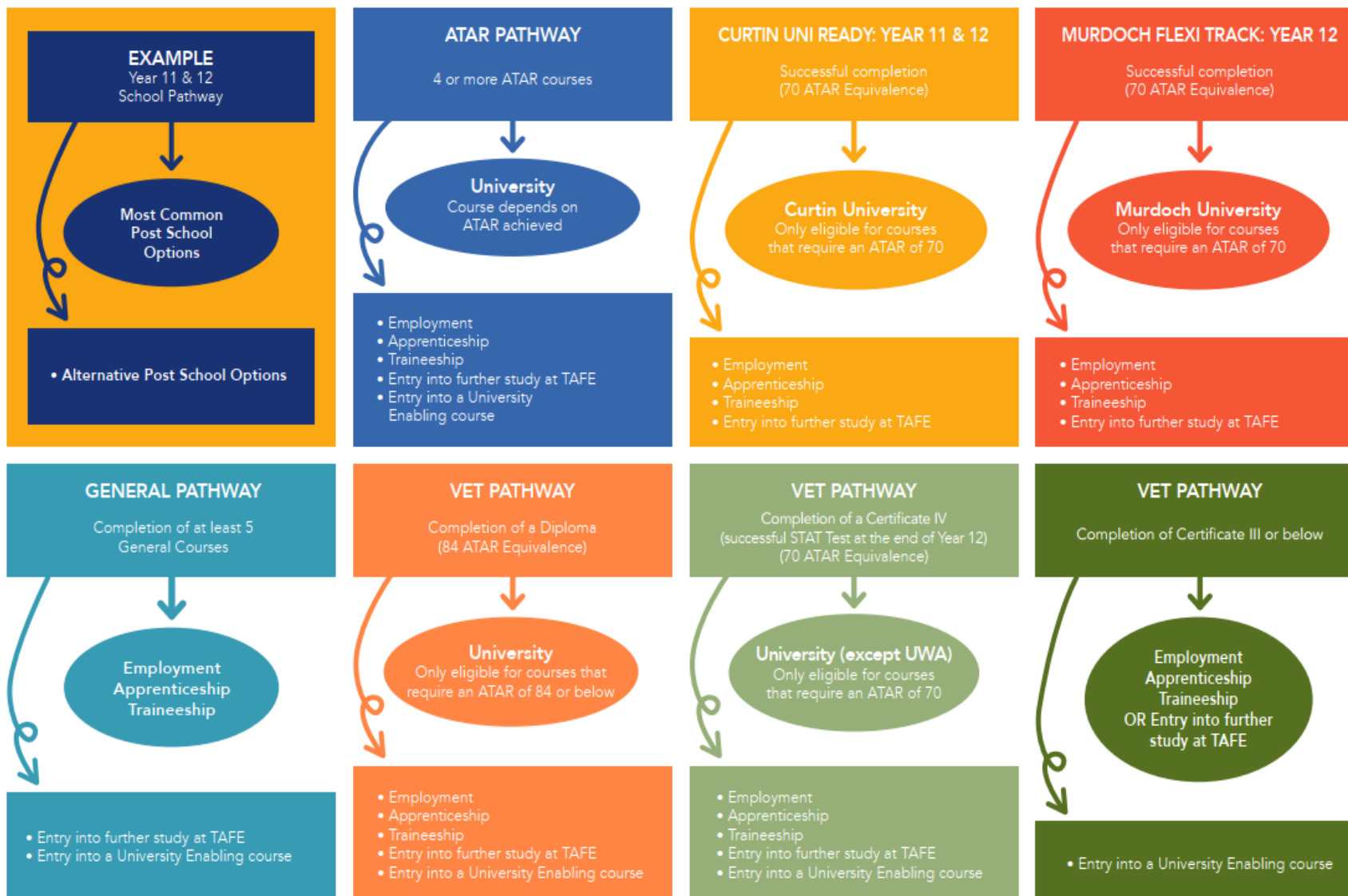
### Alternative University Entry Courses

Rossmoyne Senior High School offers students a number of different pathways towards future study at University including completing a Certificate IV (ATAR equivalent of 70) and Diploma (ATAR equivalent 84) in the VET Program. The school also has partnerships with Murdoch and Curtin Universities that allow students to complete 'Enabling Courses' which gives them direct entry to a range of courses at each University (conditions apply).



# INTRODUCTION

## YEAR 11 AND 12 PATHWAYS AND POST SCHOOL OPTIONS



# INTRODUCTION

## **COURSES OFFERED AT ROSSMOYNE SENIOR HIGH SCHOOL FOR YEAR 11 STUDENTS (continued)**

### **Course Selection**

Students will be assisted by their Course Counsellors and other teachers when deciding which course best suits their ability and interests.

Students may enrol in a mix of ATAR courses, General courses, VET Certificate courses or endorsed programs to achieve a WACE (there are limits to the number of VET programs and endorsed programs that students can choose).

All students study 6 courses (or the equivalent) in Year 11, with each course comprising 2 units. Therefore, a total of 12 semester-long units will be completed in Year 11. Most students will continue with these 6 courses in Year 12. Over the two years, students will be able to complete 24 units or the equivalent.

All students must complete one pair of List A units and one pair of List B units in Year 12. (see table "WACE LIST A and LIST B SUBJECTS OFFERED AT ROSSMOYNE" page 8)

All students must complete two English units in Year 11 and one pair of English units in Year 12.



## Senior secondary schooling in Western Australia covers students in Year 11 and Year 12.

### 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 senior secondary 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

To meet the WACE achievement requirements, you must:

- demonstrate the literacy and numeracy standards
- complete a minimum of 20 units, or equivalents as described below
- complete
  - at least four Year 12 ATAR courses\* OR
  - at least five Year 12 General courses and/or ATAR courses or equivalent \*\* OR
  - A Certificate II\*\*\* (or higher\*\*\*\*) VET qualification in combination with ATAR, General or Foundation courses
  - meet the requirements for breadth and depth of study

\*In the context of ATAR courses in the WACE, the term 'complete' requires a student to sit 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. The pair of units will not contribute to any WACE requirements.

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

\*\*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 (see the WACE Manual for further information).

## 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 (Reading, Writing and Numeracy) through their Year 9 NAPLAN.

## 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).

## 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 <http://seniorsecondary.scsa.wa.edu.au/syllabus-and-support-materials/endorsedprograms>).

# WACE

## LIST A AND LIST B SUBJECTS OFFERED AT ROSSMOYNE

LIST A	LIST B
Aboriginal and Intercultural Studies	Accounting & Finance
Ancient History	Applied Information Technology
Business Management and Enterprise	Biology
Careers and Employability (General Only)	Chemistry
Chinese: Background Language	Computer Science
Chinese: First Language	Design
Chinese: Second Language	Food Science and Technology
Dance	Engineering Studies
Drama	Human Biology
Economics	Materials Design and Technology - Metal
English (includes ATAR and General English)	Materials Design and Technology - Textiles
English as an Additional Language/Dialect	Materials Design and Technology - Wood
French: Second Language	Mathematics Applications
Geography	Mathematics Essential
German: Second Language	Mathematics Methods
Health Studies	Mathematics Specialist
Modern History	Outdoor Education
Japanese: Second Language	Physical Education Studies
Literature	Physics
Media Production and Analysis	Psychology
Music	
Politics & Law	
Visual Arts	



### **ATAR (Australian Tertiary Admission Rank)**

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 [www.tisc.edu.au](http://www.tisc.edu.au) 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.

### **Endorsed Programs**

Endorsed programs provide access to areas of learning not covered by WACE courses or vocational education and training (VET) programs. They are delivered in a variety of settings by schools, workplaces, universities and community organisations. These programs contribute to the WACE as unit equivalents. Examples of endorsed programs include the Duke of Edinburgh's Award, Bushrangers, Endorsed Music Unit out-of-hours, School Trips, University Direct Entry Courses, the Reunion Island Student Exchange or Workplace Learning.

### **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.

### **Externally Set Tasks**

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.

### General Course

A General course is offered at two year-levels, each with its own syllabus. The Year 11 syllabus comprises Units 1 and 2, and the Year 12 syllabus comprises Units 3 and 4. General courses are not examined by the Authority; however, they each have an EST in Year 12 which is set by the Authority. General courses are designed for students who are typically aiming to enter further vocationally based training or the workforce directly from school.

### School Based Certificate Courses

School Based Certificates (5 days at school) can be taken by students who aim to achieve an ATAR or by students who wish to enter further training or the workforce. Certificate courses are VET credit transfer programs that contribute towards the WACE as unit equivalents. For example, students at Rossmoyne SHS can select five WACE courses and one Certificate II or Certificate III course. Students can select a maximum of two Certificate courses over Year 11 and 12, giving them a maximum of eight course equivalents (four for each Certificate).

### 3-Day VET Program

The 3 Day VET Program (3 days at school/1 day at TAFE/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 mid-year. See page 14 for further information.



# TERTIARY ENTRANCE

Students wishing to enter university in 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

Completion of a Certificate IV or Diploma through the VET Program can also gain university entry. Successful completion of university 'Enabling Courses' can also provide entry to Curtin or Murdoch Universities.

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.



# TERTIARY ENTRANCE

## 1. WACE

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

## 2. Competence in English

Students must achieve the selected university's requirement 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 (see below) or
- 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](http://www.tisc.edu.au))
- School Curriculum and Standards Authority (SCSA) ([www.scsa.wa.edu.au](http://www.scsa.wa.edu.au))

## 3. Prerequisites

Many university courses specify that certain subjects must be undertaken by students in Year 12 to be able to apply to enter their particular course.

## 4. 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.

The Tertiary Institutions Service Centre (TISC) calculates the ATAR based on the school and exam score provided. The School Curriculum and Standards Authority provide the TISC with school and WACE exam results. Each course result is based 50% on school assessment and 50% on the examinations. Statistical adjustments are made to these results, the best 4 of which are added together to calculate a Tertiary Entrance Aggregate (TEA). The TEA is used to derive a student's ATAR.

The ATAR is a number between 99.95 and zero (0) that reports a student's position relative to all other standard Year 12 school leavers. An ATAR of 96 indicates that a student is in the top 4% of Year 12 school leavers. An ATAR of 96 equates to a scaled average of approximately 75%. TISC then offers university places based on the ranking.

Students are not able to include certain combinations of courses in the calculation of their ATAR.

## 5. Bonuses

A 10% Language bonus is available for language students. A Mathematics bonus of 10% of the scaled score also applies for each of Mathematics Methods and Mathematics Specialist.



# TAFE ENTRANCE

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

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.

See the TAFE "Full Time Studies Guide" that maps evidence of achievement to entry requirements on the TAFE website: [www.fulltimecourses.tafe.wa.edu.au](http://www.fulltimecourses.tafe.wa.edu.au)



# VOCATIONAL EDUCATION AND TRAINING

In the VET area, students have the opportunity to 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 and direct entry to University. Certificates and units of competency are nationally recognised and also give students the opportunity to gain entry to university in a number of courses.

**The 3-Day VET Transition Program includes:**

- **3 Day in-school VET Program including WACE Courses.**
- **2 Day out of school program including Certificates completed at TAFE and Workplace Learning (ADWPL)**
- **Alternative University Pathways**

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

Students will be enrolled in the following common 3 courses in school:

- **Careers and Employability: General**
- **English: General**
- **Mathematics: Essentials or Mathematics: Applications**

\*Students will also choose a fourth course to study at school.

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

- **A Certificate from a TAFE**
- **Endorsed Program - Workplace Learning (ADWPL).** Students who are studying a 2-day per week TAFE course, do not enrol in ADWPL.



# VOCATIONAL EDUCATION AND TRAINING

## **School Based Apprenticeships**

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

## **School Based Traineeships**

Students complete two days training in the workplace gaining a Certificate II or Certificate III. Only available through the school VET Program.

## **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. To enrol in Workplace Learning students must be enrolled in Careers and Employability.

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, employment and university.

## **Competency-based assessment**

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

Competency-based training (CBT) is an approach to vocational education and training (VET) designed to develop the skills and knowledge necessary to achieve competency. It focuses on an individual's mastery of skill. Competency-based assessment (CBA) is the process of collecting evidence and making judgments on whether a learner is able to demonstrate the competencies identified by industry as essential for satisfactory performance in the workplace. The learner demonstrates that they have achieved all the required competencies. A learner is assessed as either not yet having achieved the competencies or as competent.



### UNIREADY IN SCHOOLS

The Curtin UniReady Enabling Program is usually only available to students directly through Curtin University. It is also an Endorsed Program which means it can be run through school and it can not only make up a student's WACE, if successfully completed it will also make a student eligible for many courses at Curtin University.

The program is designed for students to develop independent learning skills and prepare them for university. After successful completion of 4 units in the program, a student will be given a notional ATAR of 70 and meet the entry criteria for most courses with a 70 ATAR and no prerequisites.

The Curtin UniReady Enabling Program is available to both VET and mainstream Year 11 students. For VET students, the combination of a certificate IV or Diploma, work placement and Curtin Uni Ready is a fantastic preparation for university studies. The key academic literacy skills learnt through the course is of significant value for further studies.

**Note: Students intending to use Curtin UniReady towards WACE achievement must select (and complete) at least one ATAR course.**

### COURSE STRUCTURE

Students study two core compulsory units, and then two optional units chosen from a selection of four. The structure is outlined below:

Core Units:

1. Fundamentals of Academic Writing
2. Foundations of Communication

Optional Units (2 must be chosen):

1. Introduction to Humanities
2. Introduction to Commerce
3. Introduction to Health Science
4. Applying Mathematics



**COST**  
**\$320.00**

# VOCATIONAL EDUCATION AND TRAINING

The following certificates *may* be offered in 2026 as part of our program with various Registered Training Organisations (RTOs). Other courses may become available. If the course you are interested in is not available, please contact the VET Coordinator. Not all Certificate courses (as on respective RTO websites) are available- ONLY the ones listed below.

3 DAY VET PROGRAM		
Accounts Administration Cert III	Business Cert II, III, IV, Diploma	Digital Games Cert III,IV
Aero Mechanic Cert II	Business Administration – Legal Cert III	Early Childhood Education Cert III
Animal Studies, Animal and Marine Biology Cert III, IV	Business Administration – Medical Cert III	Ed Support Cert II, III, IV
Aquaculture Cert III	Business Legal Cert III	Electronics Cert II
Auto Electrical Cert II	Carpentry Cert II	Electrical Pre-apprenticeship
Automotive Light & Heavy Cert II	Child Care Cert II	Engineering - Technical Cert III
Autonomous Workplace Operations Cert II	Civil Construction Cert II	Engineering - Trade Cert II
Aviation (Cabin Crew) Cert III	Community Services Cert II, III, IV	Events Cert III
Aviation (Support Services and Operations) Cert III	Computer Repair II	Fashion Cert II
Aviation (Drones) – Remote Pilot line of sight Cert III	Construction Cert II (Various trades)	Film and Design Cert III, IV
Baking Cert II	Data and Voice Communication Cert II	Fishing Operations Cert II
Basic Health Care Cert III	Dental Assistant Cert III, IV	Fitness Cert III, IV
Building and Construction Cert II	Design Cert IV	Fitness, Exercise Science Cert III, IV



# VOCATIONAL EDUCATION AND TRAINING

3 DAY VET PROGRAM CONTINUED		
Fitting and Machining Cert II	Interactive Media Cert III	Plant Processing Cert II
Floristry Cert II	Jewellery Manufacture Cert III	Plumbing Cert II
Forensics IV	Kitchen Operations (Chef) Cert II	Population Health Cert III (Nursing)
Furniture Making Cert II (Pre-Apprenticeship)	Laboratory Skills Cert III	Preparation for Nursing & Health Science Cert IV
Hairdressing Cert II	Library and Information Services Cert III	Psychology and Mental Health IV
Health Service Assistant Cert III	Logistics Cert II	Retail Cert II
Horticulture Cert II	Make Up Cert II,III	Sampling and Measurement Cert II
Hospitality Cert II (Chef)	Media Cert II, III	Sound Production Cert II, III
Information Digital Media and Technology Cert III (Cyber Security)	Medical Services First Response Cert II	Surveying and Spatial Information Systems Cert II
Information Technology Cert III	Music Cert III, IV	Teacher Assistant Cert III
Integrated Technologies – Robotics Control Systems Cert II	Panel and Paint Cert II	Tourism Cert III

# ENROLLING IN YEAR 11

Students wishing to study at Rossmoyne Senior High 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, English as an Additional Language/Dialect or Literature.

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 the year.

Students applying for the VET program must enrol in 6 courses. If your VET Application is successful your timetable will be changed to 4 courses, plus an RTO and workplace learning (if applicable).



# PREREQUISITES AND ELIGIBILITY

## Prerequisites

Many Year 11 courses have a specific prerequisite, 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.



# PREREQUISITES AND ELIGIBILITY

- The enrolment process is conducted online via 'Subject Selections Online' (SSO). When completing SSO, students will only be able to enrol in those courses for which they have met the prerequisites. 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.
- Enrolment in the English as an Additional Language/Dialect ATAR is dependent on a student's eligibility. Students wishing to enrol in this course will be interviewed by the Teacher-in-Charge of EALD.
- Students wishing to enrol in Language courses will need to be interviewed by the Languages HOLA. Students who wish to enrol in Background and Second Language courses need to meet strict entry requirements.
- Applications for these courses (ie Languages and EALD) need to be completed and endorsed by the school before being lodged with SCSA. Students' enrolment in these courses will only be confirmed when written advice is provided by SCSA.
- Students who wish to enrol in Outdoor Education must make an appointment with the Health & Physical Education HOLA and be able to demonstrate that they are strong swimmers, given the nature of this course.

- Students who wish to enrol 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 do not meet prerequisites are not guaranteed a place in a course if they successfully meet prerequisites at a later stage.

## Changing Selections

Once 'Subject Selections Online (SSO)' has closed, any students wishing to make changes to their course selections must make an appointment to see the Associate Principal or Program Coordinator for Year 9 and 10.

Once students have commenced Year 11 in the following year, requests for changes to their course selections are made via an appointment with the Associate Principal or Program Coordinator for Year 11 and 12.

All requests must be accompanied by the appropriate paperwork.



# COURSES WITH PREREQUISITES

SUBJECT CODE	SUBJECT/COURSE	PREREQUISITE
<b>LEARNING AREA: ARTS</b>		
AEDAN	Dance	'C' grade in Year 10 English or 'B' grade in Year 10 EALD or 'B' grade in Year 10 Dance with possible interview and/or audition
AEDES	Design	'C' grade in Year 10 English or 'B' grade in Year 10 EALD or 'B' grade in Year 10 Photography with possible interview
AEDRA	Drama	'C' grade in Year 10 English or 'B' grade in Year 10 EALD or 'B' grade in Year 10 Drama with possible interview and/or audition
AEMPA	Media Production and Analysis	'C' grade in Year 10 English or 'B' grade in Year 10 EALD or 'B' grade in Year 10 Media with possible interview
AEMUS	Music	'B' grade in Year 10 English or EALD
PSIM1	Music (Curriculum - Endorsed Unit)	Successful interview with the Director of Music & enrolment in at least one ensemble.
AEVAR	Visual Arts	'C' grade in Year 10 English or 'B' grade in Year 10 EALD or 'B' grade in Year 10 Visual Arts with possible interview
<b>LEARNING AREA: VET</b>		
PCUR	University Enabling Course: Curtin Uni Ready	'B' Grade in Year 10 English, OLN or prequalification through NAPLAN
<b>LEARNING AREA: ENGLISH</b>		
AEENG	English	At least 55% course average and 50% exam results in Semester 1 and 2
AEELD	English as Additional Language / Dialect	Nil, however, students must meet eligibility requirements set out by SCSA
AELIT	Literature	'B' grade or higher for Year 10 English; at least 60% in both extended Common Assessment Tasks (CATs)

\* EALD students who do not meet this prerequisite should see the English HOLA.



# COURSES WITH PREREQUISITES

SUBJECT CODE	SUBJECT/COURSE	PREREQUISITE
<b>LEARNING AREA: HEALTH &amp; PHYSICAL EDUCATION</b>		
AEHEA	Health Studies	'C' grade or higher in Year 10 English or EALD * or HASS
AEPEP	Physical Education Studies	'B' grade or higher in Year 10 Science and Physical Education or Volleyball
GEPEP	Physical Education Studies: General	'C' grade or higher in Year 10 Science and Physical Education or Volleyball
<b>LEARNING AREA: HUMANITIES AND SOCIAL SCIENCES</b>		
AEACF	Accounting & Finance	'B' grade in Year 10 Mathematics and 'C' grade or higher in Year 10 English or EALD*
AEAIS	Aboriginal and Intercultural Studies	'B' grade or higher in Year 10 HASS
AEBME	Business Management and Enterprise	'B' grade or higher in Year 10 HASS
AEECO	Economics	'B' grade or higher in Year 10 HASS
AEGEO	Geography	'B' grade or higher in Year 10 HASS
AEHIM	Modern History	'B' grade or higher in Year 10 HASS
AEPAL	Politics & Law	'B' grade or higher in Year 10 HASS
AEPSY	Psychology	'B' grade or higher in Year 10 HASS or 'B' Grade or higher in Year 10 Science

\* EALD students who do not meet this prerequisite should see the English HOLA.



# COURSES WITH PREREQUISITES

SUBJECT CODE	SUBJECT/COURSE	PREREQUISITE
<b>LEARNING AREA: LANGUAGES**</b>		
AECLF	Chinese: First language	60% or higher in Year 10 CBL and must demonstrate SCSA eligibility
AECBL	Chinese: Background Language	60% or higher in Year 10 CBL and must demonstrate SCSA eligibility
AECSL	Chinese: Second Language	60% or higher in Year 10 CSL and must demonstrate SCSA eligibility
AEFSL	French: Second Language	60% or higher in Year 10 FSL and must demonstrate SCSA eligibility
AE GSL	German: Second Language	60% or higher in Year 10 GSL and must demonstrate SCSA eligibility
AEJSL	Japanese: Second Language	60% or higher in Year 10 JSL and must demonstrate SCSA eligibility
<b>LEARNING AREA: MATHEMATICS</b>		
AEMAA	Mathematics Applications	'C' grade or higher in Year 10 Mathematics
AEMAM	Mathematics Methods	'B' grade or higher in Year 10 Mathematics. HOLA approval may be required.
AEMAS	Mathematics Specialist	'A' grade in Mathematics and must enrol in Methods concurrently. HOLA approval may be required.
<b>LEARNING AREA: SCIENCE</b>		
AEBLY	Biology	'B' grade or higher in Year 10 Science
AECHE	Chemistry	'B' grade or higher in Year 10 Science
AEHBY	Human Biology	'B' grade or higher in Year 10 Science
AEPHY	Physics	'B' grade or higher in Year 10 Science
<b>LEARNING AREA: TECHNOLOGIES</b>		
AEAIT	Applied Information Technology	'C' grade or higher in Year 10 English
AECSC	Computer Science	'C' grade or higher in Year 10 Mathematics
AEEST	Engineering Studies	'C' grade or higher in Year 10 English and Mathematics
AEFST	Food Science Technology	'B' grade or higher in Year 10 English or EALD
AEMDTT	Materials Design Technology (Textiles)	'C' grade or higher in Year 10 English or EALD
AEMTDW	Materials Design Technology (Wood)	'C' grade or higher in Year 10 English or EALD

**\*\* New students (who have not studied a Language in Year 10) wishing to enrol in this course will be interviewed by a Language teacher.**



# COURSES WITHOUT PREREQUISITES

SUBJECT CODE	SUBJECT/COURSE
LEARNING AREA: ARTS	
GEDAN	Dance: General
GEDESP	Design Photography: General
GEDRA	Drama: General
GEVAR	Visual Arts: General
GEMPA	Media Production and Analysis: General
LEARNING AREA: VET	
CHC22015	Certificate II Community Services
	Certificate II Workplace Skills
	VET Pathway courses (three-day program)
	Endorsed Programs
LEARNING AREA: ENGLISH	
GEENG	English: General
LEARNING AREA: HEALTH & PHYSICAL EDUCATION	
SIS30122	Certificate III in Sport, Aquatics and Recreation
GEOED	Outdoor Education: General
GEPES	Physical Education Studies: General



# COURSES WITHOUT PREREQUISITES

SUBJECT CODE	SUBJECT/COURSE
LEARNING AREA: HUMANITIES AND SOCIAL SCIENCES	
GEHIA	Ancient History
GEBME	Business Management and Enterprise
GEPSY	Psychology: General
GECEM	Careers and Employability
LEARNING AREA: MATHEMATICS	
GEMAE	Mathematics: Essential
LEARNING AREA: SCIENCE	
GEHBY	Human Biology
LEARNING AREA: TECHNOLOGIES	
SIT20322	Certificate II in Hospitality
GEAIT	Applied Information Technology: General
GEFST	Food Science and Technology: General
GEMDTM	Materials Design Technology: General (Metal)
GEMDTT	Materials Design Technology: Textiles
GEMDTW	Materials Design Technology: General (Wood)



# COURSE SELECTION PROCESS

Staff at Rossmoyne Senior High School play a vital role in providing quality career development advice to students that helps them to transition from school to further education, training or employment. Selecting appropriate courses enables students to leave school with a range of possible pathways for their future rather than having limited options.

The following table outlines the course selection process.



# COURSE SELECTION PROCESS

STEP	PROCESS	WHEN
Career Exploration	<ul style="list-style-type: none"> <li>Group presentations as a cohort (Week 4) and through Science classes (Weeks 6-9) on Pathways and the Course Counselling processes</li> </ul>	Term 1 Weeks 4 - 9
	<ul style="list-style-type: none"> <li>All students will attend the Year 10 Careers Expo at the Perth Convention and Exhibition Centre and Careers Exploration workshops at Rossmoyne on 14 and 15 May 2026.</li> </ul>	Term 2 Week 3
	<ul style="list-style-type: none"> <li>Students and parents are encouraged to attend the Careers Expo at the Perth Convention &amp; Exhibition Centre from 14 – 17 May between 9am and 3/4pm.</li> </ul>	Term 2 Week 4
	<ul style="list-style-type: none"> <li>The Department of Education have created a useful resource for parents about career conversations: <a href="https://www.education.wa.edu.au/career-conversations">https://www.education.wa.edu.au/career-conversations</a></li> </ul>	Term 2 Week 4
Course Information	<ul style="list-style-type: none"> <li>Parents and students are encouraged to familiarise themselves with the different pathways and courses on offer at Rossmoyne that will best fit the student's ability, future career, and further study aspirations. Links to these resources will be found in SEQTA via the student portal under <i>Year 10 to 11 Transition</i>:</li> <li>2027 Year 11 Curriculum Handbook</li> <li>Learning Areas</li> <li>VET information evening Wednesday, 10 June, 5.00pm</li> <li>In-school Year 10 Course Expo Wednesday, 10 June</li> <li>Tertiary Institutions Services Centre (TISC)</li> <li>Schools Curriculum &amp; Standards Authority (SCSA)</li> </ul>	<b>Term 2</b> Weeks 4 - 8
Course Selections	<ul style="list-style-type: none"> <li>Subject Selections Online (SSO) open for students to make selections.</li> <li>Detailed information will be emailed home to parents and students with a "How To" guide made available.</li> </ul>	<b>Term 2</b> Week 9
Course Counselling Interviews	<ul style="list-style-type: none"> <li>As part of the course counselling process, students are encouraged to attend an interview with a school Course Counsellor. Parents are welcome to join the interview in person or via phone. Students and parents will be able to select a time via the booking system in SSO.</li> </ul>	<b>Term 2</b> Weeks 9-11 & <b>Term 3</b> Week 1



# CROSS-CURRICULAR LEARNER CAPABILITIES

A priority of the school's 2026-2030 Business Plan, our curriculum offerings will embed Personal and Social, Foundational, Transitional and Thinking Capabilities so that students develop the knowledge and transferable skills to equip them for life and work, both at and beyond school; and empower them to become responsive global citizens.

The Year 11 curriculum will explicitly and consistently provide opportunities for students to develop their ability to apply a range of capabilities confidently, effectively and appropriately in complex and changing circumstances.



CAPABILITIES FOR LEARNING AND LIFE





# ATAR COURSES

NOTE: All courses are offered on the understanding that courses that do not attract a viable number of students will not run. Similarly, some courses may be oversubscribed; that is, there are more students wanting to do the course than available places. Some courses are very popular and the school is unable to staff small classes and school facilities limit the number of classes that are able to be formed. Preference will be given to those students who meet the prerequisites and complete their online course selections (SSO) by the due date.

\*Notional charges do not include extracurricular activities.

## THE ARTS

## ENGLISH

## HEALTH AND PHYSICAL EDUCATION

## HUMANITIES AND SOCIAL SCIENCES

## LANGUAGES

## MATHEMATICS

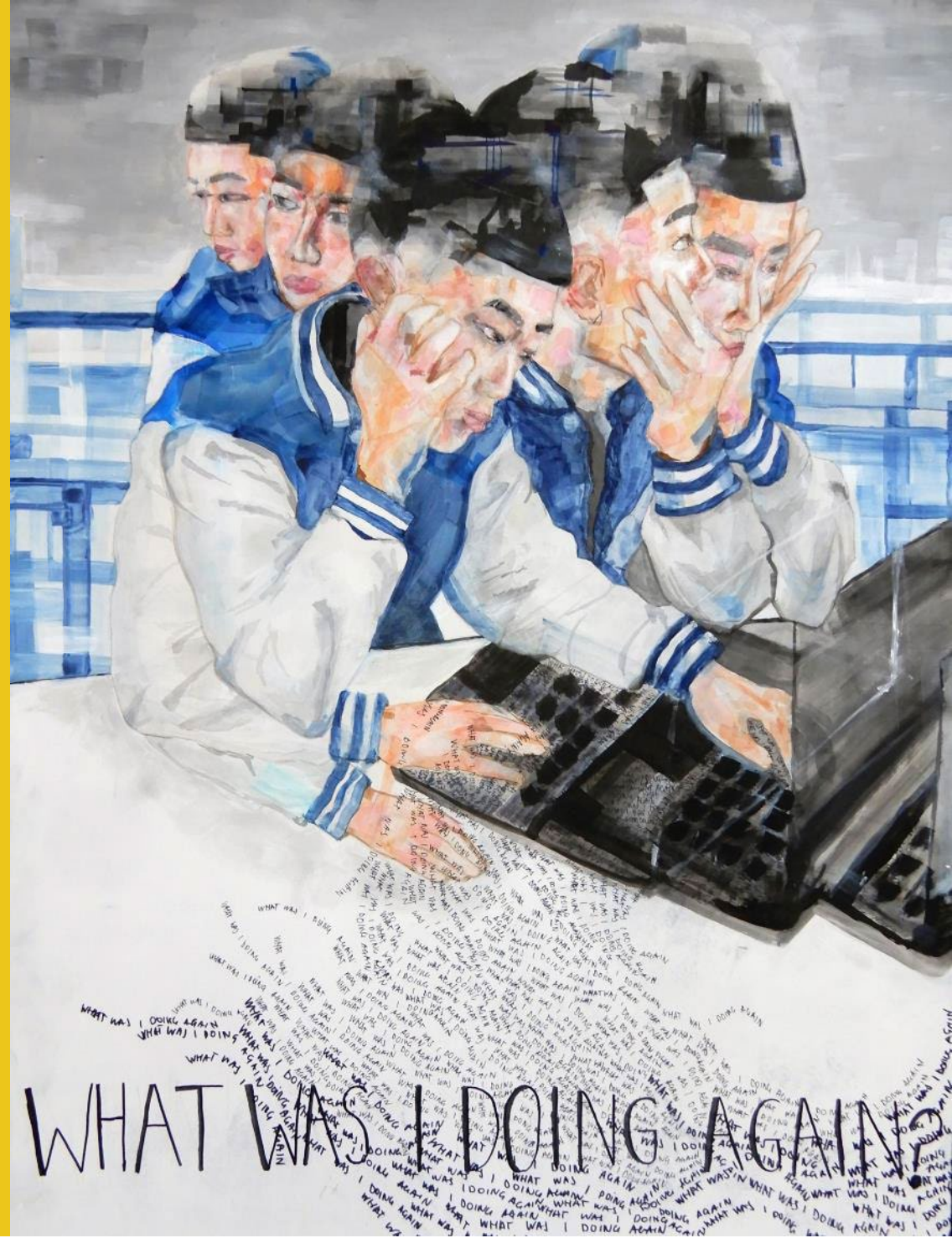
## SCIENCE

## TECHNOLOGIES





# ATAR COURSES THE ARTS



# DANCE

ATAR COURSES: THE ARTS

AEDAN



**PREREQUISITE:** 'C' grade in Year 10 English or 'B' grade in Year 10 EALD or 'B' grade in Year 10 Dance with possible interview and/or audition.

Dance is dynamic and powerful. It embodies our ideas, emotions and values and provides a unique opportunity to develop physically, aesthetically, emotionally and intellectually.

Students in Year 11 Dance ATAR will create, perform and appreciate dance within its historical, social and multicultural contexts. Students will use a wide range of creative processes, such as improvisation, choreographic elements and devices, and draw on their own physicality to create unique dance works. Students gain an understanding of the physical competencies specific to dance, including biomechanical principles, strength, flexibility, coordination and rhythmic understanding, while learning to use the body as a medium for artistic expression.

Students will be studying genres such as Contemporary, Hip Hop and Jazz, and have the opportunity to perform these and their own devised works in theatrical performances. The Year 11 Dance ATAR experience is the introduction to the Year 12 ATAR course, providing the foundations for success in Year 12.

### Unit 1 - Popular Dance

In this unit students will explore how popular dance reflects and influences cultural and social trends, identity and community. They will learn about the impact of media and technology on the evolution of dance, considering how platforms such as radio through to social media have transformed the visibility and accessibility of dance. Through exploration and analysis, students start to understand and value the way dance is subject to different interpretations and appreciate that informed responses should consider the varying contexts within which dance works are created.

### Unit 2 - Youth Dance

This unit focuses on creating dance that explores original concepts and expresses personal ideas. With a focus on the development of technical skills, artistic expression and performance abilities in various styles popular among youth, learning contexts are chosen to reflect their own cultural understanding and to inspire the creation of unique work with a personal style.

### Possible Excursions/Events

As students will be involved in several productions and excursions, there is a requirement for outside of class time commitment to rehearsals, productions and viewing professional dance works e.g.

- Theatre excursions to see live performances
- Dance Camp
- Incursions with Industry Specialists
- Spotlight – Year 11-12 OSC Night
- Unified - Whole school Dance Showcase
- YOH (Youth on Health) Festival

### ASSESSMENTS

• Performance/Production	40%
• Response	25%
• Written Exam	15%
• Practical Exam	20%

### CAREER POSSIBILITIES

Students with a keen interest in dance may pursue a career as a performer, dance teacher or choreographer. Other possible roles include Set and Costume design, Theatre management and Technicians, Event management and creative industries. Further study can occur at the Western Australian Academy of Performing Arts (WAAPA), interstate at institutions such as Victorian College of the Arts (VCA), Brent Street Studios or Dance Force. Knowledge of dance studies can also be of great benefit in other fields i.e. Physical Education, Movement and Health Sciences, Education, Arts.

Transferable skills include, written and verbal communication, interpersonal skills, creativity, problem solving, organisational and time management, self-assessment, leadership, collaboration and teamwork, critical thinking, research and analytical skills.

**NOTIONAL COURSE CHARGE**  
**\$145.00\***



# DESIGN

ATAR COURSES: THE ARTS

A E D E S



**PREREQUISITE:** 'C' grade in Year 10 English or 'B' grade in Year 10 EALD or 'B' grade in Year 10 Photography with possible interview.

Year 11 Design ATAR is an exciting course that empowers students to identify problems, develop creative solutions and communicate ideas through visual means. In this course, you will learn about the history, theory and practice of design, as well as how to apply the design process to real-world situations. Whether you are interested in photography, graphics, product or environmental design, the skills and knowledge you gain in this course will be highly relevant and valuable for all future education and employment pathways.

Through Design Thinking, you will learn to approach problems in a systematic and iterative way, developing a range of potential solutions and making design decisions that are informed by aesthetics, functionality and social, cultural, historical, environmental and economic factors. In addition to refining your technical and creative abilities, you'll also develop your critical thinking and problem-solving skills, which are essential for success in any design-related field. You will learn how to analyse design briefs, respond to client feedback, and collaborate effectively with others.

The ATAR Design course gives you the tools to understand and shape the world around you through design. If you have a passion for creativity and innovation, Design is the subject for you!



# DESIGN

ATAR COURSES: THE ARTS

A E D E S

Designers have the opportunity to improve and transform the world around us. Good design aims to foster and promote innovation, while delivering sustainable solutions for specific purposes and audiences. As a Design student, you are empowered to identify, understand, interpret, create and communicate through visual and tactile means; to influence everyday life for individuals, societies and the natural world.

## Unit 1 - Representational design

In this unit, you'll start exploring how designers communicate their ideas. You'll experiment with different ways of representing your thinking, including sketching, drawing, photography, and prototyping. You'll learn key design terminology to enable you to analyse different designs with confidence. You'll also experiment with a range of materials and technologies while working through the Double Diamond design process to develop your own creative ideas.

## Unit 2 - User-centred design

In this unit, you'll design with real people in mind. Using the Double Diamond design process, you'll create products, objects, or services that solve problems for a specific user. You'll build and test your ideas, then improve them based on feedback to see what works best. By the end, you'll clearly show how your design meets the needs of your design brief and ideal user, including its purpose, appearance, and key features.

## Possible Excursions/Events

As students will be involved in a number of exhibitions and excursions, there is a requirement for outside of class time commitment e.g.

- Community events
- Solas – All years Photography Exhibition
- MADDD Festival (Term 4)

## ASSESSMENTS

• Production	50%
• Response	30%
• Examination	20%

## CAREER POSSIBILITIES

Students with a keen interest in our Design course may pursue a career in many creative fields; freelance work, Graphic Design, Photography, Advertising, Marketing, Architecture and Interior Architecture, Education, Fashion Design, Fine Art & Illustration, Game Design, Animation and Media studies.

Design and more specifically, design thinking, assists in creative problem-solving and supports innovation in diverse fields. From medical research, software and app design to politics and social planning, the value of design skills is recognised and embraced globally. Transferable skills of the design course include creativity, design thinking, creative thinking, critical thinking, written and verbal communication, interpersonal skills, problem solving, organisational and time management, self-assessment, leadership, specialist IT skills, collaboration, research and analytical skills.

**NOTIONAL COURSE CHARGE**  
**\$171.00\***



# DRAMA

ATAR COURSES: THE ARTS

AEDRA



The ATAR Drama course supports learning in English, Literature, Media, Visual Arts, History and Psychology. The Drama ATAR course will help you to build confidence, empathy, understanding about human experience, and a sense of identity and belonging. You will gain a solid sense of personal achievement by way of developing personal skills, knowledge and understandings that can be transferred to a range of careers and situations.

**PREREQUISITE:** 'C' grade in Year 10 English or 'B' grade in Year 10 EALD or 'B' grade in Year 10 Drama with possible interview and/or audition.

The Year 11 ATAR Drama will draw on your creative inspiration and drive to improve by way of individual, collaborative and cooperative processes. The Drama ATAR course involves working with others with empathy, and managing personal resources, including planning to achieve goals in a timely fashion. Your skills in self-management and effective group processes are refined and developed in the context of drama through dramatic texts and performance.

In the Year 11 Drama ATAR course you will create, produce and present your own original dramatic performances and performances based on published dramatic texts. You will research and analyse drama and apply your drama knowledge to grow your understandings of cultural and historical values and attitudes.

You will explore dramatic performance techniques in voice and movement and apply these abilities to dramatic forms and styles that range from traditional to contemporary drama.

You will develop confidence in your performance skills that may be applied in a broad range of social and academic contexts and, to express your ideas and stories for a range of audiences.

Your work in this course also includes learning theatrical production and design roles e.g. directing, set design, costumes, props, marketing materials, and sound and lighting. You will learn new technologies, such as digital sound and multimedia to enhance the students own drama work.



# DRAMA

## ATAR COURSES: THE ARTS

AEDRA

The ATAR Drama course supports learning in English, Literature, Media, Visual Arts, History and Psychology. The Drama ATAR course will help you to build confidence, empathy, understanding about human experience, and a sense of identity and belonging. You will gain a solid sense of personal achievement by way of developing personal skills, knowledge and understandings that can be transferred to a range of careers and situations.

### UNIT 1 - Representational (Realist Drama)

You will research and collaboratively workshop, interpret, perform and produce texts in forms and styles related to representational, realistic drama that educate and present perspectives i.e. Stanislavski and Method Acting.

### UNIT 2 - Presentational (Non-Realist Drama)

You will research and collaboratively workshop, interpret and perform drama texts related to presentational, non-realistic drama that challenge and question perspectives

### Excursions/ Events

As students will be involved in a number of productions and excursions, there is a requirement for outside of class time commitment to rehearsals, productions and viewing of professional drama works e.g.

- Professional drama reviews
- Professional workshops
- Drama Camp
- Devised performance
- MADD Festival (Term 4)

### ASSESSMENTS

• Performance/Production	40%
• Response	40%
• Written Exam	10%
• Practical Exam	10%

### CAREER POSSIBILITIES

Students with a keen interest in Drama may pursue a career as an actor, director, scenographer, lighting designer, sound designer, costume designer, theatre/ film director and dramaturge.

Further study can occur at the Western Australian Academy of Performing Arts (WAAPA), interstate at institutions such as Victorian College of the Arts (VCA) and the National Institute of Dramatic Arts (NIDA), Murdoch and UWA. Knowledge of drama studies can also be of great benefit in other fields i.e. teaching, arts administrator, public relations, broadcasting, drama therapist, public speaking.

Transferable skills include, creativity, written and verbal communication, interpersonal skills, problem solving, organisational and time management, self-assessment, leadership, collaboration, critical thinking, research and analytical skills.

**NOTIONAL COURSE CHARGE**  
**\$140.00\***



# MEDIA PRODUCTION & ANALYSIS

ATAR COURSES: THE ARTS

AEMPA

**PREREQUISITE:** 'C' grade in Year 10 English or 'B' grade in Year 10 EALD or 'B' grade in Year 10 Media with possible interview.



In the Media Production and Analysis 11 ATAR course, students will be prepared for a future in creative Arts using a digital and interconnected world, by applying practical Media skills and industry media knowledge.

Students will learn the universal language of media communication and how to construct an interesting story constructing representations of people, places and social issues.

Students are encouraged to work independently to create personal expression in their production of an original TV drama series pilot episode.

Students will extend individual production practices and responsibilities to explore, experiment and interpret their world, reflecting and analysing contemporary life while understanding how this is done under social, cultural and institutional media constraints.

As technology users and leading creators of media products, students will consider the important role of audiences and their context as influenced by evolving popular culture.

# MEDIA PRODUCTION & ANALYSIS

ATAR COURSES: THE ARTS

AEMPA

## UNIT 1 - Popular Culture

In this exciting unit, students will identify what is meant by 'popular' culture and consider the industry trends, evolving media, ideas and audiences from which popular culture evolves. This unit is engaging and fun, and encourages students to explore current media trends and express their understanding of TV drama, On-Demand platforms and audience appeal. Students will view, analyse, listen to and interact with a range of popular media. They will individually develop their own creative TV drama series ideas, scripting and producing an original pilot episode. Students will learn how to create media magic by extending digital literacy capabilities through production skills, using advanced industry standard digital SLR cameras, with art cinema lenses, lighting, audio equipment and editing platforms. Learning context focus is TV drama genres, and streaming productions as influenced by popular culture, like dystopian themes and impact of evolving AI technology.

## UNIT 2 -Influence

In this unit, students will analyse, view, listen to and interact with a range of journalistic genres, including print and digital press, TV news broadcasting, documentary and online news media. Students will create their own social commentary through producing an original short documentary film. Learning context focus is influence of news events, viral news journalism, controversial issues and representation in documentary film.

Student work is celebrated through the annual MADD Arts Festival where the best Media productions from each unit may be premiered to a public audience on the big screen .

## Possible Excursions/Events:

As students will be involved in a number of productions and excursions, there is a requirement for outside of class time commitment e.g.

- Community Events
- Solas – All years Media Screening
- ATOM Media Perspectives (Term 1)
- MADD Festival (Term 4)

## ASSESSMENTS

Assessment in both units will require students to create their own individual media productions, as well as individual theory tasks.

- |                |     |
|----------------|-----|
| • Production   | 50% |
| • Response     | 30% |
| • Written Exam | 20% |

## CAREER POSSIBILITIES

- Students with a keen interest in Media may pursue a career in Film Making, Communication and Media Studies, journalism, multimedia specialist, media planner, production assistant, program researcher- broadcasting/film/video, public relations, runner- broadcasting/film/video, social media manager, Producer, IT, events manager, market researcher, designer, writer, editor, animation, digital game design, AI content creator.
- Transferable skills include all learning capabilities, creativity, written and verbal communication, interpersonal skills, problem solving, organisational and time management, self-assessment, leadership, specialist IT skills, collaboration, critical thinking, research and analytical skills.

**NOTIONAL COURSE CHARGE**  
**\$180.00\***



# MUSIC

ATAR COURSES: THE ARTS

AEMUS



**PREREQUISITE:** 'C' grade or higher in Year 10 English or EALD

Music is a universal expression of human experience. It reflects the development of culture and identity in all societies throughout history.

Music has an incredible capacity to inspire and elicit an emotional response through listening and performing and provides opportunities for creative and personal expression.

Through the practical study of Music, both individually and with others, students grow in confidence as musicians by engaging in opportunities to perform, compose, analyse and develop music literacy.

Students demonstrate critical and creative thinking, self-regulation, collaboration, reflective practice, resilience and perseverance that are integral to the development of holistic musicians.

As empathetic, independent learners, students seek life-long engagement and enjoyment through the pursuit of music, be it personal, social, cultural and/or vocational.



# MUSIC

ATAR COURSES: THE ARTS

AEMUS

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.

Structure of the syllabus.

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

## Unit 1

Students engage in music making as performers and/or composers, both individually and collaboratively. They develop their music literacy, learning how the elements and characteristics of music can be applied, combined and manipulated when performing, composing, listening to and analysing music.

The music analysis theme for this unit is Elements. What are the building blocks that make music work? Students respond to music as they explore the creative application of music elements across time, place and culture. They gain greater familiarity with how and why music is created, by engaging with a range of designated works, developing their understanding and use of music elements.

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

## Unit 2

Students confidently engage in music making as performers and/or composers, both individually and collaboratively. They continue to develop and consolidate their music literacy, learning how the elements and characteristics of music can be applied, combined and manipulated when performing, composing, listening to and analysing music.

The music analysis theme for this unit is Narratives. How can music tell a story? Students understand that music elements can be manipulated to expressively communicate narrative. Through the combination of music and narrative, composers can provoke strong emotional responses from audiences. This unit aims to develop a more sophisticated understanding of how music elements have been manipulated for specific storytelling purposes.

Students apply critical listening and thinking skills and develop aesthetic understanding through analysing the designated works.

## ASSESSMENTS

• Written	50%
• Class component/assessment	30%
• Written exam	20%
• Performance	50%
• Performance Exam	20%
• Recital	15%
• Instrumental Teacher Mark	15%

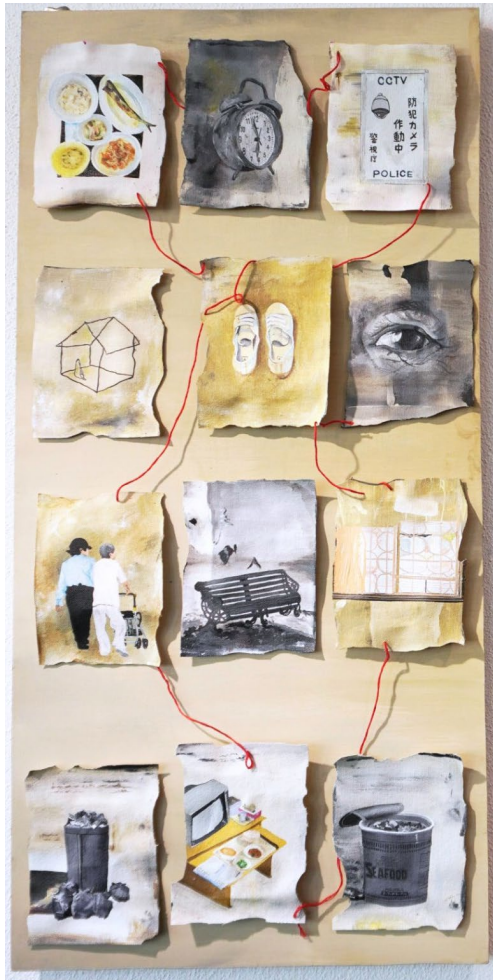
**NOTIONAL COURSE CHARGE**  
**\$90.00\***



# VISUAL ARTS

ATAR COURSES: THE ARTS

AEVAR



**PREREQUISITE:** B' grade in Year 10 English or 'B' grade in Year 10 EALD or 'B' grade in Year 10 Visual Arts or a portfolio review with Arts teacher/HOLA

In the Visual Arts ATAR course, students will engage in contemporary media and techniques within the four major disciplines of fine art ( drawing, painting, sculpture and print making) as well as branching into the more contemporary artforms such as animation, digital illustration and mixed media/ installation. Students will explore and present their ideas and final art works in a public setting. Through the design development process, they will gain an understanding of the role artists play in reflecting, challenging and shaping societal values.

The Visual Arts course is divided into two content areas: Art Making and Art Interpretation and aims to prepare students to think creatively and develop their visual literacy and problem-solving skills.



# VISUAL ARTS

ATAR COURSES: THE ARTS

AEVAR

## UNIT 1

### Differences

Students will be exposed to different forms of visual arts from past and present contexts as sources of inspiration and stimulus for developing ideas and producing original artworks. Students will explore varied materials, media and techniques when investigating and expressing their ideas.

## UNIT 2

### Identities

Students will explore concepts or issues related to personal, social, cultural or gender identity. Students will gain an awareness how art gives form to ideas and issues that concern the wider community. They will develop an understanding of how the visual arts may be both socially affirming and challenging.

### Possible Excursions/Events

As part of this course students will be involved in multiple exhibiting opportunities and an excursion which may take place outside of school hours. These are non-compulsory but participation in these real-world art experiences is highly encouraged:

- Solas – All years
- Kaleidoscope – Year 12 Showcase
- MADDD Festival (Term 4)

## ASSESSMENTS

- Production 50%
- Response 30%
- Written Exam 20%

### 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.

Transferable skills include, creativity, critical thinking, research and analytical skills, self-efficacy, learner agency, interpersonal skills, collaboration, ethical / cultural awareness and communication skills

**NOTIONAL COURSE CHARGE**  
**\$145.00\***





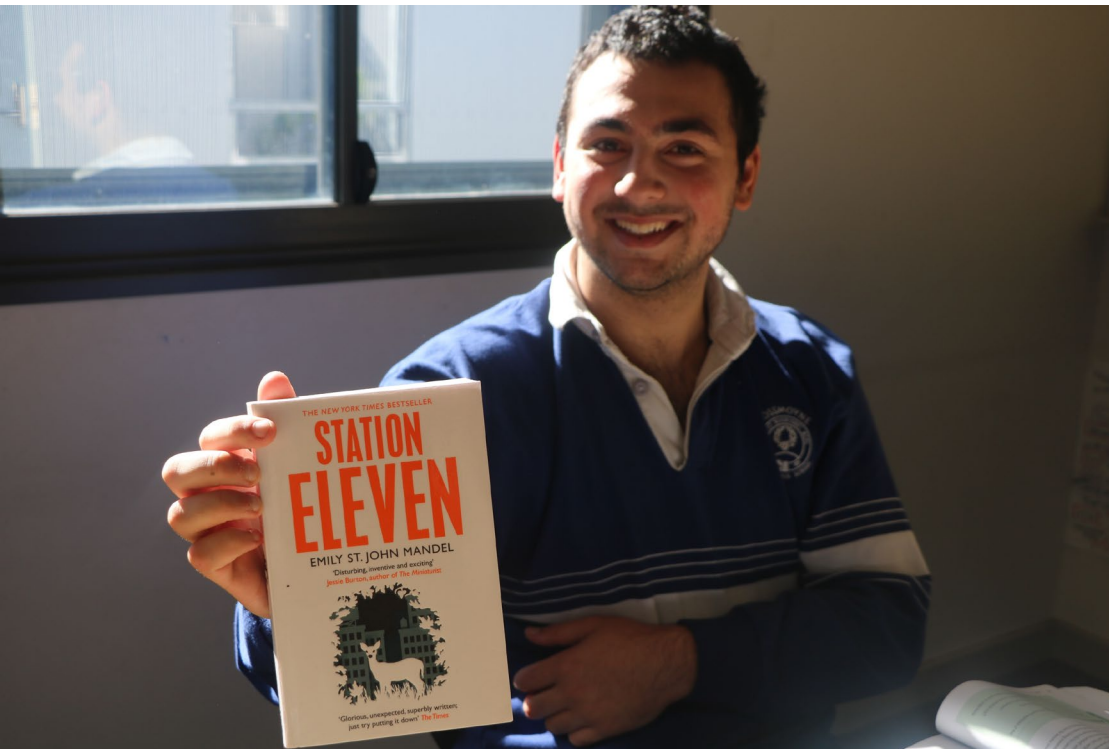
# ATAR COURSES ENGLISH



# ENGLISH ATAR

ATAR COURSES: ENGLISH

AEENG



**PREREQUISITE:** At least 55% course average and 50% CAT results in Semester 1 and 2

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. 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.

# ENGLISH ATAR

ATAR COURSES: ENGLISH

AEENG

## 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 and persuasive 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

- |               |        |
|---------------|--------|
| • Responding  | 35-40% |
| • Creating    | 35-40% |
| • Examination | 20-30% |

**NOTIONAL COURSE CHARGE**  
**\$120.00\***



# ENGLISH AS AN ADDITIONAL LANGUAGE

ATAR COURSES: ENGLISH

AEELD



Students wishing to enrol in this course are required to complete an Application for permission to enrol in a WACE language form from the School Curriculum and Standards Authority. Only students who have received notification from SCSA that they are eligible for English As An Additional Language will be permitted to enrol.

**PREREQUISITE:** Nil, however, students must meet eligibility requirements set out by SCSA

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

The English as an Additional Language or Dialect ATAR course provides opportunities for students to engage reflectively and critically with a broad range of spoken, written and multimodal texts, including literary and non-literary texts, for example, academic, every day and workplace texts. Students learn to create, individually and collaboratively, increasingly complex texts for different purposes and audiences in different forms, modes and media. Unit 1 and Unit 2 develop students' academic English skills in order to prepare them for tertiary study. Within each unit, students regularly use the language modes of listening, speaking, reading, viewing and writing to develop their communicative skills in SAE for a range of purposes, audiences and contexts.



# ENGLISH AS AN ADDITIONAL LANGUAGE

ATAR COURSES: ENGLISH

AEELD

## UNIT 1 - Ways of Life

Unit 1 focuses on investigating how language and culture are interrelated and expressed in a range of contexts. A variety of oral, written and multimodal texts are used to develop understanding of text structures and language features. The relationship between these structures and features and the context, purpose and audience of texts is explored. The unit will enhance students' confidence in creating texts for different purposes and across all language modes in both real and imagined contexts. It will broaden their understanding of the sociocultural and sociolinguistic elements of Standard Australian English (SAE) and develop skills for research and further academic study.

## UNIT 2 - Making Choices

Unit 2 focuses on analysing and evaluating perspectives and attitudes presented in texts and creating extended texts for a range of contexts. SAE language skills for effective communication in an expanding range of contexts are consolidated. The use of cohesive text structures and language features is developed. The unit focuses on developing planning and editing skills to create extended oral, written and multimodal texts. Attitudes, values and culturally based assumptions within texts are identified, analysed and compared. Strategies for collecting, analysing, organising and presenting ideas and information are refined (SCSA, 2014).

## ASSESSMENTS

• Investigation	20%
• Response	20%
• Written Production	20%
• Oral Production	20%
• Written Examination	20%

**NOTIONAL COURSE CHARGE**  
**\$120.00\***



# LITERATURE

ATAR COURSES: ENGLISH

AELIT



**PREREQUISITE:** 'B' grade or higher for Year 10 English; at least 60% in both Year 10 CATs

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.

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

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



# LITERATURE

ATAR COURSES: ENGLISH

AELIT

## 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 literary texts	10-20%
• Oral	10-20%
• Examination	20-30%

**NOTIONAL COURSE CHARGE**  
**\$120.00\***





# ATAR COURSES HEALTH AND PHYSICAL EDUCATION



# HEALTH STUDIES

ATAR COURSES: HEALTH AND PHYSICAL  
EDUCATION

AEHEA



**PREREQUISITE:** 'C' grade or higher in Year 10 English or EALD or HASS

The Health Studies ATAR 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 biomedical 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.



# HEALTH STUDIES

ATAR COURSES: HEALTH AND PHYSICAL  
EDUCATION

AEHEA

## UNIT 1

This unit focuses on the health of individuals and communities. Students learn about health determinants and their impact on health. Health promotion is explored and used as a framework for designing approaches to improve health. Students examine attitudes, beliefs and norms and their impact on decision-making, and develop a range of key health skills. Students extend their understandings of factors influencing health, and actions and strategies to protect and promote health through inquiry processes.

## UNIT 2

This unit focuses on the impact of factors influencing the health of communities. Students learn about community development and how community participation can improve health outcomes. Students examine the influence of attitudes, beliefs, and norms on community health behaviours; apply investigative and inquiry processes to analyse issues influencing the health of communities; and develop appropriate responses. The impact of technology on interpersonal skills and strategies for managing such influences are also a focus.

## ASSESSMENTS

• Health Inquiry	20%
• Project Task	30%
• Response Task	20%
• Examination	30%

## CAREER POSSIBILITIES

This course will prepare students for career and employment pathways in a range of health and community service industries such as medicine, nursing, health promotion, health and fitness, childcare, community services, youth work and food-related 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.

**NOTIONAL COURSE CHARGE**  
**\$35.00\***



# PHYSICAL EDUCATION STUDIES

ATAR COURSES:  
EDUCATION

HEALTH AND PHYSICAL

AEPES



**PREREQUISITE:** 'B' grade or higher in Year 10 Science and Physical Education / Specialist Volleyball

The Physical Education Studies ATAR course promotes students' physical, social and emotional growth, contributing to their well-rounded development. Throughout the course, emphasis is placed on understanding and improving performance in physical activities, and the practical application of theoretical concepts.

Students study a range of topics related to physical performance, exercise physiology, biomechanics and sport psychology. They explore the factors that affect performance, training methods and other strategies used to optimise performance. The course integrates theory with practical experiences, allowing students to understand the complexities of sports performance.

The course provides students with opportunities to develop critical thinking and problem-solving skills as well as an awareness of the scientific and psychological factors that impact sports performance. They gain a deep understanding of the body's systems, the importance of fitness and nutrition, and the role of various coaching concepts in the development and execution of skills.

The knowledge and skills developed through the study of the course content have applications in everyday life. Students can apply psychological, physiological and biomechanical concepts to fitness, health and performance.



# PHYSICAL EDUCATION STUDIES

**ATAR COURSES:** HEALTH AND PHYSICAL EDUCATION

**AEPES**

Historically volleyball and badminton are studied in Year 11; however, sports are subject to change and will consider the interest and experience of students in the course.

In Term 3 of Year 12, students are required to do a school-based practical external assessment from a list of SCSA approved sports. The Western Australia Certificate of Education (WACE) ATAR course written exams are in Term 4. See the SCSA website for more details.

## UNIT 1

The focus of this unit is functional anatomy and exercise physiology concepts and how students apply these to their own and others' performance.

## UNIT 2

The focus of this unit is biomechanical, psychological and motor learning and coaching concepts and how students apply these to their own and others' performance.

## ASSESSMENTS

• Response	20%
• Investigation	10%
• 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.

**NOTIONAL COURSE CHARGE**  
**\$155.00\***





# ATAR COURSES HUMANITIES AND SOCIAL SCIENCES



# ABORIGINAL AND INTERCULTURAL STUDIES

ATAR COURSES: HUMANITIES AND SOCIAL SCIENCES

AEAIS



## PREREQUISITE: 'B' grade or higher in Year 10 HASS

Australian First Nations Peoples' histories and cultures are fundamental to the development of Australian identity and the formation of Australian society. The recognition of Australia's First Nations Peoples as the oldest living continuous cultures in the world provides a logical starting point for this course. Students explore and investigate the concept of culture, the diversity of cultural expressions and how these cultural expressions continue, maintain, share and revitalise First Nations Peoples' cultural knowledge, and enrich the identity of all Australians.

The Aboriginal and Intercultural Studies ATAR course provides opportunities for students from all cultures to explore and involve themselves in active reconciliation. This course affirms the cultural experience and identity of Australian First Nations students. All students have opportunities to learn from Australian First Nations Peoples and/or through sources of First Nations Peoples' voices and perspectives.

Understanding and valuing cultural diversity are key skills both for citizenship in contemporary multicultural Australia and for participation in an increasingly global community. The Aboriginal and Intercultural Studies course is intended to equip students with the knowledge, skills and values to be active citizens at the local, national and global levels. These skills are also highly valued in today's workplaces. The ability to work effectively in a culturally diverse environment is important in all vocational contexts.

# ABORIGINAL AND INTERCULTURAL STUDIES

ATAR COURSES:  
SCIENCES

HUMANITIES AND SOCIAL

AEAIS

## Unit 1

This unit enables students to explore the relationship First Nations Peoples in Australia and other countries have with the environment. Within this broad area, students investigate Aboriginal Peoples' knowledge of the past and the present. Students explore how cultures incorporate change while maintaining continuity of tradition with respect to the environment.

## Unit 2

This unit enables students to explore the idea of cultural interaction and resilience. They learn that cultural change results from a range of external and internal factors and may be welcomed or resisted. Students explore how individuals and groups show resilience as they seek to maintain their cultural identity.

## ASSESSMENTS

- Social inquiry 20%
- Source analysis 25%
- Extended response (issue analysis) 25%
- Examination 30%

## CAREER POSSIBILITIES

This course prepares students to be culturally aware change makers in modern Australia. Many issues that confront our society relate to Australia's First Nations Peoples. Aboriginal and Intercultural Studies will be of interest to students considering law, politics, journalism, business management, entrepreneurialism, medicine, teaching and social work.

**NOTIONAL COURSE CHARGE**  
**\$74.00\***



# ACCOUNTING & FINANCE

ATAR COURSES: HUMANITIES AND SOCIAL SCIENCES

AEACF



**PREREQUISITE:** 'B' grade in Year 10 Mathematics and 'C' grade or higher in Year 10 English or EALD

For students with strong mathematical skills, Accounting and Finance will probably be one of their best subjects.

In Accounting and Finance students develop their critical and creative thinking and problem-solving skills as they identify, interpret and analyse business scenarios and financial information. They develop enterprising behaviours and capabilities as they consider alternatives and use the data and information available to make informed business decisions.

Accounting will provide students with an understanding of the concepts and procedures needed to process the financial records of a small business. It is designed to cater for the needs of a wide range of students who will gain personal benefit from the ability to manage their own financial records.



# ACCOUNTING & FINANCE

ATAR COURSES: HUMANITIES AND SOCIAL SCIENCES

AEACF

This subject is particularly useful for those who hope to run their own business, or their own professional practice. It is also highly beneficial to students who are considering studying commerce/business/finance at university or through TAFE Colleges. The knowledge and skills gained in this course provide the basis for many careers e.g. Accounting, Marketing and Management, Finance.

Students will learn the following:

## UNIT 1

- Fundamental Concepts underpinning Accounting and Finance
- Government Legislation affecting small businesses
- Double entry accounting
- How to record GST and other transactions in the General Journal
- How to prepare financial reports
- Develop an awareness of the ethical issues encountered in financial dealings between business owners/managers and their employees, clients and investors

## UNIT 2

- How to analyse and interpret financial information
- The role of professional accounting and financial associations
- The nature and purpose of the professional codes of conduct for Accountants
- Depreciation methods for non-current assets, and how to record sale of assets
- Balance Day Adjustments and their impact on the financial reports

## ASSESSMENTS

- |                      |     |
|----------------------|-----|
| • Topic Tests        | 50% |
| • Project (Research) | 10% |
| • Examinations       | 40% |

## CAREER POSSIBILITIES

Chartered Accountants of Australia and New Zealand (CAANZ) offer Accounting students incentives via Accounting Awards, Cadetship Opportunities with a number of Accounting firms, and the chance to meet business leaders and network with potential employers.

**NOTIONAL COURSE CHARGE**  
**\$74.00\***



# BUSINESS MANAGEMENT AND ENTERPRISE

ATAR COURSES: HUMANITIES AND SOCIAL SCIENCES

AEBME



**PREREQUISITE:** 'B' grade or higher in Year 10 HASS

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

# BUSINESS MANAGEMENT AND ENTERPRISE

ATAR COURSES: HUMANITIES AND SOCIAL SCIENCES

AEBME

## Unit 1

The focus of this unit is on success in business at a national level. It explores what it takes to be successful beyond the initial start-up stage. Students investigate the features of successful marketing campaigns and report on how businesses succeed and prosper through methods, such as expansion in products, market share or diversification. The unit explores how the marketing plan contributes to the overall business plan.

## Unit 2

The focus of this unit is on business growth and the challenges faced by businesses expanding at a national level. The unit explores issues in the business environment, including the importance of intellectual property in protecting business ideas. The unit addresses the significance of employee motivation and the development of a business plan in the overall success of expansion.

## ASSESSMENTS

- |                     |     |
|---------------------|-----|
| • Business Research | 30% |
| • Response          | 40% |
| • Examination       | 30% |

## CAREER POSSIBILITIES

- Small business owner
- Business developer
- Management and leadership
- Entrepreneurialism

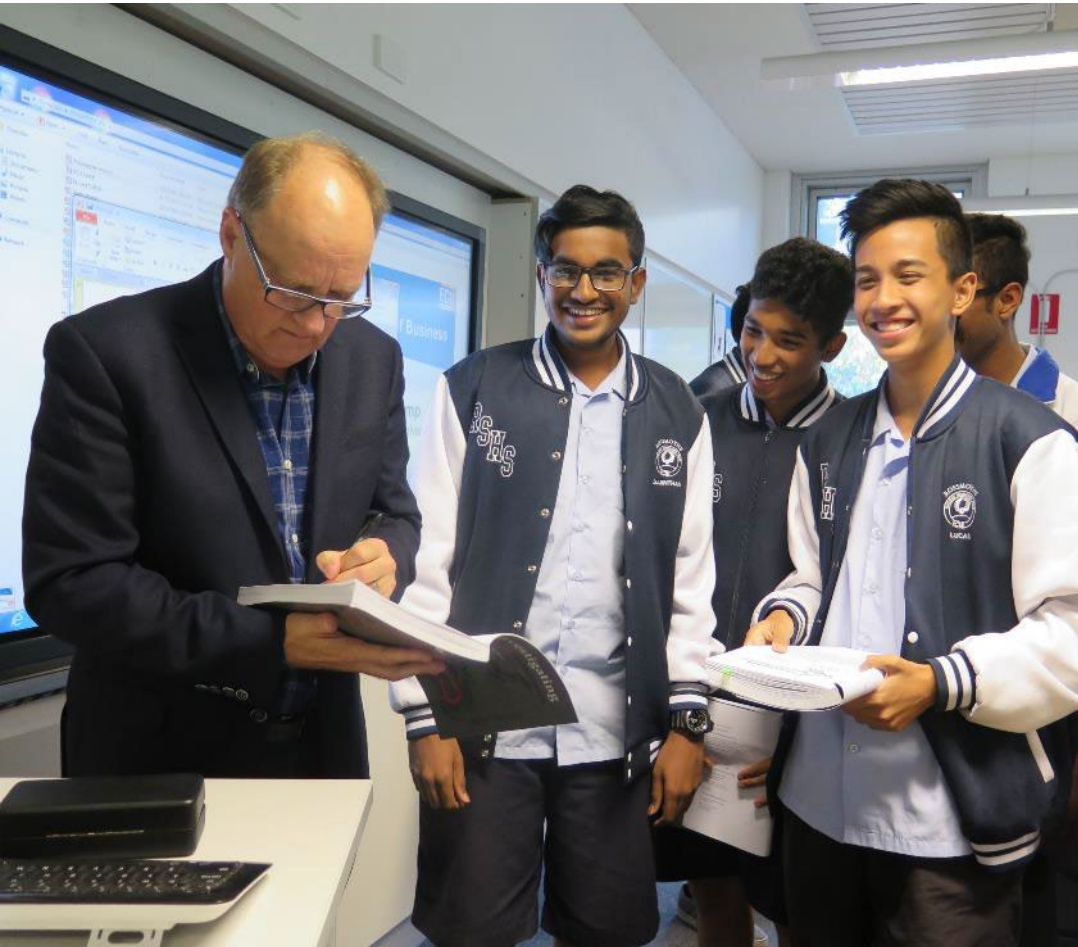
**NOTIONAL COURSE CHARGE**  
**\$47.00\***



# ECONOMICS

ATAR COURSES: HUMANITIES AND SOCIAL SCIENCES

AEECO



## PREREQUISITE: 'B' grade or higher in Year 10 HASS

The Economics course investigates the choices which all people, groups and societies face as they confront the ongoing problem of satisfying their unlimited wants with a limited quantity of resources. It considers these aspects at the local, national and global (international) levels. There is constant reference to examples and the workings of the Australian economy. One of the key aims of this course is to develop the economic literacy of students, so students need good general literacy skills.



# ECONOMICS

ATAR COURSES: HUMANITIES AND SOCIAL SCIENCES

AEECO

## Unit 1 - Microeconomics

- Markets, Price Mechanism and Elasticity
- Market Efficiency and Equity; and
- Market Failure and Government Policies

Unit 1 is an introduction to microeconomics and the role that markets play in determining the well-being of individuals and society, as well as the limitations of markets. It explores the workings of real world markets with the emphasis on the Australian economy.

## Unit 2 - Macroeconomics

- Macroeconomic Activity
- Macroeconomic Concepts and Issues
- The Government's Role in the Australian Economy; and Macroeconomic Performance

Unit 2 is an introduction to macroeconomics and the government's role in the economy.

It explores macroeconomic issues and problems such as economic growth, inflation and unemployment with an emphasis on the Australian economy.

This will be taught within the context of Australia's current economic performance, the level of performance of the Australian economy generally over the last ten years, recent trends in the level of economic activity in Australia compared with other economies and the current economic and political climate.

## ASSESSMENTS

There will be approximately 8 school-based assessments during the year. Semester exams will occur at the completion of each unit.

Assessment types include:

- |                                    |     |
|------------------------------------|-----|
| • Investigation                    | 20% |
| • Data Interpretation/Short Answer | 20% |
| • Extended Answer                  | 20% |
| • Examinations                     | 40% |

## Possible Excursions/Events

Student forums, University visits, Murdoch forum.

## CAREER POSSIBILITIES

Benefits to the student include transferable skills; and access to careers where knowledge of economics is an advantage such as business, political science, commerce, marketing, accountancy, journalism, media, finance, stock-broking and law.

**NOTIONAL COURSE CHARGE**  
**\$74.00\***



# GEOGRAPHY

ATAR COURSES: HUMANITIES AND SOCIAL SCIENCES

AEGEO



**PREREQUISITE:** 'B' grade or higher in Year 10 HASS

The study of Geography involves investigating a range of challenges and opportunities facing Australia and the global community. These challenges include rapid change in biophysical environments, dealing with environmental risks, the sustainability of places and the consequences of international integration. Geography draws on students' curiosity about the diversity of the world's places and their peoples, cultures and environments.

A strong emphasis is placed on the use of geographical inquiry methods and skills. The understandings, skills, knowledge and values developed in the course will ensure students are well placed for tertiary study and/or employment.



# GEOGRAPHY

ATAR COURSES: HUMANITIES AND SOCIAL SCIENCES

AE GEO

## Unit 1 - Natural and Ecological Hazards

In this unit students explore the management of hazards and the risk they pose to people and environments. Risk management is defined in terms of preparedness, mitigation and/or prevention. The two depth studies will focus on natural hazards (atmospheric, hydrological or geomorphic hazards such as cyclones, floods or earthquakes) and ecological hazards (environmental/ diseases/pandemics and plant/animal invasions).

## Unit 2 - Global Networks and Interconnections

In this unit students explore the economic and cultural transformations taking place in the world due to globalisation and the spatial outcomes of these processes. The two depth studies will focus on the production and consumption of a good or service (mineral resource, food good or service such as tourism) and the diffusion of an element of culture (such as fashion, sport, music, religion, language, architecture or political ideas).

## Possible Excursions/Events

FESA, Perth Hills, Perth CBD, Swan River.

## ASSESSMENTS

There will be approximately 8 assessments in class during the year. Semester exams will occur at the completion of each unit.

Assessment types include:

- |                                |     |
|--------------------------------|-----|
| • Geographical Inquiry         | 20% |
| • Fieldwork / practical skills | 20% |
| • Short and extended response  | 30% |
| • Examination                  | 30% |

## CAREER POSSIBILITIES

Surveyor, civil engineer, anthropologist, economist, pilot, landscape architect, geophysicist.

**NOTIONAL COURSE CHARGE**  
**\$74.00\***



# MODERN HISTORY

ATAR COURSES: HUMANITIES AND SOCIAL SCIENCES

AEHIM



PREREQUISITE: 'B' grade or higher in Year 10 HASS

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.



# MODERN HISTORY

ATAR COURSES: HUMANITIES AND SOCIAL SCIENCES

A E H I M

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

There will be approximately 8 school-based assessments during the year. Semester exams will occur at the completion of each unit. Assessment types include:

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

## Possible Excursions/Events

Murdoch University, Boola Bardip, WA Army Museum, Russian History Quiz night.

## CAREER POSSIBILITIES

Archaeologist, criminologist, journalist, author, archivist, Politician, Australian ambassador, Museum Curator, lawyer.

**NOTIONAL COURSE CHARGE**  
**\$74.00\***



# POLITICS & LAW

ATAR COURSES: HUMANITIES AND SOCIAL SCIENCES

AEPAL



PREREQUISITE: 'B' grade or higher in Year 10 HASS

Democracy is not a spectator sport. It asks each of us to become involved by participating in the direction we want our country to take. So, it follows that we need an understanding of the principles, structures and processes of institutions such as parliament and the courts, elections, political parties and the way our political and legal system works.

The content, coupled with the development of analytical skills and examination of values as outlined in this course, will empower students to become active participants in the political and legal decisions that impact on their lives and the future of their communities.



# POLITICS & LAW

ATAR COURSES: HUMANITIES AND SOCIAL SCIENCES

AEPAL

## Unit 1

This unit examines the principles of a liberal democracy; the legislative, executive and judicial structures and processes of Australia's political and legal system; the functioning of a non-democratic system; and the processes of a non-common law system. Political and legal developments and contemporary issues (the last three years) are used to provide a framework for the unit.

## Unit 2

This unit examines the principles of fair elections; the electoral and voting systems in Australia since Federation, making reference to a recent (the last ten years) election in Australia; the electoral system of another country; an analysis of the civil and criminal law processes in Western Australia; and an analysis of a non-common law system. Political and legal developments and contemporary issues (the last three years) are used to provide a framework for the unit.

## Possible Excursions/Events

Parliament House and District Magistrate's Courts. Possible opportunity to participate in the Canberra Tour.

## ASSESSMENTS

There will be approximately 8 school based assessments during the year. Semester exams will occur at the completion of each unit.

Assessment types include:

- |                   |     |
|-------------------|-----|
| • Investigation   | 10% |
| • Source Analysis | 20% |
| • Short Answer    | 20% |
| • Essay           | 20% |
| • Examinations    | 30% |

## CAREER POSSIBILITIES

Politics & Law will be of interest to those students who are considering a career in law, foreign affairs, industrial relations, politics, government (i.e. at local, state or federal levels), public administration, journalism, business management and commerce.

**NOTIONAL COURSE CHARGE**  
**\$74.00\***



# PSYCHOLOGY

ATAR COURSES: HUMANITIES AND SOCIAL SCIENCES

AEPSY



**PREREQUISITE:** 'B' grade or higher in Year 10 HASS OR 'B' grade or higher in Year 10 Science.

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. This course introduces students to a breadth of knowledge focusing on the psychology of self and others. Psychological knowledge helps us understand factors relating to individuals, such as: cognition, or the way we think; biological bases of behaviour; and personality, the enduring traits that distinguish individuals.

Psychological knowledge also helps us understand the way that individuals function within groups. This consists of knowledge associated with socialisation, moral development, the formation of attitudes and also how people relate and communicate. On a larger scale, psychological knowledge can help us to understand how individuals function within different contexts and how this is influenced by culture, shaping people's values, attitudes and beliefs. 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.



# PSYCHOLOGY

ATAR COURSES: HUMANITIES AND SOCIAL SCIENCES

A E P S Y

## Unit 1

This unit focuses on a number of concepts that enable students to gain an understanding of how and why people behave the way they do. Students are introduced to the human brain, focusing on the major parts and lobes of the cerebral cortex, and review case studies, illustrating the link between the brain and behaviour. They also explore the impact of external factors, such as physical activity and psychoactive drugs, on individuals' behaviour. Cognitive processes, such as sensation and perception and selective and divided attention, are investigated. The impact of others on behaviour is also studied. Students examine different types of relationships and look at the role of verbal and non-verbal communication in initiating, maintaining and regulating relationships. Students are introduced to ethics in psychological research and carry out investigations, following the steps in conducting scientific research. They identify the aims of psychological investigations and apply appropriate structure to sequence data using correctly labelled tables, graphs and diagrams.

## Unit 2

This unit introduces students to developmental psychology by looking at the concept of average development and changes expected as people age. They analyse twin and adoption studies to gain insight into the nature/nurture debate and look at the role of play in assisting development. Students explore what is meant by the term personality and examine several historical perspectives used to explain personality such as Freud's psychodynamic approach. Students investigate the influence of others on self-concept, identity and attitudes. They explore the behaviours observed within groups, such as deindividuation and social loafing, and causes of prejudice. Psychological research methods introduced in Unit 1 are further explored.

## ASSESSMENTS

There will be approximately 8 school-based assessments during the year. Semester exams will occur at the completion of each unit.

Assessment types include:

- |                   |     |
|-------------------|-----|
| • Science Inquiry | 20% |
| • Response        | 40% |
| • Examination     | 30% |

## Possible Excursions/Events

Perth Zoo, Student Forums.

## CAREER POSSIBILITIES

Psychologist, criminologist, human relations officer, welfare worker, teacher, counsellor, registered nurse.

**NOTIONAL COURSE CHARGE**  
**\$75.00\***





# ATAR COURSES LANGUAGES



# LANGUAGES

## ATAR COURSES: TEA BONUS

A Languages Bonus applies to students of Chinese First Language, Chinese Background Language, Chinese Second Language, French, German and Japanese Second Language.

All four government funded universities provide a bonus to students sitting the exam in a Language other than English course. A loading of 10% will be added to the final scaled mark when calculating the TEA. The ATAR will be calculated on the basis of this higher TEA. If students are studying more than one language the bonus will be calculated using the language course with the highest mark.

## CO-CURRICULAR PROGRAM

Complementary language learning and cultural activities are offered to students in class time and out-of-school hours. These include film excursions, special performances, language competitions and restaurant and cafe outings.

In addition, there are opportunities for students to host students visiting from overseas and to travel overseas as part of one of the schools' exchange programs. These in-country and hosting experiences allow students to further develop their language skills (speaking, reading, writing and listening skills) as well as gain a deeper understanding of the culture of the country whose language they are learning. Rossmoyne has exchanges (in-country learning experiences) for students of Chinese, French, German and Japanese. Students learning French may participate in the school's Lyon Exchange or the WA La Reunion Student Exchange both of which are offered every year; students of German are offered the exchange to Lauf every two years and students learning Japanese are offered the exchange to Japan (Himeji) every year.

Students and parents need to be aware that the French, German and Japanese courses offered at Rossmoyne Senior High School are designed for Second Language Learners only.

Students who have French, German or Japanese heritage or who have lived in a country languages are spoken or who have had significant tuition held beyond the normal classroom hours, will generally not be eligible to enrol in Second language Courses in Years 11 and 12. Strict eligibility rules are applied by the Curriculum and Standards Authority. Hence, we recommend students choose a language other than the one in which they have an advantage.

Chinese is offered at First Language, Background and Second Language levels from Years 7-12 at Rossmoyne Senior High School. Strict eligibility rules are applied when directing students to their most appropriate course.



# CHINESE: FIRST LANGUAGE

ATAR COURSES: LANGUAGES

AECFL



**PREREQUISITE:** 'B' grade or higher in Year 10 CFL and must demonstrate SCSA eligibility

The Chinese: First Language ATAR course is designed for students with a cultural and linguistic background in Chinese. It enhances students' bilingual and bicultural capabilities by encouraging them to use their language skills to engage with texts. Through the exploration of texts students develop critical thinking skills and refine their communication skills. Critical literacy acquired through studying this course allows students to reflect on the power of language in shaping meaning, values and attitudes. It enables students to evaluate language choices that affect people's experience when they are communicating across cultures. It also empowers students to use language to sustain a personal voice and to facilitate intercultural communications.

Students who study Chinese in the senior secondary years build on a diverse range of language and intercultural knowledge, understanding and skills gained through previous experiences at school and in the community. The study of Chinese enables students to engage with a language spoken by close to a quarter of the world's population. It is a major language of communication for China, Hong Kong, Singapore and Taiwan, and is widely used by Chinese communities worldwide, including those in Australia. Proficiency in Chinese may provide students with enhanced vocational opportunities in areas such as international finance, commerce, tourism, diplomacy, and translating and interpreting.

Students wishing to enrol in this course are required to complete an Application for permission to enrol in a WACE language form from the School Curriculum and Standards Authority. Only students who have received notification from SCSA that they are eligible for Chinese First Language will be permitted to enrol.



# CHINESE: FIRST LANGUAGE

ATAR COURSES: LANGUAGES

AECFL

## Unit 1

Unit 1 Relationships and human interactions introduces students to text analysis and intercultural communication. It develops students' ability to understand the communicative purpose of texts. Students engage with and produce texts related to the topics for this unit. They learn how to identify content, text structures and language features that convey information about the text producers' intent and the target audiences. They recognise patterns of language use in texts that carry culture-specific meaning related to social relationships.

## Unit 2

Unit 2 Communities in transition further develops students' skills in text analysis and intercultural communication. It builds on students' knowledge about the communicative purpose of texts to improve their awareness of how texts convey the attitudes and values of text producers. Through engaging with texts related to the topics for this unit, students analyse how texts are structured to show relationship of ideas, and how language that conveys cultural and emotional subtexts, such as euphemism, may affect the interpretation of a text.

## ASSESSMENTS

• Spoken text analysis	20%
• Written text analysis	30%
• Text Production	20%
• Examination	30%

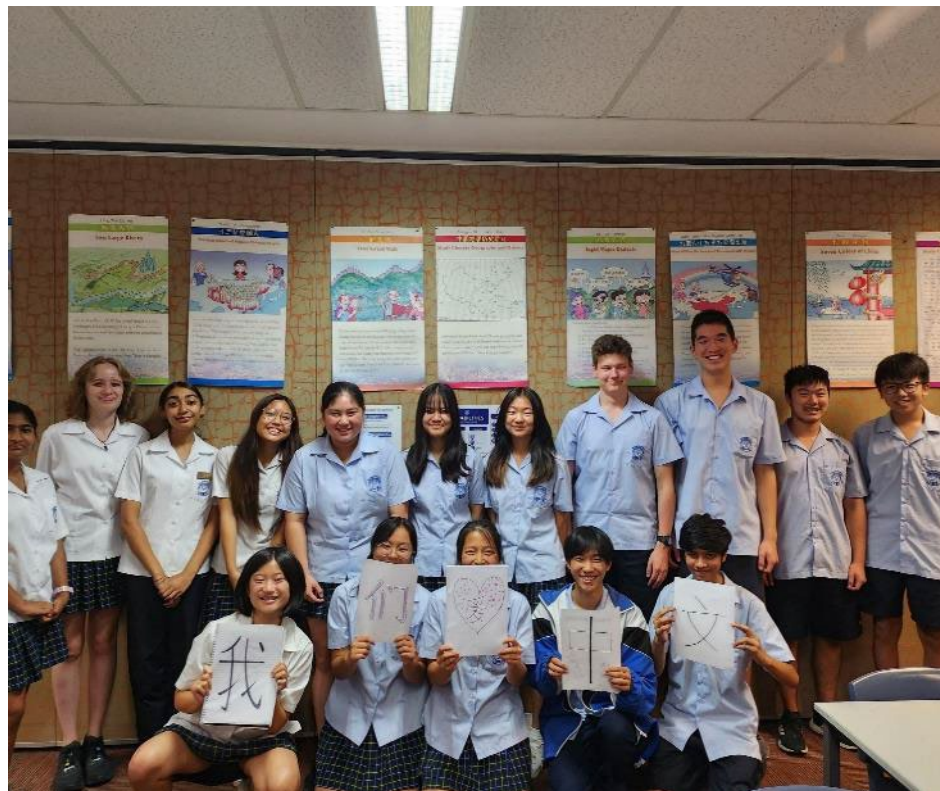
**NOTIONAL COURSE CHARGE**  
**\$80.00\***



# CHINESE: BACKGROUND LANGUAGE

ATAR COURSES: LANGUAGES

AECBL



Students wishing to enrol in this course are required to complete an Application for permission to enrol in a WACE language form from the School Curriculum and Standards Authority. Only students who have received notification from SCSA that they are eligible for Chinese Background Language will be permitted to enrol.

**PREREQUISITE:** 'B' grade or higher in Year 10 CBL and must demonstrate SCSA eligibility

Students who study Chinese in the senior secondary years build on a diverse range of language and intercultural knowledge, understanding and skills gained through previous experiences at school and in the community. The study of Chinese enables students to engage with a language spoken by close to a quarter of the world's population. It is a major language of communication for China, Hong Kong, Singapore and Taiwan, and is widely used by Chinese communities worldwide, including those in Australia. Proficiency in Chinese may provide students with enhanced vocational opportunities in areas such as international finance, commerce, tourism, diplomacy, and translating and interpreting.

The course is aimed at students who have typically been brought up in a home where Chinese is used, and who have a connection to Chinese culture. These students have varying degrees of understanding and knowledge of Chinese. They have received all or most of their formal education in schools where English, or a language other than Chinese, is the medium of instruction. Students may have undertaken some study of Chinese in a community, primary and/or secondary school in Australia. Students may have had formal education in a school where Chinese is the medium of instruction, and may have spent some time in a country where it is a medium of communication. Oral proficiency is typically more highly developed than skills and proficiency in the written language.

The Chinese: Background Language ATAR course is adapted from the New South Wales Education Standards Authority (NESA) course for Chinese in Context. This course focuses on building on and further developing a student's language capability through engagement with Chinese-speaking communities, locally and overseas, and through the study of contemporary texts, topics and issues. It enables students to strengthen their personal connections to the Chinese culture and language, and enhances the development of their bilingual competence and bicultural identity.



# CHINESE: BACKGROUND LANGUAGE

ATAR COURSES: LANGUAGES

AECBL

The following issues, perspectives, and text and types are to be studied in

Perspectives	Issues
<p><b>Personal:</b> Individual identity</p> <p><b>Community:</b> Connections with Chinese-speaking communities locally, regionally and worldwide</p> <p><b>Global:</b> Connections with the world as a global citizen</p>	<p><b>Young people and their relationships</b></p> <p>Students consider their relationships with family, their connections with friends and the influence of international popular youth culture on young people.</p>
	<p><b>Traditions and values in contemporary society</b></p> <p>Students consider how the traditions and values of Chinese-speaking communities are maintained in multicultural environments and in a changing society.</p>
	<p><b>The nature of work</b></p> <p>Students consider the opportunities afforded bilingual students in Australian and Chinese contexts, and how advances in communication technologies and changes in expectations and aspirations affect future study and employment.</p>
	<p><b>The individual as a global citizen</b></p> <p>Students consider the notion of 'global citizen' and how this concept affects notions of environment, migration and technology, and the impact of global events and trends on the individual in Australia and elsewhere.</p>
	<p><b>Australian identity</b></p> <p>Students consider the changing nature of Australian identity from the viewpoints of a range of groups, such as Aboriginal and Torres Strait Islander Peoples, those who have lived in Australia over generations and migrant communities.</p>
	<p><b>Personal Investigation (Year 12 only)</b></p> <p>The personal investigation allows students to reflect on their own learning and their own personal and cultural identity in Chinese by making links with their heritage.</p>

## ASSESSMENTS

• Interacting in Chinese	15%
• Processing and responding	40%
• Composing texts in Chinese	15%
• Examination	
Practical (oral) examination	10%
Written examination	20%

**NOTIONAL COURSE CHARGE**  
**\$80.00\***



# CHINESE: SECOND LANGUAGE

ATAR COURSES: LANGUAGES

AEC SL



**PREREQUISITE:** 'B' grade or higher in Year 10 CSL and must demonstrate SCSA eligibility

Chinese has been taught in Australian schools since the 1950s, and experienced rapid growth in the 1980s as China undertook a policy of 'open door' and economic reform. Chinese is recognised as an important language for young Australians to have access to during their schooling as Australia progresses towards a future of increased trade and engagement with Asia.

The Chinese: Second Language ATAR course can connect to the world of work, further study and travel. It also offers opportunities for students to participate in the partner school and student exchange programs between Western Australia and China. The Chinese: Second Language ATAR course is designed to equip students with the skills needed to function in an increasingly globalised society, a culturally and linguistically diverse local community, and to provide the foundation for life-long language learning.

This course is aimed at students for whom Chinese is a second, or subsequent, language. These students have not been exposed to, or interacted in the language outside of the language classroom. They have typically learnt everything they know about the Chinese language and culture through classroom teaching in an Australian school, or similar environment, where English is the language of school instruction.

Students wishing to enrol in this course are required to complete an Application for permission to enrol in a WACE language form from the School Curriculum and Standards Authority. Only students who have received notification from SCSA that they are eligible for Chinese Second Language will be permitted to enrol.



# CHINESE: SECOND LANGUAGE

ATAR COURSES: LANGUAGES

AEC SL

## Unit 1 - Teenagers

This unit focuses on 青少年 (Teenagers). Through the three topics: Having fun, Student's daily life, and Technology and leisure, students further develop their communication skills in Chinese and gain a broader insight into the language and culture.

## Unit 2 - Travel

This unit focuses on 我们去旅行吧! (Travel – let's go!). Through the three topics: Tales of travel, Western Australia as a travel destination, and China as a travel destination, students extend their communication skills in Chinese and gain a broader insight into the language and culture.

## ASSESSMENTS

• Oral Communication	20%
• Response: Listening	15%
• Response: Viewing and reading	20%
• Written communication	15%
• Practical (oral) examination	10%
• Written examination	20%

**NOTIONAL COURSE CHARGE**  
**\$80.00\***



# FRENCH: SECOND LANGUAGE

ATAR COURSES: LANGUAGES

AEFSL



**PREREQUISITE:** 'B' grade or higher in Year 10 FSL and must demonstrate SCOSA eligibility

French is a language of diplomacy, used by many international organisations, and is the dominant working language at the European Court of Justice. French culture has contributed to the shaping of global movements and traditions associated with domains, such as the arts, cinema, philosophy and critical theory, as well as fashion, design, food and wine.

Current links between Australia and the French-speaking world are strong; characterised by bilateral relationships in trade and investment, educational exchanges, research and development in science and technology, humanitarian and environmental initiatives, communications, and strategic and defence priorities. The Pacific region is a particularly important focus of bilateral engagement. France is a leading destination for Australian travellers and a partner in employment exchange opportunities in the fields of hospitality, tourism and international relations. Large numbers of young Australians visit France and other French-speaking countries each year on student or working visas.

The French: Second Language ATAR course can connect to the world of work, further study and travel. It also offers opportunities for students to participate in the sister school and student exchange programs between Western Australia and French-speaking communities. The French: Second Language ATAR course is designed to equip students with the skills needed to function in an increasingly globalised society, a culturally and linguistically diverse local community, and to provide the foundation for life-long language learning.

All students wishing to study a Western Australian Certificate of Education (WACE) language course are required to complete an application for permission to enrol in a WACE language course in the year prior to first enrolment in the course.



# FRENCH: SECOND LANGUAGE

ATAR COURSES: LANGUAGES

AEFSL

## Unit 1

This unit focuses on C'est la vie ! (That's life!). Through the three topics: My daily routine, French sports and leisure, and Leading a healthy lifestyle, students further develop their communication skills in French and gain a broader insight into the language and culture.

## Unit 2

This unit focuses on Voyages (Travel). Through the three topics: My travel tales and plans, Australia as a travel destination, and Travel in a modern world, students extend their communication skills in French and gain a broader insight into the language and culture.

## ASSESSMENTS

• Oral Communication	20%
• Response: Listening	15%
• Response: Viewing and Reading	15%
• Written Communication	20%
• Practical (oral) examination	10%
• Written examination	20%

**NOTIONAL COURSE CHARGE**  
**\$80.00\***



# GERMAN: SECOND LANGUAGE

ATAR COURSES: LANGUAGES

AEGLS



All students wishing to study a Western Australian Certificate of Education (WACE) language course are required to complete an application for permission to enrol in a WACE language course in the year prior to first enrolment in the course.

**PREREQUISITE:** 'B' grade or higher in Year 10 GSL and must demonstrate SCSA eligibility

As one of three procedural languages for the European Union, and the first language of 120 million Europeans, German language showcases the cultural diversity and range of these German-speaking communities. In particular, the interplay between culture and language can be seen in the global influence of Germany's past and contemporary achievements in architecture, the arts, engineering, philosophy, recreational pursuits, and scientific innovations, particularly related to environmental sustainability. The conceptual understandings that sit behind this influence, are an integral part of the selection of text types and key concepts, through which students will have opportunities to use German actively.

Strong partnerships have developed with organisations such as the Goethe-Institut, the German Embassy, the German-Australian Chamber of Industry and Commerce, and the German Academic Exchange Service (DAAD), to provide solid support to the teaching and learning of German in Australia.

The German: Second Language ATAR course can connect to the world of work, further study and travel. It also offers opportunities for students to participate in the sister school and student exchange programs between Western Australia and German-speaking communities. The German: Second Language ATAR course is designed to equip students with the skills needed to function in an increasingly globalised society, a culturally and linguistically diverse local community, and to provide the foundation for life-long language learning.



# GERMAN: SECOND LANGUAGE

ATAR COURSES: LANGUAGES

AEGL

## Unit 1

This unit focuses on Kultureller Austausch (Cultural interaction). Through the three topics: Welcome to my country, At home in a German-speaking community, and Technology and travel, students further develop their communication skills in German and gain a broader insight into the language and culture.

## Unit 2

This unit focuses on Ein goldener Mittelweg (Finding a balance). Through the three topics: Keeping fit and healthy, Young people at work and leisure in German-speaking countries, and Technology in daily life, students extend their communication skills in German and gain a broader insight into the language and culture.

## ASSESSMENTS

• Oral Communication	20%
• Response: Listening	15%
• Response: Viewing and reading	15%
• Written communication	20%
• Practical (oral) examination	10%
• Written examination	20%

**NOTIONAL COURSE CHARGE**  
**\$80.00\***



# JAPANESE: SECOND LANGUAGE

ATAR COURSES: LANGUAGES

AEJSL



**PREREQUISITE:** 'B' grade or higher in Year 10 JSL and must demonstrate SCSA eligibility

Japanese culture influences many areas of contemporary Australian society, including the arts, design, fashion, popular culture and cuisine. Japan has been a close strategic and economic partner of Australia's for over 50 years, and there is increasing exchange between the two countries in the areas of education, trade, diplomacy and tourism.

The Japanese: Second Language ATAR course can connect to the world of work, further study and travel. It also offers opportunities for students to participate in the many sister school and student exchange programs between Western Australia and Japan. The Japanese: Second Language ATAR course is designed to equip students with the skills needed to function in an increasingly globalised society, a culturally and linguistically diverse local community, and to provide the foundation for life-long language learning.

All students wishing to study a Western Australian Certificate of Education (WACE) language course are required to complete an application for permission to enrol in a WACE language course in the year prior to first enrolment in the course.



# JAPANESE: SECOND LANGUAGE

ATAR COURSES: LANGUAGES

AEJSL

## Unit 1

The focus for this unit is 日(にち)常(じょう)生(せい)活(かつ) (Daily life). Students build on their skills, knowledge and understandings through the study of the unit content. They further develop their communication skills in Japanese and gain a broader insight into the language and culture.

## Unit 2

The focus for this unit is ようこそ、私の国へ! (Welcome to my country). Students further develop their skills, knowledge and understandings through the study of the unit content. They extend their communication skills in Japanese and gain a broader insight into the language and culture.

## ASSESSMENTS

• Oral Communication	20%
• Response: Listening	15%
• Response: Viewing and Reading	20%
• Written communication	15%
• Practical (oral) examination	10%
• Written examination	20%

**NOTIONAL COURSE CHARGE**  
**\$80.00\***





# ATAR COURSES MATHEMATICS



# MATHEMATICS

## ATAR COURSES: TEA BONUS

Curtin University, Edith Cowan University, Murdoch University and The University of Western Australia have a Tertiary Entrance Aggregate bonus to encourage students to undertake the more challenging Mathematics ATAR course options, Mathematics Methods and Mathematics Specialist.

The bonus applies to the calculation of the Tertiary Entrance Aggregate (TEA). Ten percent of the final scaled score/s in Mathematics Methods ATAR and Mathematics Specialist ATAR will be added to the TEA, from which the ATAR is derived. Bonuses from both courses may be counted and will apply even if the scaled scores from the courses are not one of the student's best four scores.

The brochure of University Admission has been updated to reflect the bonus and is available from the TISC website: TISOnline - School Leavers Applicants.

## ATAR COURSES: COMBINATION RULES

The following combination rules apply to Mathematics ATAR courses:

- If students enrol in Mathematics Specialist, they **MUST** be concurrently enrolled in Mathematics Methods.
- Methods and Application is now an **acceptable** combination for ATAR calculations.
- Specialist and Applications is still an **unacceptable** combination.
- If students do all three ATAR Mathematics. Methods will count, followed by the best scaled score from either Applications or Specialist (but not both). All 3 will however count towards their WACE achievement (ie breath & depth, number of C grades)



# MATHEMATICS APPLICATIONS

ATAR COURSES: MATHEMATICS

AEMAA



**PREREQUISITE:** 'C' grade or higher in Year 10 Mathematics

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. It also provides opportunities for students to develop systematic strategies based on the statistical investigation process for answering questions that involve analysing univariate and bivariate data, including time series data.



# MATHEMATICS APPLICATIONS

ATAR COURSES: MATHEMATICS

AEMAA

## Unit 1

This unit involves consumer arithmetic, reviews concepts of rate and percentage change in the context of earning and managing money and using spread sheets. Students will use algebra and matrices in real life contexts. Shape and measurement involves concept of similarity and involves calculations with simple and compound geometric shapes.

## Unit 2

This unit examines univariate data analysis and statistical investigations will develop students' ability to summarise univariate data. Students examine applications of trigonometry to solve non-right angled triangles in both two and three dimensions, elevation, depression and bearings in navigation. This unit includes linear equations and their graphs, as well as linear-piecewise and step graphs to model practical situations.

## ASSESSMENTS

• Response (Tests)	40%
• Investigations	20%
• Examinations	40%

**NOTIONAL COURSE CHARGE**  
**\$72.00\***



# MATHEMATICS METHODS

ATAR COURSES: MATHEMATICS

AEMAM



**PREREQUISITE:** 'B' grade or higher in Year 10 Mathematics (Mainstream students will require HOLA approval).

Mathematical Methods is an ATAR course which focuses on the use of calculus and statistical analysis. The study of calculus provides a basis for understanding rates of change in the physical world and includes use of functions, their derivatives and integrals in modelling physical processes.

The study of statistics develops students' ability to describe and analyse phenomena that involve uncertainty and variation.

# MATHEMATICS METHODS

ATAR COURSES: MATHEMATICS

AEMAM

## Unit 1

This unit explores the key concepts of a function and its graph. It includes the study of probability and statistics with the introduction of conditional probability and independence. Students will examine the study of trigonometric functions beginning with the unit circle and the trigonometry of triangles and their applications in both degrees and radians.

## Unit 2

This unit introduces exponential functions and their properties and graphs. Arithmetic and geometric sequences are examined with recursive definitions applied. Rates and average rates of change are introduced followed by the concept of the derivative as an instantaneous rate of change. This first calculus topic concludes with derivatives of polynomial functions, sketching and calculating slopes and equations of tangents, determining velocities and solving optimisation problems.

## ASSESSMENTS

• Response (Tests)	40%
• Investigations	20%
• Examinations	40%

**NOTIONAL COURSE CHARGE**  
**\$72.00\***



# MATHEMATICS SPECIALIST

ATAR COURSES: MATHEMATICS

AEMAS



**PREREQUISITE:** 'A' grade in Year 10 Mathematics. Mainstream students with an 'A' grade or Accelerated students with a 'B' grade will require HOLA approval. All students must enrol in Mathematical Methods Units 1 & 2 at the same time.

Mathematics Specialist is an ATAR course which must be selected in conjunction with Mathematical Methods. The Specialist course provides opportunities beyond those presented in the Methods course, to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively.

This course contains topics in functions and calculus that build on and deepen the ideas presented in the Methods course. The Specialist course extends the understanding of statistics and introduces the topics of vectors, complex numbers and matrices.



# MATHEMATICS SPECIALIST

ATAR COURSES: MATHEMATICS

AEMAS

## Unit 1

This unit involves developing mathematical arguments, Euclidean geometry, vectors and complex numbers. The topic Combinatorics provides techniques that are useful in many areas of mathematics, including probability and algebra. The topic Vectors in the Plane provides perspectives on working in two dimensions.

## Unit 2

This unit introduces matrices, which provide new perspectives in exploring two-dimensional space, and complex numbers, which provides a continuation of the study of numbers. The topic Trigonometry contains techniques used in the Methods course. All topics develop the students' abilities to construct mathematical arguments. The technique of proof by the principle of mathematical induction is introduced.

## ASSESSMENTS

• Response (Tests)	40%
• Investigations	20%
• Examinations	40%

**NOTIONAL COURSE CHARGE**  
**\$72.00\***





# ATAR COURSES SCIENCE



# BIOLOGY

ATAR COURSES: SCIENCE

AEPLY



**PREREQUISITE:** B Grade or higher in Year 10 Science.

Biology is the study of the fascinating diversity of life as it has developed and as it interacts and functions. Investigation of biological systems and their interactions, from cellular processes to ecosystem dynamics, has led to biological knowledge and understanding that enable us to explore and explain everyday observations, find solutions to biological issues, and understand the processes of biological continuity and change over time. It involves the use of science processes to investigate and answer questions about the living world.

Our biological knowledge is continually refined in the light of new evidence. This knowledge enables informed decision-making on matters that will influence the wellbeing of all organisms, the biosphere and ultimately the human species itself.



# BIOLOGY

ATAR COURSES: SCIENCE

AEBLY

In the Biology course students will be involved in research about biology that develops a variety of science skills. This research will emphasise the testing of hypotheses and the importance of evidence in forming conclusions. Field work is an important part of this course as it provides students with a valuable opportunity to collect first hand data and interact with local ecosystems.

## Unit 1 - Ecosystems and biodiversity

Students investigate ecosystem dynamics, including interactions between and within species and between components of the ecosystem.

## Unit 2 - From single cells to multicellular organisms

Students examine the structure and function of plant and animals cells and systems.

## ASSESSMENTS



## CAREER POSSIBILITIES

Studying the Biology ATAR course provides students with a suite of skills and understandings that are valuable to a wide range of further study pathways and careers. Understanding of biological concepts, as well as general science knowledge and skills, is relevant to a range of careers, including those in medical, veterinary, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation and eco-tourism.

**NOTIONAL COURSE CHARGE**  
**\$81.00\***



# HUMAN BIOLOGY

ATAR COURSES: SCIENCE

A E H B Y



PREREQUISITE: B Grade or higher in Year 10 Science.

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.

# HUMAN BIOLOGY

ATAR COURSES: SCIENCE

A E H B Y

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 of 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 body

Students examine how human structure, and function supports cellular metabolism and how lifestyle choices affect body functioning.

## Unit 2 - Reproduction and inheritance

Students investigate the mechanisms of transmission of genetic materials to the next generation and the role of reproduction.

## ASSESSMENTS

• Major Tests	25%
• Extended Response	15%
• Laboratory Skills and Investigations	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. 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.

**NOTIONAL COURSE CHARGE**  
**\$75.00\***



# CHEMISTRY

ATAR COURSES: SCIENCE

AECHE



**PREREQUISITE:** B Grade or higher in Year 10.

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.



# CHEMISTRY

ATAR COURSES: SCIENCE

AECHE

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%
• Laboratory Assessments & Investigations	25%
• Tests	15%
• Extended Response Tasks	10%

## CAREER POSSIBILITIES

Chemistry is a prerequisite or a highly desirable course for many university science and engineering related courses.

**NOTIONAL COURSE CHARGE**  
**\$85.00\***



# PHYSICS

ATAR COURSES: SCIENCE

AEPHY



**PREREQUISITE:** B grade or higher in Year 10.

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.



# PHYSICS

ATAR COURSES: SCIENCE

AEPHY

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

## Unit 1 - Thermal, nuclear and electrical physics

Students investigate energy production by considering heating processes, radioactivity and nuclear reactions, and investigate energy transfer and transformation in electrical circuits.

## Unit 2 - Linear motion and waves

Students describe, explain and predict linear motion, and investigate the application of wave models to sound phenomena.

## ASSESSMENTS

• Science Inquiry Portfolio	20%
• Tests	40%
• 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.

**\*NOTIONAL COURSE CHARGE**  
**\$81.00**





# ATAR COURSES TECHNOLOGIES



# APPLIED INFORMATION TECHNOLOGY

ATAR COURSES: TECHNOLOGIES

AEA IT



**PREREQUISITE:** 'C' grade or higher in Year 10 English

In a world where most future careers demand advanced digital literacy, this course empowers students with essential 21st-century skills that go far beyond the classroom. Through hands-on, tech-driven learning, students will strengthen their problem-solving and critical thinking abilities—skills that are proven to boost achievement across all subjects.

More than just technical knowledge, this course dives into the powerful relationship between digital technologies and society. Students will explore how technology shapes our daily lives—and how societal needs, values, and challenges shape the design and development of these technologies in return.

Engaging, real-world projects tackle both the exciting opportunities and complex issues of the digital age. From new forms of self-expression and global connectivity to pressing concerns like privacy, ethics, and access, students will investigate the digital world's dual impact on society.

Projects are driven by both current and emerging technology trends and may include:

- Designing and developing digital solutions such as websites and ePublications
- Gaining foundational understanding of how computers and networks operate
- Exploring data in the digital age through Big Data analysis and data management practices

This course is your gateway to becoming a confident, capable digital thinker—ready to shape the future, not just adapt to it.



# APPLIED INFORMATION TECHNOLOGY

ATAR COURSES: TECHNOLOGIES

AEAIT

The knowledge gained in this course will help students compete in an ever-changing technological driven landscape.

The development and application of digital technologies impacts most aspects of living and working in our society. Digital technologies have changed how people interact and exchange information. These developments have created new challenges and opportunities in lifestyle, entertainment, education and commerce.

Throughout the Applied Information Technology ATAR 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.

This course provides students with the opportunity to develop the knowledge and skills of digital technologies. It also encourages students to use digital technologies in order to use them in a responsible and informed manner.

## ASSESSMENTS

The ATAR AIT course involves study in the following areas, Design Concepts, Managing Data, Hardware, Networks, Impacts of Technology, Application skills and Project management.

- Project based work: 40%
- Short answer questions: 15%
- Extended questions: 15%
- Examinations: 30%

## 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.

**NOTIONAL COURSE CHARGE**  
**\$90.00\***



# COMPUTER SCIENCE

ATAR COURSES: TECHNOLOGIES

AECSC



**PREREQUISITE:** 'C' grade or higher in Year 10 English and Mathematics

ATAR Computer Science transforms you from a consumer into a digital architect. You'll master the high-demand pillars of Programming, Game Theory, Emerging Technologies (VR), Data Science, Cybersecurity, and Network Communications.

In Unit 1, you'll engineer programming and networking solutions. Unit 2 shifts to data science, database design and essential cybersecurity considerations.

This isn't just theory; it's a proven launchpad for success. Our program has a prestigious legacy, with multiple students earning Subject Exhibition awards for ranking as the top student in the state. Beyond the classroom, many of our alumni are now thriving in the industry, working in high-impact roles across the global tech sector.

Develop the diagnostic mindset and technical grit to solve complex global challenges. If you're ready to join a tradition of excellence and code the world around you, this is your course.



# COMPUTER SCIENCE

ATAR COURSES: TECHNOLOGIES

AECSC

In the Computer Science ATAR Course students explore the fundamental principles, concepts and skills within the field of computing. They learn how to diagnose and solve problems in the course of understanding the building blocks of computing.

Students explore the principles related to the analysis and creation of computer and information systems; software development; the connectivity between computers; the management of data; the development of database systems; and the moral and ethical considerations for the development and use of computer systems.

This course provides students with the practical and technical skills that equip them to function effectively in a world where these attributes are vital for employability and daily life in a technological society.

## Unit 1

- Programming and Networking Solutions

## Unit 2

- Data Science
- Database Designs
- Essential Cybersecurity Considerations

## ASSESSMENTS

This ATAR course will include research, short answer responses to digital products and trends, extended answer responses and examinations.

- |                      |     |
|----------------------|-----|
| • Project based work | 40% |
| • Theory Tests       | 20% |
| • Practical Tests    | 10% |
| • Exams              | 30% |

## CAREER POSSIBILITIES

Studying Computer Science in high school can lead to careers in software development, cybersecurity, data analysis, game design, and IT support. With further study or training, students can progress into roles such as software engineering, app development, and network or cloud computing, which are in strong demand across many industries.

**NOTIONAL COURSE CHARGE**  
**\$90.00\***



# ENGINEERING – MECHATRONICS SPECIALISATION

ATAR COURSES: TECHNOLOGIES

AEEST



**PREREQUISITE:** 'C' grade or higher in Year 10 English and Mathematics

The Year 11 Engineering Studies ATAR course provides students with a strong theoretical and practical foundation in engineering principles, preparing them for further study in Year 12 and beyond.

Students explore core concepts in materials, mechanics, and systems, applying mathematical and scientific reasoning to analyse and solve engineering problems.

The course emphasises the engineering design process, technical drawing, project management, and the safe use of tools, equipment, and technologies.

Through investigative tasks and design projects, students develop critical thinking, innovation, and technical skills relevant to modern engineering fields, supporting pathways into university engineering programs and STEM related careers.

ATAR Engineering Studies uses a balanced assessment structure combining theoretical understanding and practical engineering skills.

Students' complete investigations, tests and problem-solving tasks that assess their knowledge of engineering concepts, materials and systems across mechanical, electrical and mechatronic contexts.

Students also undertake production tasks where they design, construct and test engineered solutions using the design process and safe workshop practices. In Year 12, students complete an external ATAR examination covering the full syllabus.



# ENGINEERING – MECHATRONICS SPECIALISATION

ATAR COURSES: TECHNOLOGIES

AEEST

## Unit 1 – Foundations of Engineering Systems (Mechatronics Specialisation)

In Unit 1 of the SCSA Engineering Studies General course (Mechatronics specialisation), students are introduced to the principles of engineering and how mechanical, electrical and digital systems work together to solve real-world problems. Students explore concepts such as forces, motion, electronics and control systems while learning design processes, technical drawing, CAD and safe workshop practices.

Practical activities involve constructing, testing and evaluating simple mechatronic systems, helping students develop problem-solving, teamwork and innovation skills while exploring automation and emerging technologies.

Sample Unit 1 Project Ideas:

- Simple robotic vehicle with basic movement controls
- Automated sorting or lifting mechanism using sensors and motors

## Unit 2 – Engineering Design and Control Systems (Mechatronics Specialisation)

Unit 2 builds on Unit 1 by introducing more advanced engineering design, programming and control systems within mechatronics. Students investigate how mechanical, electronic and computer systems work together to automate tasks and improve efficiency, while developing project planning and problem-solving skills.

Through practical projects, students design, manufacture, program and evaluate functioning mechatronic systems using microcontrollers, sensors and motors, preparing them for pathways in engineering, robotics, automation and technical trades.

Sample Unit 2 Project Ideas:

- Programmable robotic arm with sensor-controlled movement
- Automated greenhouse or smart irrigation system using sensors and microcontrollers

### ASSESSMENTS

- Design: 30%
- Production: 40%
- Exams: 30%

### CAREER POSSIBILITIES

Engineering Mechatronics combines mechanical systems, electronics, coding, and automation. Year 11 students can progress into careers in robotics, automation, electrical trades, mechanical fitting, and instrumentation, with strong demand in mining, defence, and advanced manufacturing. Long-term pathways include mechatronics and systems engineering, robotics design, PLC programming, and industrial automation, via university study, diplomas, or apprenticeships.

**NOTIONAL COURSE CHARGE**  
**\$170.00\***



# FOOD SCIENCE AND TECHNOLOGY

ATAR COURSES: TECHNOLOGIES

AEFST



**PREREQUISITE:** 'B' grade or higher in Year 10 English or EALD

This vibrant course is filled with cooking experiences to develop excellent practical skills. Food impacts on every aspect of daily life and is essential for maintaining overall health and wellbeing. The application of science and technology plays an important role in understanding how the properties of food are used to meet the needs of consumers and producers.

The Food Science and Technology Year 11 ATAR is a practical course which provides opportunities for students to explore and develop food-related interests and skills. Students organise, implement and manage production processes in a range of food environments and learn about systems that regulate food availability, safety and quality. Knowledge of the sensory, physical, chemical and functional properties of food is applied in practical situations.

Students explore principles of dietary planning, adapting recipes and processing techniques. Students consider the specific nutritional needs for different demographic groups. Occupational safety and health requirements, safe food handling practices, and a variety of processing techniques are implemented to produce safe, quality and delicious food products. In this ATAR subject students develop a detailed understanding of food related topics through practical lessons supported by related theory lessons.



# FOOD SCIENCE AND TECHNOLOGY

ATAR COURSES: TECHNOLOGIES

AEFST

## Unit 1 – Food science

In this unit, students explore how sensory, physical and chemical properties influence the selection, use and consumption of raw and processed foods. Using scientific methods, they examine the functional properties, which determine the performance of food. Students explore societal and economic issues and lifestyles that influence food choices. Students examine primary and secondary food processes that affect nutrition, food quality and supply. They research the effect of under-consumption and over-consumption of nutrients on health and investigate a range of diet-related health conditions that affect individuals and families. Students develop their expertise with technology and communication skills to implement strategies to design food products, services or processing systems. Students follow occupational safety and health requirements and safe food handling practices.

## Unit 2 – The undercover story

This unit focuses on food spoilage and contamination and explores reasons for preserving food. Students investigate food processing techniques and preservation principles. They consider the laws and regulations that determine the way food is safely preserved, packaged, labelled and stored.

Students learn how the principles of the Hazard Analysis Critical Control Point (HACCP) system are implemented to produce and provide safe food. They investigate the food supply chain, natural and processed functional foods and value-adding techniques that are applied to food to meet producer and consumer requirements. Students apply their knowledge of the technology process to meet design specifications, including legal requirements and devise food orders, production plans, and produce safe, palatable, quality food.

## ASSESSMENTS

• Investigation	30%
• Production Analysis	20%
• Response	20%
• Examination	30%

## CAREER POSSIBILITIES

These courses are designed for those students who have an interest in food and/or in the hospitality industry, health promotion and product development. Food and allied health sectors represent a robust and expanding area of the Australian and global employment markets. The Food Science and Technology ATAR course enables students to connect with further education and training, university and employment pathways. A feast of learning.

**NOTIONAL COURSE CHARGE**  
**\$386.00\***



# MATERIALS DESIGN TECHNOLOGY (TEXTILES)

ATAR COURSES: TECHNOLOGIES

AEMDTT



**PREREQUISITE:** 'C' grade or higher in Year 10 English or EALD and complete Year 10 Textiles

MDT (Textiles) course is designed for students with a passion for innovation, creativity and design in the textile industry. To do these well, students develop a clear understanding of elements and principles of design which are applied to successfully developing textile products. The course has a practical component focusing on the development of advanced skills in garment construction techniques and material manipulation to produce high-quality products that are aesthetically pleasing.

Key learning outcomes include:

- **Technology Process:** Investigate, devise, produce solutions and evaluate.
- **Understanding the use of materials:** exploration of fibre properties, fabric construction, natural and manufactured fibres.
- **Use Technology Skills:** manipulate equipment and resources safely demonstrating advanced sewing methods and construction techniques, including embellishments.
- **Understanding materials, society and the environment:** Understanding environmental impacts and ethical considerations in textile production.



# MATERIALS DESIGN TECHNOLOGY (TEXTILES)

ATAR COURSES:

TECHNOLOGIES

AEMDTT

## Unit 1

Students develop an understanding of the elements and fundamentals of design and consider human factors involved in their projects. They develop creative thinking strategies and work on design projects within specified constraints. Students learn about the classification, structure and properties of a variety of appropriate materials.

Students learn about manufacturing and production skills and techniques. They develop the skills and techniques appropriate to the materials being used and gain practice in planning and managing processes through the production of design project. They learn about risk management and ongoing evaluation processes.

## Unit 2

Students learn about the nature of designing for a client, target audience or market. Students learn about the nature, properties and environmental impacts and issues related to a variety of materials and production techniques. Students apply an understanding of the elements and fundamentals of design and consider human factors involved in their design projects. They develop creative thinking strategies and work on design projects within specified constraints, as well as consider the environmental impacts and issues related to the sustainability and recycling of materials.

## ASSESSMENTS

- Design (Portfolio) 25%
- Production (Practical) 50%
- Response (Examination, Essay) 25%

## CAREER POSSIBILITIES

This course may lead to further training at institutions including the Western Academy of Performing Arts (costuming) or TAFE (fashion courses, fashion journalism) and employment opportunities in areas that include textiles and clothing manufacturing and design. The Materials Design Technology ATAR course enables students to connect with further university education and training.

**NOTIONAL COURSE CHARGE**  
**\$200.00\***



# MATERIALS DESIGN TECHNOLOGY (WOOD)

ATAR COURSES: TECHNOLOGIES

AEMTDW

## PREREQUISITE: 'C' grade or higher in Year 10 English or EALD

In the ATAR Materials Design & Technology (Wood) course, you'll learn how to design and make high-quality timber products while building skills that are useful for real-world projects and future careers.

This course combines practical workshop experience with design thinking and theory, so you'll get the chance to be creative while also learning how materials, tools, and processes work.

### You can expect to:

- Design your own timber projects based on a brief or client need
- Develop skills using hand tools, machinery, and (where available) digital technologies like laser cutters
- Learn about different types of timber, their properties, and how to use them effectively
- Understand design principles such as aesthetics, function, safety, and cost
- Build a portfolio that shows your design process from idea to finished product

Throughout the course, you'll be expected to manage your time effectively, stay organised, and follow safe workshop practices. While it is a hands-on subject, success also depends on strong planning, problem-solving, and critical thinking skills—not just practical production.

This course is well suited to students who are interested in design, enjoy practical work, and are motivated to develop their ideas into high-quality finished products.



# MATERIALS DESIGN TECHNOLOGY (WOOD)

ATAR COURSES: TECHNOLOGIES

AEMTDW

## Unit 1 - Design Fundamentals (Year 11)

Unit 1 introduces students to the foundational principles of design and the properties of wood as a material. Students explore how timber behaves, how it can be shaped and joined, and how material characteristics influence product function and aesthetics. They learn the elements and fundamentals of design, investigate existing products, and apply a structured design process to generate and refine ideas. Practical workshop activities focus on developing safe tool use, accurate measuring and marking, and basic construction techniques. Students complete a small-scale design project where they research, plan, and produce a wooden product, demonstrating early skills in creativity, problem solving, and craftsmanship.

## Unit 2 - Materials & Production (Year 11)

Unit 2 extends students' understanding of timber by examining more advanced material properties, fabrication methods, and production planning. Students investigate how different wood types, adhesives, fasteners, and finishes affect durability, sustainability, and product performance. They apply design thinking to develop solutions that respond to user needs, constraints, and environmental considerations. Workshop practice becomes more sophisticated, with students learning complex joints, machine operations, and quality control techniques. The major project in this unit requires students to manage the full design to production process: researching, sketching, modelling, constructing, and evaluating a functional wooden product. This unit strengthens their ability to integrate design theory with practical manufacturing skills, preparing them for the increased complexity of Year 12 ATAR work.

## ASSESSMENTS

The assessments in ATAR Wood include designing solutions for problems through theoretical understandings and practical applications

- **Design Portfolio (30%)**

You'll document your ideas, research, sketches, and planning. This shows how your design develops over time.

- **Practical (Production) (40%)**

You'll manufacture your designed project in the workshop, demonstrating your skills, accuracy, and workmanship.

- **Written Exams / Tests (30%)**

These assess your understanding of materials, processes, design principles, and theory content.

## CAREER POSSIBILITIES

Students in Year 11 Wood develop foundational skills in timber construction, furniture making, design, and workshop safety, leading directly into trade and manufacturing pathways. Career options include carpentry, cabinet making, shopfitting, and joinery, where precision and craftsmanship are key. Further pathways include furniture design, timber machining, construction, architectural drafting, set construction, and building management. Apprenticeships are the most common entry route, with strong demand across Western Australia.

**NOTIONAL COURSE CHARGE**  
**\$200.00\***





# GENERAL COURSES

NOTE: All courses are offered on the understanding that courses that do not attract a viable number of students will not run. Similarly, some courses may be oversubscribed; that is, there are more students wanting to do the course than available places. Some courses are very popular, and the school is unable to staff small classes and school facilities limit the number of classes that can be formed. Preference will be given to those students who meet the prerequisites and complete their online course selections (SSO) by the due date.

\*Notional charges do not include extracurricular activities.

## THE ARTS

## ENGLISH

## HEALTH AND PHYSICAL EDUCATION

## HUMANITIES AND SOCIAL SCIENCES

## LANGUAGES

## MATHEMATICS

## SCIENCE

## TECHNOLOGIES





# GENERAL COURSES THE ARTS



# DANCE

GENERAL COURSES: THE ARTS

GEDAN



## PREREQUISITE: Nil.

Dance is dynamic and powerful. It embodies our ideas, emotions and values and provides a unique opportunity to develop physically, aesthetically, emotionally and intellectually.

The Dance General course is based on interrelationship between practical and theoretical aspects of dance- the making and performing of movement and the appreciation of its meaning. Through individual and group work tasks, movement is manipulated and refined to reflect the choreographer's intent. Students will use a wide range of creative processes, such as improvisation and the use of choreographic elements and devices and draw on their own physicality to create unique dance works.

Students will learn how dance styles and forms are historically derived and culturally valued. In performing dance, technical, design and expressive skills are incorporated and developed with opportunities to present dance to an audience.

Through dance, students will experience an intrinsic sense of enjoyment and have an opportunity to achieve a high level of movement skills. Students will be studying genres such as Contemporary, Hip Hop and Jazz.



# DANCE

## GENERAL COURSES: THE ARTS

GEDAN

### Unit 1 - Exploring the Components of Dance

Students will explore the components of dance through the elements of dance and processes of choreography. Students will have first-hand experience of dance-making which actively engages them in exploration, improvisation, research, reflection and response. Technologies and design concepts are introduced to the planning stage of dance creation.

### Unit 2- Dance as Entertainment

In this unit students, will explore the entertainment potential of dance and choreography. In practical lessons, students will extend their safe dance practices and physical competencies while acquiring genre-specific technique. Students will explore and experiment with the elements of dance and processes of choreography to solve choreographic tasks for performance.

### Possible Excursions/Events

As students will be involved in a number of productions and excursions, there is a requirement for outside of class time commitment to rehearsals, productions and viewing professional dance works e.g.

- Professional dance reviews and workshops
- Spotlight – Year 11-12 OSC Night
- Genesis
- Unified
- YOH Fest
- MADDD Festival (Term 4)

### ASSESSMENTS

- |                          |     |
|--------------------------|-----|
| • Performance/Production | 70% |
| • Response               | 30% |

### CAREER POSSIBILITIES

- Students with a special interest in Dance may pursue a career as a performer, dance teacher, choreographer or go on to study dance locally at the Western Australian Academy of Performing Arts (WAAPA), interstate at institutions such as Victorian College of the Arts (VCA), Brent Street Studios and Dance World Studios. Knowledge of dance can also be of great benefit in the study of other fields such as Physical Education, Movement and Health Sciences. Transferable skills include; written and verbal communication, interpersonal skills, creativity, problem solving, organisational and time management, self-assessment, leadership, collaboration, critical thinking, research and analytical skills.

**NOTIONAL COURSE CHARGE**  
**\$135.00\***



# DESIGN PHOTOGRAPHY

GENERAL COURSES: THE ARTS

GEDESP



**PREREQUISITE:** Nil, Year 10 Photography is recommended

The Year 11 Design General course is offered in the Photography context. In this course, students will develop creative and technical skills necessary in the areas of Photography and Design.

Students in Design Photography will explore photographic skills, techniques and processes used in Design. Students will become aware of basic safe practices and develop and apply these to the photography industry. Students will have the opportunity to use a variety of new technologies including Canon Digital SLR cameras, Bridge Cameras, GoPro Action Cameras, Wacom Tablets, Studio and lighting set ups and industry standard software.

A series of Design Photography projects and portfolio work will allow students to demonstrate their skills and understandings of Design principles and processes.



# DESIGN PHOTOGRAPHY

GENERAL COURSES: THE ARTS

GEDESP

## Unit 1

### Design Fundamentals

Through design process and practices, you will creatively problem-solve and provide solutions to given design problems and communication needs. You will explore a range of photographic and design techniques as you manipulate the elements and principles of design in your works.

## Unit 2

### Personal Design

In this unit, you will learn to visually communicate aspects of your personality, values and beliefs through a variety of photographic based design works, experimenting with a range of skills, processes, materials and technologies. You will deepen your understanding of design elements and principles as you develop your own personal project.

## ASSESSMENTS

- |              |     |
|--------------|-----|
| • Production | 70% |
| • Response   | 30% |

## CAREER POSSIBILITIES

- Students with a keen interest in our Design course may pursue a career in all areas of Photography; freelance, commercial, fine art, industry, studio and portraiture. Other career opportunities include Advertising, Marketing, Architecture and Interior Architecture, Education, Fashion Design, Fine Art & Illustration, Graphic Design, Game Design, Animation and Media studies.
- Design and more specifically, design thinking, assists in creative problem-solving and supports innovation in diverse fields. From medical research, software and app design to politics and social planning, the value of design skills is recognised and embraced globally. Transferable skills of the design course include creativity, design thinking, creative thinking, critical thinking, written and verbal communication, interpersonal skills, problem solving, organisational and time management, self-assessment, leadership, specialist IT skills, collaboration, research and analytical skills.

**NOTIONAL COURSE CHARGE**  
**\$171.00\***



# DRAMA

GENERAL COURSES: THE ARTS

GEDRA



## PREREQUISITE: Year 10 Drama is recommended

Through studying General Drama you will learn about a vibrant and varied art form found in play, storytelling, street theatre, festivals, film, television, interactive games, performance art and theatres. Drama is one of the oldest art forms and part of our everyday life. Through taking on roles and enacting real and imagined events, you will engage audiences who suspend their disbelief to enter the world of the drama. Through drama, human experience is shared. Drama entertains, informs, communicates and challenges.

In the Drama General course, you will use the elements and conventions of drama to develop and present ideas and explore personal and cultural issues. You will engage in drama processes, such as improvisation, play building, text interpretation, play writing and research which allow you to create original drama and interpret a range of texts written or devised by others.

You will participate in a number of production roles including sets design, costume design, makeup, props, marketing materials, front-of-house activities and sound and lighting. You will learn to use technologies such as digital sound and multimedia. You will present individual and ensemble dram works to a range of audiences and different performance settings.

Drama General supports learning in English, Literature, Psychology and History. The Drama General course builds confidence, empathy, understanding about human experience, and a sense of identity and belonging. These are invaluable qualities for contemporary living.



# DRAMA

GENERAL COURSES: THE ARTS

GEDRA

## Unit 1

### Dramatic Storytelling

You will engage with the skills, techniques, processes and conventions of dramatic storytelling. You will view, read and explore relevant drama works and texts using scripts and/or script excerpts from Australian and/or world sources.

## Unit 2

### Drama Performance Events

You will create drama works for an audience other than their class members. You will apply the creative process of devising and of interpreting Australian and/or world sources to produce drama that is collaborative and meaningful.

### Possible Excursions/ Events

As students will be involved in a number of performances, camps and excursions, there is a requirement for outside of class time commitment e.g.

- Community events
- Year 11 Production
- MADD Festival (Term 4)
- Drama Camp

## ASSESSMENTS

- |                          |     |
|--------------------------|-----|
| • Performance/Production | 70% |
| • Response               | 30% |

## CAREER POSSIBILITIES

Students with a keen interest in Drama may pursue a career as an actor, director, scenographer, lighting designer, sound designer, costume designer, theatre/ film director and dramaturge. Further study can occur at the Western Australian Academy of Performing Arts (WAAPA), interstate at institutions such as Victorian College of the Arts (VCA) and the National Institute of Dramatic Arts (NIDA), Murdoch and UWA. Knowledge of drama studies can also be of great benefit in other fields i.e. teaching, arts administrator, public relations, broadcasting, drama therapist, public speaking.

Transferable skills include, creativity, written and verbal communication, interpersonal skills, problem solving, organisational and time management, self-assessment, leadership, collaboration, critical thinking, research and analytical skills.

**NOTIONAL COURSE CHARGE**  
**\$140.00\***



# MEDIA PRODUCTION & ANALYSIS

GENERAL COURSES: THE ARTS

GEMPA



**PREREQUISITE:** Nil, Year 10 Media is recommended

In the Media Production and Analysis General course students will be prepared for a future in a digital and interconnected world by providing the 21st Century Media skills, knowledge and understandings to tell their own stories and interpret the stories of others. Students will explore, experiment and interpret their world, reflecting and analysing contemporary life, while understanding this is done under social, cultural and institutional constraints.

As users and creators of media products, students, will also consider the important role of audiences and their context.

Students will be immersed in a balance of theory and practical activities reflecting real life contexts. This course focuses on developing an understanding of the key concepts of media languages, representation, audience, production, skills and processes, as well as expressing creativity and originality. Students will be reflect on professional media works, and their own production work. They will work both collaboratively and individually to create their own media productions, using digital technologies.

# MEDIA PRODUCTION & ANALYSIS

GENERAL COURSES: THE ARTS

GEMPA

## Unit 1 - Popular Media

Students will analyse the Mass Media with a focus on Popular Culture, by reflecting on their own use of the media, common representations, including the discussion of characters, stars and stereotypes and the way media is constructed and produced. Learning context is TV drama genres and streaming productions, like popular dystopian themes and impact of AI technology.

## Unit 2 – Media Influences

Through the context of documentary, and community marketing, students will learn how a point of view can be constructed for a desired effect. They will analyse media work and construct a point of view in their own productions, aimed at catering for a school audience.

## Possible Excursions/Events

As students will be involved in a number of productions and excursions, there is a requirement for outside of class time commitment e.g.

- Community events
- Solas – All years Media Screening
- MADDD Festival (Term 4)

## 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, Multimedia Specialist, Media Planner, Programme researcher- broadcasting/film/video, Public Relations, Runner- Advertising graphic designer, Broadcasting/film/video, Social media manager, Producer, IT, Events manager, Market researcher, Digital Designer, Writer, Editor, Animation, digital game design, coding, AI content creator.
- Transferable skills include, written and verbal communication, interpersonal skills, problem solving, organisational and time management, self-assessment, leadership, specialist IT skills, collaboration, critical thinking, research and analytical skills.

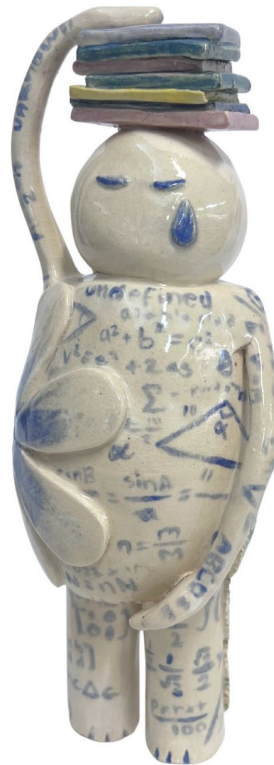
**NOTIONAL COURSE CHARGE**  
**\$180.00\***



# VISUAL ARTS

GENERAL COURSES: THE ARTS

GEVAR



**PREREQUISITE:** Nil, Year 10 Visual Arts is recommended

In the Visual Arts General course students will engage in traditional and contemporary media and techniques within the areas of drawing and ceramics. Students will explore and represent their ideas and create artworks while gaining an understanding of the role 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. This course will prepare students to think creatively and critically, developing their visual literacy and problem-solving skills, as well as their creative voice, in a studio setting.



# VISUAL ARTS

## GENERAL COURSES: THE ARTS

GEVAR

### Unit 1 - Experiences

Students in this course will create artworks based on their interpretation of their life experiences, their immediate environment and/or events/special occasions. They will explore ceramic materials, media and techniques and learn how to develop a body of work and resolved artwork.

### Unit 2 - Explorations

Students in this course will learn how to generate and develop their own ideas using a variety of stimulus materials and explorations of their local environment, personal beliefs, opinions and feelings. They will explore observational drawing approaches, media and techniques and learn how to develop a body of work and resolved artwork.

### Possible Excursions/ Events

As part of this course students will be involved in multiple exhibiting opportunities and an excursion which may take place outside of school hours. These are non-compulsory but participation in these real-world art experiences is highly encouraged:

- Solas – All years
- Kaleidoscope – Year 12 Showcase
- MADD Festival (Term 4)

### ASSESSMENTS

- |              |     |
|--------------|-----|
| • Production | 70% |
| • Response   | 30% |

### CAREER POSSIBILITIES

- Students with a keen interest in Visual Arts may pursue a career in all areas of Visual Arts; public art, fine art, graphic design, architecture, arts management. Other career possibilities include; art instructor, exhibition designer, teaching, art therapist, designer, game design, 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, IT skills, collaboration, critical thinking, research and analytical skills.

**NOTIONAL COURSE CHARGE**  
**\$145.00\***





# GENERAL COURSES ENGLISH



# ENGLISH GENERAL

GENERAL COURSES: ENGLISH

GEENG



## PREREQUISITE: Nil

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.



# ENGLISH GENERAL

GENERAL COURSES: ENGLISH

GEENG

## Unit 1

Unit 1 focuses on students comprehending and responding to the ideas and information presented in texts. Students:

- 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 everyday, 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

Unit 2 focuses on interpreting ideas and arguments in a range of texts and contexts. Students:

- analyse text structures and language features and identify the ideas, arguments and values expressed
- consider the purposes and possible audiences of texts
- 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% |

**NOTIONAL COURSE CHARGE**  
**\$120.00\***





# GENERAL COURSES HEALTH AND PHYSICAL EDUCATION



# OUTDOOR EDUCATION

GENERAL COURSES:  
EDUCATION

HEALTH AND PHYSICAL

GEOED



**PREREQUISITE:** Swim test for water-based activities.

The Outdoor Education General Course is based on the experiential learning cycle. This cycle is made up of three stages: plan, do and review. Students will plan for outdoor experiences, participate in these experiences and reflect on their involvement. In this course students will engage in the following practical activities:

Term 1 – Bronze Medallion and Advanced Snorkelling with an overnight expedition to Rottnest Island.

Term 2 – Advanced Navigation, Orienteering, Backpacking and Leadership Development.

Term 3 – Advanced Mountain Biking with a two-night expedition to Dwellingup.

Term 4 – Recreational Skippers Ticket.

Due to the aquatic nature of many of the activities in this course, students must demonstrate that they are strong swimmers and all students be able to commit to participation in the expeditions where most practical assessments are completed.

There is a mandatory Department of Education swim test students must pass: 200m in under 7 minutes and tread water for 15 minutes.



# OUTDOOR EDUCATION

GENERAL COURSES:  
EDUCATION

HEALTH AND PHYSICAL

GEOED

## Unit 1

### Experience the Outdoors

Students are encouraged to engage in the outdoor adventure activities. An experiential approach is used to discover what being active in the environment is all about. Students are introduced to outdoor adventure activities where they can develop and improve technical skills and apply appropriate practices to ensure safe participation. They understand basic planning and organisational requirements necessary for them to participate in safe, short-duration excursions/expeditions in Snorkelling and Mountain Biking. They begin developing skills in roping and navigation. Students are introduced to personal skills and interpersonal skills, including self-awareness, communication and leadership. Features of natural environments and examples of local environmental management and 'Leave No Trace' principles are introduced.

## Unit 2

### Facing Challenges in the Outdoors

This unit offers the opportunity to engage in Snorkelling, Backpacking, Mountain Biking and RST that pose challenges and encourage students to step outside their comfort zone. Students consider planning and resource requirements related to extended excursions/short-duration expeditions. They are introduced to simple risk assessment models to assist decision making and apply safe practices to cope with challenging situations and environments. They develop time management and goal setting skills to work with others and explore strategies for building group relationships. They understand the main styles of leadership and how to use strategies to promote effective groups. Features of natural environments and components of weather are introduced. Conservation, biodiversity and environmental management plans are also introduced.

## ASSESSMENTS

Investigation	25%
• Research and Planning for Excursions	
Performance 1	30%
• Activity Specific Skills (e.g. Snorkelling)	
Performance 2	20%
• General Outdoor Ed Skills demonstrated while on expedition with a focus on the mode of travel studied in the course	
Response	25%
• Evaluation of Expedition and Personal Performance in Report Format	

## CAREER POSSIBILITIES

This course will prepare students for career and employment pathways in areas such as outdoor leadership, environmental planning, facilities management, eco-tourism, military service, outdoor education and the many unforeseen areas evolving in the outdoors industry.

**NOTIONAL COURSE CHARGE**  
**\$655.00\***



# PHYSICAL EDUCATION STUDIES

GENERAL COURSES: HEALTH AND PHYSICAL EDUCATION

GEPES



**PREREQUISITE:** "C" grade in Year 10 physical education or Volleyball

The Physical Education Studies General course focuses on the complex interrelationships between motor learning and psychological, biomechanical and physiological factors that influence individual and team performance. Students engage as performers, leaders, coaches, analysts and planners of physical activity.

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.

# PHYSICAL EDUCATION STUDIES

GENERAL COURSES: HEALTH AND PHYSICAL  
EDUCATION

GEPES

## 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.

- Classification of motor skills
- Introduction to coaching skills
- Functional Anatomy
- Phases of movement
- Components of health-related fitness
- Team building

## 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.

- Development of tactical concepts
- Elements of training sessions
- Circulatory system
- Functions of the muscles
- Biomechanical principles relating to motion
- Energy systems
- Mental skills to improve performance

## ASSESSMENTS

- Practical 50%
- Investigation 25%
- Response 25%

*\*Please note that practical sports have not been confirmed due to timetabling confirmation*

## 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.

**NOTIONAL COURSE CHARGE**  
**\$155.00\***





# GENERAL COURSES HUMANITIES AND SOCIAL SCIENCES



# ANCIENT HISTORY

GENERAL COURSES: HUMANITIES AND SOCIAL SCIENCES

GEHIA



## PREREQUISITE: Nil

The study of Ancient History is the process of making meaning of the distant past in order to understand our present. It provides an opportunity for students to study people from cultures and communities that no longer exist, and to investigate how these communities responded to the problems and challenges of their time. Ancient history allows students to explore the ancient historical narrative and to seek out evidence for this.

The Ancient History General course promotes skills of research, hypothesis testing and analysis of information as students engage with historical inquiries. Students are exposed to a variety of historical sources of both a textual and a material nature, such as letters, speeches, buildings, tombs and works of art, in order to determine cause and effect, and the motives and forces influencing people and events.



# ANCIENT HISTORY

GENERAL COURSES: HUMANITIES AND SOCIAL SCIENCES

GEHIA

## Unit 1- Ancient Civilisations and Cultures

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

## Unit 2- Power in the Ancient World

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

## ASSESSMENTS

- |                       |        |
|-----------------------|--------|
| • Historical Inquiry: | 20-30% |
| • Explanation:        | 20-30% |
| • Source Analysis:    | 20-30% |
| • Test:               | 20-30% |

## CAREER POSSIBILITIES

Archaeologist, criminologist, journalist, author, archivist, politician, ambassador, museum curator, lawyer

**NOTIONAL COURSE CHARGE**  
**\$74.00\***



# BUSINESS MANAGEMENT AND ENTERPRISE

LEARNING AREA: HUMANITIES AND SOCIAL SCIENCES

GEBME



## PREREQUISITE: Nil

The Business Management and Enterprise General course gives students the opportunity to understand how vital business is to individuals and society, and how it impacts on many aspects of our lives. Business has a complex and dynamic organisational structure that requires a combination of skills, aptitude, creativity, initiative and enterprise to operate effectively. In a constantly changing world, individuals, businesses and nations must adapt their position in an increasingly global economy and generate the wealth to sustain economic growth. To do this, business requires people with strategic vision who are enterprising, innovative and creative. This course focuses on the development of these skills within the business cycle, day-to-day running, continuing viability and expansion of a business. Exposure to a wide range of business activities, management strategies and an understanding of enterprise, helps students to appreciate the significance of their role as both participants and consumers in the business world.

The Business Management and Enterprise General course aims to prepare all students for a future where they will need to identify possibilities and create opportunities within a business environment. This course provides students with the ability to make sound and ethical business decisions based on critical thinking, in line with their own and societal values.

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



# BUSINESS MANAGEMENT AND ENTERPRISE

GENERAL COURSES: HUMANITIES AND SOCIAL SCIENCES

GEBME

## Unit 1

The focus of this unit is on establishing a small business in Australia. Opportunities are provided to explore business start-ups and to recognise the factors that contribute to business success. Entrepreneurship and innovative thinking are introduced, generating ideas and proposals that may be suitable for business ventures. These proposals are then developed into a business plan.

## Unit 2

The focus of this unit is on operating a small business in Australia. The unit is suited to the running of a small business in the school or local environment, or to the use of business simulations. The concepts of innovation, marketing and competitive advantage and the key factors that influence consumer decision making are introduced. Legal aspects of running a small business, including rights and responsibilities of employer and employee, are investigated.

## Assessments

Business research	40%
Response	60%

### CAREER POSSIBILITIES

Running your own business, managing businesses, business developer

**NOTIONAL COURSE CHARGE**  
**\$74.00\***



# CAREERS AND EMPLOYABILITY

GENERAL COURSES: HUMANITIES AND SOCIAL SCIENCES

GECEM



## PREREQUISITE: Nil

The Careers and Employability General course aims to provide students with the knowledge, skills and understanding to enable them to be enterprising, to network effectively and to proactively manage their own careers in a constantly changing digital and globalised world.

Students will develop a range of skills such as initiative, communication, problem solving, technology, planning and organisation. These skills will help students to anticipate and respond to change thereby maintaining an edge in the workplace. These skills and experiences will also be used for self-promotion through interview experiences and documented in their career portfolios.

This course offers the best preparation a student can have for entering the world of work.

**NOTIONAL COURSE  
CHARGE  
\$47.00\***



# CAREER AND EMPLOYABILITY

GENERAL COURSES:

HUMANITIES AND SOCIAL SCIENCES

GECEM

## Unit 1

The focus of this unit is exploring work and networks. Students develop an understanding of aspects of work, such as part-time, full-time, flexi hours, volunteer work and unemployment. Students learn the basic organisation and roles associated with different workplace structures, and develop awareness that employment is connected with responsibility for themselves and others.

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

## Unit 2

The focus of this unit is entry-level work readiness. Students explore the attributes and skills necessary for employment, and identify their personal strengths and interests, and the impact these have on career development opportunities and decisions.

Students examine the organisation of workplaces within a chosen industry area and learn about the rights and responsibilities of employees and employers in entry-level jobs.

Students commence planning career development options. A record of work, training and learning experiences is required for inclusion in a career portfolio.

## ASSESSMENTS

Investigation	30%
Production/Performance	30%
Individual Pathway/Career Portfolio	20%
Response	20%

**NOTIONAL COURSE CHARGE**  
**\$37.00\***



# PSYCHOLOGY

GENERAL COURSES: HUMANITIES AND SOCIAL SCIENCES

GEPSY



## PREREQUISITE: Nil

Psychology is the scientific study of how people think, feel and act. It aims to answer important questions such as what factors influence human development. Psychology is very useful, both to individuals assisting us to improve ourselves and our relationships, and to society as a whole. It can be applied to any context in which humans are involved.

Through this course, students gain valuable insights and understandings into both themselves and their worlds. 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.

In this course, student 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 also examine 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.



# PSYCHOLOGY

GENERAL COURSES: HUMANITIES AND SOCIAL SCIENCES

GEPSY

## 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

Psychologist, criminologist, human relations officer, welfare worker, teacher, counsellor, registered nurse.

**NOTIONAL COURSE CHARGE**  
**\$75.00\***





# GENERAL COURSES LANGUAGES



# CHINESE: SECOND LANGUAGE

GENERAL COURSES: LANGUAGES

GECSL



**PREREQUISITE:** Must demonstrate SCSA eligibility

This course focuses on students gaining knowledge and an understanding of the culture and language of Chinese - speaking communities.

The Chinese: Second Language General course can connect to the world of work, further study and travel. It also offers opportunities for students to participate in the many sister school and student exchange programs between Western Australia and China. The Chinese: Second Language General course is designed to equip students with the skills needed to function in an increasingly globalised society, a culturally and linguistically diverse local community, and to provide the foundation for life-long language learning.

# CHINESE: SECOND LANGUAGE

GENERAL COURSES:

LANGUAGES

GECSL

## Unit 1

This unit focuses on 青少年 (Teenagers). Through the three topics: My daily routine, Daily life of young people in a Chinese-speaking community, and Technology in daily life, students develop communication skills in Chinese and gain an insight into the language and culture.

## Unit 2

This unit focuses on 课余生活 (Things to do). Through the three topics: Having fun, Leisure in a Chinese-speaking community, and Technology and leisure, students develop communication skills in Chinese and gain an insight into the language and culture.

## ASSESSMENTS

- Oral communication 35%
- Response: Listening 20%
- Response: Viewing and reading 30%
- Written communication 15%

Students wishing to enrol in this course are required to complete an Application for permission to enrol in a WACE language form from the School Curriculum and Standards Authority. Only students who have received notification from SCSA that they are eligible for Chinese Second Language will be permitted to enrol.

**NOTIONAL COURSE CHARGE**  
**\$80.00\***



# FRENCH: SECOND LANGUAGE

GENERAL COURSES: LANGUAGES

GEFSL



**PREREQUISITE:** Must demonstrate SCSA eligibility

This course focuses on students gaining knowledge and an understanding of the culture and language of French-speaking communities.

The French: Second Language General course can connect to the world of work, further study and travel. It also offers opportunities for students to participate in the many sister school and student exchange programs between Western Australia and French-speaking communities. The French: Second Language General course is designed to equip students with the skills needed to function in an increasingly globalised society, a culturally and linguistically diverse local community, and to provide the foundation for life-long language learning.



# FRENCH: SECOND LANGUAGE

GENERAL COURSES: LANGUAGES

GEFSL

## Unit 1

This unit focuses on Le monde des jeunes (The world of youth). Through the three topics: My world, your world, Youth culture in a francophone country, and Communicating in a modern world, students develop communication skills in French and gain an insight into the language and culture.

## Unit 2

This unit focuses on Voyages (Travel). Through the three topics: My travel tales and plans, Australia as a travel destination, and Travel in a modern world, students develop communication skills in French and gain an insight into the language and culture.

## ASSESSMENTS

- |                                 |     |
|---------------------------------|-----|
| • Oral communication            | 30% |
| • Response: Listening           | 25% |
| • Response: Viewing and reading | 25% |
| • Written communication         | 20% |

All students wishing to study a Western Australian Certificate of Education (WACE) language course are required to complete an application for permission to enrol in a WACE language course in the year prior to first enrolment in the course.

**NOTIONAL COURSE CHARGE**  
**\$80.00\***



# GERMAN: SECOND LANGUAGE

GENERAL COURSES: LANGUAGES

GEGSL



**PREREQUISITE:** None - Must demonstrate SCSA eligibility

This course focuses on students gaining knowledge and an understanding of the culture and language of German-speaking communities.

The German: Second Language General course can connect to the world of work, further study and travel. It also offers opportunities for students to participate in the many sister school and student exchange programs between Western Australia and German-speaking communities. The German: Second Language General course is designed to equip students with the skills needed to function in an increasingly globalised society, a culturally and linguistically diverse local community, and to provide the foundation for life-long language learning.



# GERMAN: SECOND LANGUAGE

GENERAL COURSES: LANGUAGES

GEGSL

## Unit 1

This unit focuses on So sind wir! (All about us). Through the three topics: My daily routine, School life in a German-speaking country, and Communicating in a modern world, students develop communication skills in German and gain an insight into the language and culture.

## Unit 2

This unit focuses on Deutsch down under (German down under). Through the three topics: My neighbourhood, Australia as a travel destination, and German speakers down under, students develop communication skills in German and gain an insight into the language and culture.

## ASSESSMENTS

- |                                 |     |
|---------------------------------|-----|
| • Oral communication            | 30% |
| • Response: Listening           | 25% |
| • Response: Viewing and reading | 25% |
| • Written communication         | 20% |

All students wishing to study a Western Australian Certificate of Education (WACE) language course are required to complete an application for permission to enrol in a WACE language course in the year prior to first enrolment in the course.

**NOTIONAL COURSE CHARGE**  
**\$80.00\***



# JAPANESE: SECOND LANGUAGE

GENERAL COURSES: LANGUAGES

GEJSL



**PREREQUISITE:** Must demonstrate SCSA eligibility

This course focuses on students gaining knowledge and an understanding of the culture and language of Japanese-speaking communities.

The Japanese: Second Language General course can connect to the world of work, further study and travel. It also offers opportunities for students to participate in the many sister school and student exchange programs between Western Australia and Japan. The Japanese: Second Language General course is designed to equip students with the skills needed to function in an increasingly globalised society, a culturally and linguistically diverse local community, and to promote the foundation of life-long language learning.

# JAPANESE: SECOND LANGUAGE

GENERAL COURSES: LANGUAGES

GEJSL

## Unit 1

This unit focuses on ティーンエイジャー (Teenagers). Through the three topics: About me 私の事(こと), Student life 学生生活(せいかつ), and Connecting with friends コミュニケーション, students develop communication skills in Japanese and gain an insight into the language and culture.

## Unit 2

This unit focuses on 近所(きんじょ) (Neighbourhood). Through the three topics: My town 私の町, Your neighbourhood あなたの近所, and Out and about 出かけましょう, students develop communication skills in Japanese and gain an insight into the language and culture.

## ASSESSMENTS

- |                                 |     |
|---------------------------------|-----|
| • Oral communication            | 30% |
| • Response: Listening           | 20% |
| • Response: Viewing and reading | 30% |
| • Written communication         | 20% |

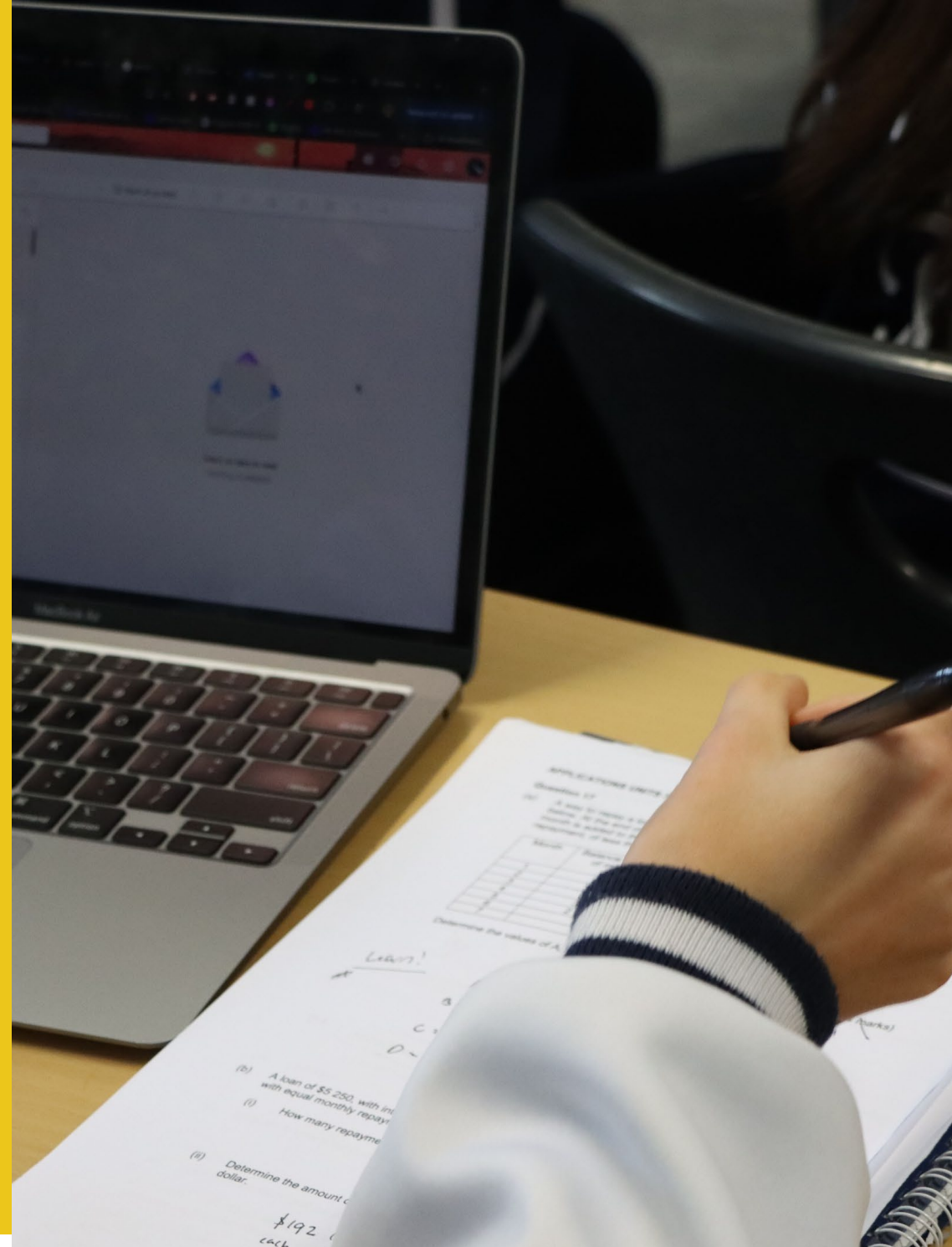
All students wishing to study a Western Australian Certificate of Education (WACE) language course are required to complete an application for permission to enrol in a WACE language course in the year prior to first enrolment in the course.

**NOTIONAL COURSE CHARGE**  
**\$80.00\***





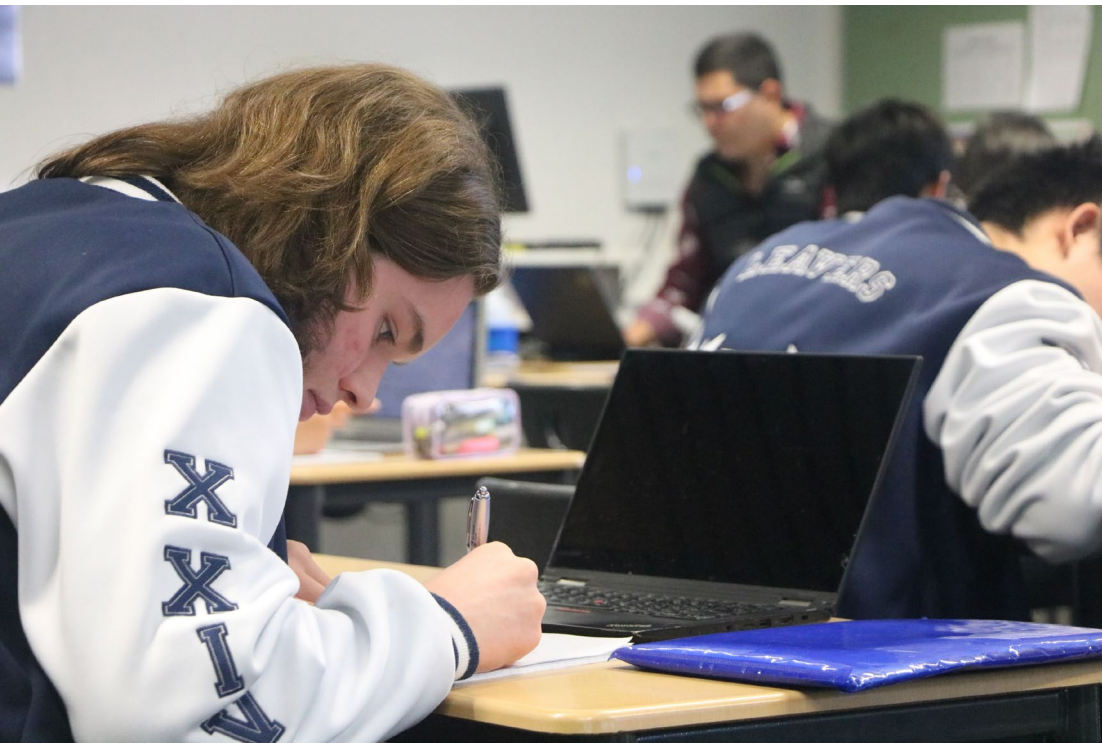
# GENERAL COURSES MATHEMATICS



# MATHEMATICS ESSENTIAL

GENERAL COURSES: MATHEMATICS

GEMAE



## PREREQUISITE: Nil

Mathematics Essential is a General course which 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.

# MATHEMATICS ESSENTIAL

GENERAL COURSES: MATHEMATICS

GEMAE

## Unit 1

This unit provides students with the skills and understanding of mathematics, to solve problems relating to calculations, use of formulas, measurement and interpretation of graphs. Contexts include Earning and Managing Money and Nutrition and Health.

## Unit 2

This unit is concerned with representing and comparing data, percentages, rates and ratios, and time and motion. Contexts are Transport and Independent living.

## ASSESSMENTS

- Response (Tests) 50%
- Investigations (Practical applications) 50%

**NOTIONAL COURSE CHARGE**  
**\$72.00\***





# GENERAL COURSES SCIENCE



# HUMAN BIOLOGY

GENERAL COURSES: SCIENCE

GEHBY



## PREREQUISITE: Nil

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.

This course would complement Psychology, Health Studies, Physical Education Studies and/or Certificate III Sport and Recreation.



# HUMAN BIOLOGY

GENERAL COURSES: SCIENCE

GEHBY

Responsible citizens need to be able to evaluate risks, ethical concerns and benefits to make informed decisions about matters relating to lifestyle and health. Issues such as diet, medical treatments and the manipulation of fertility are examples in which personal choices have an impact on health and wellbeing. Other topics are often the subject of community debate: obesity, effects of drugs and alcohol use during pregnancy, infectious diseases and hygiene. With an understanding of human biology, students are more able to make better life decisions, and to be more effective contributors to the discussions related to health issues in the community.

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.

## Unit 1 - Healthy Body

Explores how the human body systems are interrelated to sustain life.

## Unit 2 - Reproduction

Explores the role of males and females in the process of reproduction.

## ASSESSMENTS

• Scientific Inquiry	40%
• Test	40%
• Extended Response	20%

**NOTIONAL COURSE CHARGE**  
**\$55.00\***





# GENERAL COURSES TECHNOLOGIES



# APPLIED INFORMATION TECHNOLOGY

GENERAL COURSES: TECHNOLOGIES

GEAIT



**PREREQUISITE:** 'C' grade in Year 10 English

Students enrolling in AIT General will focus on the application of computer technologies to living in the community and working in industry and business environments. They will study the impact on workplaces, individuals and society. This course provides opportunities for students to develop knowledge and skills relevant to the use of ICT to meet everyday challenges. Students consider a variety of computer applications for use in their own lives, business and the wider community.



# APPLIED INFORMATION TECHNOLOGY

GENERAL COURSES: TECHNOLOGIES

GEAIT

## Unit 1

- Design concepts
- Hardware
- Impacts of technology
- Applications skills
- Project management

## Unit 2

- Networks
- Managing data
- Impacts of technology
- Applications skills
- Project management

## ASSESSMENTS

This General course will include research, short answer responses to digital products and trends, and extended answer responses.

- Project work: 70%
- Short answer questions: 20%
- Tests: Extended questions: 10%

### CAREER POSSIBILITIES

Studying Applied Information Technology can lead to careers in IT support, systems administration and help desk roles, as well as web and software development. Other pathways include cybersecurity, data analysis and digital design such as UX/UI or game development. It can also lead to further study in IT, computer science and related fields.

**NOTIONAL COURSE CHARGE**  
**\$90.00\***



# COMPUTER SCIENCE

GENERAL COURSES: TECHNOLOGIES

GECSC



**PREREQUISITE:** "C" grade or higher in Year 10 English and Mathematics

Ready to build the games you love? Computer Science General is a hands-on journey into Game Design and Development. Using Virtual Reality (VR) and a suite of cutting-edge technology, you'll evolve from a player into a creator, mastering the technology that defines our world.

# COMPUTER SCIENCE

GENERAL COURSES: TECHNOLOGIES

GECSC

## Unit 1 - Personal Use of Computer Systems

In Unit 1 of the SCSA General Computer Science course, students develop an understanding of how computer systems operate and how they are used in everyday life. The unit focuses on the components of personal computer systems, including hardware, software, operating systems and peripheral devices. Students learn basic troubleshooting and maintenance techniques while exploring how users interact with technology in personal and workplace contexts. They are also introduced to the social, ethical and legal considerations involved in using computer systems responsibly. Students apply practical skills through the development of simple information systems, spreadsheets and databases. They use problem-solving processes to design and manage digital solutions, organise and manipulate data, and present information effectively.

The unit encourages students to build confidence using a range of digital technologies while developing foundational knowledge that supports future study and employment in computing-related fields.

## Unit 2 – Personal Use of Communication and Information Systems

Unit 2 builds on the knowledge and skills from Unit 1 by introducing students to networking, communication systems and basic programming concepts. Students explore how devices communicate through networks and the internet, while learning about the role of software development in modern technology. The unit also examines ethical and legal issues associated with software and online communication, including copyright, piracy and responsible use of digital technologies.

A major focus of Unit 2 is programming and software development. Students learn how to design algorithms and write simple programs using sequence, selection and iteration. They apply computational thinking skills to solve problems and create digital solutions, such as websites or simple software applications. Through practical tasks and projects, students develop technical skills, logical thinking and an understanding of how communication technologies influence personal, social and professional life.

### ASSESSMENTS

This General course will include research, short answer responses to digital products and trends, and extended answer responses.

- Project work: 70%
- Short answer questions: 20%
- Tests: Extended questions: 10%

### CAREER POSSIBILITIES

Studying Computer Science in high school can lead to careers in software development, cybersecurity, data analysis, game design, and IT support. With further study or training, students can progress into roles such as software engineering, app development, and network or cloud computing, which are in strong demand across many industries.

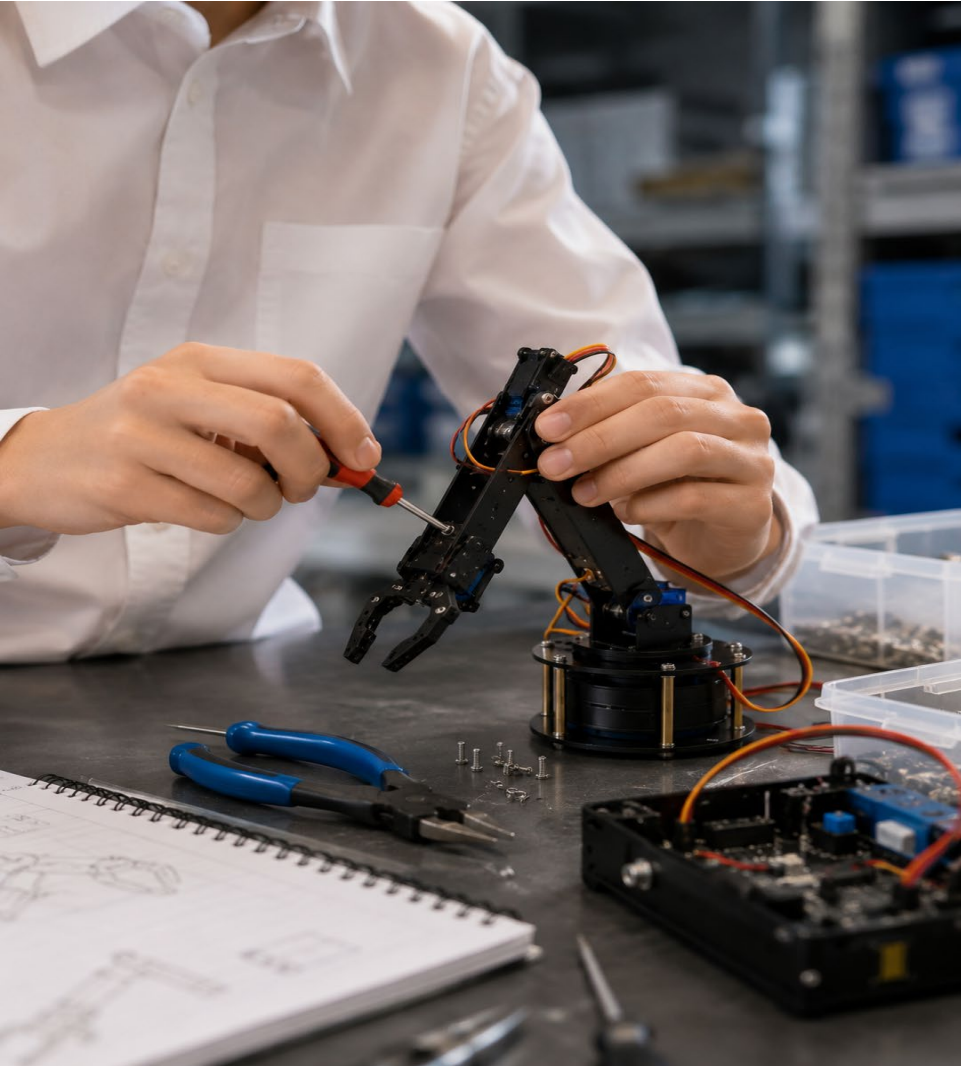
**NOTIONAL COURSE CHARGE**  
**\$90.00\***



# ENGINEERING – MECHATRONICS SPECIALISATION

GENERAL COURSES: TECHNOLOGIES

GEEST



**PREREQUISITE:** 'C' grade in Year 10 English and Year 10 Math

Year 11 General Engineering introduces students to the foundational principles that underpin all engineering disciplines, forming the essential base for later mechatronics specialisation. Across the year, students explore core concepts such as engineering principles, materials science, and basic electrical theory while developing technical communication skills through engineering drawings and digital modelling. They examine how mechanical, electrical, and structural systems operate, gaining an understanding of how forces, energy, and materials interact within engineered solutions. This theoretical knowledge is paired with practical activities that build confidence in using tools, equipment, and safe workshop practices. In the second half of the year, students apply these fundamentals to real engineering contexts, focusing on mechanisms, introductory electronics, and the early stages of control systems that lead into mechatronics in Year 12. They work with mechanical mechanisms, simple circuits, and sensors while learning to analyse and model systems using CAD. Project based tasks encourage students to design, test, and refine engineered solutions, strengthening their problem solving and innovation skills. By the end of Year 11, students have a solid grounding in engineering concepts and hands on experience that prepares them for the specialised mechatronic systems and automation work undertaken in Year 12



# ENGINEERING – MECHATRONICS SPECIALISATION

GENERAL COURSES: TECHNOLOGIES

GEEST

## Unit 1 – Personal Computing & Systems

Students explore the core building blocks of computer systems, including hardware components, operating systems and how data is stored and managed. They develop practical skills in creating and managing database solutions to organise and retrieve information efficiently. The focus is on understanding how personal computing systems function and how different components work together to support real-world digital tasks.

## Unit 2 – Software & Network Design

Students apply the Software Development Cycle to design, code and test simple programs while developing more complex digital solutions. They also explore how networks are designed and built, including how devices connect and share data securely. This unit includes creating interactive digital environments, programming solutions and developing foundational networking skills used in modern IT systems.

Across both units, students build practical, industry-relevant skills that prepare them for pathways in game development, web design, networking, cybersecurity and other digital technology careers.

## ASSESSMENTS

General Engineering assessments combine theory and practical application. Students' complete investigations, tests and problem-solving tasks covering engineering principles, materials and systems, focusing on calculations, concepts and data interpretation.

They also complete production tasks where they design, build and evaluate engineered solutions using safe workshop practices and the design process. In Year 12, students sit an exam assessing the full course under timed conditions.

- Design: 20%
- Production: 70%
- Response: 10%

## CAREER POSSIBILITIES

Engineering Mechatronics combines mechanical systems, electronics, coding, and automation. Year 11 students can progress into careers in robotics, automation, electrical trades, mechanical fitting, and instrumentation, with strong demand in mining, defence, and advanced manufacturing.

Long-term pathways include mechatronics and systems engineering, robotics design, PLC programming, and industrial automation, via university study, diplomas, or apprenticeships.

**NOTIONAL COURSE CHARGE**  
**\$170.00\***



# MATERIALS DESIGN TECHNOLOGY (METAL)

GENERAL COURSES: TECHNOLOGIES

GEMDTM



## PREREQUISITE: Nil

The Materials Design and Technology General course in metal is fundamentally a practical course of study. Using metals 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 welding techniques, a plasma cutter, lathes, a mill, bending machines and learn how to forge and cold bend steel.

# MATERIALS DESIGN TECHNOLOGY (METAL)

GENERAL COURSES: TECHNOLOGIES

GEMDTM

## Unit 1 – Materials, Skills and Processes (Metal Context)

In this unit, students are introduced to the properties and uses of metal materials while developing practical workshop skills. Students learn to safely use hand tools, power tools and selected machinery to complete processes such as measuring, cutting, shaping, drilling and joining metals.

The course also introduces the design process, including researching, sketching and developing product ideas while considering function, aesthetics and safety. Students complete practical projects and a design portfolio, building confidence in metal fabrication techniques and safe workshop practices.

### Sample Unit 1 Project Ideas:

- BBQ branding iron or cooking utensil
- Metal desk organiser
- Small welded sculpture or decorative piece
- Garden ornament or wind spinner
- Laser-cut metal signage or personalised design

## Unit 2 – Personalised Design and Production (Metal Context)

Unit 2 extends the practical and design skills developed in Unit 1 through more complex and personalised metal projects. Students refine their skills in fabrication, welding, machining and finishing while developing greater independence in project planning, problem-solving and product evaluation.

Students complete a major design-and-make project using technical drawings, CAD software and project documentation to investigate, design and manufacture a high-quality product. The unit also explores industry applications of metals and develops skills relevant to trades, engineering and industrial design pathways.

### Sample Unit 2 Project Ideas:

- Industrial-style coffee table or side table
- Welding project such as a fire pit or outdoor bench
- Go-kart or mechanical frame component
- Mini BBQ or camping cooker
- Small machinery or automotive-inspired project

### ASSESSMENTS

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

### CAREER POSSIBILITIES

Studying metalwork in high school can lead to careers in trades such as welding, fabrication, boilermaking, sheet metal work and machining. Students may also pursue apprenticeships in fitting, automotive repair or structural steel construction. These skills can lead to work in industries like manufacturing, mining, automotive and engineering, with further pathways into engineering technician roles or specialised trade areas.

**NOTIONAL COURSE CHARGE**  
**\$180.00\***



# MATERIALS DESIGN TECHNOLOGY (TEXTILES)

GENERAL COURSES: TECHNOLOGIES

GEMDTT



**PREREQUISITE:** Nil, although sewing completed in lower school is an advantage.

Year 11 Materials Design and Technology - Textiles course is a predominantly practical based course.

Students utilise a range of techniques to gather information about existing products and apply the fundamentals of design.

Students learn to conceptualise and communicate their ideas to construct wearable fashion in consideration to sustainability. Students are exposed to a wide range of machinery including the sewing machine, overlockers, and embroidery machine.

Throughout the process, students learn the origins, classifications, properties and suitability for end use of materials. Students, in consultation with teachers, select projects of interest and then design and make products suitable for a specific market.

# MATERIALS DESIGN TECHNOLOGY (TEXTILES)

GENERAL COURSES: TECHNOLOGIES

GEMDTT

The Materials Design and Technology General course is designed to facilitate achievement of the following outcomes using predominately textile materials.

## Outcome 1 – Technology process

Students apply a technology process to create or modify products, processes or systems in order to meet human needs and realise opportunities.

## Outcome 2 – Understanding the use of materials

Students understand how the nature of materials influences design, development and use. In achieving this outcome, students:

## Outcome 3 – Using technology skills

Students create material products safely and efficiently to specified standards.

## Outcome 4 – Understanding materials, society and the environment

Students understand interrelationships between people, the environment and the use of materials.

## ASSESSMENTS

• Design	25%
• Production	60%
• Response	15%

## CAREER POSSIBILITIES

This course is suitable for students who have an interest in fashion and a creative flair for design who wish to further develop these skills and build on those skills and techniques already gained in lower school. It may enhance opportunities to work in the Fashion Industry, Design, Costume production, Dance and Drama industries not to mention professions requiring the implementation of the design process, such as Architectural design.

**NOTIONAL COURSE CHARGE**  
**\$200.00\***



# MATERIALS DESIGN TECHNOLOGY (WOOD)

GENERAL COURSES: TECHNOLOGIES

GEMDTW



## PREREQUISITE: Nil

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.



# MATERIALS DESIGN TECHNOLOGY (WOOD)

## GENERAL COURSES: TECHNOLOGIES

GEMDTW

### Unit 1 – Materials, Skills and Processes (Wood Context)

In Unit 1 of the SCSA General Materials Design and Technology course (Wood context), students are introduced to timber materials and the processes used to create practical and visually appealing products. Students develop foundational workshop skills through the safe use of hand and power tools, learning measuring, marking, joining and finishing techniques. The unit also introduces the design process, including researching products, generating ideas, sketching and planning projects using design fundamentals such as function, aesthetics, safety and cost.

Students apply these skills through practical projects and a design portfolio that documents their progress from concept to completion. Emphasis is placed on workshop safety, material selection and building confidence in a timber workshop environment through smaller skill-based projects.

#### Sample Unit 1 Project Ideas:

- Small timber toolbox
- Wooden desk organiser
- Simple stool or side table
- Laser-cut lamp design with timber components
- Small keepsake/jewellery box

### Unit 2 – Personalised Design and Production

Unit 2 builds on Unit 1 by developing students' skills in designing and producing more complex timber products. Students expand their knowledge of timber properties, sustainability and manufacturing techniques while refining skills in technical drawing, CAD and project documentation.

Through a major design-and-make project, students apply problem-solving, planning and production skills to create a high-quality finished product, while evaluating its durability, functionality, aesthetics and sustainability. The unit prepares students for further study and pathways in woodworking, furniture making and design technologies.

#### Sample Unit 2 Project Ideas:

- Coffee table or bedside table
- Timber and resin feature product
- Bluetooth speaker enclosure
- Outdoor planter box or garden seat
- CNC or laser-cut decorative timber project
- Custom-designed stool with advanced joinery techniques

#### ASSESSMENTS

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

#### CAREER POSSIBILITIES

Students in Year 11 Wood develop foundational skills in timber construction, furniture making, design, and workshop safety, leading directly into trade and manufacturing pathways. Career options include carpentry, cabinet making, shopfitting, and joinery, where precision and craftsmanship are key. Further pathways include furniture design, timber machining, construction, architectural drafting, set construction, and building management. Apprenticeships are the most common entry route, with strong demand across Western Australia.

**\$200.00\***



# FOOD SCIENCE AND TECHNOLOGY

GENERAL COURSES: TECHNOLOGIES

GEFST



## PREREQUISITE: Nil

This vibrant hands-on course is filled with cooking experiences to develop excellent practical skills. Food impacts on every aspect of daily life and is essential for maintaining overall health and wellbeing. Food Science and Technology Year 11 General is a practical course which provides opportunities for students to explore and develop food-related interests and skills.

Students explore occupational safety and health requirements, safe food handling practices, and a variety of processing techniques. Students consider the specific nutritional needs for varying demographic groups. Students produce a wide range of sweet and savoury food products demonstrating various food preparation techniques. Students will be learning through practical lessons approximately half of the time, while the remainder will be theory relating to the practical lessons.

# FOOD SCIENCE AND TECHNOLOGY

GENERAL COURSES: TECHNOLOGIES

GEFST

## Unit 1 – Food choices and health

This unit focuses on the sensory and physical properties of food that affect the consumption of raw and processed foods. Students investigate balanced diets, the function of nutrients in the body and apply nutrition concepts that promote healthy eating. They study health and environmental issues that arise from lifestyle choices and investigate factors which influence the purchase of locally produced commodities.

Students devise food products, interpret and adapt recipes to prepare healthy meals and snacks that meet individual needs. They demonstrate a variety of mise-en-place and precision cutting skills, and processing techniques to ensure that safe food handling practices prevent food contamination. Students recognise the importance of using appropriate equipment, accurate measurement and work individually, and in teams, to generate food products and systems.

## Unit 2 – Food for communities

This unit focuses on the supply of staple foods and the factors that influence adolescent food choices and ethical considerations. Students recognise factors, including processing systems, that affect the sensory and physical properties of staple foods. They explore food sources and the role of macronutrients and water for health, and nutrition-related health conditions, such as coeliac and lactose intolerance, which often require specialised diets. Students consider how food and beverage labelling and packaging requirements protect consumers and ensure the supply of safe, quality foods.

Students work with a range of staple foods, adapt basic recipes and apply the technology process to investigate, devise, and produce food products to achieve specific dietary requirements. They evaluate food products and demonstrate a variety of safe workplace procedures, processing techniques and food handling practices.

## ASSESSMENTS

• Investigation	30%
• Production	60%
• Response	10%

## CAREER POSSIBILITIES

This course enhances employability, leading to further education and training, university and employment pathways. This course can enhance employment opportunities that include nutrition, health, food and beverage manufacturing, hospitality, food processing, retail and community services fields.

**NOTIONAL COURSE CHARGE**  
**\$380.00\***





# CERTIFICATE COURSES

NOTE: All courses are offered on the understanding that courses that do not attract a viable number of students will not run. Similarly, some courses may be oversubscribed; that is, there are more students wanting to do the course than available places. Some courses are very popular, and the school is unable to staff small classes and school facilities limit the number of classes that can be formed. Preference will be given to those students who meet the prerequisites and complete their online course selections (SSO) by the due date.

## VET

### HEALTH AND PHYSICAL EDUCATION

### TECHNOLOGIES





# CERTIFICATE COURSES

## VET



# CERTIFICATE II IN COMMUNITY SERVICES

CERTIFICATE COURSES: VET

CHC22015



PREREQUISITE: Nil

## ONE YEAR COURSE

This qualification provides students experience and knowledge as workers who provide first point of contact and assist individuals in meeting their immediate needs. This may include workers in the medical profession (doctors and nurses) and those in the education field (Teachers and Education Assistants). Students also explore how to work under direct, regular supervision within clearly defined guidelines.

On completion of the certificate, Year 11 students will have two Year 11 course equivalents and two Year 12 course equivalents credited to their WACE.



# CERTIFICATE II IN COMMUNITY SERVICES

CERTIFICATE COURSES: VET

CHC22015

Students will have the opportunity to participate in community service programs throughout the course. These may include: fundraising activities for a charity, creating interactive lessons for primary school students, assisting at aged care facilities and renewal projects for organisations. These activities are designed that students gain valuable experience in communication, building resilience, connecting with the local community and ensuring students are future ready.

Any units of competency attained during the program will be recognised on the student's WACE. 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.

## ASSESSMENTS

This has competency based, ongoing assessment that is coordinated with the training package. Students must complete all tasks to achieve full competency.

Competency Based Training (CBT) is training that is designed to allow a student to demonstrate their ability to do something. The key to CBT is that you either can or cannot demonstrate the skill that you are learning about. Students simply have to demonstrate they can do a task, activity or exercise well enough to be assessed as "Competent".

Assessment result must be 100% to be deemed competent.

- Practical 50%. (Scenarios, Community Services Work, Observations)
- Class work 50%. (Completion of theory tasks underpinning each unit.)

UNIT CODE		UNIT NAME
<b>CORE (5)</b>		
HLTAD011		Provide First Aid
BSBWOR202	C	Organise and complete daily work activities
CHCCOM001	C	Provide first point of contact
CHCCOM005	C	Communicate and work in health or community services
CHCDIV001	C	Work with diverse people
HLTWHS001	C	Participate in workplace health and safety
BSBWOR201	SE	Manage personal stress in the workplace
FSKLRG09	SE	Use strategies to respond to routine workplace problems
FSKOCM07	SE	Interact effectively with others at work



HLTAID011 and units marked with SE are electives.

**NOTIONAL COURSE CHARGE**

**\$320.00\*** 179



# CERTIFICATE II WORKPLACE SKILLS

CERTIFICATE COURSES: VET

BSB20120



PREREQUISITE: Nil

## ONE YEAR COURSE

This qualification reflects the role of individuals in a variety of entry-level Business Services job roles. This qualification also reflects the role of individuals who have not yet entered the workforce and are developing the necessary skills in preparation for work.

These individuals carry out a range of basic procedural, clerical, administrative or operational tasks that require self-management and technology skills. They perform a range of mainly routine tasks using limited practical skills and fundamental operational knowledge in a defined context. Individuals in these roles generally work under direct supervision.

On completion of the certificate, Year 11 students will have two Year 11 course equivalents and two Year 12 course equivalents credited to their WACE



# CERTIFICATE II IN WORKPLACE SKILLS

CERTIFICATE COURSES: VET

BSB20120

Any units of competency attained during the program will be recognised on the student's WACE. 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.

UNIT CODE		UNIT NAME
BSBPEF202	C	Plan and apply time management
BSBWHS211	C	Contribute to health & safety of self and others
BSBCMM211	C	Apply communication skills
BSBOPS201	C	Work effectively in business environments
BSBSUS211	C	Participate in sustainable work practices
SITXCOM007	C	Show social and cultural sensitivity
SITXWHS005	C	Participate in safe work practices
BSPEF101	SE	Plan and prepare for work readiness
BSBTEC101	SE	Operate digital devices
BSBTEC203	SE	Research using the internet
BSBTEC202	SE	Use digital technologies to communicate in a work environment
BSBCRT201	SE	Develop and apply thinking and problem-solving skills

\* Units marked C are compulsory and SE are electives

## ASSESSMENTS

This has competency based, ongoing assessment that is coordinated with the training package. Students must complete all tasks to achieve full competency. Competency Based Training (CBT) is training that is designed to allow a student to demonstrate their ability to do something. The key to CBT is that you either can or cannot demonstrate the skill that you are learning about. Students simply have to demonstrate they can do a task, activity or exercise well enough to be assessed as "Competent". Assessment result must be 100% to be deemed competent. Assessments tasks will consist of both theoretical and practical activities.

## CAREER POSSIBILITIES

These courses prepare students for a variety of post-school pathways, including roles such as front reception, data entry and general administration roles. It will also provide students with effective communication and customer service skills.

**NOTIONAL COURSE CHARGE**  
**\$40.00\***





# CERTIFICATE COURSES HEALTH AND PHYSICAL EDUCATION



# CERTIFICATE III IN SPORT, AQUATICS & RECREATION

CERTIFICATE COURSES: HEALTH AND PHYSICAL EDUCATION

SIS30122



**PREREQUISITE:** Nil

## **TWO YEAR COURSE**

This course gives students knowledge and experience in a variety of sport and recreation environments, with a focus on community health and wellbeing, as well as potential employment pathways. The course enables students to complete a Certificate III course across Year 11 and 12. Students must be well organised and be comfortable speaking in front of others to complete their practical tasks.



# CERTIFICATE III IN SPORT, AQUATICS AND RECREATION

CERTIFICATE COURSES: HEALTH AND PHYSICAL EDUCATION

SIS30122

UNIT CODE		UNIT NAME
BSBWHS308	C	Participate in WHS hazard identification, risk assessment and risk control processes
HLTWHS001	C	Participate in workplace health and safety
SISXCCS004	C	Provide quality service
SISXEMR003	C	Respond to emergency situations
SISXFAC006	C	Maintain activity equipment
SISXIND011	C	Maintain sport, fitness and recreation industry knowledge
BSBPEF301	SE	Organise personal work priorities
HLTAID011	SE	Provide first aid
SISCAQU020	SE	Perform water rescues
SISOFLD001	SE	Assist in conducting recreation sessions
SISSPAR009	SE	Participate in conditioning for sport
SISSCO001	SE	Conduct sport coaching sessions with foundation level participants
SISSSO002	SE	Continuously improve officiating skills and knowledge
SISXPLD002	SE	Deliver recreation sessions
SISXPLD004	SE	Facilitate groups

## ASSESSMENTS

This has competency based, ongoing assessment that is coordinated with the training package. Students must complete all tasks to achieve full competency.

Includes projects and practical performance:

- Practical 50%. (Coaching sessions, Personal Training Sessions, assisting at carnivals and events)
- Class work 50%. (Completion of theory tasks underpinning each unit.)

## CAREER POSSIBILITIES

These courses prepare students for a variety of post-school pathways, including immediate employment or tertiary studies. They provide 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 courses also equip students to take on volunteer and leadership roles in community activities.



**NOTIONAL COURSE  
CHARGE  
\$240.00**

\* Units marked C are compulsory and SE are electives





# CERTIFICATE COURSES TECHNOLOGIES



# CERTIFICATE II IN HOSPITALITY

CERTIFICATE COURSES: TECHNOLOGIES

SIT20322



**PREREQUISITE:** Nil

## **TWO YEAR COURSE**

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 remaining at school. Students are provided with a range of unique opportunities including functions, catering, customer service, basic barista training, precision knife skills and general mise en place kitchen skills. The emphasis is on the development of industry knowledge and the preparation of dishes from a variety of cuisines that could be served at social functions.

Alongside the Cert II, Hospitality students gain the following certificates:

- First Aid
- RSA
- Basic Barista Skills

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



# CERTIFICATE II IN HOSPITALITY

CERTIFICATE COURSES: TECHNOLOGIES

SIT20322

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 industry as well as skills, knowledge and experiences that are transferable to other areas of employment.

UNIT CODE		UNIT NAME
HLTAID011	C	Provide first aid
BSBTWK201	C	Work effectively with others
SITHIND006	C	Source and use information on the hospitality industry
SITHIND007	C	Use hospitality skills effectively
SITXCCS011	C	Interact with customers
SITXCOM007	C	Show social and cultural sensitivity
SITXWHS005	C	Participate in safe work practices
SITHCCC025	SE	Prepare and present sandwiches
SITHFAB021	SE	Provide responsible service of alcohol
SITHFAB024	SE	Prepare and serve non-alcoholic beverages
SITHFAB025	SE	Prepare and serve espresso coffee
SITXFSA005	SE	Use hygienic practices for food safety

\* Units marked C are compulsory and SE are electives

## ASSESSMENTS

This qualification assesses student's skills and knowledge to become competent in a variety of context, for example; hygiene, food safety, service of food and beverages, working effectively with others, interaction with customers. As a certificate course, a number of 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 II in Hospitality SIT20316, is a nationally recognised qualification enabling a choice of careers in the Food and Beverage Industry. This includes 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.

Further information: <http://training.gov.au/Training/Details/SIT20322>

**NOTIONAL COURSE CHARGE**  
**\$592.00**





# ENDORSED PROGRAMS

NOTE: All courses are offered on the understanding that courses that do not attract a viable number of students will not run. Similarly, some courses may be oversubscribed; that is, there are more students wanting to do the course than available places. Some courses are very popular, and the school is unable to staff small classes and school facilities limit the number of classes that can be formed. Preference will be given to those students who meet the prerequisites and complete their online course selections (SSO) by the due date.

BUSH RANGERS WESTERN AUSTRALIA

MUSIC

WORKPLACE LEARNING



# ENDORSED PROGRAMS

An Endorsed Program is a learning program that has been developed for senior secondary students (Years 10 - 12) and can be delivered as part of the school curriculum or as extra-curricular activities.

## **There are two types of Endorsed Programs:**

1. Authority Developed Endorsed Programs, some examples include:

- ADCAP - Community Arts Performance
- ADCS - Community Service
- ADESP - Elite Sports Performance
- ADOEP - Off Campus Enrichment
- ADRP - Recreational Pursuits
- ADSP - School Production
- ADWPL - Workplace Learning

2. Private Provider Endorsed Programs, some examples include:

- PLSMTA - Law Society, Mock Trials
- PROIN - Interact Club
- PIMS - Instrumental Music School Services
- PPWBR3 - Dept. of Parks & Wildlife, Bushrangers
- PRLBM - Royal Life Saving, Bronze Medallion
- PAMP7 - Australian Music Exam Board
- PGCB8 - Graduate College of Dance
- PTICC - Toastmasters International
- PAFPT - Australian Air Force Cadets

For students participating in Endorsed Programs there are numerous benefits:

- Students may develop a range of “Core Skills for Work” that will help to make them more future ready citizens
- Students extend their networks which can be beneficial in their future career aspirations
- Assists students when applying for scholarships or at university interviews
- Assists students at risk by gaining extra points towards WACE

A more comprehensive list of Endorsed Programs can be found on the SCSA website.

For more information contact:

Ms Morris

Program Co-Ordinator Vocational Education and Training (VET)

[Lucy.morris@education.wa.edu.au](mailto:Lucy.morris@education.wa.edu.au)

Tel: 9235 1600



# BUSH RANGERS WESTERN AUSTRALIA

## ENDORSED PROGRAMS



### PREREQUISITE: Nil

The Bush Rangers course offered at Rossmoyne SHS is designed to encourage an active interest in understanding and taking action on environmental issues. The Unit meets weekly on Wednesdays from 3.15pm to 5.15pm.

Bush Rangers Levels 1, 2 and 3 are SCSA Endorsed Programs.

The program has four main components:

- Practical conservation: encourages teamwork, leadership, self-confidence and responsibility
- Theory: develops knowledge of conservation techniques
- Community service: creates a sense of value in contributing to society
- Vocational training: teaches skills useful in many workplaces

Bush Rangers is part of the Cadets WA program and is managed by the Department of Education, the Department of Local Government and Communities, the Department of Parks and Wildlife and the Department of Biodiversity, Conservation and Attractions. Bush Rangers are required to produce a log book which illustrates their knowledge and participation in both the theoretical and practical components.

# MUSIC

## ENDORSED PROGRAMS

PSIM 1



**PREREQUISITE:** Successful interview with the Director of Music and enrolment in at least one ensemble

Students must be enrolled in at least one ensemble as directed by the Music Department and participate in all performances related to their ensembles.

This course is designed for students who are not enrolled in a music course but wish to continue their participation in the music program through instrumental and ensemble participation. Students must continue to attend all instrumental lessons and maintain their weekly journal.

This will involve out-of-hours rehearsals, lessons and performances. Students will also be involved in a 3-day camp in Term 3.

### **ASSESSMENTS**

- Student Journal
- Ensemble Report
- School Report



# WORKPLACE LEARNING

ENDORSED PROGRAMS

ADWPL



**PREREQUISITE:** Students must be enrolled in Career and Employability or in a VET in Schools Program and then apply to do Workplace Learning through the WPL Coordinator

Workplace Learning (ADWPL) gives the student the opportunity to gain experience in the workplace over an extended period of time. Students may go to the workplace one day a week if they are in the VET Program. Alternatively, they may complete work placement during the school exam periods or holidays. Students need to complete a minimum of 110 hours in the workplace to develop a set of core skills for work.

They must also complete a logbook showing tasks undertaken as well as a skills journal to demonstrate understanding of the skills. Students who did not complete ADWPL in Year 11 may enrol in this program in Year 12.

Many students have gained apprenticeships or employment in careers such as Electrical, Plumbing, Carpentry, government services, Education Assistants, Events Management, Mechanical Engineering, Retail, Vet Nursing, Hospitality, Hairdressing, Childcare, Auto mechanics, Human Resources, Landscaping.

**NOTIONAL COURSE CHARGE**  
**\$40.00\***





# ENABLING COURSES

CURTIN UNIVERSITY



### UNIREADY IN SCHOOLS

The Curtin UniReady Enabling Program is usually only available to students directly through Curtin University. It is also an Endorsed Program which means it can be run through school and it can not only make up a student's WACE, if successfully completed it will also make a student eligible for many courses at Curtin University.

The program is designed for students to develop independent learning skills and prepare them for university. After successful completion of 4 units in the program, a student will be given a notional ATAR of 70 and meet the entry criteria for most courses with a 70 ATAR and no prerequisites.

The Curtin UniReady Enabling Program is available to both VET and mainstream Year 11 students. For VET students, the combination of a certificate IV or Diploma, work placement and Curtin Uni Ready is a fantastic preparation for university studies. The key academic literacy skills learnt through the course is of significant value for further studies.

**Note: Students intending to use Curtin UniReady towards WACE achievement must select (and complete) at least one ATAR course.**

**PREREQUISITE:** 'B' Grade in Year 10 English, OLN A or prequalification through NAPLAN

### COURSE STRUCTURE

Students study two core compulsory units, and then two optional units chosen from a selection of four. The structure is outlined below:

Core Units:

1. Fundamentals of Academic Writing
2. Foundations of Communication

Optional Units (2 must be chosen):

1. Introduction to Humanities
2. Introduction to Commerce
3. Introduction to Health Science
4. Applying Mathematics



Curtin University

**NOTATIONAL COURSE COST**  
**\$200.00**



# APPENDICES



# FINANCIAL ASSISTANCE

## APPENDIX 1

### SCHOOL CONTRIBUTIONS AND CHARGES

Every endeavour is made to keep the Contributions and Charges at the lowest possible level. However, the cost of resources such as class sets of reference materials, visual resources, and other resources that allow the school to maintain excellent standards, is high. Where possible, the costs are similar to the previous year.

### PRINTING RESOURCE CHARGE

The cost of printing student work on the computer printers is beyond the resources of the school. The school has determined that these resources be made available as fees are paid.

Each student has an account for the printers attached to the school computers. At the commencement of the year this account will be credited with **\$5.00**. When this credit is consumed students may purchase further credit on the account. **Any student who has not paid this charge will be required to clear this debt and take it into credit before access will be re-activated.**

Those students who are enrolled in one of the computing subjects can expect to use more resources and hence the initial amount will be consumed quicker. This will be subject to the same conditions as above.

### YOUTH ALLOWANCE

Youth Allowance is a Federal government funded scheme. Youth Allowance provides income support to young people, including students, those looking for work and those who are sick. The actual amount and the levels of the means test vary from year to year. The means test consists of a parental income test, a parental assets test and a personal income test.

For further information contact:

Tel: 132 468

Web: [www.humanservices.gov.au/customer/services/centrelink/youth-allowance](http://www.humanservices.gov.au/customer/services/centrelink/youth-allowance)

Many Centrelink offices have a Youth and Students Team that assists young people applying for the Youth Allowance or those looking for work. Further information is available from the Manager, Student Services at Rossmoyne Senior High School or a Centrelink office. The nearest Centrelink offices to Rossmoyne are:

- 7 Pakenham Street, Fremantle, WA 6160
- 1296 Albany Highway, Cannington, WA 6107

### NOTICE OF CONTRIBUTIONS AND CHARGES AND RESOURCE ITEMS LIST

Each student will receive a Contributions and Charges sheet at the end of this year detailing the individual's costs for the following year. The Resource Items list will be available from our website in Term 4 this year.



# FINANCIAL ASSISTANCE

## APPENDIX 1

### SECONDARY ASSISTANCE SCHEME

Currently financial assistance is available to children in secondary school, whose parents are holders of a current Centrelink Pensioner Concession Card or Family Health Care Card or a current Veterans Affairs Pensioner Concession Card, (blue card only).

The allowance is paid up to and including the year the student turns 18 years of age i.e. students born in 2009 or before are ineligible in 2027.

For further information contact:

#### **Department of Education - Schools Resourcing and Support Directorate**

Tel: 08 9264 4516

Fax: 08 9264 5162

Email: [student.allowances@education.wa.edu.au](mailto:student.allowances@education.wa.edu.au)

Schools Resourcing and Support Directorate, Department of Education,

151 Royal Street, East Perth, WA 6004

### SCHOLARSHIPS

Some private organisations make scholarships available to secondary school students to assist in continuing their education.

For further information contact:

#### **Department of Education - Student Services**

Tel: 08 9264 5341

Web:

[www.det.wa.edu.au/inclusiveeducation/detcms/navigation/community-relations/scholarships](http://www.det.wa.edu.au/inclusiveeducation/detcms/navigation/community-relations/scholarships)

Student Services, Department of Education,  
151 Royal Street, East Perth, WA 6004

### REFUNDS

Students leaving school during the year will receive a pro-rata refund on the fees paid. Students changing courses will receive an amended account and where appropriate receive a refund on any fees paid.

Eligible students wishing to withdraw from a course at the commencement of Semester 2 in Year 12 should note that there will be no refund of fees.



# UNIVERSITIES AND USEFUL CONTACTS

## APPENDIX 2

### UNIVERSITIES

<b>Curtin University</b>	08 9266 1000
Prospective Students Office <a href="http://www.futurestudents.curtin.edu.au">www.futurestudents.curtin.edu.au</a>	
<b>Edith Cowan University</b>	134 328
Students Recruitment <a href="http://www.ecu.edu.au/future-students/overview/">www.ecu.edu.au/future-students/overview/</a>	
<b>Murdoch University</b>	1300 687 3624
Prospective Student Centre <a href="http://www.murdoch.edu.au/study/">www.murdoch.edu.au/study/</a>	
<b>University of WA</b>	08 6488 2477
Prospective Student Advisors <a href="http://www.study.uwa.edu.au">www.study.uwa.edu.au</a>	
<b>University of Notre Dame</b>	08 9433 0533
Prospective Student Advisors	
Freecall	1800 640 500
<a href="http://www.nd.edu.au/fremantle/future-students/">www.nd.edu.au/fremantle/future-students/</a>	

### TAFE

Officers are available at the following TAFE colleges to aid students:

<b>North Metropolitan TAFE</b>	1300 300 822
East Perth, Leederville, Mt Lawley & Northbridge <a href="http://www.northmetrotafe.wa.edu.au">www.northmetrotafe.wa.edu.au</a>	
<b>North Metropolitan TAFE</b>	1300 134 881
Joondalup <a href="http://www.northmetrotafe.wa.edu.au">www.northmetrotafe.wa.edu.au</a>	
<b>South Metropolitan TAFE</b>	08 9267 7500
Thornlie, Carlisle, Balga, Armadale, Midland & Bentley <a href="http://www.southmetrotafe.wa.edu.au">www.southmetrotafe.wa.edu.au</a>	
<b>South Metropolitan TAFE</b>	08 9239 8189
Beaconsfield, Murdoch, Maritime Centre, Rockingham & Peel <a href="http://www.southmetrotafe.wa.edu.au">www.southmetrotafe.wa.edu.au</a>	

### TAFE Handbook

[www.tafecourses.com.au](http://www.tafecourses.com.au)



# UNIVERSITIES AND USEFUL CONTACTS

## APPENDIX 2

### CAREERS

#### Career Information Centre

Tel: 136 464

Email: [career.centre@dtwd.wa.gov.au](mailto:career.centre@dtwd.wa.gov.au)

[www.careercentre.dtwd.wa.gov.au/pages/contactus.aspx](http://www.careercentre.dtwd.wa.gov.au/pages/contactus.aspx)

Level 7, 3 Forrest Place Perth WA 6000

Open: Monday to Friday 8.30 am to 4.30 pm

#### Job Search

[www.jobsearch.gov.au](http://www.jobsearch.gov.au)

#### Career information service

[www.careercentre.dtwd.wa.gov.au/findingajob/pages/wheretogoforhelpandinformation.aspx](http://www.careercentre.dtwd.wa.gov.au/findingajob/pages/wheretogoforhelpandinformation.aspx)

#### Range of services /payments to students / job opportunities

[www.australia.gov.au/information-and-services/jobs-and-workplace/](http://www.australia.gov.au/information-and-services/jobs-and-workplace/)

[www.fairwork.gov.au](http://www.fairwork.gov.au)

[www.centrelink.gov.au](http://www.centrelink.gov.au)

Information for school leavers, includes links to many good sites

[www.education.gov.au/youth/](http://www.education.gov.au/youth/)

#### The Job Guide

[www.careersonline.com.au/jobs/](http://www.careersonline.com.au/jobs/)

Employment opportunities for graduates

[www.graduatecareers.com.au](http://www.graduatecareers.com.au)

WA Department of Training & Workforce Development

Training opportunities in WA

[www.dtwd.wa.gov.au](http://www.dtwd.wa.gov.au)



# UNIVERSITIES AND USEFUL CONTACTS

## APPENDIX 2

### EDUCATION

School Curriculum & Standards Authority

Email: [info@scsa.wa.edu.au](mailto:info@scsa.wa.edu.au)

[www.scsa.wa.edu.au](http://www.scsa.wa.edu.au)

Tertiary Institutions Service Centre

This site also provides links to the Tertiary Institution Service Centres and universities in the other states of Australia.

[www.tisc.edu.au](http://www.tisc.edu.au)

Department of Education

[www.education.wa.edu.au](http://www.education.wa.edu.au)

Universities Guide

A useful site that rates Australian Universities and outlines their facilities/courses

[www.gooduniversitiesguide.com.au](http://www.gooduniversitiesguide.com.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 Defence forces.

Tel: 131 901

[www.defencejobs.gov.au](http://www.defencejobs.gov.au)

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

### AUSTRALIAN APPRENTICESHIPS

To find a new apprenticeships centre in your region

Tel: 133 873

[www.australianapprenticeships.gov.au](http://www.australianapprenticeships.gov.au)

