ARANMORE
CATHOLIC COLLEGE

UPPER STUDIES - HANDBOOK

YEAR 11 - 2025

YEAR 12 - 2026

CRICOS: 00745C

Disclaimer: This document was correct at the time of being posted.

The Upper School Studies Handbook provides information regarding the courses on offer at Aranmore Catholic College for Year 11 & 12 next year. It outlines the courses available on an ATAR, General and Foundation pathway and those that are on offer as part of our Vocational Education and Training programs.

Assisting your child in planning their future is a challenging task. The courses offered by Aranmore Catholic College facilitate students with opportunities to choose their pathway based upon their interests and ability. These courses provide excellent grounding for your child's future endeavours whether that be university, further studies at TAFE or the workplace.

In planning for their future, it is essential that students utilise the information and resources available to them to ensure they are making informed decisions regarding their course selections. Students are advised to:

- Read the handbook carefully, looking at all of the courses and options available;
- Talk with their parents;
- Seek advice from their course teachers and Heads of Learning Area;
- Research further study options such as university and TAFE websites and investigate apprenticeships and traineeships and the world of work.

It is hoped that the careful, well planned selection of courses will mean that students enjoy and benefit from studying at a Senior Secondary level.

By selecting the right course combinations, meeting the requirements regarding Literacy and Numeracy competency and achieving the required standard in courses throughout Year 11 and Year 12 students will meet the requirements to obtain a Western Australia Certificate of Education (WACE).

I wish all students every success as they embark on this journey.

Mrs Danny Battistessa
Deputy Principal
24 June 2024

TIMELINE

Friday 28 June 2024:	Upper School Studies Handbook Published on SEQTA
Wednesday 17 July 2024:	Parent Student Information Evening
Thursday 25 July 2024:	Parent / Student / Teacher Interviews
Monday 29 July &: Tuesday 30 July 2024	Counselling / Course Selection Days

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Mathematics	**Applications, Methods, Specialist**
Science	**Chemistry, Human Biology, Physics, Psychology**

SECTION C

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The Arts	**Drama**, **Media**, **Visual Art**
English	**Foundation English**, **English**, **Foundation EAL/D**, **EAL/D**
Health & Physical Education	**Outdoor Education**
Humanities and Social Sciences	**Business Management & Enterprise**, **Modern History**, **Career and Enterprise**
Mathematics	**Essential**, **Foundation**
Science	**Human Biology**, **Applied Information Technology**
Technologies	**Food Science and Technology**, **Materials Design & Technology**

SECTION D

VOCATIONAL EDUCATION AND TRAINING

Overview

Please note when applying for any VET course you need to have a USI.

Information about getting a USI can be found here

VET - Delivery through ONSITE at Aranmore Catholic College

- Certificate II in Automotive Mechanic
- Certificate II in Heavy Fabrication
- Certificate II in Business Medical Administration
- Certificate II in Plumbing
- Certificate II in Salon Assistant (Hairdressing)
- Certificate II in Electrotechnology
- Certificate II in Renewable Energy-Female Only Course
- Certificate II in Carpentry

VET - Delivery at Aranmore Catholic College

Chosen as a subject and completed under guidance of class teacher via online portals

- Certificate II Workplace Skills
- Certificate II Sport and Recreation
- Certificate II Music

VET - Externally Delivered Courses

Students can apply for any of the VETDSS courses offered at North and South Metro Tafe when they open. The best time to apply is during the subject selection week with the Careers team. Please note, courses are offered upon meeting entry requirements, and some incur a "fee for service" payable via school before commencement.

Course Guides are here –North Metro Guide

South Metro Guide

Information regarding the structure – course on offer TBA

Alternative Vocational Educational Programs

If there is a specific industry or VET course you are interested in or know of via an alternate provider please contact the Career team for an appointment or pop in to chat about options. We will try and help you make decisions and with applications.

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SECTION A

General Information

GENERAL INFORMATION

Year 11 signals the beginning of studies that will enable students to move beyond school to a variety of tertiary destinations or into the workplace. The courses chosen by a student should be based upon:

a) **Academic Ability**

In order to achieve success in Year 11 and Year 12 courses, students need to have demonstrated a high standard of ability and achievement in Year 10 pre-requisite courses. (For example, if a student has not performed at a high level in the study of Year 10 Physics, Year 11 Physics should not be selected).

b) **Interests**

The range of choices offered at Aranmore Catholic College gives students the opportunity to pursue their particular interests at the level at which they are able to achieve success.

c) **Future Intentions**

Students should choose courses that maximise their options for the future.

It is hoped that this booklet will provide information that will assist students in the selection of courses that will provide the most suitable pathway ahead.

FREQUENTLY USED TERMS

- **WACE –** Western Australian Certificate of Education (presented at the successful completion of courses at the end of Year 12). Previously referred to as 'Secondary Graduation'.

- **COURSE** – The area of study that the student wishes to pursue. For example: Drama, Mathematics, Certificate II in Workplace Skills.

- **UNIT** – The year level and semester of study. Year 11s usually study Unit 1 in Semester 1, Unit 2 in Semester 2. Year 12s usually study Unit 3 in Semester 1 and Unit 4 in Semester 2.

- **VET** – Vocational Education and Training in schools engages students in work-related learning built on strategic partnerships between schools, registered training organisations, business, industry and the wider community. Completion of VET qualifications provides students with credit towards a nationally recognised vocational qualification within the Australian Qualifications Framework (AQF). A broad range of post-school vocational options and pathways are available through the study of VET.

- **ENDORSED PROGRAMS** – Endorsed programs provide access to areas of learning typically not covered by courses and can contribute to students' WACE requirements. Endorsed programs can be delivered in a variety of settings by schools, training organisations and workplaces. Examples include Surf Life Saving W.A. certificates or Cadets W.A.

- **SCSA –** School Curriculum and Standards Authority, the Authority.

- **TAFE –** Technical and Further Education.

WACE REQUIREMENTS

A successful completion of the **W**estern **A**ustralian **C**ertificate of **E**ducation should be the goal of every student who pursues studies in Years 11 and 12.

- All ATAR courses, General courses, VET and Endorsed Programs can contribute to the WACE.
- **ATAR courses** are for students who plan to go directly to university.
- **GENERAL courses** are for students who plan to go to TAFE or enter the workforce.
- **FOUNDATION courses** are for those students where significant learning gaps exist or where limited schooling has prevented a sequential learning experience. Students may be placed in Foundation courses to assist them demonstrate the minimum standard of literacy and numeracy required for graduation.

Each course has four units. Each unit is typically completed in a semester. Units 1 and 2 (Year 11) are typically studied as a pair. Units 3 and 4 (Year 12) *must* be studied as a pair.

- **Students on an ATAR Pathway MUST study 4 or more paired ATAR units in Year 12 to receive an ATAR. They must study at least 20 courses units (or the equivalent) in total.**
- **Students on a General Pathway MUST complete at least five Year 12 General courses and/or ATAR courses or equivalent OR complete a Certificate II (or higher) VET qualification in combination with ATAR, General or Foundation courses.**
- **Students enrolled in Foundation courses MUST complete a Certificate II (or higher) VET qualification.**

Achievement of a WACE signifies that a student has successfully met the breadth and depth requirements, the achievement standard and literacy and numeracy requirements in their senior secondary schooling. These requirements are:

1. Breadth-and-depth

Students must complete a minimum of 20 course units or the equivalent. This requirement must include at least:

- 10 course units or the equivalent at Year 12
- two Year 11 units from an English course and one pair of Year 12 units from an English course
- one pair of course units completed in Year 12 from List A (Arts/Languages/Social Science) and one pair of course units from List B (Mathematics/Science/Technology) – see page 12.

2. Achievement Standard

- Achieve **at least 14 C grades (i.e., C grades in seven subject courses) or higher** (or the equivalent) in Year 11 and 12 units with a minimum of **six C grades (i.e., C grades in three subject courses)** or the equivalent at Year 12.

3. Literacy and numeracy requirements

- Complete at least four units of an English course post Year 10 studied over at least two years.
- Demonstrate the minimum standard of literacy and numeracy **

** Each year, Year 10 students who have not demonstrated the literacy and numeracy standard (as indicated in NAPLAN results) will sit the Online Literacy and Numeracy Assessment (OLNA). Students who do not meet the standard will have the opportunity to re-sit the assessment later that year and in subsequent years.

Meeting the standards in the literacy and numeracy components of the assessment will indicate that the student has met the minimum literacy and numeracy standards to achieve a WACE.

Students who achieve any of the components of reading, writing or numeracy in the Year 9 NAPLAN assessments will not be required to sit the OLNA.

Students undertaking the OLNA will be required to satisfy both the reading and writing components in order to demonstrate the minimum WACE literacy standard. If students do not demonstrate the literacy and numeracy standard by the time they exit secondary school, they can apply to the Authority to re-sit the assessment at any age.

CATHOLIC EDUCATION REQUIREMENT

In addition to the WACE requirements, it is compulsory to study **TWO** units of Religion and Life in Year 11 and **ONE** PAIR of units from the Religion and Life course in Year 12.

EXAMINATIONS AND TESTS

- **Each ATAR course has an ATAR examination**. All students enrolled in a Year 12 ATAR course **MUST** complete external examinations set by the Authority. These examinations are held in November. Failure to sit the ATAR exam will remove any credit from the course. This may impact the student's graduation.

- **Each General Course has an Externally Set Task**. All students enrolled in a Year 12 General course **MUST** complete an Externally Set Task (EST) for that course. These ESTs are held in Term 2, are a regular assessment, and are worth 15% of the course mark.

PATHWAYS

There are two distinct pathways offered at Aranmore Catholic College.

- ATAR (for students wanting to directly enter University)
- General (for students aiming to enter the workforce, further training directly from school or an alternative entry pathway into university).

ATAR Pathway

Year 11 students wishing to prepare for university studies will select **SIX** courses. **FOUR** of which must be at an ATAR level. Students may select up to **TWO** General courses and/or Certificate course, provided the certificate course is provided at the College.

- **Year 11 ATAR student with SIX ATAR courses**

  Example 1: English (AEENG), Religion and Life (AEREL), Mathematics: Applications, (AEMAA), Physics (AEPHY), Drama (AEDRA), History: Modern (AEHIM).

- **Year 11 ATAR student with FIVE ATAR courses and ONE General course**

  Example 2: English (AEENG), Religion and Life (GEREL), Mathematics: Applications (AEMAA), Physics (AEPHY), Drama (AEDRA), History: Modern (AEHIM).

- **Year 11 ATAR student with FOUR ATAR courses, ONE General course and ONE Certificate course**

  Example 3: English (AEENG), Religion and Life (AEREL), Mathematics: Applications (AEMAA), Physics (AEPHY), Drama (AEDRA), Human Biology (GEHBY), Certificate II Workplace Skills (C2WPS).

General Pathway

Year 11 students wishing to prepare for further studies at TAFE, the workplace or alternative University entry programs will select **SIX** courses in Year 11**.** Students on this pathway may select up to **THREE** ATAR Courses, provided they meet the prerequisites for that particular course. Students on this pathway may select up to **TWO** Certificate II courses. Any student enrolled in **a** Foundations courses **MUST** select at least **ONE** Certificate II (or higher) Qualification.

- **Year 11 General student with SIX General courses:**

  Example: English (GEENG), Religion and Life (GEREL), Visual Art (GEVAR), Modern History (GEHIM), Mathematics: Essential (GEMAE), Human Biology (GEHBY).

- **Year 11 General student with THREE General courses, TWO ATAR courses and ONE Certificate course:**

  Example: English (GEENG), Mathematics: Essential (GEMAE), Religion and Life (GEREL), ATAR Drama (AEDRA), ATAR Psychology (AEPSY), Certificate II Workplace Skills (C2WPS).

ENTRY INTO YEAR 12

- All students must achieve a minimum six **C** grades in Year 11 (i.e., C grades in three subject courses). Failure to do so may require students to **REPEAT** the year.
- Students must achieve at least a **C** grade to remain in any particular ATAR course.

WACE LIST A and LIST B COURSES FOR BREADTH OF STUDY

Aranmore Catholic College offers a wide range of courses to students in Year 11 & 12. These are grouped into:

- List A (Arts/Languages/Social Sciences); and
- List B (Mathematics / Science/ Technology).

Please see the table below for the courses that Aranmore Catholic College is intending to offer. ***Please note that not all courses are available on the ATAR and General pathways. BOTH indicates ATAR and General are offered.***

Students must complete, in their final WACE year (Year 12), at least one course from List A and at least one course from List B.

List A (Arts/Languages/Social Sciences)		**List B (Mathematics/Science/Technology)**	
BOTH	Business Management & Enterprise	ATAR	Accounting and Finance
GENERAL	Career and Enterprise	GENERAL	Applied Information Technology
BOTH	Drama	ATAR	Chemistry
BOTH	EAL/D	GENERAL	Food Science & Technology
FOUND.	EAL/D	BOTH	Human Biology
ATAR	Economics	GENERAL	Materials Design & Technology
FOUND.	English	FOUND.	Mathematics
BOTH	English	ATAR	Mathematics (Applications)
ATAR	Literature	GENERAL	Mathematics (Essentials)
BOTH	Media Production and Analysis	ATAR	Mathematics (Methods)
BOTH	Modern History	ATAR	Mathematics (Specialist)
BOTH	Religion & Life	GENERAL	Outdoor Education
GENERAL	Visual Arts	ATAR	Physical Education Studies
		ATAR	Physics
		ATAR	Psychology

PLEASE NOTE: Courses will not be run if there are insufficient numbers to establish a viable class.

Students who receive an OLNA category one will be placed into the appropriate Foundation course (English or Mathematics) for additional support. Category two students will be placed into General or Foundation classes at the College's discretion.

VET QUALIFICATIONS OFFERED @ ARANMORE CATHOLIC COLLEGE

VET qualifications delivered at Aranmore Catholic College		**VET qualifications delivered externally**
TBC	Certificate II Workplace Skills	
SIS20115	Certificate II Sport and Recreation	
CUA20620	Certificate II Music	
SBT	School based Traineeships	
ASBT	Aboriginal School Based Traineeships	
WPL	Workplace Learning	
VET qualifications delivered through ONSITE at Aranmore Catholic College		
Certificate II in Automotive Servicing Technology		
Certificate II in Electrotechnology		
Certificate II in Building and Construction-Plumbing		
Certificate II in Building and Construction- Carpentry		
Certificate III in Business-Medical Administration		
Certificate II in Salon Assistant		
Certificate II in Engineering -Heavy Fabrication		
Certificate II in Sustainable Energy (female only course)		

PLEASE NOTE: Courses will not be run if there are insufficient numbers to maintain a viable class.

ONLINE LEARNING: ViSN

ViSN (Virtual School Network) provides students with the opportunity to engage in studies not available at their own school and in doing so, helps them build their technology skills, their ability to work independently and expands their network in the Catholic Education WA (CEWA) system. Online learning is of particular benefit in transitioning to further study, especially university, where more and more courses are being delivered online.

A ViSN course may suit a student who has a timetable clash, there is not viable numbers to run a class at Aranmore or a student who is frequently away from the College for sporting competitions etc.

How does ViSN Work?
Students remain enrolled at their own school but register for a ViSN online course, taught by a teacher (usually) in another WA Catholic school.

ViSN courses are compliant with SCSA requirements and can be used towards the calculation of WACE. There is no difference between ViSN courses, and the courses delivered in a face-to-face classroom. A ViSN course may be one or more of the 5 or 6 courses that are a part of your total study program. Classmates may be from their own school and/or other Catholic schools around WA.

Students are timetabled by their own school for 5 periods a week for the online course. Students spend 4 of the 5 lessons working independently or collaboratively online with other students. Students and the teacher come together for 1 period per week via Microsoft Teams. VISN teachers are available daily to answer questions, provide feedback, monitor progress, and provide assistance.

Year 11 2024 (ATAR)	Year 11 2024 (General/VET)
Accounting and Finance	Certificate II Workplace Skills
Biology	Certificate II Tourism
Chemistry	Curtin UniReady (Endorsed Program)
English as a Second Language	HaSS in Action
Drama	Psychology
Design (Graphic Design)	Religion and Life
Earth and Environmental Science	Science in Practice
Economics	
Geography	
Health Studies	
Human Biology	
Italian: Second Language	
Literature	
Maths Specialist	
Maths Methods	
Modern History	
Physics	
Politics & Law	
Psychology	
Religion and Life	

Please refer to the ViSN handbook on the SEQTA Welcome page and https://www.aranmore.wa.edu.au/images/2022/2025_ViSN_Online_Learning_Handbook.pdf for more details.

UNIREADY: CURTIN

Curtin University provides students the opportunity to access high quality learning experiences and alternative entry pathways to Curtin University via its UniReady course. Students that are likely to succeed at a tertiary level may benefit from the additional support UniReady offers. Students who complete the four (4) unit UniReady Enabling Program course and pass all units are given a notional ATAR of 70 and are eligible for entry into certain Curtin degree programs.

The UniReady Enabling Program units will contribute to the Western Australian Certificate in Education (WACE), approved as an Endorsed Program by the School's Curriculum and Standards Authority (SCSA).

The UniReady course is offered through ViSN. As a condition of entry students must meet the prerequisites and enrol in ATAR English at the college.

UNIVERSITY ENTRANCE

There are four public universities in Western Australia – Curtin University, Edith Cowan University (ECU), Murdoch University and The University of Western Australia (UWA). There is one independent (Catholic) University – The University of Notre Dame Australia (UNDA).

Admission Requirements for School Leavers in Year 12

To be considered for public university admission as a school leaver an applicant must:

1. Meet the requirements for the **WACE** as prescribed by the School Curriculum and Standards Authority, and
2. Complete ATAR English/EaLD/Literature and achieve **competence in English** as prescribed by the individual universities, and
3. ** Obtain a **sufficiently high ATAR** for entry to a particular course. (Some universities may not require an ATAR for some pathways) **, and
4. Satisfy any **prerequisites** or special requirements for entry to particular courses.

There are different entry requirements for the four public universities. Most universities now offer alternative entry pathways for students who may not have the usual prescribed standards.

** Australian Tertiary Admission Rank (ATAR)

The Australian Tertiary Admission Rank is the basis of admission to most university courses. A Tertiary Entrance Aggregate (TEA) is used as the basis for the calculation of an ATAR. The ATAR ranges between 0 and 99.95. It reports the student's rank relative to all other WA students of Year 12 school leaving age and takes into account the number of students with a Tertiary Entrance Aggregate (TEA) as well as the number of people of Year 12 school leaving age in the population of this state. An ATAR of 75.00 indicates that a student has an overall rating equal to or better than 75% of the Year 12 school leaving age population in Western Australia. The ATAR is calculated using the scaled scores in the student's four best ATAR courses.

For all universities scaled scores which contribute to the ATAR may be accumulated over **five** consecutive years.

**ATAR Bonus

Mathematics: Methods ATAR and Mathematics: Specialist ATAR – A student's scaled score in Mathematics Methods ATAR and/or Mathematics Specialist ATAR will have 10% of their scaled score/s in these subjects added to their Tertiary Entrance Aggregate. Student's will receive this Mathematics bonus even if the course/s aren't in your top four.

Languages - Students studying another language (LOTE) will have 10% of their scaled score/s in these subjects added to their Tertiary Entrance Aggregate. Student's will receive this Language bonus even if the course/s aren't in your top four. Only one Language can be used for the 10% bonus. If you study two languages your best scaled score for language will be used for the bonus.

The maximum TEA in 2026 will be 430.

For current information on university entrance please consult the following websites:

Curtin University https://futurestudents.curtin.edu.au/

Edith Cowan University (ECU)
http://www.ecu.edu.au/data/assets/pdf_file/0012/696684/ECU- Undergraduate-Course-Guide.pdf or
http://www.ecu.edu.au/data/assets/pdf_file/0008/660707/ECU- International-Course-Guide.pdf

Murdoch University http://handbook.murdoch.edu.au/study/

University of Western Australia (UWA) http://handbooks.uwa.edu.au/undergraduate

University of Notre Dame Australia (UNDA) https://www.notredame.edu.au/nav-future-students/applynow

TAFE ENTRANCE

Students wishing to enter TAFE colleges are advised to consult the TAFE Full Time Studies Guide or visit the following website http://www.southmetrotafe.wa.edu.au/, http://www.northmetrotafe.wa.edu.au/ or http://www.dtwd.wa.gov.au/.

Detailed information can be located at this site about course requirements, achievement credentials, employment prospects, alternative entry, TAFE locations and other relevant material.

TAFE offer six levels of courses: Certificate I, Certificate II, Certificate III, Certificate IV, Diploma, Advanced Diploma.

The selection criteria to enter a TAFE course is based on academic achievement, work experience, industry and employment status. Students are ranked using this information and entry points are allocated.

To be considered for TAFE admission an applicant needs to meet the entrance requirements for the chosen course. Courses that require selection criteria to be addressed will clearly indicate this below the entrance requirement information. Many courses are highly competitive, so to maximise admission prospects, students should:

- undertake VET studies at school (especially Certificate courses);
- undertake Workplace Learning,
- keep a log/record of any part-time work;
- achieve as high a grade as possible in all school-based courses.

Studying at TAFE can enable alternative entry to some university courses

SECTION B

ATAR Courses

ATAR RELIGION AND LIFE – Year 11

INTRODUCTION

The Religion and Life ATAR course provides students with opportunities to learn about religion and the interplay that occurs between religion, societies and people. Students develop an informed and critical understanding of this interplay by drawing from a detailed knowledge of one or more religions.

Every religion offers a system of beliefs and practices. In the Religion and Life ATAR course, students explore one or more religions and investigate the characteristics of religion, their origins, foundations, social influence and development over time. They analyse the role religion has played in society and understand the challenges and opportunities religions face.

MINIMUM REQUIREMENTS

Students should have achieved **C** grade or above in English. A **C** grade or above in Year 10 Religious Education is also required.

	Description and content
Unit 1	The focus of this unit is the **place of religion in society**. It examines the responses of people to religion, in particular how people understand the response of religion to their concerns, needs and questions. Students develop the skills required for conducting an inquiry, processing information, and communicating findings about the interplay between religion and life. **Content**: The nature of religion, the influence of religion and religious inquiry and learning skills.
Unit 2	The focus of this unit is **religious identity and purpose**. It investigates how religion shapes, forms, and supports people in life. The unit also examines how religion impacts on and interacts with, groups in society. Students develop the skills required for conducting an inquiry, processing information, and communicating findings about the interplay between religion and life. **Content:** The nature of religion, the influence of religion and religious inquiry and learning skills.

Assessment	Course levy	Course code
• Investigation (25%) • Explanation (20%) • Source Analysis (25%) • Examination (30%)	• Course costs are included in tuition fees.	• AEREL

Students who select this course in Year 11 will study ATAR Religion and Life Units 3 and 4 in Year 12.

ATAR RELIGION AND LIFE – Year 12

INTRODUCTION

The Religion and Life ATAR course provides students with opportunities to learn about religion and the interplay that occurs between religion, societies and people. Students develop an informed and critical understanding of this interplay by drawing from a detailed knowledge of one or more religions.

Every religion offers a system of beliefs and practices. In the Religion and Life ATAR course, students explore one or more religions and investigate the characteristics of religion, their origins, foundations, social influence, and development over time. They analyse the role religion has played in society and understand the challenges and opportunities religions face.

The connections between religion and life occur in many areas of human activity. Religion motivates and influences how people interact with each other and the world around them.

MINIMUM REQUIREMENTS

Students should have achieved a **C** grade or above in Year 11 ATAR Religion and Life.

	Description and content
Unit 3	The focus for this unit is **the connection between past and present experiences of religion**. Students analyse the impact of changes within society and how these changes shape the way individuals and groups interact with religion. They further develop research skills for conducting an inquiry, processing information, and communicating findings about the interplay between religion and life. **Content**: The nature of religion, the influence of religion and religious inquiry and learning skills.
Unit 4	The focus for this unit is **the interplay between religion and life**. Students explore how religion responds to, and interacts with, issues that arise within society. They further develop research skills for conducting an inquiry, processing information, and communicating findings about the interplay between religion and life. **Content:** The nature of religion, the influence of religion and religious inquiry and learning skills.

Assessment	Course levy	Course code
• Investigation (25%) • Explanation (20%) • Source Analysis (25%) • Examination (30%)	• Course costs are included in tuition fees.	• ATREL

ATAR DRAMA – Year 11

INTRODUCTION

Drama is a vibrant and varied art form experienced in our everyday lives. Through drama, human experience is shared. Drama entertains, informs, communicates, and challenges. Through the key activities of creation, performance and reflection, students explore and communicate ideas, reflect, respond, and evaluate drama and become critical, informed audiences.

Students work independently and collaboratively, learning time management skills, showing initiative, and demonstrating leadership and interpersonal skills, develop and practise problem-solving skills through creative and analytical thinking processes. They develop their capacity to respond to, reflect upon, and make informed judgements to describe, analyse, interpret, and evaluate drama.

MINIMUM REQUIREMENTS

Students should have achieved a C grade or above in Year 10 English. Completion of at least one unit from lower school Drama would be an advantage.

	Description and content
Unit 1	This unit focuses on **realism** and **representational drama**. In this unit, students will research and collaboratively workshop, interpret and perform drama texts in forms and styles related to realism and representational drama. Within the focus of realism and representational drama, students must investigate the approach of **Stanislavski**. **Content:** Drama language: elements of drama, drama processes; contextual knowledge: drama conventions; production and performance: spaces of performance, design, and technology choices; oral and written communication.
Unit 2	This unit focuses on **non-realism** and **presentational drama**. In this unit, students will research and collaboratively workshop, interpret and perform drama texts related to non-realism and presentational drama. Within the focus of non-realism and presentational drama, students must investigate the approach of **Brecht**. **Content:** Drama language: elements of drama, drama processes; contextual knowledge: drama conventions; production and performance: spaces of performance, design, and technology choices; oral and written communication.

Assessment	Course levy	Course code
• Performance/Production (40%) • Response (40%) • Written Exam (10%) • Practical Exam (10%)	• Course costs are included in tuition fees.	• AEDRA

Students who select this course in Year 11 will study Drama Units 3 and 4 in Year 12.

ATAR DRAMA – Year 12

INTRODUCTION

Drama is a vibrant, varied art form which shapes our everyday life. Through drama, human experience is shared. Drama entertains, informs, communicates, and challenges. Students achieve outcomes through the key activities of creation, performance, and reflection. Understanding drama in the context of their own society and culture, drawing on a diverse range of drama from other cultures, places, and times to enrich their inter-cultural understanding.

Students work independently and collaboratively, integrating their knowledge and skills, learning self-management skills, showing initiative, and demonstrating leadership and interpersonal skills. While some students intend to make a career in theatre or film, many personal skills, knowledge, and understandings are immediately transferable to a range of careers and situations.

MINIMUM REQUIREMENTS

Students should have achieved a **C** grade or above in Year 11 ATAR Drama.

	Description and content
Unit 3	This unit focuses on the **realisation of drama text**, context, forms, and styles through the application of a selected approach. **Content:** Drama language: elements of drama, drama processes; contextual knowledge: drama conventions; production and performance: spaces of performance, design and technology choices; oral and written communication.
Unit 4	This unit focuses the approach to and **interpretation of drama texts**, contexts, forms and styles. **Content:** Drama language: elements of drama, drama processes; contextual knowledge: drama conventions; production and performance: spaces of performance, design and technology choices; oral and written communication.

Assessment

- Practical performance (30%)
- Written response (30%)
- Practical performance exam (20%)
- Written exam (20%)

Course levy

- Course costs are included in tuition fees.

Course code

- ATDRA

ATAR MEDIA PRODUCTION AND ANALYSIS – Year 11

INTRODUCTION

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

MINIMUM REQUIREMENTS

Minimum of C grade in Year 10 English. It is recommended that students have a strong interest in Media. The completion of at least one unit of lower school Media would be an advantage.

	Description and content
Unit 1	The focus of this unit is **popular culture**. Students analyse and respond to a range of popular culture media, identifying techniques, purpose and meanings that are created and audience interpretation. Students develop their own ideas and learn production skills to produce media work in the context of popular culture. Students will explore and respond to many aspects of popular culture, including how audiences consume popular media and the meanings created by codes and conventions. Students work through the stages of production and communicate ideas based on their understanding of media languages by experiencing a variety of roles in specific production types.
Unit 2	In this unit, students explore the **influence of media**. Students analyse and respond to a range of media work designed to influence audience. They then develop their own ideas and expand production skills to produce media work in the context of media influence. In contexts related to journalism and other influential media, students analyse and respond to media designed to influence audiences. They undertake more extensive research into the representation of groups and reporting of issues within media work. Students apply their understanding of media influence to extend their production skills and to communicate ideas. They work to become increasingly independent as they operate technologies and use techniques to express ideas in their productions.

Assessment	Course levy	Course code
• Production (50%) • Response (30%) • Written exam (20%)	• Course costs are included in tuition fees.	• AEMPA

Students who select this course in Year 11 will study Media Production and Analysis Units 3 and 4 in Year 12.

ATAR MEDIA PRODUCTION AND ANALYSIS – Year 12

INTRODUCTION

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

Digital technologies have impacted upon and extended the capacity that the media play in Australian lives. Through new technologies, the role of the audience has shifted from a passive consumer to a more active participant, shaping the media through interaction and more accessible modes of production and dissemination of media work. Students' interaction and opportunity to use technologies enables them to engage with current media and adapt to evolving media platforms.

MINIMUM REQUIREMENTS

Students should have achieved a **C** grade or above in Year 11 ATAR Media Production and Analysis.

	Description and content
Unit 3	The focus of this unit is **media art**. Students analyse and respond to contemporary and traditional examples of media art. They identify techniques and meanings that are created and consider audience interpretation and perception of media art. Students extend and refine their own ideas and production skills to produce media work. Students explore a range of media art and develop their understanding of how media aesthetics, themes and meanings are created. Students examine the impact of artistic and cultural contexts on media and how audiences interpret media art. Students are encouraged to experiment with technologies, narratives, codes and conventions to express their ideas and creativity through audio-visual production work.
Unit 4	The focus of this unit is **power and persuasion**. Students examine the way that persuasive media and producers reflect, challenge and shape audience values and attitudes. Students extend and refine their own ideas and production skills to produce media work. Students extend their understanding of persuasive media by examining the nature of its influence, such as in propaganda and political persuasion. Students explore the media's potential to influence audiences. Students are encouraged to experiment with technologies, narratives, codes and conventions to express their ideas and creativity in audio-visual production work.

Assessment	Course levy	Course code
• Practical Production (50%) • Response (20%) • Written exam (30%)	• Course costs are included in tuition fees.	• ATMPA

ATAR ENGLISH – Year 11

INTRODUCTION

Study of the English ATAR course focuses on developing students' analytical, creative, critical thinking and communication skills. Through close study, students will develop the ability to analyse and evaluate the texts they study and create their own responses. The course is also designed to foster an appreciation of the value of English for lifelong learning.

MINIMUM REQUIREMENTS

Students should have achieved a **C** grade or better in English. Students should also have achieved a Level 3 in both the Reading and Writing components of the Online Literacy and Numeracy Assessment (OLNA).

	Description and content
Unit 1	Students will explore how meaning is communicated including 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. **Content**: Texts in context, language and textual analysis, engaging and responding, creating texts and reflecting.
Unit 2	Students will analyse the representation of ideas, attitudes and voices in texts to consider how texts represent the world and human experience. Students critically examine the effect of stylistic choices and the ways in which these choices position audiences. **Content**: Texts in context, language and textual analysis, engaging and responding, creating texts and reflecting.

Assessment

- Responding (35-40%)
- Creating (35-40%)
- Examination (20-30%)

Course levy

- Course costs are included in tuition fees.
- Excursions may incur an additional cost.

Course code

- AEENG

Students who select this course in Year 11 will usually study English Units 3 and 4 in Year 12.

ATAR ENGLISH – Year 12

INTRODUCTION

The English ATAR course is designed to develop students' facility with all types of texts and language modes as well as fostering an appreciation of the value of English for lifelong learning.

Students refine the skills learnt in Year 11 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.

MINIMUM REQUIREMENTS

Students should have achieved a **C** grade or above in Year 11 ATAR English. Students should also have achieved level 3 in both the Reading and Writing component of OLNA.

	Description and content
Unit 3	Students explore representations of themes, issues, ideas and concepts through a comparison of texts. Students compare and evaluate the effect of different media, forms and modes on the structure of texts and how audiences respond to them. **Content**: Texts in context, language and textual analysis, engaging and responding, creating texts and reflecting.
Unit 4	Students examine different interpretations and perspectives to develop further their knowledge and analysis of purpose and style. They challenge perspectives, values and attitudes in texts, developing and testing their own interpretations through debate and argument. **Content**: Texts in context, language and textual analysis, engaging and responding, creating texts and reflecting.

Assessment	Course levy	Course code
• Responding (35%) • Creating (35%) • Examination (30%)	• Course costs are included in tuition fees. • Excursions may incur an additional cost.	• ATENG

ATAR LITERATURE – Year 11

INTRODUCTION

In the Literature ATAR course, students learn to create readings of literary texts and to create their own texts, including essays, poems, short stories, plays and multimodal texts. Students engage with literary theory and study literary texts in great detail. Students learn to read texts in terms of their cultural, social and historical contexts; their values and attitudes; and their generic conventions and literary techniques. They enter the discourse about readings, reading practices and the possibility of multiple readings. Students learn to create texts paying attention to contexts, values and conventions. Students learn about literary language, narrative, image and the power of representation. Students experience the aesthetic and intellectual pleasure that reading and creating literary texts can bring.

MINIMUM REQUIREMENTS

Students should have achieved a **B** grade or above in English. Students should also have Category 3 for both the reading and writing components of the OLNA.

	Description and content
Unit 1	Students will develop the 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. **Content** : Investigate and reflect on different ways of reading, analyse distinctive features in literary texts, and create analytical and imaginative texts.
Unit 2	Students will develop the 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. **Content**: analyse and reflect on the relationships between authors, readers, texts and contexts, compare and evaluate the form, language and content create analytical and imaginative texts.

Assessment	Course levy	Course code
• Extended written response (10-20%) • Short production of a literary text response (30-40%) • Creative (10-20%) • Oral (10-20%) • Examination (20-30%)	• Course costs are included in tuition fees. • Excursions may incur an additional cost.	• AELIT

Students who select this course in Year 11 often study Literature Units 3 and 4 in Year 12.

ATAR LITERATURE – Year 12

INTRODUCTION

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 course, 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.

MINIMUM REQUIREMENTS

Students should have achieved a **C** grade or above in Year 11 ATAR Literature.

	Description and content
Unit 3	To develop students' knowledge and understanding of the relationship between language, culture and identity in literary texts. Students inquire into the power of language to represent ideas, events and people, comparing these across a range of texts, contexts, modes and forms. **Content:** Evaluate the ways in which literary texts represent culture and identity, evaluate and reflect on how representations of culture and identity vary in different texts and forms of texts, create analytical and imaginative texts.
Unit 4	To develop students' appreciation of the significance of literary study through close critical analysis of literary texts drawn from a range of forms, genres and styles. Students reflect upon the creative use of language, and the structural and stylistic features that shape meaning and influence response. **Content:** Evaluate the dynamic relationship between authors, texts, audiences and contexts, reflect on the ways in which literary texts can be interpreted, create analytical and imaginative texts.

Assessment

- Extended response (15%)
- Written Response (35%)
- Literacy texts (10%)
- Oral (10%)
- Examination (30%)

Course levy

- Course costs are included in tuition fees.
- Excursions may incur an additional cost.

Course code

- ATLIT

ATAR EAL/D – Year 11

INTRODUCTION

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.

MINIMUM REQUIREMENTS

Students should have achieved a **B** Grade in Semester One Year 10 EAL/D and meet the eligibility requirements set by SCSA.

SCSA guidelines state that students should have achieved EAL/D Progress Map **Level 5** by the end of year 10 before attempting the ATAR course. Therefore, it is strongly recommended that students have achieved a minimum EAL/D Progress Map **Level 4** in Semester One Year 10 to enroll in the ATAR course.

	Description and content
Unit 1	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. Students explore the relationship between these structures and features and the context, purpose and audience of texts. The unit will enhance students' confidence in creating texts for different purposes and across all language modes in both real and imagined contexts. **Content**: Communication skills and strategies, comprehension skills and strategies, language and textual analysis, creating texts.
Unit 2	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. **Content**: Texts in context, language and textual analysis, engaging and responding, creating texts and reflecting.

Assessment

- Investigation – 15%
- Response – 15%
- Oral Production– 20%
- Written Production – 20%
- Examinations – 30%

Course levy

- Course costs are included in tuition fees.

Course code

- AEELD

Students who select this course in Year 11 will study English as an Additional Language or Dialect Units 3 and 4 in Year 12.

ATAR EAL/D – Year 12

INTRODUCTION

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.

MINIMUM REQUIREMENTS

SCSA guidelines state that students should have achieved EAL/D Progress Map **Level 6** by the end of year 11 before attempting the Year 12 ATAR course.

	Description and content
Unit 3	Unit 3 focuses on analysing how language choices are used to achieve different purposes and effects in a range of contexts. SAE language skills are developed so that they can be used to describe, inform, express a point of view, and persuade for different purposes and audiences. The ways in which language choices shape meaning and influence audiences are explored through the study and creation of a range of oral, written, and multimodal texts. **Content**: Texts in context, language, and textual analysis, engaging and responding, creating texts and reflecting.
Unit 4	Unit 4 focuses on analysing, evaluating, and using language to represent and respond to issues, ideas and attitudes in a range of contexts. By extending and consolidating language and communication skills, critical use of SAE for a range of contexts, purposes and audiences is developed. Independent and collaborative investigation and analysis are used to explore how language and texts achieve specific purposes and effects. **Content**: Texts in context, language, and textual analysis, engaging and responding, creating texts and reflecting.

Assessment

- Investigation – 15%
- Response – 15%
- Oral Production– 20%
- Written Production – 20%
- Examinations – 30%

Course levy

- Course costs are included in tuition fees.

Course code

- ATELD

ATAR PHYSICAL EDUCATION STUDIES Year 11

INTRODUCTION

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

MINIMUM REQUIREMENTS

Students should have achieved a B grade or above in Science, and a B grade in Year 10 Physical Education and Health.

	Description and content
Unit 1	To explore anatomical and biomechanical concepts, the body's responses to physical activity and stress management processes to improve their own performance and that of others in physical activity. **Content:** Motor learning and coaching, functional anatomy, biomechanics, exercise physiology, sport psychology.
Unit 2	To identify the relationship between skill, strategy and the body in order to improve the effectiveness and efficiency of performance. **Content:** Developing physical skills and tactics, motor learning and coaching, functional anatomy, biomechanics, exercise physiology, sport psychology.

Assessment	Course levy	Course code
• Practical (30%) • Investigation (20%) • Response (10%) • Examination (40%)	• Revise Online Study Program - $40	• AEPES

Students who select this course in Year 11 will study Physical Education Studies Units 3 and 4 in Year 12.

ATAR PHYSICAL EDUCATION STUDIES
Year 12

INTRODUCTION

Study of the Physical Education Studies ATAR course contributes to the development of the whole person. It promotes the physical, social and emotional growth of students. Throughout the course, emphasis is placed on understanding and improving performance in physical activities. The integration of theory and practice is central to studies in this course. The course appeals to students with varying backgrounds, physical activity knowledge and dispositions.

MINIMUM REQUIREMENTS

Students should have achieved a **C** grade or above in Year 11 ATAR Physical Education Studies.

	Description and content
Unit 3	The focus of this unit is to provide opportunities for students to build upon their acquired physical skills and biomechanical, physiological and psychological understandings to improve the performance of themselves and others in physical activity. **Content:** Developing physical skills and tactics, Motor learning and coaching, Functional anatomy, Biomechanics, Exercise physiology, Sport psychology.
Unit 4	The focus of this unit is to extend the understanding by students of complex biomechanical, psychological and physiological concepts to evaluate their own and others' performance. **Content:** Developing physical skills and tactics, Motor learning and coaching, Functional anatomy, Biomechanics, Exercise physiology, Sport psychology.

Assessment

WRITTEN (70%)

Consisting of:

- Investigation (15%)
- Response (30%)
- Examination (55%)

PRACTICAL (30%)

Course levy

- Revise Online Study Program- $40

Course code

- ATPES

ATAR BUSINESS MANAGEMENT & ENTERPRISE – Year 11

INTRODUCTION

The Business Management and Enterprise ATAR 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.

MINIMUM REQUIREMENTS

Students should have achieved at least a **C** grade in Humanities and a **C** grade in English or EALD.

	Description and content
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.

Assessment	Course levy	Course code
• 40% research • 30% responses • 30% examinations	• Included in the tuition fees.	• AEBME

Students who select this course in Year 11 will study Business Management and Enterprise Units 3 and 4 in Year 12.

ATAR BUSINESS MANAGEMENT & ENTERPRISE – Year 12

INTRODUCTION

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.

MINIMUM REQUIREMENTS

Students who select this course in Year 11 will study Economics Units 3 and 4 in Year 12.

	Description and content
Unit 3	The focus of this unit is on strategic international business growth. The unit explores the need for global expansion and change management. It also addresses the opportunities provided by the global environment and the factors that drive international business development.
Unit 4	The focus of this unit is on global business operations. The unit explores how businesses operate strategically and examines the features and traits of successful management. It addresses the significance of strategic planning and the concept of competitive advantage.

Assessment	Course levy	Course code
• 40% research • 30% responses • 30% examinations	• included in tuition fees	• ATBME

ATAR MODERN HISTORY – Year 11

INTRODUCTION

The Modern History course enables students to study the forces that have shaped today's world and provides them with a broader and deeper comprehension of the world in which they live. While its focus is on the 20th century, the course refers back to formative changes from the late 18th century onwards and encourages students to make connections with the changing world of the 21st century.

MINIMUM REQUIREMENTS

Students should have achieved at least a **C** grade in HASS and at least a **C** grade in English.

	Description and content
Unit 1	**Unit 1 – Understanding the modern world** 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. **Context:** Meiji Restoration (1868-1912) (The fall of the Tokugawa shogunate, political, military, economic, and social transformation in Japan, significant events and changes, and the impact on international relations and foreign policy in Japan).
Unit 2	**Unit 2 – Movements for change in the 20th century** This unit examines significant movements developed in response to the ideas studied in Unit 1 that brought about change in the modern world and that have been subject to political debate. The unit focuses on the ways in which individuals, groups and institutions challenge authority and transform society. **Context:** Nazism in Germany (1919 – 1945) (nature of Weimar Republic, factors leading to rise of Nazi Party; life under the Nazi regime; support and opposition to Nazism; the Holocaust; role of significant individuals; impact of Nazism after WWII).

Assessment	Course levy	Course code
• Historical inquiry (20%) • Explanation (20–30%) • Source analysis (20–30%) • Examination (30%)	• Course costs are included in tuition fees.	• AEHIM

Students who select this course in Year 11 will study Modern History Units 3 and 4 in Year 12.

ATAR MODERN HISTORY – Year 12

INTRODUCTION

The Modern History course enables students to study the forces that have shaped today's world and gain a greater comprehension of the themes, individuals, movements, events and ideas that have shaped the contemporary world – particularly those that have emerged since World War II and that are central to an understanding of the present.

The course continues development of the historical skills and understandings taught in the Year 7–10 History curriculum and builds on those taught in the Year 11 Modern History course.

MINIMUM REQUIREMENTS

Students should have achieved a **C** grade or above in Year 11 ATAR Modern History.

	Description and content
Unit 3	**Nations in the modern world** This unit examines the characteristics of modern nations in the 20th century; the crises that confronted nations, their responses to these crises and the different paths nations have taken to fulfil their goals. Students study the characteristics of **one** nation. **Context:** Russia and the Soviet Union 1914–1945 (World War I to the end of World War II)
Unit 4	**The modern world since 1945** This unit focuses on the features of the modern world that emerged 1945–2001 & aims to build students' understanding of today's world. (E.g. the nature of various conflicts, regional & international attempts to create peace and security.) Students study **one** of these features, making connections with contemporary events. **Context:** The Changing European World since 1945. (The Cold War – philosophy, flashpoints, and key people.)

Assessment	Course levy	Course code
• Historical inquiry (20%) • Explanation (20%) • Source analysis (20%) • Examination (40%)	• Course costs are included in tuition fees.	• ATHIM

ATAR MATHEMATICS: Applications – Year 11

INTRODUCTION

The Mathematics Applications course focuses on the use of mathematics to solve problems in contexts that involve financial modelling, geometric and trigonometric analysis, graphical and network analysis, and growth and decay in sequences. It also provides opportunities for students to develop systematic strategies based on the statistical investigation process for answering statistical questions that involve analysing univariate and bivariate data, including time series data.

MINIMUM REQUIREMENTS

Students should have achieved a minimum grade of:

- A-grade in Year 10 Intro to Essentials, or
- B-grade in Year 10 Intro to Applications, or
- C-grade in Year 10 Intro to Methods.

	Description and content
Unit 1	Consumer arithmetic reviews the concepts of rate and percentage change in the context of earning and managing money and provides a context for the use of spread sheets. Algebra and matrices continues the Year 7–10 study of algebra and introduces the new topic of matrices. The emphasis of this topic is the symbolic representation and manipulation of information from real-life contexts using algebra and matrices. Shape and measurement extends the knowledge and skills students developed in the Year 7–10 curriculum with the concept of similarity and associated calculations involving simple and compound geometric shapes. The emphasis in this topic is on applying these skills in a range of practical contexts, including those involving three-dimensional shapes.
Unit 2	Univariate data analysis and the statistical investigation process develop students' ability to organise and summarise univariate data in the context of conducting a statistical investigation. Applications of trigonometry extends students' knowledge of trigonometry to solve practical problems involving non-right-angled triangles in both two and three dimensions, including problems involving the use of angles of elevation and depression and bearings in navigation. Linear equations and their graphs uses linear equations and straight-line graphs, as well as linear-piece-wise and step graphs, to model and analyse practical situations.

Assessment	Course levy	Course code
• Response (40%) • Investigation (20%) • Examination (40%)	• Course costs are included in tuition fees.	• AEMAA

Students who select this course in Year 11 will study Mathematical Applications Units 3 and 4 in Year 12.

ATAR MATHEMATICS: Applications – Year 12

INTRODUCTION

The Mathematics Applications course focuses on the use of mathematics to solve problems in contexts that involve financial modelling, geometric and trigonometric analysis, graphical and network analysis, and growth and decay in sequences. It also provides opportunities for students to develop systematic strategies based on the statistical investigation process for answering statistical questions that involve analysing univariate and bivariate data, including time series data.

MINIMUM REQUIREMENTS

Students should have achieved a C-grade or above in Year 11 ATAR Mathematics Applications or have completed Year 11 Mathematics Methods.

	Description and content
Unit 3	Bivariate data analysis introduces students to some methods for identifying, analysing and describing associations between pairs of variables, including using the least-squares method as a tool for modelling and analysing linear associations. The content is to be taught within the framework of the statistical investigation process. Growth and decay in sequences employs recursion to generate sequences that can be used to model and investigate patterns of growth and decay in discrete situations. These sequences find application in a wide range of practical situations, including modelling the growth of a compound interest investment, the growth of a bacterial population, or the decrease in the value of a car over time. Sequences are also essential to understanding the patterns of growth and decay in loans and investments that are studied in detail in Unit 4. Graphs and networks introduces students to the language of graphs and the way in which graphs, represented as a collection of points and interconnecting lines, can be used to analyse everyday situations, such as a rail or social network.
Unit 4	Time series analysis continues students' study of statistics by introducing them to the concepts and techniques of time series analysis. The content is to be taught within the framework of the statistical investigation process. Loans, investments and annuities aims to provide students with sufficient knowledge of financial mathematics to solve practical problems associated with taking out or refinancing a mortgage and making investments. 'Networks and decision mathematics' uses networks to model and aid decision making in practical situations.

Assessment	Course levy	Course code
• Response (40%) • Investigation (20%) • Examination (40%)	• Course costs are included in tuition fees.	• ATMAA

ATAR MATHEMATICS: Methods – Year 11

INTRODUCTION

The Mathematics Methods course focuses on the use of calculus and statistical analysis. The study of calculus provides a basis for understanding rates of change in the physical world, and includes the use of functions, their derivatives and integrals, in modelling physical processes. The study of statistics develops students' ability to describe and analyse phenomena that involve uncertainty and variation.

MINIMUM REQUIREMENTS

Students should have achieved a minimum grade of:

- A-grade in Year 10 Intro to Applications, or
- B-grade in Year 10 Intro to Methods.

	Description and content
Unit 1	Review of the basic algebraic concepts and techniques required for a successful introduction to the study of functions and calculus. Simple relationships between variable quantities are reviewed, and these are used to introduce the key concepts of a function and its graph. The study of probability and statistics begins in this unit with a review of the fundamentals of probability, and the introduction of the concepts of conditional probability and independence. The study of the trigonometric functions begins with a consideration of the unit circle using degrees and the trigonometry of triangles and its application. Radian measure is introduced, and the graphs of the trigonometric functions are examined and their applications in a wide range of settings are explored.
Unit 2	Exponential functions are introduced and their properties and graphs examined. Arithmetic and geometric sequences and their applications are introduced and their recursive definitions applied. Rates and average rates of change are introduced and this is followed by the key concept of the derivative as an 'instantaneous rate of change'. These concepts are reinforced numerically (by calculating difference quotients), geometrically (as slopes of chords and tangents), and algebraically. This first calculus topic concludes with derivatives of polynomial functions, using simple applications of the derivative to sketch curves, calculate slopes and equations of tangents, determine instantaneous velocities, and solve optimisation problems.

Assessment	Course levy	Course code
• Response (40%) • Investigation (20%) • Examination (40%)	• Course costs are included in tuition fees.	• AEMAM

Students who select this course in Year 11 will study Mathematics Methods Units 3 and 4 in Year 12.

ATAR MATHEMATICS: Methods – Year 12

INTRODUCTION

The Mathematics Methods course focuses on the use of calculus and statistical analysis. The study of calculus provides a basis for understanding rates of change in the physical world, and includes the use of functions, their derivatives and integrals, in modelling physical processes. The study of statistics develops students' ability to describe and analyse phenomena that involve uncertainty and variation.

MINIMUM REQUIREMENTS

Students should have achieved a C-grade or above in Year 11 ATAR Mathematics Methods.

	Description and content
Unit 3	The study of calculus continues by introducing the derivatives of exponential and trigonometric functions and their applications, as well as some basic differentiation techniques and the concept of a second derivative, its meaning and applications. The aim is to demonstrate to students the beauty and power of calculus and the breadth of its applications. The unit includes integration, both as a process that reverses differentiation and as a way of calculating areas. The fundamental theorem of calculus as a link between differentiation and integration is emphasised. Discrete random variables are introduced, together with their uses in modelling random processes involving chance and variation. The purpose here is to develop a framework for statistical inference.
Unit 4	The logarithmic function and its derivative are studied. Continuous random variables are introduced and their applications examined. Probabilities associated with continuous distributions are calculated using definite integrals. In this unit, students are introduced to one of the most important parts of statistics, namely, statistical inference, where the goal is to estimate an unknown parameter associated with a population using a sample of that population. In this unit, inference is restricted to estimating proportions in two-outcome populations. Students will already be familiar with many examples of these types of populations.

Assessment	Course levy	Course code
• Response (40%) • Investigation (20%) • Examination (40%)	• Course costs are included in tuition fees.	• ATMAM

ATAR MATHEMATICS: Specialist – Year 11

INTRODUCTION

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

MINIMUM REQUIREMENTS

Students should have achieved an **A**-grade in Year 10 Intro to Methods.

	Description and content
Unit 1	This unit contains three topics: Combinatorics, Vectors in the plane, and Geometry that complement the content of the Mathematical Methods ATAR course. The proficiency strand, Reasoning, of the Year 7–10 curriculum is continued explicitly in Geometry through a discussion of developing mathematical arguments. While these ideas are illustrated through deductive Euclidean geometry in this topic, they recur throughout all topics in the Mathematics Specialist ATAR course.
Unit 2	This unit contains three topics: Trigonometry, Matrices, and Real and complex numbers. Trigonometry contains techniques that are used in other topics in both this unit and Unit 3. Real and complex numbers provides a continuation of students' study of numbers, and the study of complex numbers is continued in Unit 3. This topic also contains a section on proof by mathematical induction. The study of Matrices is undertaken, including applications to linear transformations of the plane.

Assessment	Course levy	Course code
• Response (40%) • Investigation (20%) • Examination (40%)	• Course costs are included in tuition fees.	• AEMAS

Students who select this course in Year 11 will study Mathematics Specialist Units 3 and 4 in Year 12.

ATAR Mathematics: Specialist – Year 12

INTRODUCTION

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

MINIMUM REQUIREMENTS

Students should have achieved a C-grade or above in Year 11 Mathematics Specialist.

	Description and content
Unit 3	The Cartesian form of complex numbers was introduced in Unit 2, and in Unit 3, the study of complex numbers is extended to the polar form. The study of functions and techniques of calculus begun in the Mathematics Methods ATAR course is extended and utilised in the sketching of graphs and the solution of problems involving integration. The study of vectors begun in Unit 1, which focused on vectors in one- and two-dimensional space, is extended in Unit 3 to three-dimensional vectors, vector equations and vector calculus, with the latter building on students' knowledge of calculus from the Mathematics Methods ATAR course. Cartesian and vector equations, together with equations of planes, enables students to solve geometric problems and to solve problems involving motion in three-dimensional space.
Unit 4	In this unit, the study of differentiation and integration of functions is continued, and the techniques developed from this and previous topics in calculus are applied to the area of simple differential equations, in particular in biology and kinematics. These topics serve to demonstrate the applicability of the mathematics learnt throughout this course. Also in this unit, all of the students' previous experience in statistics is drawn together in the study of the distribution of sample means. This is a topic that demonstrates the utility and power of statistics.

Assessment	Course levy	Course code
• Response (40%) • Investigation (20%) • Examination (40%)	• Course costs are included in tuition fees.	• ATMAS

ATAR CHEMISTRY – Year 11

INTRODUCTION

The Chemistry course develops students' understanding of the key chemical concepts and models of structure, bonding, and chemical change including the role of chemical, electrical and thermal energy. Students learn how models of structure and bonding enable chemists to predict properties and reactions and to adapt these for particular purposes. Studying Chemistry provides students with a suite of skills and understandings that are valuable to a wide range of further study pathways and careers including those in forensic science, environmental science, engineering, medicine, dentistry, pharmacy, and sports science.

MINIMUM REQUIREMENTS

Minimum of an **B** in Science (or above 70% in relevant Science Topic) and a **C** in Mathematics.

	Description and content
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.

Assessment	Course levy	Course code
• Science Inquiry (25%) • Extended response (10%) • Test (15%) • Examination (50%)	• Course costs are included in tuition fees.	• AECHE

Students who select this course in Year 11 will study Chemistry Units 3 and 4 in Year 12.

ATAR CHEMISTRY – Year 12

INTRODUCTION

The Chemistry course develops students' understanding of the key chemical concepts and models of structure, bonding, and chemical change, including the role of chemical, electrical and thermal energy. Students learn how models of structure and bonding enable chemists to predict properties and reactions and to adapt these for particular purposes. It provides students with an essential background if they are choosing to study any of the sciences at a tertiary level.

MINIMUM REQUIREMENTS

Students should have achieved a **C** grade or above in Year 11 ATAR Chemistry.

	Description and content
Unit 3	**Equilibrium, acids and bases, and redox reactions** Students investigate the concept of reversibility of reactions and the dynamic nature of equilibrium in chemical systems; contemporary models of acid-base behaviour that explain their properties and uses; and the principles of oxidation and reduction reactions, including the generation of electricity from electrochemical cells.
Unit 4	**Organic chemistry and chemical synthesis** Students develop their understanding of the relationship between the structure, properties and chemical reactions of different organic functional groups. Students also investigate the process of chemical synthesis to form useful substances and products and the need to consider a range of factors in the design of these processes.

Assessment

- Science Inquiry (20%)
- Extended response (10%)
- Test (20%)
- Examination (50%)

Course levy

- Course costs are included in tuition fees.

Course code

- ATCHE

ATAR HUMAN BIOLOGY – Year 11

INTRODUCTION

Human Biology is valuable for a variety of career paths. The course content deals directly and indirectly with many different occupations in fields such as science education, medical and paramedical fields, food and hospitality, childcare, sport and social work. Appreciation of the range and scope of such professions broadens students horizons and enables them to make informed choices. Human Biology covers a wide range of ideas relating to the functioning human. Students learn about themselves, relating structure to function and how integrated regulation allows individuals to survive in a changing environment. They research new discoveries that are increasing our understanding of the causes of dysfunction, which can lead to new treatments and preventative measures.

MINIMUM REQUIREMENTS

Minimum of a **B** grade in Science (or above 70% in relevant Science Topic) and a **C** grade in English or EaL/D.

	Description and content
Unit 1	**The functioning human body** This unit looks at how human structure and function supports cellular metabolism and how lifestyle choices affect body functioning.
Unit 2	**Reproduction and inheritance** This unit provides opportunities to explore, in more depth, the mechanisms of transmission of genetic materials to the next generation, the role of males and females in reproduction and how interactions between genetics and the environment influence early development. The cellular mechanisms for gamete production and zygote formation contribute to human diversity. Meiosis and fertilisation are important in producing new genetic combinations.

Assessment

- Science Inquiry (20%)
- Extended response (15%)
- Tests (25%)
- Examinations (40%)

Course levy

- Course costs are included in tuition fees.

Course code

- AEHBY

Students who select this course in Year 11 will study Human Biology Units 3 and 4 in Year 12.

ATAR HUMAN BIOLOGY – Year 12

INTRODUCTION

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

MINIMUM REQUIREMENTS

Students should have achieved a **C** grade or above in Year 11 ATAR Human Biology.

	Description and content
Unit 3	**Homeostasis and disease** Content: This unit explores the nervous and endocrine systems and the mechanisms that help maintain the systems of the body to function within normal range, and the body's immune responses to invading pathogens.
Unit 4	**Human variation and evolution** Content: This unit explores the variations in humans, their changing environment and evolutionary trends in hominids.

Assessment

- Science inquiry (10%)
- Extended response (15%)
- Tests (25%)
- Examinations (50%)

Course levy

- Course costs are included in tuition fees
- Zoo Excursion – included in tuition fees
- Perkins Institute excursion – cost to be covered by student (TBA)

Course code

- ATHBY

ATAR PHYSICS – Year 11

INTRODUCTION

The Physics course provides a foundation in physics knowledge, understanding and skills for those students who wish to pursue tertiary study in science, engineering, medicine and technology.

MINIMUM REQUIREMENTS

Minimum of a **B** in Science (or above 70% in relevant Science Topic) and a **C** in Mathematics.

	Description and content
Unit 1	**Thermal, nuclear and electrical physics** An understanding of heating processes, nuclear reactions and electricity is essential to appreciate how global energy needs are met. In this unit, students explore the ways physics is used to describe, explain and predict the energy transfers and transformations that are pivotal to modern industrial societies. Students investigate heating processes, apply the nuclear model of the atom to investigate radioactivity, and learn how nuclear reactions convert mass into energy. They examine the movement of electrical charge in circuits and use this to analyse, explain and predict electrical phenomena.
Unit 2	**Linear motion and waves** Students develop an understanding of motion and waves which can be used to describe, explain and predict a wide range of phenomena. Students describe linear motion in terms of position and time data, and examine the relationships between force, momentum and energy for interactions in one dimension. Students investigate common wave phenomena, including waves on springs, and water, sound and earthquake waves.

Assessment	Course levy	Course code
• Science inquiry (30%) • Tests (30%) • Exams (40%)	• Course costs are included in tuition fees • Excursion to Adventure World – cost to be covered by student (TBA)	• AEPHY

Students who select this course in Year 11 will study Physics Units 3 and 4 in Year 12.

ATAR PHYSICS – Year 12

INTRODUCTION

Studying Physics provides students with a suite of skills and understandings that are valuable to a wide range of further study pathways and careers. Studying physics will enable students to become citizens who are better informed about the world around them and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues. The Physics ATAR course will also provide a foundation in physics knowledge, understanding and skills for those students who wish to pursue tertiary study in science, engineering, medicine and technology.

MINIMUM REQUIREMENTS

Students should have achieved a **C** grade or above in Year ATAR 11 Physics.

	Description and content
Unit 3	**Gravity and electromagnetism** In this unit, students develop a deeper understanding of motion and its causes by using Newton's Laws of Motion and the gravitational field model to analyse motion on inclined planes, the motion of projectiles, and satellite motion. They investigate electromagnetic interactions and apply this knowledge to understand the operation of direct current motors, direct current (DC) and alternating current (AC) generators, transformers, and AC power distribution systems. Students also investigate the production of electromagnetic waves.
Unit 4	**Revolutions in modern physics** In this unit, students examine observations of relative motion, light and matter that could not be explained by existing theories, and investigate how the shortcomings of existing theories led to the development of the special theory of relativity and the quantum theory of light and matter. Students evaluate the contribution of the quantum theory of light to the development of the quantum theory of the atom, and examine the Standard Model of particle physics and the Big Bang theory.

Assessment	Course levy	Course code
• Science inquiry (20%) • Tests (30%) • Exams (50%)	• Course costs are included in tuition fees	• ATPHY

ATAR PSYCHOLOGY – Year 11

INTRODUCTION

Psychology is the scientific study of how people think, feel and behave. It is an evidence-based discipline that follows the principles of scientific inquiry to explore human cognition, behaviour and thought. Through the study of psychology, students will be introduced to a variety of psychological theories, studies, models and concepts that exist simultaneously and continue to evolve in a variety of contexts. This course is designed to integrate the understanding of the principles of science inquiry, the acquisition of psychological knowledge and the application of both in an enjoyable and contemporary way. The study of psychology is relevant to further studies in the health professions, education, human resources, social sciences, sales, media, marketing and management.

MINIMUM REQUIREMENTS

Minimum of a **B grade** in Science and a **C grade** in English or EaL/D.

	Description and content
Unit 1	Students learn the basic structure of the central nervous system and some effects of this structure on the way humans think, feel and behave. They are introduced to several methods used to study the brain. The unit introduces lifespan psychology with a key focus on adolescent development. Students have the opportunity to understand the impact of developmental change on human thoughts, feelings and behaviours. They extend their understanding of developmental processes through learning the role of attachment and identifying stages of development according to specified theorists. Science inquiry skills developed during Year 7–10 Science are further developed in this unit as students apply these skills to understanding and analysing psychological studies.
Unit 2	This unit focuses on the influence of others on human behaviour, cognition and emotion. Students explore the function and effect of attitudes and apply the tripartite model of attitude structure to develop a more complex understanding. Students explore theories of cognitive dissonance, social identity and attribution with reference to relevant psychological studies, and apply these theories to real-world experiences. Students learn the role of stereotypes and the relationship between attitudes, prejudice and discrimination in a range of areas. They learn about the relationship between social influence and the development of prosocial and antisocial behaviours. Students extend their understanding of Science inquiry and the way psychological knowledge develops over time and in response to ongoing research.

Assessment	Course levy	Course code
• Student inquiry (30%) • Response (40%) • Examination (30%)	• Course costs are included in tuition fees	• AEPSY

Students who select this course in Year 11 will study Psychology Units 3 and 4 in Year 12.

ATAR PSYCHOLOGY – Year 12

INTRODUCTION

Psychology is the scientific study of how people think, feel and behave. It is an evidence-based discipline that follows the principles of scientific inquiry to explore human cognition, behaviour and thought. Through the study of psychology, students will be introduced to a variety of psychological theories, studies, models and concepts that exist simultaneously and continue to evolve in a variety of contexts. This course is designed to integrate the understanding of the principles of science inquiry, the acquisition of psychological knowledge and the application of both in an enjoyable and contemporary way. The study of psychology is relevant to further studies in the health professions, education, human resources, social sciences, sales, media, marketing and management.

MINIMUM REQUIREMENTS

Students should have achieved a **C** grade or above in Year 11 ATAR Psychology.

	Description and content
Unit 3	In this unit, students learn the roles of sensation, perception and attention in memory. They further develop understanding of memory by applying models, understanding how specific structures of the brain affect memory, and learning about some of the processes associated with memory and forgetting. Theories of learning, including classical conditioning, operant conditioning and social learning theory, are explored in the context of key studies. Students apply learning theories in behaviour modification to real-world contexts. Science inquiry skills are further developed in this unit, as is the understanding that psychological knowledge develops over time and in response to ongoing research.
Unit 4	This unit uses analysis of theories and models associated with motivation and wellbeing to establish psychological understandings of these concepts. It introduces some elements of the relationships between stress, sleep and wellbeing. Students learn psychological models and techniques to improve wellbeing in these contexts. The unit emphasises the role and relevance of Science inquiry, where the psychological research is applied to contemporary concerns.

Assessment

- Science Inquiry (20%)
- Response (40%)
- Examination (40%)

Course levy

- Course costs are included in tuition fees

Course code

- ATPSY

SECTION C

General Courses

GENERAL RELIGION AND LIFE – Year 11

INTRODUCTION

The Religion and Life General course provides students with opportunities to learn about religion and explores the relationships between religion, society and individuals. It examines the nature of religion and how it offers individuals and their communities an understanding of the world around them. Students develop an understanding of ways in which people discover, understand and express their religious beliefs. They explore one or more religions and investigate the characteristics of religion, origins, foundations, cultural influences and development over time. They analyse the role religion has played in human affairs and explore issues of concern to religion. Through the Religion and Life General course, students learn skills that will enable them to understand the role religion plays in society and in the lives of people. They use a range of primary and secondary sources and employ a variety of methods to investigate information. These methods include research, observation, analysis, and discussion.

MINIMUM REQUIREMENTS

This course must be studied by students selecting the General pathway. ATAR pathway students may also select this course.

	Description and content
Unit 1	The focus of this unit is religion as a human activity. It explores how people search for meaning in life and the characteristics of religion. Students conduct research and develop the skills required for processing information and communicating findings about religion and life. Content: The nature of religion, the influence of religion and Religious inquiry and learning skills.
Unit 2	The focus of this unit is the role religion plays in society. It considers the responses offered by religion to issues that exist in society. Students conduct research and develop the skills required for processing information and communicating findings about religion and life. Content: The nature of religion, the influence of religion and Religious inquiry and learning skills.

Assessment	Course levy	Course code
• Investigation (40%) • Explanation (30%) • Source Analysis (30%)	• Course costs are included in tuition fees.	• GEREL

Students who select this course in Year 11 will study Religion and Life Units 3 and 4 in Year 12.

GENERAL RELIGION AND LIFE – Year 12

INTRODUCTION

The Religion and Life General course provides students with opportunities to learn about religion and explores the relationships between religion, society and individuals. It examines the nature of religion and how it offers individuals and their communities an understanding of the world around them. Students develop an understanding of ways in which people discover, understand and express their religious beliefs. They explore one or more religions and investigate the characteristics of religion, origins, foundations, cultural influences and development over time. They analyse the role religion has played in human affairs and explore issues of concern to religion. Through the Religion and Life General course, students learn skills that will enable them to understand the role religion plays in society and in the lives of people. They use a range of primary and secondary sources and employ a variety of methods to investigate information. These methods include research, observation, analysis, and discussion.

MINIMUM REQUIREMENTS

This course must be studied by students selecting the General pathway. ATAR pathway students may also select this course.

	Description and content
Unit 3	The focus of this unit is the role religion plays in the lives of people. It explores how people interact with and respond to religion. Students consolidate the skills required for conducting an inquiry, processing information and communicating findings about religion and life. Content: The nature of religion, the influence of religion and Religious inquiry and learning skills.
Unit 4	The focus for this unit is the interplay between religion and life. Students explore how religion responds to and interacts with issues that arise within society. They further develop research skills for conducting an inquiry, processing information and communicating findings about the interplay between religion and life. Content: The nature of religion, the influence of religion and Religious inquiry and learning skills.

Assessment

- Investigation (25%)
- Explanation (30%)
- Source Analysis (30%)
- Externally set task (15%)

Course levy

- Course costs are included in tuition fees.

Course code

- GTREL

FOUNDATION RELIGION AND LIFE – Year 11

INTRODUCTION

The Religion and Life Foundation course focuses on the development of literacy and numeracy skills within a religion and life context. This course is for students who have not demonstrated the literacy standard in the OLNA. The course enables students to engage with information, ideas and issues associated with religion in the lives of individuals and society, and to communicate their understanding.

MINIMUM REQUIREMENTS

Students who have not demonstrated the minimum standard in the literacy component of the Online Literacy and Numeracy Assessment (OLNA) are eligible to enroll in the Religion and Life Foundation course.

	Description and content
Unit 1	The focus of this unit is the experience of religion. It explores a foundational understanding of religion, and the experiences people have of religion. The course content is divided into three content areas: • Religious inquiry and learning skills • People and religion • Religion and society. Learning in each unit is guided by a range of literacy, numeracy and interpersonal skills relevant to a study of religion and life.
Unit 2	The focus of this unit is the place of religion in the lives of people. It explores the place of religion within the lives of people and within society. The course content is divided into three content areas: • Religious inquiry and learning skills • People and religion • Religion and society. Learning in each unit is guided by a range of literacy, numeracy and interpersonal skills relevant to a study of religion and life.

Assessment	Course levy	Course code
• Investigation (30%) • Explanation (40%) • Source Analysis (30%)	• Course costs are included in tuition fees.	• FEREL

GENERAL DRAMA – Year 11

INTRODUCTION

The Drama General course focuses on drama in practice and aesthetic understanding as students integrate their knowledge and skills. They engage in drama processes such as improvisation, play building, text interpretation, playwriting and dramaturgy. This allows them to create original drama and interpret a range of texts written or devised by others by adapting the theoretical approaches of drama practitioners like Stanislavski and Brecht. Students' work in this course includes production and design aspects involving directing, scenography, costumes, props, promotional materials, and sound and lighting. Increasingly, students use new technologies, such as digital sound and multimedia. They present drama to make meaning for a range of audiences and adapt their drama to suit different performance settings. The focus in this course is primarily on ensemble performance and team work.

MINIMUM REQUIREMENTS

It is recommended that students have studied Drama in lower school (Year 9-10).

	Description and content
Unit 1	The focus of this unit is **dramatic storytelling**. Students engage with the skills, techniques**,** processes and conventions of dramatic storytelling. Students view, read and explore relevant drama works and texts using scripts and/or script excerpts from Australian and/or world sources. **Content:** Drama language: voice and movement, drama processes and the elements of drama, drama forms and styles; contextual knowledge: drama conventions, values, forces and drama practice; production and performance: spaces of performances, design and technologies, management skills and processes; oral and written communication
Unit 2	The focus for this unit is **drama performance events** for an audience other than their class members. In participating in a drama performance event, students work independently and in teams. They apply the creative process of devising and of interpreting Australian and/or world sources to produce drama that is collaborative and makes meaning. **Content:** Drama language: voice and movement, drama processes and the elements of drama, drama forms and styles; contextual knowledge: drama conventions, values, forces and drama practice; production and performance: spaces of performances, design and technologies, management skills and processes; oral and written communication

Assessment	Course levy	Course code
• Performance/Production (70%) • Response (30%)	• Course costs are included in tuition fees.	• GEDRA

Students who select this course in Year 11 will study Drama Units 3 and 4 in Year 12.

GENERAL DRAMA – Year 12

INTRODUCTION

The Drama General course focuses on drama in practice and aesthetic understanding as students integrate their knowledge and skills. They engage in drama processes such as improvisation, play building, text interpretation, playwriting and dramaturgy. This allows them to create original drama and interpret a range of texts written or devised by others by adapting the theoretical approaches of drama practitioners like Stanislavski and Brecht. Students' work in this course includes production and design aspects involving directing, scenography, costumes, props, promotional materials, and sound and lighting. Increasingly, students use new technologies, such as digital sound and multimedia. They present drama to make meaning for a range of audiences and adapt their drama to suit different performance settings. The focus in this course is primarily on ensemble performance and team work.

MINIMUM REQUIREMENTS

Students should have completed the Year 11 General Drama course.

	Description and content
Unit 3	The focus for this unit is **representational, realist drama**. Students explore techniques of characterisation through different approaches to group-based text interpretation, particularly those based on the work of Stanislavski and others. In this unit, students will research and collaboratively workshop, interpret, perform and produce texts in forms and styles related to representational, realistic drama that educate and present perspectives. **Content:** Drama language: voice and movement, drama processes and the elements of drama, drama forms and styles; contextual knowledge: drama conventions, values, forces and drama practice; production and performance: spaces of performances, design and technologies, management skills and processes; oral and written communication
Unit 4	The focus of this unit is **presentational, non-realist drama**. Students explore techniques of role and/or character through different approaches to group-based text interpretation, particularly those based on the work of Brecht and others. In this unit, students will research and collaboratively workshop, interpret and perform drama texts related to presentational, non-realistic drama that challenge and question perspectives. **Content:** Drama language: voice and movement, drama processes and the elements of drama, drama forms and styles; contextual knowledge: drama conventions, values, forces and drama practice; production and performance: spaces of performances, design and technologies, management skills and processes; oral and written communication

Assessment

- Performance/Production (55%)
- Response (30%)
- Externally Set Task (15%)

Course levy

- Course costs are included in tuition fees.

Course code

- GTDRA

GENERAL MEDIA PRODUCTION AND ANALYSIS – Year 11

INTRODUCTION

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

MINIMUM REQUIREMENTS

It is recommended that students have studied Media in lower school (Year 9-10).

	Description and content
Unit 1	The focus for this unit is on the **mass media.** Within this broad focus, students reflect on their own use of the media, common representations, including the examination of characters, stars and stereotypes and the way media is constructed and produced. Students are introduced to the languages of the media, learning how codes and conventions are used to construct representations within narratives. They examine the media that surrounds them and consider how audiences interpret media representations of people and their associated values. Students analyse, view, listen to and interact with common media work from their everyday use. They also generate ideas and, with the assistance of their teachers, learn the basic production skills and processes as they apply their knowledge and creativity in their productions.
Unit 2	The focus for this unit is on **point of view**, a concept that underpins the construction of all media work. In this unit, students will be introduced to the concept and learn how a point of view can be constructed. They will analyse media work and construct a point of view in their own productions. Within this broad focus, students have the opportunity to choose from a range of media genres and styles and examine ways in which information and specific codes, conventions and techniques are selected and used to present a particular point of view. In contexts related to point of view, students analyse, view, listen to and interact with media work in commercial and non-commercial media. They learn about production processes and some of the controls that influence decision making in media production. Students develop strategies and production skills when creating their own media work.

Assessment	Course levy	Course code
• Production (70%) • Response (30%)	• Course costs are included in tuition fees.	• GEMPA

Students who select this course in Year 11 will study Media Production and Analysis Units 3 and 4 in Year 12.

GENERAL MEDIA PRODUCTION AND ANALYSIS – Year 12

INTRODUCTION

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

Digital technologies have had an impact on and extended the capacity that the media play in all Australian lives. Through new technologies, the role of the audience has shifted from a passive consumer to a more active participant, shaping the media through interaction and more accessible modes of production and dissemination of media work. Students' interaction and opportunity to use technologies enables them to engage with current media and adapt to evolving media platforms.

MINIMUM REQUIREMENTS

Students should have completed the Year 11 General Media Course.

	Description and content
Unit 3	The focus for this unit is on **entertainment**. Within this broad focus, teachers select learning contexts interesting to students and build upon the informal understandings they have already acquired. Students expand their understanding of media languages, learning how codes and conventions are used to construct entertainment media. They examine the process of representation and the way values are constructed in media work. Students consider how the experiences of audiences influence their responses to media and how media work is shaped by the production context and through the production process. Students analyse, view, listen to and interact with interesting and relevant media work. They also generate ideas and learn production skills and processes as they apply their knowledge and creativity in their productions.
Unit 4	The focus for this unit is on **representation and reality**. Representation is the act of re-presenting or constructing identities, places or ideas based on shared values and understandings. Students will consider different types of representations and how they relate to the construction of reality within media work. Within this broad focus, students have the opportunity to choose from a range of media genres and styles and examine ways in which codes, conventions and techniques are used to dramatise and re-present reality while at the same time engaging and informing audiences. In contexts related to representation and reality, students analyse, view, listen and interact with a variety of media work. They learn about production controls, constraints and responsibilities. Students continue to develop strategies and production skills when creating their own media work.

Assessment	Course levy	Course code
• Production (60%) • Response (25%) • EST (15%)	• Course costs are included in tuition fees.	• GTMPA

GENERAL VISUAL ART – Year 11

INTRODUCTION

The Visual Arts General course encompasses the practice and theory of the broad areas of art, craft and design. Students have opportunities to express their imagination and develop personal imagery, skills and engage in the making and presentation of artworks. They develop aesthetic understandings and a critical awareness that assists them to appreciate, and make, informed evaluations of art.
This course places value on divergence, uniqueness and individuality. It assists students to value and develop confidence in their own creative abilities and to develop a greater understanding of their environment, community and culture. The Visual Arts General course engages students in a process that helps them develop motivation, self-esteem, discipline, collaborative practice and resilience, all of which are essential life skills. Enterprise and initiative are recognised and encouraged.

MINIMUM REQUIREMENTS

It is recommended that students have completed Art in Year 9 or 10.

	Description and content
Unit 1	The focus for Unit 1 is **experiences**. Students base art making and interpretation on their lives and personal experiences, observations of the immediate environment, events and/or special occasions. **Content:** Art making: inquiry, visual language, visual influence, art forms, media and techniques, art practice, presentation, reflection; Art interpretation: visual analysis, personal response, meaning and purpose, social, cultural and historical contexts.
Unit 2	The focus for Unit 2 is **explorations**. Students explore ways to generate and develop ideas using a variety of stimulus materials and explorations from their local environment in their art making and interpretation. **Content:** Art making: inquiry, visual language, visual influence, art forms, media and techniques, art practice, presentation, reflection; Art interpretation: visual analysis, personal response, meaning and purpose, social, cultural and historical contexts.

Assessment	Course levy	Course code
• Production (70%) • Analysis (15%) • Investigation (15%)	• Course costs are included in tuition fees.	• GEVAR

Students who select this course in Year 11 will study Visual Arts Units 3 and 4 in Year 12.

GENERAL VISUAL ART – Year 12

INTRODUCTION

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

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

MINIMUM REQUIREMENTS

Students should have achieved at a **C** grade or above in Year 11 General Visual Art.

	Description and content
Unit 3	The focus for this unit is **inspirations**. Students become aware that artists gain inspiration and generate ideas from diverse sources, including what is experienced, learned about, believed in, valued, imagined or invented. **Content:** Art making: inquiry, visual language, visual influence, art forms, media and techniques, art practice, presentation, reflection; Art interpretation: visual analysis, personal response, meaning and purpose, social, cultural and historical contexts.
Unit 4	The focus for this unit is **investigations**. Students explore and develop ideas through the investigation of different artists, art forms, processes and technologies. **Content:** Art making: inquiry, visual language, visual influence, art forms, media and techniques, art practice, presentation, reflection; Art interpretation: visual analysis, personal response, meaning and purpose, social, cultural and historical contexts.

Assessment	Course levy	Course code
• Production (65%) • Analysis (10%) • Investigation (10%) • Externally Set Task (15%)	• Course costs are included in tuition fees.	• GTVAR

FOUNDATION ENGLISH – Year 11

INTRODUCTION

The English Foundation course aims to develop students' skills in reading, writing, viewing, speaking and listening in work, learning, community and everyday personal contexts. Such development involves an improvement in English literacy where literacy is defined broadly to include reading ability, verbal or spoken literacy, the literacy involved in writing, and visual literacy. Students undertaking this course will develop skills in the use of functional language conventions, including spelling, punctuation and grammar. Sound literacy skills are required for comprehending and producing texts; for communicating effectively in a learning or working environment, within a community or for self-reflection; and for establishing one's sense of individual worth.

MINIMUM REQUIREMENTS

Students who have not demonstrated the minimum standard in the literacy component of the Online Literacy and Numeracy Assessment (OLNA) are eligible to enrol in the English Foundation course.

	Description and content
Unit 1	By the end of this unit, students will: • develop skills in functional literacy, including appropriate spelling, punctuation and grammar. • develop skills in reading (understanding, comprehending, interpreting, analysing) texts for work, learning, community and/or everyday personal contexts • develop skills in producing (constructing, creating, writing) texts for work, learning, community and/or everyday personal contexts • develop skills in speaking and listening for work, learning, community and everyday personal contexts
Unit 2	By the end of this unit, students will: • develop skills in functional literacy, including appropriate spelling, punctuation and grammar. • develop skills in reading (understanding, comprehending, interpreting, analysing) texts for work, learning, community and/or everyday personal contexts • develop skills in producing (constructing, creating, writing) texts for work, learning, community and/or everyday personal contexts • develop skills in speaking and listening for work, learning, community and everyday personal contexts

Assessment	Course levy	Course code
• Reading (35%) • Writing (35%) • Oral Communication (30%)	• Course costs are included in tuition fees. • Excursions may incur an additional cost.	• FEENG

Students who select this course in Year 11 will study English: Foundations Units 3 and 4 in Year 12 if they have not yet demonstrated the minimum standard for Reading and Writing via the OLNA. Students who have demonstrated the minimum standard will move into English: General.

FOUNDATION ENGLISH – Year 12

INTRODUCTION

The English Foundation course aims to develop students' skills in reading, writing, viewing, speaking and listening in work, learning, community and everyday personal contexts. Such development involves an improvement in English literacy where literacy is defined broadly to include reading ability, verbal or spoken literacy, the literacy involved in writing, and visual literacy. Students undertaking this course will develop skills in the use of functional language conventions, including spelling, punctuation and grammar. Sound literacy skills are required for comprehending and producing texts; for communicating effectively in a learning or working environment, within a community or for self-reflection; and for establishing one's sense of individual worth.

MINIMUM REQUIREMENTS

Students who have not demonstrated the minimum standard in the literacy component of the Online Literacy and Numeracy Assessment (OLNA) are eligible to enrol in the English Foundation course.

	Description and content
Unit 3	**Literacy for work** Suggested modules include: • becoming workplace ready: writing a job application, preparing for a job interview, addressing selection criteria • workplace structures: likely duties, trade-specific language, toolbox meetings, interpreting instruction manuals, leadership hierarchies • work standards and behaviour: accepted work standards, dress codes, punctuality, ethical behaviour in workplace relations • occupational safety and health: policy documents, accident reports, investigating problems
Unit 4	**Literacy for community participation** Suggested modules include: • attending cultural events (music/arts festivals, markets, tidy days, fun runs): aspects of personal health and safety, legal issues, audience protocols, sense of community, organisation • civic participation: getting on the electoral roll, voting in elections, rights versus duties • supporting your local community: volunteer work, animal shelters, blood donations, Heart Foundation • accessing and utilising organisations: service and support organisations, the Royal Society for the Prevention of Cruelty to Animals (RSPCA), Centrelink, community libraries, Tenants Advice Service, Sexual Assault Resource Centre (SARC), Headspace • participating in a sporting club: playing, supporting, organising

Assessment	Course levy	Course code
• Reading (30%) • Writing (30%) • Oral Communication (25%) • EST (15%)	• Course costs are included in tuition fees. • Excursions may incur an additional cost.	• FEENG

GENERAL ENGLISH – Year 11

INTRODUCTION

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.

MINIMUM REQUIREMENTS

Students must have demonstrated the minimum standard in the Literacy component of the Online Literacy and Numeracy Assessment (OLNA).

	Description and content
Unit 1	Students will focus on comprehending and responding to ideas and information presented in texts. They will learn to interact with others in a range of contexts, including every day, community, social, further education, training and workplace. **Content:** comprehension strategies, language and textual analysis, using information, creating texts and communicating and interacting with others.
Unit 2	Students will focus on interpreting ideas and arguments in a range of texts and contexts. They will consider the purposes and possible audiences of texts and learn to interact effectively in a range of contexts. **Content:** Comprehension strategies, language and textual analysis, using information, creating texts, communicating and interacting with others.

Assessment	Course levy	Course code
• Reading (40-60%) • Creating (40-60%)	• Course costs are included in tuition fees. • Excursions may incur an additional cost.	• GEENG

Students who select this course in Year 11 will study English Units 3 and 4 in Year 12.

GENERAL ENGLISH – Year 12

INTRODUCTION

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.

MINIMUM REQUIREMENTS

Students must have demonstrated the minimum standard in the Literacy component of the Online Literacy and Numeracy Assessment (OLNA).

	Description and content
Unit 3	Students explore attitudes, text structures and language features to understand a text's meaning and purpose. They will learn how to communicate logically, persuasively and imaginatively in different contexts, for different purposes, using a variety of types of texts. **Content:** Comprehension strategies, language and textual analysis, using information, creating texts and communicating and interacting with others.
Unit 4	Students will explore how ideas, attitudes and values are presented by synthesising information from a range of sources to develop independent perspectives. They will construct and clearly express coherent, logical and sustained arguments and demonstrate an understanding of purpose, audience and context. **Content**: Comprehension strategies, language and textual analysis, using information, creating texts and communicating and interacting with others.

Assessment

- Responding (40%)
- Creating (45%)
- Externally set task (15%)

Course levy

- Course costs are included in tuition fees.
- Excursions may incur an additional cost.

Course code

- GTENG

GENERAL EAL/D – Year 11

INTRODUCTION

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.

MINIMUM REQUIREMENTS

EAL/D Progress Map **Level 3**

	Description and content
Unit 1	Unit 1 focuses on responding to and creating extended texts in familiar contexts in SAE. By using the language modes, students engage with familiar and some unfamiliar texts, including literary texts. Language skills for effective communication in SAE in most social, familiar and some community situations are developed. The unit will enable students to create extended oral, written and multimodal texts with a degree of accuracy in structure, language and register. **Content:** Communication skills and strategies, comprehension skills and strategies, language and textual analysis, creating texts.
Unit 2	Unit 2 focuses on responding to and creating connected extended texts in personal, social, community and workplace contexts in SAE. The ability to use SAE language skills to communicate for a range of purposes is evident in the creation of oral, written and multimodal texts required in the workplace and some academic contexts. **Content:** Texts in context, language and textual analysis, engaging and responding, creating texts and reflecting.

Assessment

- Investigation (20-30%)
- Response (20-30%)
- Written (20-30%)
- Oral (15-25%)

Course levy

- Course costs are included in tuition fees.

Course code

- GEELD

Students who select this course in Year 11 will study English as an Additional Language or Dialect Units 3 and 4 in Year 12.

GENERAL EAL/D – Year 12

INTRODUCTION

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.

MINIMUM REQUIREMENTS

EAL/D Progress Map **Level 4**

	Description and content
Unit 3	Unit 3 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. Students explore the relationship between these structures and features and the context, purpose and audience of texts. The unit will enhance students' confidence in creating texts for different purposes and across all language modes in both real and imagined contexts. **Content:** Texts in context, language and textual analysis, engaging and responding, creating texts and reflecting.
Unit 4	Unit 4 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. **Content:** Texts in context, language and textual analysis, engaging and responding, creating texts and reflecting.

Assessment	Course levy	Course code
• Investigation (20%) • Response (20%) • Written (25%) • Oral (20%) • Externally Set Task (15%)	• Course costs are included in tuition fees.	• GTELD

FOUNDATION EAL/D – Year 11

INTRODUCTION

The English as an Additional Language or Dialect (EaL/D) ATAR course focuses on language modes of listening, speaking, reading and viewing, and writing in SAE. In order to achieve competency across these modes students explore and practise the linguistic structures and conventions of SAE, while they develop the sociolinguistic and sociocultural skills that enable them to interact successfully in contexts where SAE is used. At the conclusion of the course, students may access further training, education or employment and achieve their personal goals.

MINIMUM REQUIREMENTS

EAL/D Progress Map **Level 1b**.

	Description and content
Unit 1	This unit focuses on developing communication skills in range of familiar contexts across the language modes of SAE. There is a particular focus on developing oral communication skills. Age-appropriate texts and explicit teaching are used to develop vocabulary, grammar, language learning strategies, and understanding. This includes the comprehension and retrieval of key information from simple familiar texts. The unit will enable students to apply their knowledge and understanding as they create simple texts that express their needs, opinions and ideas. **Content:** Communication skills and strategies, comprehension skills and strategies, language and textual analysis, creating a range of texts.
Unit 2	This unit focuses on continuing to develop communication skills in a range of contexts across the language modes of SAE. Through explicit teaching, the unit focuses on the consolidation of everyday vocabulary and the creation of connected oral, written and multimodal texts. Students respond to age-appropriate texts, and follow models to produce simple texts in informal and rehearsed formal contexts. This unit will enable students to develop strategies for collecting, organising and presenting familiar ideas and simple information. **Content:** Communication skills and strategies, comprehension skills and strategies, language and textual analysis, creating a range of texts.

Assessment	Course levy	Course code
• Response to aural texts (20%) • Production (Oral) (30%) • Response (Oral/written) to written/visual texts (25%) • Production (Written) (25%)	• Course costs are included in tuition fees.	• FEELD

FOUNDATION EAL/D – Year 12

INTRODUCTION

The English as an Additional Language or Dialect (EaL/D) ATAR course focuses on language modes of listening, speaking, reading and viewing, and writing in SAE. In order to achieve competency across these modes students explore and practise the linguistic structures and conventions of SAE, while they develop the sociolinguistic and sociocultural skills that enable them to interact successfully in contexts where SAE is used. At the conclusion of the course, students may access further training, education or employment and achieve their personal goals.

MINIMUM REQUIREMENTS

EAL/D Progress Map **Level 2**

	Description and content
Unit 3	This unit focuses on students responding to and creating cohesive texts in familiar contexts in Standard Australian English. Students engage with familiar and some unfamiliar texts to develop language skills for effective communication in most social, familiar and some community situations. This unit enables students to create oral, written and multimodal texts with a degree of accuaracy in structure, language and register. Strategies for collecting, organising and presenting ideas and information continue to be developed. **Content:** Communication skills and strategies, comprehension skills and strategies, language and textual analysis, creating a range of texts.
Unit 4	This unit focuses on responding to and creating cohesive extended texts in personal, community and workplace contexts in Standard Australian English. The ability to use English language skills to communicate for a range of purposes and audiences is evident in the creation of oral, written and multimodal texts required in the workplace and some academic contexts. Some cultural assumptions are explored and explained through the study of a variety of texts. Strategies for collecting, organising and presenting ideas and information are consolidated. **Content:** Communication skills and strategies, comprehension skills and strategies, language and textual analysis, creating a range of texts.

Assessment

- Response to aural texts (15%)
- Production (Oral) (20%)
- Response (Oral/written) to written/visual texts (25%)
- Production (Written) (25%)
- Externally Set Task (15%)

Course levy

- Course costs are included in tuition fees.

Course code

- FTELD

GENERAL OUTDOOR EDUCATION
Year 11

INTRODUCTION

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

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 plan for outdoor experiences, participate in these experiences and reflect on their involvement.

MINIMUM REQUIREMENTS

C grade in year 10 PE, **C** grade in year 10 ODE – attended year 10 ODE camp is preferred.

	Description and content
Unit 1	Students are encouraged to engage in 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 selected outdoor activities. 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. Practical: Kayaking day trip (two x 1 day trips) Students **must be able to swim 200m in under 5 minutes and tread water for 5 minutes**.
Unit 2	This unit offers the opportunity to engage in a range of outdoor activities that pose challenges and encourage students to step outside their comfort zone. Students consider planning and resource requirements related to extended excursions/short-duration expeditions. 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 the weather are introduced. Conservation, biodiversity and environmental management plans are also introduced. Practical: Navigation, pacing, camp craft, expedition planning Expedition: Bush walking on the Cape to Cape Track (4 days).

Assessment	Additional Course Cost	Course code
• Investigation (25%) • Performance (50%) • Response (25%)	• Approximately $350 (for the year)	• GEOED

Students who select this course in Year 11 will study Outdoor Education Units 3 and 4 in Year 12.

GENERAL OUTDOOR EDUCATION
Year 12

INTRODUCTION

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

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 plan for outdoor experiences, participate in these experiences and reflect on their involvement

MINIMUM REQUIREMENTS

Students should have achieved at a **C** grade or above in Year 11 Outdoor Education and attended one camp and three day trips, as a preference.

	Description and content
Unit 3	Students understand planning and organisational requirements necessary for them to participate in safe, short-duration excursions/expeditions. Students participate in outdoor adventure activities where they develop and improve their technical skills, apply appropriate practices to ensure safe participation, and begin to develop survival skills. Students develop personal skills related to flexibility in coping and adapting to change and in monitoring such things as the elements in an environment, or the participation of individuals in activities and expeditions. Features and relationships in natural environments are examined. Weather components, patterns and forecasting are introduced. Students develop a greater understanding of human interactions with nature, past and present. Sustainability is introduced and local issues are examined. Practical: Swimming at Beatty Park to assess swimming ability and to learn snorkelling skills, snorkel day prior to expedition Expedition: **2 x One Day snorkeling trips**. Students must be able to swim 200m in under 5 minutes and tread water for 5 minutes.
Unit 4	Students consider planning and organisational requirements necessary for them to participate in positive and safe, short-duration excursions/expeditions in selected outdoor activities. Students engage in outdoor activities where they develop and improve their technical skills, and apply appropriate practices to ensure safe participation. They continue to develop navigational skills and respond to an emergency in the outdoors. Students focus on developing commitment, tolerance, resilience, and conflict resolution skills. Students lead briefing and debriefing sessions and appraise their own and others' leadership skills. Students continue to forecast weather and apply strategies to minimise human impact on natural environments. They explore sustainability projects and understand human responsibility for the environment. Practical: Mountain biking lessons and day trip prior to expedition. Expedition: Dwellingup expedition- mountain biking various trails around Dwellingup and part of the Munda Biddi Trail (4 days).

Assessment	Additional Course Cost	Course code
• Investigation (15%) • Performance (50%) • Response (20%) • EST (15%)	• Approximately $400 for the year	• GTOED

GENERAL BUSINESS MANAGEMENT & ENTERPRISE – Year 11

INTRODUCTION

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.

MINIMUM REQUIREMENTS

No pre-requisites are required.

	Description and content
Unit 1	**Small business in Australia** 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	**Small business in the community** 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.

Assessment	Course levy	Course code
• Business research (40%) • Responses (60%)	• Course costs are included in tuition fees.	• GEBME

Students who select this course in Year 11 will study General Business Management & Management Units 3 and 4 in Year 12.

GENERAL BUSINESS MANAGEMENT & BUSINESS – Year 12

INTRODUCTION

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.

MINIMUM REQUIREMENTS

No pre-requisites are required.

	Description and content
Unit 3	**National small business** 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 4	**Business growth and challenges** 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.

Assessment

- Research (40%)
- Responses 60%)
- Externally Set Task (15%)

Course levy

- Course costs are included in tuition fees.

Course code

- GTBME

GENERAL CAREER AND ENTERPRISE – Year 11

INTRODUCTION

The Career and Enterprise General course aims to provide students with the knowledge, skills and understanding to enable them to be enterprising and to proactively manage their own careers.
The course reflects the importance of career development knowledge, understanding and skills in securing, creating and sustaining work. Work, including unpaid voluntary work, is fundamentally important in defining the way we live, relate to others and in determining the opportunities we have throughout life. The world of work is complex and constantly changing. The course recognises that work both reflects and shapes the culture and values of our society.

MINIMUM REQUIREMENTS

No pre-requisites are required. **Note:** Students enrolled in ONSITE **must** also enroll in this course.

	Description and content
Unit 1	The focus of this unit is exploring work and networks. Students develop an understanding of aspects of work, such as part-time, full-time, flexi hours, volunteer work and unemployment. They learn that positive self-esteem and self-management are required to access work opportunities and acquire skills to build careers. Students learn the basic organisation and roles associated with different workplace structures, and develop awareness that employment is connected with responsibility for themselves and others.
Unit 2	The focus of this unit is entry-level work readiness. Students explore the attributes and skills necessary for employment, and identify their personal strengths and interests, and the impact these have on career development opportunities and decisions. Students examine the organisation of workplaces within a chosen industry area and learn about the rights and responsibilities of employees and employers in entry-level jobs. An audit is conducted of career competencies, knowledge, behaviours, values and attitudes, and an autobiographical profile is developed. This profile is used, together with simple work search tools and techniques, to commence planning career development options. A record of work, training and learning experiences is required for inclusion in a career portfolio.

Assessment

- Investigation (30%)
- Production (30%)
- Portfolio (20%)
- Response (20%)

Course levy

- Course costs are included in tuition fees.

Course code

- GECAE

GENERAL MODERN HISTORY – Year 11

INTRODUCTION

The Modern History General course provides students with an understanding of the driving forces behind present local and global issues. Investigating the past helps students to understand why and how groups and/or societies changed or resisted change.

MINIMUM REQUIREMENTS

No pre-requisites are required.

	Description and content
Unit 1	**Unit 1 – People, place and time** This unit allows students to become aware of the broad sweep of history and our place within the historical narrative. Students become aware of the values, beliefs and traditions within a society, the continuity between different societies and different time periods, and the importance of individuals within a time period.
Unit 2	**Unit 2 – Power and authority** Students learn that societies consist of individuals and institutions that have various types of power and authority and that these interact with each other. Students learn how power and authority is distributed throughout a group or society, that individuals and groups seek to influence the structures of power and authority and the difficulties of using these structures in a just or equitable manner. In learning about the structures and institutions of societies, they make comparisons and judgements about other societies and their own society.

Assessment

- Historical inquiry (20-30%)
- Explanation (20–30%)
- Source analysis (20–30%)
- Tests (20-30%)

Course levy

- Course costs are included in tuition fees.

Course code

- GEHIM

Students who select this course in Year 11 will study Modern History Units 3 and 4 in Year 12.

GENERAL MODERN HISTORY – Year 12

INTRODUCTION

The Modern History General course provides students with an understanding of the driving forces behind present local and global issues. Investigating the past helps students to understand why and how groups and/or societies changed or resisted change.

MINIMUM REQUIREMENTS

Students should have achieved a **C** grade or above in Year 11 Modern History.

	Description and content
Unit 3	**Societies and change** Students learn about the evolving nature of societies and the various forces for continuity and change that exist. Students learn that some values, beliefs and traditions are linked to the identity of a society. They also learn that, in any period of change, there are those individuals and institutions that support change, but others that oppose it, and that there are different interpretations of the resultant society. **Content:** Historical Skills; Historical Knowledge and Understanding**.**
Unit 4	**Historical trends and movements** Students learn about the evolving nature of societies and the various forces for continuity and change that exist. Students learn that some values, beliefs and traditions are linked to the identity of a society. They also learn that, in any period of change, there are those individuals and institutions that support change, but others that oppose it, and that there are different interpretations of the resultant society. **Content:** Historical Skills; Historical Knowledge and Understanding

Assessment

- Historical inquiry (20%)
- Explanation (25%)
- Source analysis (25%)
- Tests (15%)
- Externally Set Task (15%)

Course levy

- Course costs are included in tuition fees.

Course code

- GTHIM

GENERAL MATHEMATICS: Essentials –Year 11

INTRODUCTION

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

MINIMUM REQUIREMENTS

Students should have achieved OLNA Numeracy.

Description and content	
Unit 1	This unit provides students with the mathematical skills and understanding to solve problems relating to calculations, the use of formulas to find an unknown quantity, applications of measurement and the use and interpretation of graphs.
Unit 2	This unit provides students with the mathematical skills and understanding to solve problems related to representing and comparing data, percentages, rates and ratios, and time and motion.

Assessment	Course levy	Course code
• Response (50%) • Practical Application / Statistical Investigation process (50%)	• Course costs are included in tuition fees.	• GEMAE

Students who select this course in Year 11 will study Mathematics: Essential Units 3 and 4 in Year 12.

GENERAL MATHEMATICS: Essentials –Year 12

INTRODUCTION

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

MINIMUM REQUIREMENTS

Students should have achieved OLNA Numeracy.

Description and content	
Unit 3	This unit provides students with the mathematical skills and understanding to solve problems related to measurement, scales, plans and models, drawing and interpreting graphs and data collection.
Unit 4	This unit provides students with the mathematical skills and understanding to solve problems related to probability, earth geometry and time zones, loans and compound interest.

Assessment

- Response (40%)
- Practical application (45%)
- Externally set task (15%)

Course levy

- Course costs are included in tuition fees.

Course code

- GTMAE

FOUNDATION MATHEMATICS - Year 11

INTRODUCTION

Mathematics Foundation course focuses on building the capacity, confidence and disposition to use mathematics to meet the numeracy standard for the WACE. It provides students with the knowledge, skills and understanding to solve problems across a range of contexts, including personal, community and workplace/employment. This course provides the opportunity for students to prepare for post-school options of employment and further training.

MINIMUM REQUIREMENTS

Students who have not demonstrated the minimum standard in the numeracy component of the OLNA are eligible to enrol in the Mathematics Foundation course.

	Description and content
Unit 1	This unit provides students with the mathematical knowledge, understanding and skills to solve problems relating to addition and subtraction, length, mass, capacity and time. It involves the extraction of information from, and the interpretation of, various simple forms of data representation used in everyday contexts. The number formats in Unit 1 are whole numbers and money.
Unit 2	This unit provides students with the mathematical knowledge, understanding and skills relating to fractions and decimals to solve problems relating to multiplication and division, perimeter, area and volume and qualitative probability from everyday contexts. The number formats in Unit 2 are whole numbers, money, fractions and decimals.

Assessment	Course levy	Course code
• Response (50%) • Practical Application / Statistical Investigation process (50%)	• Course costs are included in tuition fees.	• GEMAE

Students who select this course in Year 11 will study Mathematics: Foundations Units 3 and 4 in Year 12 if they have not yet demonstrated the minimum standard for numeracy in OLNA.
Students who have met the standard in OLNA will move to Mathematics: Essential.

FOUNDATION MATHEMATICS – Year 12

INTRODUCTION

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

MINIMUM REQUIREMENTS

Students who have not demonstrated the minimum standard in the numeracy component of the OLNA are eligible to enrol in the Mathematics Foundation course.

	Description and content
Unit 3	This unit provides students with the mathematical knowledge, understanding and skills relating to percentages and the link to fractions and decimals and the solving of problems relating to the four operations using whole number, fractions and decimals. Location, time and temperature, and shape and its relationship to design, are also covered in this unit.
Unit 4	This unit provides students with the mathematical knowledge, understanding and skills relating to rates and ratios, and the connection between statistics and probability. The collection of mathematical concepts and thinking processes encountered in this and previous units culminates in the solving of comprehensive real-life problems encountered in personal, workplace and community contexts.

Assessment	Course levy	Course code
• Response (40%) • Practical application (45%) • Externally set task (15%)	• Course costs are included in tuition fees.	• FTMAT

GENERAL HUMAN BIOLOGY – Year 11

INTRODUCTION

Knowledge and understanding of human biology have been gained by scientific research. Students develop their understanding of the cumulative and evolving nature of scientific knowledge and the ways in which such knowledge is obtained through scientific investigations. They learn to think critically, to evaluate evidence, to solve problems, and to communicate understandings in scientific ways.

Responsible citizens need to be able to evaluate risks, ethical concerns, and benefits to make informed decisions about matters relating to lifestyle and health. 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. This helps to prepare all students, regardless of their background or career aspirations, to take their place as responsible citizens in society.

MINIMUM REQUIREMENTS

	Description and content
Unit 1	This unit explores how the structure and function of cells help to sustain life processes, and the role of the digestive system in providing essential nutrients for the musculoskeletal system. It also explores how the dietary decisions we make can affect the functioning of body cells and our quality of life.
Unit 2	This unit explores circulatory, respiratory and urinary systems, and how they facilitate the exchange, transport and removal of materials for efficient body functioning. It also explores the importance of regular health checks to prevent or manage medical problems.

Assessment	Course levy	Course code
• Investigation (40%) • Project (30%) • Practical (10%) • Written (20%)	• Course costs are included in tuition fees.	• GEHBY

Students who select this course in Year 11 will study General Human Biology Units 3 and 4 in Year 12.

GENERAL HUMAN BIOLOGY – Year 12

INTRODUCTION

The Human Biology General course gives students a chance to explore how the human body works. Students focus on bones, muscles, nerves and hormones, and how they maintain the body to act in a coordinated manner. The causes and spread of disease and how humans respond to invading pathogens are studied.

Students investigate the body systems through real or virtual dissections and practical examination of systems. They research contemporary treatments for dysfunctions of the body systems and are encouraged to use ICT to interpret and communicate their findings in a variety of ways. Second-hand data is used to investigate transmission of diseases from a historical perspective and recent global incidences.

MINIMUM REQUIREMENTS

No prerequisites.

	Description and content
Unit 3	**Coordination** This unit explores bones, muscles, nerves and hormones and how they maintain the body to act in a coordinated manner.
Unit 4	**Infectious disease** This unit explores the causes and spread of disease and how humans respond to invading pathogens.

Assessment

- Science inquiry (40%)
- Extended response (30%)
- Tests (15%)
- Externally set task (15%)

Course levy

- Course costs are included in tuition fees.

Course code

- GTHBY

GENERAL APPLIED INFORMATION TECHNOLOGY- YEAR 11

INTRODUCTION

The Applied Information Technology General course provides students with the knowledge and skills to use a range of computer hardware and software to create, manipulate and communicate information in an effective, responsible, and informed manner. Students develop an understanding of computer systems; the management of data; and the use a variety of software applications to investigate, design, construct and evaluate digital products and digital solutions. The course offers pathways to further studies and a range of technology-based careers and a set of skills that equip students for the 21st century and give them an appreciation of the impact of information technology on society.

MINIMUM REQUIREMENTS

	Description and content
Unit 1	**Personal Communication** The focus of this unit is to enable students to use technology to meet personal needs. Students develop a range of skills that enable them to communicate using appropriate technologies and to gain knowledge that assists in communicating within a personal context.
Unit 2	**Working with Others** The focus of this unit is to enable students to use a variety of technologies to investigate managing data, common software applications and wireless network components required to effectively operate within a small business environment. They examine the legal, ethical and social impacts of technology within society.

Assessment

- Projects (70%)
- Short Answer (20%)
- Extended Answer (10%)

Course levy

- Students must have their own Window based device that meets or exceeds minimum college specifications.
- Ipads or Apple devices are not suitable.
- All other course costs are covered in tuition fees.

Course code

- GEAIT

GENERAL APPLIED INFORMATION TECHNOLOGY- YEAR 12

INTRODUCTION

The Applied Information Technology General course provides students with the knowledge and skills to use a range of computer hardware and software to create, manipulate and communicate information in an effective, responsible, and informed manner. Students develop an understanding of computer systems; the management of data; and the use a variety of software applications to investigate, design, construct and evaluate digital products and digital solutions. The course offers pathways to further studies and a range of technology-based careers and a set of skills that equip students for the 21st century and give them an appreciation of the impact of information technology on society.

MINIMUM REQUIREMENTS

No prerequisites.

	Description and content
Unit 3	**Media information and communication technologies** The emphasis of this unit is on the use of digital technologies to create and manipulate digital media. Students use a range of applications to create visual and audio communications. They examine trends in digital media transmissions and implications arising from the use of these technologies.
Unit 4	**Digital technologies in business** The emphasis of this unit is on the skills, principles and practices associated with various types of documents and communications. Students identify the components and configuration of networks to meet the needs of a business. Students design digital solutions for clients, being mindful of the various impacts of technologies within legal, ethical and social boundaries.

Assessment

- Projects (50%)
- Short Answer (20%)
- Extended Answer (15%)
- Externally set task (15%)

Course levy

- Students must have their own Window based device that meets or exceeds minimum college specifications.
- Ipads or Apple devices are not suitable.
- All other course costs are covered in tuition fees.

Course code

- GTAIT

GENERAL FOOD SCIENCE AND TECHNOLOGY Year 11

INTRODUCTION

Food impacts every aspect of daily life and is essential for maintaining overall health and wellbeing. Students develop practical food -related skills, understandings and attitudes that enhance their problem- solving abilities and decision-making skills. The Food Science and Technology General course enables students to connect with further education, training and employment pathways and enhances employability and career opportunities in areas that include nutrition, health, food and beverage manufacturing, food processing, community services, hospitality, and retail.

MINIMUM REQUIREMENTS

It is recommended that students have completed food in lower school (Year 9-10).

	Description and content
Unit 1	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. Students devise food products, interpret and adapt recipes to prepare healthy meals and snacks that meet individual needs. **Content:** Nature of food: food as a commodity, properties of food, nutrition; Processing food: food products and processing systems; Food in society: food issues, laws and regulatory codes
Unit 2	This unit focuses on the supply of **staple foods** and the factors that influence adolescent food choices and ethical considerations. 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. **Content:** Nature of food: food as a commodity, properties of food, nutrition; Processing food: food products and processing systems; Food in society: food issues, laws and regulatory codes

Assessment	Course levy	Course code
• Investigation (30%) • Production (60%) • Response (10%)	• Course costs are included in tuition fees.	• GEFST

Students who select this course in Year 11 will study Food Science and Technology Units 3 and 4 in Year 12.

GENERAL FOOD SCIENCE AND TECHNOLOGY Year 12

INTRODUCTION

Food impacts every aspect of daily life and is essential for maintaining overall health and wellbeing. Students extend their knowledge of the sensory, physical, chemical and functional properties of food and apply these in practical situations. New and emerging foods encourage the design, development and marketing of a range of products, services and systems. Food and allied health sectors represent a robust and expanding area of the Australian and global employment markets.

MINIMUM REQUIREMENTS

Students should have completed the Year 11 Food Science and Technology course.

	Description and content
Unit 3	This unit explores the **societal, lifestyle and economic issues** that influence food choices. Students develop their expertise with technology skills to implement strategies to design food products and processing systems. Students follow occupational safety and health requirements, implement safe food handling practices and use a variety of foods and processing techniques to produce safe, quality food products. **Content:** Nature of food: food as a commodity, properties of food, nutrition; Processing food: food products and processing systems; Food in society: food issues, laws and regulatory codes
Unit 4	**Description:** This unit focuses on **food spoilage and contamination** and explores reasons for preserving food. Students investigate food processing techniques and principles of food preservation. Students apply the technology process to address a product proposal and produce a preserved food product. **Content:** Nature of food: food as a commodity, properties of food, nutrition; Processing food: food products and processing systems; Food in society: food issues, laws and regulatory codes

Assessment	Course levy	Course code
• Investigation (30%) • Production (40%) • Response (15%) • Externally set task (15%)	• Course costs are included in tuition fees.	• GTFST

GENERAL MATERIALS, DESIGN AND TECHNOLOGY – Year 11

CONTEXT: Wood

INTRODUCTION

The Materials Design and Technology General course is a practical course. Students focus will be working with wood, to design and manufacture products. Students will have the opportunity to develop and practise skills that contribute to creating a physical product, while acquiring an appreciation of the application of a design process, and an understanding of the need for materials sustainability. Students will learn and practise manufacturing processes and technologies, including principles of design, planning and management.

MINIMUM REQUIREMENTS

It is recommended that students have studied Design and Technology in Year 9 and 10.

	Description and content
Unit 1	Students interact with a variety of items that have been specifically designed to meet certain needs. Students are introduced to the **fundamentals of design**. They learn to communicate various aspects of the technology process by constructing what they design. **Content:** Design: design fundamentals and skills; Use of technology: skills and techniques, safety, production management; Materials: nature and properties of materials, materials in context
Unit 2	Students interact with **products designed for a specific market**. They use a range of techniques to gather information about existing products and apply the fundamentals of design. Students learn to conceptualise and communicate their ideas and various aspects of the design process within the context of constructing what they design. **Content:** Design: design fundamentals and skills; Use of technology: skills and techniques, safety, production management; Materials: nature and properties of materials, materials in context

Assessment	Course levy	Course code
• Design (25%) • Production (60%) • Response (15%)	• Course costs are included in tuition fees.	• GEMDTW

Students who select this course in Year 11 will study General Materials, Design and Technology (Wood) Units 3 and 4 in Year 12.

GENERAL MATERIALS, DESIGN AND TECHNOLOGY – Year 12

CONTEXT: Wood

INTRODUCTION

The Materials Design and Technology General course is a practical course. Students focus will be working with wood, to design and manufacture products. Students will have the opportunity to develop and practise skills that contribute to creating a physical product, while acquiring an appreciation of the application of a design process, and an understanding of the need for materials sustainability. Students will learn and practise manufacturing processes and technologies, including principles of design, planning and management.

MINIMUM REQUIREMENTS

It is recommended that students have completed and achieved at a C grade or above in the Year 11 General Materials, Design and Technology (Wood) course.

	Description and content
Unit 3	Students develop an understanding of the elements and **fundamentals of design** and consider **human factors** involved in the design, production and use of their projects. They develop creative thinking strategies and work on design projects within specified constraints. Students learn about the classification and properties of a variety of materials and make appropriate materials selection for design needs. **Content:** Design: design fundamentals and skills; Use of technology: skills and techniques, safety, production management; Materials: nature and properties of materials, materials in context
Unit 4	Students learn about the nature of designing for a **client, target audience or market**. Students learn about the nature, properties and environmental impacts 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, work on design projects within specified constraints and consider the environmental impacts of recycling of materials. **Content:** Design: design fundamentals and skills; Use of technology: skills and techniques, safety, production management; Materials: nature and properties of materials, materials in context

Assessment

- Design (25%)
- Production (50%)
- Response (10%)
- Externally Set Task (15%)

Course levy

- Course costs are included in tuition fees.

Course code

- GTMDTW

SECTION D

Vocational Education and Training (VET)

VOCATIONAL EDUCATION AND TRAINING

OVERVIEW

Vocational Education and Training (VET) Delivered to Secondary Students (VETDSS) programs provide the opportunity for students to gain a nationally recognised qualification along with workplace experience and skills, while at school.

The VET system and the education system are distinct but complimentary. The VET sector is industry driven, allowing industry to indicate the skills and knowledge needed and the qualifications are linked to job roles. VET is lined up to match industry skill requirements and skill shortage areas.

VET is a valuable option for students. It engages them in work-related learning that helps their transition into a broader range of post-school opportunities. This may be for university, further training and/or the workforce.

Delivery, assessment, and the certification of VET qualifications are the responsibility of Registered Training Organisations (RTOs). All RTOs, and the qualifications and statements of attainment they certify, must meet the VET Quality Framework standards or the Australian Quality Training Framework (AQTF) essential conditions and standards.

VET CONTRIBUTION TO THE WACE

Students are required to achieve 14 C grades (or equivalents) in Year 11 and Year 12 ATAR or General units, including at least six C grades in Year 12 ATAR or General units (or equivalents).

Unit equivalence can be obtained through Vocational Education and Training (VET) programs and/or endorsed programs. The maximum unit equivalence available through these programs is eight units – four Year 11 units and four Year 12 units. Students may obtain unit equivalence as follows:

- up to eight-unit equivalents through completion of VET programs, **or**
- up to four-unit equivalents through completion of endorsed programs (ie. Work placement), **or**
- up to eight-unit equivalents through a combination of VET and endorsed programs, but with endorsed programs contributing no more than four unit equivalents.

The amount of unit equivalence allocated to VET and endorsed programs is as follows:

- VET qualifications equivalence.

Certificate I	Two units in Year 11 (excludes Foundation Skills Certificates)	
Certificate II	Two unit in Year 11	And two units in Year 12
Certificate III or higher	Two units in Year 11	And four units in Year 12
	Maximum unit equivalence for Year 11 is four	Maximum unit equivalence for Year 12 is four

- **Endorsed Programs** – unit equivalence is identified on the Authority's approved list of endorsed programs. Endorsed programs address areas of learning not covered by other courses. Examples include workplace learning, sports camps, cadetships (e.g Air Force cadets), performance in school productions and independently administered examinations in music, speech and drama. These programs are delivered in a variety of settings by schools, community organisations, universities, and training organisations.
- **ONSITE Workplace Learning** - is an endorsed program that provides an opportunity for a student to demonstrate and develop the core skills for work, referred to as generic, transferable or employability skills. Students learn to apply and adapt these skills that are necessary to understand and carry out different types of work. Workplace Learning is provided through ONSITE. 55 hrs work experience during semester is equivalent to a C grade.

VET - ONSITE

VET DELIVERY AT ARANMORE CATHOLIC COLLEGE

Through working in partnership with various Registered Training Organisations (RTOs) and ONSITE, the College can offer a range of VET qualifications, including Pre-apprenticeships and Specialist Programs for Year 11 and 12 students.

The Pre-apprenticeships and Specialist Programs delivered externally will involve the student attending an Institute of Technology (TAFE) for one or two days a week depending upon the course selected. Students who undertake these qualifications through the College, that takes them out of school for **two days**, will only select five courses, with their sixth course being 'study'. This will give the student one period a day to allow them to catch-up the work that they have missed whilst completing their certificate qualification away from the College.

To be considered for one of the courses students must be enrolled in ONSITE to participate. Students need to fill in an Application Form and attend an interview. Some courses require the student to sit an aptitude test, such as the Electrotechnology course.

Please check application closing dates and interview days.

Please Note: that to offset the cost of workplace training, including induction, materials, placement, and site visits of students by the Regional Coordinator, students taking courses through ONSITE will be charged a fee of approximately $600.

Below is a list of the proposed VET Certificates Aranmore Catholic College will be offering through ONSITE in 2025 and in the pages following is a brief description of them.

VET AND SPECIALIST PROGRAMS

Please Note:

Overseas students are not eligible to enrol for external VET or ONSITE courses.

Specialty Programs may include Block Work or TAFE Placements during the school holidays to complete their qualification. The final ONSITE timetable for these programs will be given to a student upon an offer being made.

Course	Certificate	Duration	Location	Year
Automotive - Service	Certificate II in Automotive Servicing Technology AUR20520	1 year course. Entry via application and interview. Starts Term 4	South Metropolitan TAFE *(Carlisle)*	11 or 12
Medical Administration	Certificate III Business (Medical Administration) BSB30120	1 year course. Entry via application and interview. OLNA, high level of Literacy and numeracy Starts Term 4	North Metropolitan TAFE *(Perth)*	11 or 12

Electrical	Certificate II in Electrotechnology (Career Start) UEE22020	1 year course. Entry via application and interview. Students need to sit an aptitude test. Starts Jan 2025.	North Metropolitan TAFE *(Balga)*	11 or 12
Hairdressing	Certificate II Salon Assistant SHB20216	1 year course. Entry via application and interview. Starts Feb 2025.	North Metropolitan TAFE *(Balga)*	11 or 12
Plumbing	Certificate II in Building and Construction (Plumbing) 52887WA	1 year course. Entry via application and interview. Good numeracy skills required. Starts Jan 2025.	North Metropolitan TAFE *(Balga)*	11 or 12
Engineering	Certificate II Engineering (Fabrication - Heavy) MEM20105	1 Year Course. Entry via application and interview. Starts term 4, 2024.	North Metropolitan TAFE *(Clarkson)*	11 or 12
Carpentry	Certificate II in Building and Construction (Carpentry) 52893WA	1 Year Course. Entry via application and interview. Starts Jan 2024.	North Metropolitan TAFE *(Balga)*	11 or 12
Sustainable Energy	Cert II Renewable Energy (Career Start) **Female applicants only**	1 year course. Entry via application and interview. Students need to sit an aptitude test. Starts Jan 2025.	North Metropolitan TAFE *(Balga)*	11 or 12

CERTIFICATE II AUTOMOTIVE SERVICING TECHNOLOGY (AUR20520)

LEARN HOW TO

This qualification covers the skills and knowledge required to perform a range of servicing operations on light vehicles, heavy vehicles and/or motorcycles within an automotive service or repair business.

This course is suitable for students who enjoy practical work using manual hand tools, an eye for detail, good hand-eye coordination, good problem-solving skills, communication skills including customer service skills.

ENTRY REQUIREMENTS

A **C** grade in Year 10 English and Mathematics.

Content

Completion of Units of Competency will be required.

Content: This qualification reflects the role of individuals who perform a range of servicing tasks in the automotive retail, service, and repair industry.

The skills and knowledge developed in the course includes, but not limited to:

- service engine systems.
- use and maintaining tools and equipment
- use and maintaining testing, and measuring devices
- workplace safety

Assessment

- Assessment is based on practical and theory-based exercises that will allow a student to demonstrate their competency in the units.
- Competency **MUST** be achieved in all units for a student to be awarded the qualification.

Course Cost

You may have some costs for materials etc. to be advised by the RTO.

- Students **MUST** be enrolled in ONSITE to participate.
- Uniform cost

Course Code

- AUR20520

CERTIFICATE III BUSINESS (Medical Administration) (BSB30120)

LEARN HOW TO

This qualification will provide you with a variety of skills and knowledge for a broad range of support staff roles within a health service such as, receptionist; medical clerk / typist; ward clerk; medical administrative assistant; medical assistant; and general receptionists in hospitals, medical centers, allied health and specialist rooms.

ENTRY REQUIREMENTS

OLNA and a high level of literacy and numeracy

Content

Completion of Units of Competency will be required.

Content:

- Apply business skills in medical administration role
- Communicate effectively
- Empower your critical and creative thinking
- Use computer and current software to record and maintain patient data; and
- Prepare and process medical accounts.

Assessment

- Assessment is based on practical and theory based exercises that will allow a student to demonstrate their competency in the units.
- Competency **MUST** be achieved in all units for a student to be awarded the qualification.

Course Cost

You may have some costs for materials etc. to be advised by the RTO.

- Students **MUST** be enrolled in ONSITE to participate.
- There may be a uniform cost

Course Code

- BSB30120

CERTIFICATE II IN ELECTROTECHNOLOGY (Career Start) (UEE22020)

LEARN HOW TO

Successful completion of this qualification provides you with the opportunity to gain an apprenticeship/traineeship in Electrotechnology.

ENTRY REQUIREMENTS

This is a very competitive course. Students must have an interest in the Electrical Trade and a minimum of a **C** grade in Mathematics and English. **Students will need to sit an aptitude test to be admitted to the course.**

Content

Completion of all Units of Competency will be required.

Content:

- Apply OHS practices in the workplace
- Carry out routine activities in an electrotechnology environment
- Identify and select components, accessories, and materials for work activities
- Participate in environmentally sustainable work practices
- Solve problems in extra-low voltage single path circuits and in multiple path DC circuits
- Use equipment/plant/technologies.

Assessment

- Assessment is based on practical and theory-based exercises that will allow a student to demonstrate their competency in the units.
- Competency **MUST** be achieved in all units for a student to be awarded the qualification.

Course Cost

You may have some costs for materials etc. to be advised by the RTO.

- Students **MUST** be enrolled in ONSITE to participate.
- There may be a uniform cost

Course Code

- UEE22020

CERTIFICATE II IN PLUMBING (52887WA)

LEARN HOW TO

This qualification will teach you the basics of plumbing which include learning hand and power plumbing tool skills, how to cut and join sheet metal, making out materials, oxyacetylene welding and more. All plumbers undertake the common tasks of drawing, interpreting, and installing piping layouts, and the maintenance and repair of piping systems, although there are different levels of complexity across the specialisation areas. Successful completion of this qualification provides you with the opportunity to gain an apprenticeship/traineeship in plumbing.

ENTRY REQUIREMENTS

Students must have an interest in the Plumbing and a minimum of a **C** grade in Mathematics and English.

Content

Completion of all Units of Competency will be required.

Content: North Metropolitan TAFE has specialty workshops and equipment to provide you with a realistic study environment that will prepare you well for employment in these highly demanded trades. Our lecturers are dedicated and supportive professionals who are passionate about their trade and provide a high quality of training that is industry relevant.

- Conduct basic plumbing
- Weld using oxy-acelytene
- Cut and join sheet metal
- Many more industry specific skills

Assessment

- Assessment is based on practical and theory based exercises that will allow a student to demonstrate their competency in the units.
- Competency **MUST** be achieved in all units for a student to be awarded the qualification.

Course Cost

You may have some costs for materials etc. to be advised by the RTO.

- Students **MUST** be enrolled in ONSITE to participate.
- There may be a uniform cost

Course Code

- 52887WA

CERTIFICATE II IN SALON ASSISTANT (SHB20216)

LEARN HOW TO

This qualification reflects the role of individuals who work as salon assistants and are competent in communicating in the workplace, interacting with and providing service to clients and assistance to colleagues. They perform routine functions under direct supervision as part of a hairdressing team. In this 12-month course, you will develop all the skills of a salon assistant with a view to gaining an apprenticeship on completion.

ENTRY REQUIREMENTS

Students must be interested in the hairdressing industry. A minimum grade of **C** in English and Mathematics.

Content

Completion of Units of Competency will be required.

Content:

- Shampoo and style hair.
- Maintaining hairdressing tools
- Schedule appointments
- Conduct reception duties.
- Merchandise
- Utilise workplace health and safety.
- Perform stock control procedures.

Assessment

- Assessment is based on practical and theory-based exercises that will allow a student to demonstrate their competency in the units.
- Competency **MUST** be achieved in all units for a student to be awarded the qualification.

Course Cost

You may have some costs for materials etc. to be advised by the RTO.

- Students **MUST** be enrolled in ONSITE to participate.
- There may be a uniform and equipment cost

Course Code

- SHB20216

CERTIFICATE II SUSTAINABLE ENERGY FEMALE ONLY COURSE (UEE22120)

LEARN HOW TO

Successful completion of this course will put you on the path to an apprenticeship/traineeship with a huge choice in the industry. Opportunities exist in electrical cabling, equipment, instrumentation, switchgear, telecommunications, air conditioning and refrigeration, or renewable energy. You will need to be employed and registered as an apprentice/trainee before you can commence apprenticeship/traineeship training.

MINIMUM REQUIREMENTS

Female students completing year 11 or 12 in 2025. A minimum grade of **C** in English and Mathematics.

Students may need to sit an aptitude test to be admitted to the course.

Content

Content:

- Apply workplace health and safety standards.
- Work with electrical circuits safely.
- Promote energy and environmentally sustainable practices.
- Fabricate, repair, assemble, and secure electrical components.

Assessment

- Assessment is based on practical and theory-based exercises that will allow a student to demonstrate their competency in the units.
- Competency **MUST** be achieved in all units for a student to be awarded the qualification.

Course Cost

You may have some costs for materials etc. to be advised by the RTO.

- Students **MUST** be enrolled in ONSITE to participate.

Course Code

- UEE22120

CERTIFICATE II IN ENGINEERING (Heavy Fabrication) (MEM20105)

LEARN HOW TO

Graduates can continue their studies in a metal fabrication heavy or light apprenticeship. Metal fabricators and welders work in a diverse trade, applying a broad range of fabrication and welding skills to industries including: mechanical and civil engineering, mining resources sector, heavy haulage and road transport, agriculture machinery, construction, defense, refineries, and materials bulk handling. Pre-apprentices are exposed to the latest technological developments in the fabrication and welding trade, including computer-controlled metal plate cutting equipment.

ENTRY REQUIREMENTS

Students must be interested in one of the industry areas above. A minimum grade of **C** in English and Mathematics.

Content

Completion of Units of Competency will be required.

Content:

- Operate heavy fabrication equipment such as guillotines, metal rolls and brake presses
- Exposed to different welding and thermal cutting processes
- Safely use hand and power tools
- Read measuring tools
- Read and interpret engineering drawings
- Operate in an engineering workplace observing health and safety guidelines.

Assessment

- Assessment is based on practical and theory-based exercises that will allow a student to demonstrate their competency in the units.
- Competency **MUST** be achieved in all units for a student to be awarded the qualification.

Course Cost

You may have some costs for materials etc. to be advised by the RTO.

- Students **MUST** be enrolled in ONSITE to participate.

Course Code

- MEM20105

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CERTIFICATE II IN BUILDING AND CONSTRUCTION (Pathway-Carpentry) (52893WA)

DESCRIPTION

When you complete this Certificate II in Building and Construction, you'll be what employers are looking for as an apprentice carpenter and joiner.
This course will give you the skills, knowledge to prepare you and make you more competitive when applying for apprenticeship positions. It will give you a better chance of gaining an apprenticeship and a flying start in learning a trade.

MINIMUM REQUIREMENTS

Students must be interested in the construction/carpentry industry. A minimum grade of **C** in English and Mathematics.

Content

Completion of Units of Competency will be required.

Content:

- Use hand and power tools
- Construct wall frames, install flooring
- Interpret plans, measure and calculate the right amount of materials for a job
- Conduct levelling operations
- Work with scaffolding safely at heights
- Utilise workplace health and safety.

Assessment

- Assessment is based on practical and theory-based exercises that will allow a student to demonstrate their competency in the units.
- Competency **MUST** be achieved in all units for a student to be awarded the qualification.

Course Cost

You may have some costs for materials etc. to be advised by the RTO.

- Students **MUST** be enrolled in ONSITE to participate.

Course Code

- 52893WA

This course is completed over one year during Year 11 or Year 12. Students attend North Metropolitan TAFE one day a week and complete a work placement during the school holidays.

VET COURSES – ARANMORE CATHOLIC COLLEGE

VET DELIVERY

Through working in partnership with Registered Training Organisations (RTOs), iVet and Cosamp, Aranmore Catholic College will be offering certificate qualifications delivered at the College as part of a student's timetable, in the same way that ATAR and General courses are delivered.

As most RTOs use the Microsoft Office platform, it is essential that students have a device which meets the needs of the course, meaning students need to be able to open, complete and upload files and documents in a format that is visible on the Microsoft platform.

The following certificate courses will be offered and delivered at school:

- Certificate II in Sport and Recreation (SIS20122)- iVet
- Certificate II in Workplace Skills (BSB20120)- iVet
- Certificate II in Music (CUA20620)- Cosamp
- Certificate II in Hospitality* (SIT20322)

CERTIFICATE II Workplace Skills

DESCRIPTION

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 that are developing 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.

MINIMUM REQUIREMENTS

A minimum grade of **C** in English is desirable. Good organisational skills, an ability to work independently and as part of a team, be familiar with office technology.

Content

Completion of 10 Units of Competency will be required.

Consists of 5 Core Units of Competency and 5 Elective Units of Competency

5 Core Units:

Work effectively in a business environment; Apply communication skills; Plan and apply time management; Participate in sustainable work practices; Contribute to the health and safety of self and others

5 Elective Units:

Deliver a service to customers; Support personal wellbeing in the workplace; Use business software applications; Use digital technologies to communicate in a work environment; Work effectively with others;

Assessment

- Assessment is based on practical and theory based exercises that will allow a student to demonstrate their competency in the units.
- Competency **MUST** be achieved in all units for a student to be awarded the qualification.

Course Levy

- Course costs are included in tuition fees.

Course Code

- BSB20120

This course is a 2 year course and will be completed over Year 11 and Year 12.

CERTIFICATE II SPORT & RECREATION (SIS20122)

DESCRIPTION

This qualification reflects the role of individuals who assist with the delivery of sport and recreation activities and who complete a range of fundamental customer contact and maintenance duties. They work under direct supervision to complete mainly routine tasks.

This qualification provides a pathway to work for any type of sport, aquatic or recreation organisation including commercial, not-for-profit, community and government organisations.

The skills in this qualification must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

MINIMUM REQUIREMENTS

A strong interest in sport and a **C** grade or better in Physical Education.

Content

Completion of 10 Units of Competency will be required.

Consists of 6 Core Units of Competency and 4 elective Units of Competency

6 Core units:

Participate in workplace health & safety; Assist on conducting recreation sessions; Provide a quality service; Respond to emergency situations; Maintain activity equipment; Maintain sport fitness and recreation industry knowledge

4 Elective Units:

TBC

Assessment

- Assessment is based on practical and theory based exercises that will allow a student to demonstrate their competency in units.
- Competency **MUST** be achieved in all units for a student to be awarded the qualification.

Course Levy

- A First Aid course needs to be completed to meet the competences of this course.
- First Aid course $120

Course Code

- SIS20122

This course is a 2 year course and will be completed over Year 11 and Year 12.

CERTIFICATE II MUSIC (CUA20620)

DESCRIPTION

This qualification reflects the role of individuals who perform a range of routine tasks in the music industry, work under direct supervision, and use limited practical skills and fundamental operational knowledge in a defined context. They may work in environments that require foundational skills in music performance, music making or composition, sound production, or music business.

The job roles that relate to this qualification may include studio assistant, music retail assistant, entry level performer, entry level producer, stagehand and road crew.

MINIMUM REQUIREMENTS

Strong interest in Music performance and / or Music production, and previous experience with or a willingness to learn an instrument (can include voice).

Content

Completion of 8 Units of Competency will be required.

Consists of 3 Core Units of Competency and 5 Elective Units of Competency.

3 Core Units:

Work effectively with others; Contribute to the health and safety of self and others; Develop and apply creative arts industry knowledge

5 Elective Units:

Perform simple repetoire in ensembles; Develop basic audio skills and knowledge; Develop musical ideas and knowledge; Apply knowledge ofkmusic culture to music making;

Assessment

- Assessment is based on practical and theory based exercises that will allow a student to demonstrate their competency in units.
- Competency **MUST** be achieved in all units for a student to be awarded the qualification.

Course Levy

- Students to supply their chosen musical instrument to base their units of competency on.
- Students may need to pay for private music lessons depending on musical level of competency

Course Code

- CUA20620

This course is a 2 year course and will be completed over Year 11 and Year 12.

VET Certificate Courses delivered externally

EXTERNAL VET DELIVERY

Through working in partnership with various Registered Training Organisations (RTOs) the college can offer a range of VET qualifications, including Pre-apprenticeships, for Year 11 and 12 students.

Those qualifications delivered externally will involve the student attending an Institute of Technology (TAFE) for one or two days a week depending upon the course selected. Students who undertake these qualifications that take them out two days a week will only select five courses, with their sixth course being 'study'. This will give the student one period a day to allow them to catch-up the work that they have missed whilst completing their certificate qualification away from the College.

At present VET is offered in Years 10 – 12. These are **School Curriculum and Standards Authority Subjects** Your final assessment is determined by your results in a range of set tasks. All programs enable students to complete school subjects and/or WACE, while you complete units of competency, or a full qualification. These programs provide pathways to further VET Qualifications or Higher Education pathways to University.

Please Note: A minimum C grade in Mathematics & English is essential for selection in any VET Pathways Program. This ensures students have every opportunity of successfully completing their course of study. Some students will be required to attend an interview, and in some cases, complete aptitude or math tests. These courses are highly competitive and application will not be accepted after the close of date.

- Students need to meet the minimum requirement of the chosen course to apply
- Students need to complete the online application form
- Attach the appropriate documentation – **applications will not be considered without it.**
- Interviews may be conducted by TAFE staff for some of the more competitive courses
- Make sure to up-load your application in plenty of time if it is electronic.

Courses on offer at North Metropolitan TAFE and South Metropolitan TAFE are available via the school website and are on the Student SEQTA splash page. Alternatively, Course Guidebooks are emailed to students when they come out. Any questions including application process please email Claire Drabble ***Claire.drabble@cewa.edu.au***

ALL STUDENTS NEED TO SUPPLY THEIR USI BEFORE THEY CAN BE REGISTERED

Alternative Vocational Education and Training Program

SCHOOL BASED TRAINEESHIPS AND ABORIGINAL SCHOOL BASED TRAINEESHIPS

DESCRIPTION

School Based Traineeships allow a student to undertake paid employment whilst still at school, make an early start on their chosen career pathway and complete a minimum of a Certificate II qualification. They work one day a week in the workplace and the traineeship can be continued on a full-time basis once the student leaves school.

MINIMUM REQUIREMENTS

An employer who is willing to host a School Based Trainee or Aboriginal School Based Trainee. Completion of the 'Worksafe' certificate. Students will need to undertake a workplace induction, complete the necessary paperwork and meet Occupational Health and safety requirements.

Content

Content will vary depending upon the Certificate II or Certificate III qualification that the student is completing in the workplace.

Assessment

- Assessment is based on practical and theory based exercises that will allow a student to demonstrate their competency in the units.
- Competency **MUST** be achieved in all units for a student to be awarded the qualification.

Course Levy

- Year 11 $150
- Year 12 $150

Course Code

- N/A

The traineeship must be started no later than Term 2 in Year 11.

ENDORSED PROGRAMS

DESCRIPTION

An endorsed program is a significant learning program that has been developed by a school, community organisation or private provider, and endorsed by the School Curriculum and Standards Authority for students in Years 11 and 12. These programs offer a range of exciting activities not covered by traditional school courses or vocational education and training. They can be delivered in or outside of school by a variety of community organisations, universities, training organisations, schools and workplaces. Achievement of endorsed programs can contribute to the Western Australian Certificate of Education (WACE) breadth and depth requirement.

EXAMPLES OF ENDORSED PROGRAMS

- Cadets WA (Air Force, Army, Navy, Police Rangers, Emergency Services and Bush Rangers).
- Surf Life Saving WA certificates and awards.
- Music and Speech and Drama examinations (Australian Music Examinations Board, Associated Board of the Royal Schools of Music, Trinity College London and St Cecilia's).
- Information Technology programs (Cisco).
- Service Clubs (Leos, Interact).
- Yachting Australia Small Boat Sailing programs.
- Diver certificates (Open Water).
- Duke of Edinburgh's Award.
- Off-campus Enrichment Programs.
- Community Arts Performance.
- University programs (selected units from WA universities).
- Workplace learning programs e.g ONSITE
- Working Part Time in Industry

To view the complete list of endorsed programs, go to:

http://www.scsa.wa.edu.au/internet/Senior_Secondary/Endorsed_Programs.

EVIDENCE OF LEARNING

Some programs provide a statement of attainment, qualification, academic transcript, certificate or award as evidence of learning. Others require students to draw together a portfolio of evidence to demonstrate what they have learnt.

Copies of these must be presented to the VET Coordinator in the year that the qualification is awarded.

ONSITE WORKPLACE LEARNING

DESCRIPTION

Workplace Learning is an endorsed program that provides an opportunity for a student to demonstrate and develop the core skills for work, referred to as generic, transferable or employability skills. Students learn to apply and adapt these skills that are necessary to understand and carry out different types of work.

Developing workplace skills aids an individual to gain employment, and in the longer term, to progress within the organisation or industry area in which they are employed, and to contribute successfully to the organisation's objectives and to the wider community.

MINIMUM REQUIREMENTS

Completion of the 'Worksafe' certificate. Students will need to undertake a workplace induction, complete the necessary paperwork and meet Occupational Health and Safety requirements. Students entering the building trades will need to complete a White Card before being allowed to enter a work site.

Content

Workplace Learning is an Authority-developed endorsed program that is managed by the college through ONSITE. To complete this endorsed program, a student works in one or more real workplace/s to develop a set of transferable workplace skills. The student must record the number of hours completed and the tasks undertaken in their log book. They must also provide evidence of their knowledge and understanding of the workplace skills after each 55 hours completed in the workplace. The student will attend the workplace for one day each week during the school term.

Unit equivalence

Unit equivalence is allocated on the basis of 1 unit equivalent for each 55 hours completed in the workplace, to a maximum of 4 units per year. That is:

- 55 – 109 hours = 1 unit equivalent
- 110 – 164 hours = 2 unit equivalents
- 165 – 219 hours = 3 unit equivalents
- 220 + hours = 4 unit equivalents

Assessment

- Completion of 55 hours in the workplace
- Completion of the 'Workplace learning Logbook'
- Completion of the 'Workplace learning Skills' Journal

Course Levy

- **Year 11 approx. $600**
- **Year 12 approx. $600**

Course Code

- WPL

Workplace Learning • Work Preparation	**Endorsed** • Log book continuous assessment	Semester Block. Entry via application form and panel interview	Various work sites	11 or 12

SECTION E

Additional Information

USI – UNIQUE STUDENT IDENTIFIER FOR VET STUDENTS

Currently, it is not possible for students to obtain a complete record of their VET enrolments and achievements from a single online source. This is inconvenient not only for students and employers but can also make it more difficult for training organisations to assess pre-requisites, credit transfer and Recognition of Prior Learning (RPL).

Students now have to provide their USI number that will be accessible throughout a student's life, helping to make lost qualifications a thing of the past.

The onus is on the student to obtain their USI prior to their VET achievement being uploaded to the School Curriculum and Standards Authority. The VET sector will NOT enrol a student without their USI number.

Students need to apply for their USI using one of the forms of ID listed below.

Evidence of Identify:

- Drivers Licence or Learners Certificate
- Medicate Card
- Passport (Australian)
- VISA (Non-Australian Passport)
- Birth Certificate (Australian)
- Certificate of Registration by Descent
- Citizenship Certificate
- ImmiCard

NB: The name the student uses in creating the USI **MUST** match the ID used. If using a Birth Certificate students must be aware that if they change their name the details will not match. Certificates and statements of attainment will be issued in the name used to create the USI.

It's free and easy to create and only takes a few minutes of your time.

Log into: https://www.usi.gov.au/

Once you have created your USI and received your number then put in on your application form and return to school.

Changing Courses in Year 11

Careful selection of courses is essential to avoid changing courses in Year 11. Changing courses is problematic because it causes disruption and entails considerable additional work for the student who has to 'catch up' on the work already covered in the 'new' course. There may also be no places available for students to move into a new class.

Students will only be permitted to change courses after discussion with the Deputy Principal – Curriculum. If there is sufficient and significant reason to alter the course and if there is room in the 'new' course a change will be considered. This is why it is of the utmost importance that students select courses for Year 11 that are appropriate to them achieving success. Students **MUST** be realistic in their selection of courses and be guided by their HoLAs, teachers, and by the minimum requirements indicated for each course.

Homework and Study in Year 11

As a guide Year 11 students should be doing approximately 2.5 hours of homework and study 5 nights per week. This should increase to 3 hours in Year 12. During times when there are tests and exams more time may need to be allocated to study.

It is important for students to have well organised study plans and to realise that study is not the same thing as homework. Study or course revision should occur regularly and be planned and organised. Some students find it helpful to revise by re-writing notes in their own words, noting key words, writing down and memorising definitions and so on. Keeping separate 'study' work books (or digital alternatives) devoted to each course can aid as a support in revising and preparing for tests and exams. Synthesising is important. It is not enough for students to just read over their notes.

It is hoped that well established study skills are already in place before Year 11, but if they are not and a student is struggling to organise their study habits then they should consult relevant teachers, HoLAs, the Career and VET Co-ordinator, their Year Dean and the College Counsellors.

Help is always available for students; however the commitment of the student to their studies is the most crucial factor at this level of education.

Student achievement

Student achievement is recorded in marks out of 100 and grades (A, B, C, D or E) for all courses and this is indicated on the College report. Students who are enrolled in VET courses, Endorsed programs and Workplace Learning do not receive a mark or grade – they are deemed competent if all components have been completed.

Grade Interpretation

- A = Excellent achievement
- B = High achievement
- C = Satisfactory achievement
- D = Limited achievement
- E = Inadequate achievement

Students should constantly check with their teachers so that they are always aware of their mark and grade.

GLOSSARY OF TERMS AND ABBREVIATIONS

ATAR	Australian Tertiary Admissions Rank. The new name for courses that lead to university entrance and also the name for the ranking (0→99.95) received by students seeking university entrance – derived from the TEA issued by TISC.
HoLA	Head of Learning Area. These are the teachers that are in charge of a specific Learning Area at the College.
Pre-requisite	A requirement for entrance to a course at the College, at university or at a TAFE.
SCSA	School Curriculum and Standards Authority.
TAFE	Technical and Future Education – Offering Pre-Apprenticeship courses through to Advanced Diplomas.
TEA	Tertiary Entrance Aggregate. This is used as the basis for calculating the ATAR for Year 12 university bound students. The 4 best course scores are used. 50% of the score is from school-based work, 50% is from the WACE exam then statistical procedures (scaling, standardising, moderating) occur. The final mark (out of 400) is then converted to an ATAR. Students should check the TISC site to find out what the entrance ATAR was the previous year for university courses in which they are interested.
TISC	Tertiary Institutions Service Centre. This is the centre that provides information to university bound students. The site should be checked regularly for important dates and changing information. An information booklet is provided to Year 12 students in early August.
USI	Unique Student Identifier – an identification number for any student who is undertaking any nationally recognised training in Australia. This number links to an online account that contains all your training records and results.
VET	Vocational Education and Training.
WACE	Western Australian Certificate of Education.

IMPORTANT SOURCES OF INFORMATION

- University Handbooks
- SCSA – Year 10 Information Handbook 2019
- Catholic Education Western Australia
- School Curriculum and Standards Authority
- Tertiary Institutions Service Centre
- University of Notre Dame Australia
- The University of Western Australia
- Edith Cowan University
- WA Academy of Performing Arts (WAAPA)
- Curtin University
- Murdoch University
- TAFE (Training WA)

❖ Information about calculation of the Australian Tertiary Admission Rank (ATAR) and all other aspects of university admission is available on the TISC website at www.tisc.edu.au

❖ The School Curriculum and Standards Authority's marks adjustment process brings students' marks onto a common scale which enables the universities to compare student performance, even if students have done different courses at different schools in different calendar years. For more information refer to the SCSA website.

ATAR COURSES – PREREQUISITES for 2025

	Year 10 Courses (Prerequisite shown is the **State Grade**.)				
ATAR Courses:	**ENG or EaL/D**	**Maths**	**Science**	**HaSS**	**Other**
Accounting & Finance	C	C		C	
Chemistry		C	B		
Drama	C				
Economics	C	C		C	
Business Management & Enterprise	C	C		C	
EaL/D	B				OLNA Cat 2 Prog Map Level 5
English	C				OLNA Cat 3
English Literature	B				OLNA Cat 3
Geography				C	
Human Biology	C		B		
Mathematics Applications		C Intro Methods B Intro Applications A Intro Essentials			
Mathematics Methods		B Intro Methods A Intro Applications			
Mathematics Specialist		A Intro Methods			
Media Production & Analysis	C				
Modern History	C			C	
Physical Education			B		B – PE C – HEALTH
Physics		C	B		
Psychology	C		B		
Religion & Life	C				C – RELIGION
ViSN Courses:	Prerequisites for these courses are as per those above (unless General). For more details: https://www.aranmore.wa.edu.au/images/2022/2025_ViSN_Online_Learning_Handbook.pdf				

Accounting and Finance (11 & 12)	**Economics (11 & 12)**	**Maths Specialist (11 & 12)**
Biology (11 & 12)	**Geography (11)**	**Modern History (11 & 12)**
Chemistry (11 & 12)	**HaSS in Action – General (11)**	**Science in Practice – General (11)**
Design – Graphics (11)	**Health Studies (11 & 12)**	**Physics (11)**
Drama (11)	**Human Biology (11 & 12)**	**Politics and Law (11 & 12)**
EaLD (11 & 12)	**Italian: Second Language (11 & 12)**	**Psychology (11 & 12)**
English – General (11)	**Literature (11 & 12)**	**Religion and Life (11 & 12)**
Earth & Environmental Sci (11)	**Maths Methods (11)**	**Religion and Life – General (11)**

Special Courses:	ENG or EaL/D	Prerequisite Required	
Curtin UniReady	C	Must also enrol in ATAR English. A two-year course (Y11 + Y12).	OLNA Cat 3
Cert II Worpklace Skills	N/A	Can be done via ViSN.	N/A
Cert II Tourism	N/A	Can be done via ViSN.	N/A
Cert II Music	N/A	Prior experience/willingness to learn an instrument, including voice.	N/A

GENERAL COURSES

- Applied Information Technology
- Business Management & Enterprise
- Career and Enterprise (all students enrolled in ONSITE must do this course)
- Drama
- English
- EaL/D (OLNA Cat 2 / Progress Map Level 3)
- Food Science Technology
- Human Biology
- Materials Design Technology – Wood
- Mathematics Essentials
- Media Production & Analysis
- Modern History
- Outdoor Education
- Religion and Life
- Visual Art

FOUNDATION COURSES (for students working towards OLNA Level 3. Must also enroll in a Certificate Course for Foundation units to count towards WACE graduation.))

- English
- EaL/D (Progress Map Level 1 or 2)
- Mathematics
- Religion and Life

CERTIFICATE COURSES

- Certificate II in Music (*requires Previous experience with or a willingness to learn an instrument, this can include voice*)
- Certificate II in Sport and Recreation
- Certificate II in Workplace Skills

ViSN COURSES

- Certificate II Workplace Skills / Certificate III in Business (completion of Cert II in Year 11)

ARANMORE
CATHOLIC COLLEGE

41 Franklin Street, Leederville 6007 | 9201 5200 | acc@aranmore.wa.edu.au
CRICOS 00745C