

MyLIFE

Year 11 Curriculum Handbook
2024



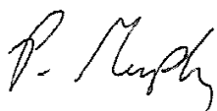
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Introduction

Bishop Dom Salvado, the Patron for Salvado House, used a surveyor's compass during his journeys in the nineteenth century. A compass shows you the direction you are facing, as well as the other directions available to you. It will keep you always pointed towards your chosen direction along your journey. However, what a compass cannot tell you is which direction to choose, what you will encounter along the way or whether you will choose to change direction entirely. The MyLIFE initiative aims to instil the knowledge and skills students will need, to not only choose a destination, but to also be discerning as they navigate their way through the differentiated pathways.

Students are moving into an ever-changing and unpredictable world, where they may face multiple careers; some that don't exist as yet. There is a need to develop skills beyond traditional literacies that include soft-skills such as collaboration, communication, creativity and critical thinking, that will empower them to flourish and be successful throughout their journey. Students are now exposed to more pathways at Holy Cross College than ever before. In collaboration with parents, we aim to have the most current information available to assist students to make the best decisions to plan their way forward. Through the opportunities of MyLIFE, students will develop the pathway knowledge and applicable soft- skills throughout all learning experiences and Catholic social teachings.



Mr Paul Murphy

Deputy Principal: Enrichment

Inspired by Sister Irene McCormack, students will aim to make life-giving choices that will not only further their own interests but are also faith-filled and of benefit to the wider community. MyLIFE will provide each student not only with guidance on the courses/subjects they choose, but the program will also offer academic, social and emotional support as they progress through their program. The College offers students a range of opportunities under the Faith, Inter-relationships and Enrichment pillars, and it is vital that these offerings are embraced with enthusiasm and diligence in order to form fully developed young Christian men and women.

The development of the MyLIFE initiative is appropriate to a rapidly changing, increasingly complex and diverse society. It is future focused and aims to engage, challenge and progress every student on their LIFE pathway. The MyLIFE initiative has a unique focus for Senior School and responds to our own vision and mission, as well as to the needs and expectations of contemporary society.



Western Australian Certificate of Education (WACE)

The WACE indicates a student's achievement over Years 10, 11 and 12. Achievement of the WACE acknowledges that at the end of your child's compulsory schooling, they have achieved or exceeded the required minimum standards in an educational program that has suitable breadth and depth. To achieve a WACE, a student must satisfy the following:

General requirements

- Demonstrate a minimum standard of literacy and numeracy based on the skills regarded as essential for individuals to meet the demands of everyday life and work in a contemporary society.
- Complete a minimum of 20 units or equivalents as described below.
- Complete at least four Year 12 ATAR courses or complete at least five Year 12 general courses or complete a Certificate II/III/IV with four or more general courses.
- Each course has four units – Unit 1 and 2 (Year 11 units) and Unit 3 and 4 (Year 12 units). Unit 1 and 2 can be studied as a pair. Unit 3 and 4 must be studied as a pair, i.e. a course change made midway through Year 12 means that students will need to complete all the assessment requirements of the course. School Curriculum and Standards Authority (SCSA) sets a cut-off date for student course changes.

Breadth and depth

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

- A minimum of ten Year 12 units or the equivalent.
- Two Year 11 English units and one pair of Year 12 English units.
- One pair of Year 12 course units from each of List A (Arts/Languages/Social Sciences) and List B (Mathematics/Science/Technology).

Achievement standard

Students will be required to achieve 14 C grades (or equivalents, see below) in Year 11 and Year 12 units, including at least 6 C grades in Year 12 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 8 units – four Year 11 units and four Year 12 units. Students may obtain unit equivalence as follows:

- Up to 8 unit equivalents through completion of VET programs, or
- Up to 4 unit equivalents through completion of endorsed programs, or
- Up to 8 unit equivalents through a combination of VET and endorsed programs, but with endorsed programs contributing no more than 4 unit equivalents.

Literacy and Numeracy

There are two components to demonstrating competence in Literacy and Numeracy. First, you are required to complete two Year 11 English units and a pair of Year 12 English units. Second, you must demonstrate that you have met the minimum standard for literacy and numeracy, which is based on skills regarded as essential for individuals to meet the demands of everyday life and work. You can demonstrate the minimum standard through the Online Literacy Numeracy Assessment (OLNA), or if you demonstrate Band 8 or higher in your Year 9 NAPLAN, Reading, Writing and Numeracy tests.

The OLNA is compulsory for those students who have not prequalified in one or more of the components through Year 9 NAPLAN and want to achieve the WACE. Students will have up to six opportunities (two per year) between Year 10 and Year 12 to demonstrate the literacy and numeracy minimum standard.

There are three assessment components:

- 50-minute, 45-item multiple-choice of Reading
- 50-minute, 45-item multiple-choice of Numeracy
- 60-minute, extended response in Writing up to 600 words.

Disability provisions are available for students with significant conditions that may severely limit their capacity to participate in the OLNA.

VET Qualifications

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

- Certificate II is equivalent to two Year 11 and two Year 12 units
- Certificate III or higher is equivalent to two Year 11 and four Year 12 units.

There are limits to the number of VET programs and endorsed programs that may contribute to achievement of the WACE. In summary, students can gain unit equivalence of up to four Year 11 units and four Year 12 units based on completed VET programs and endorsed programs, with a maximum of four units from endorsed programs.

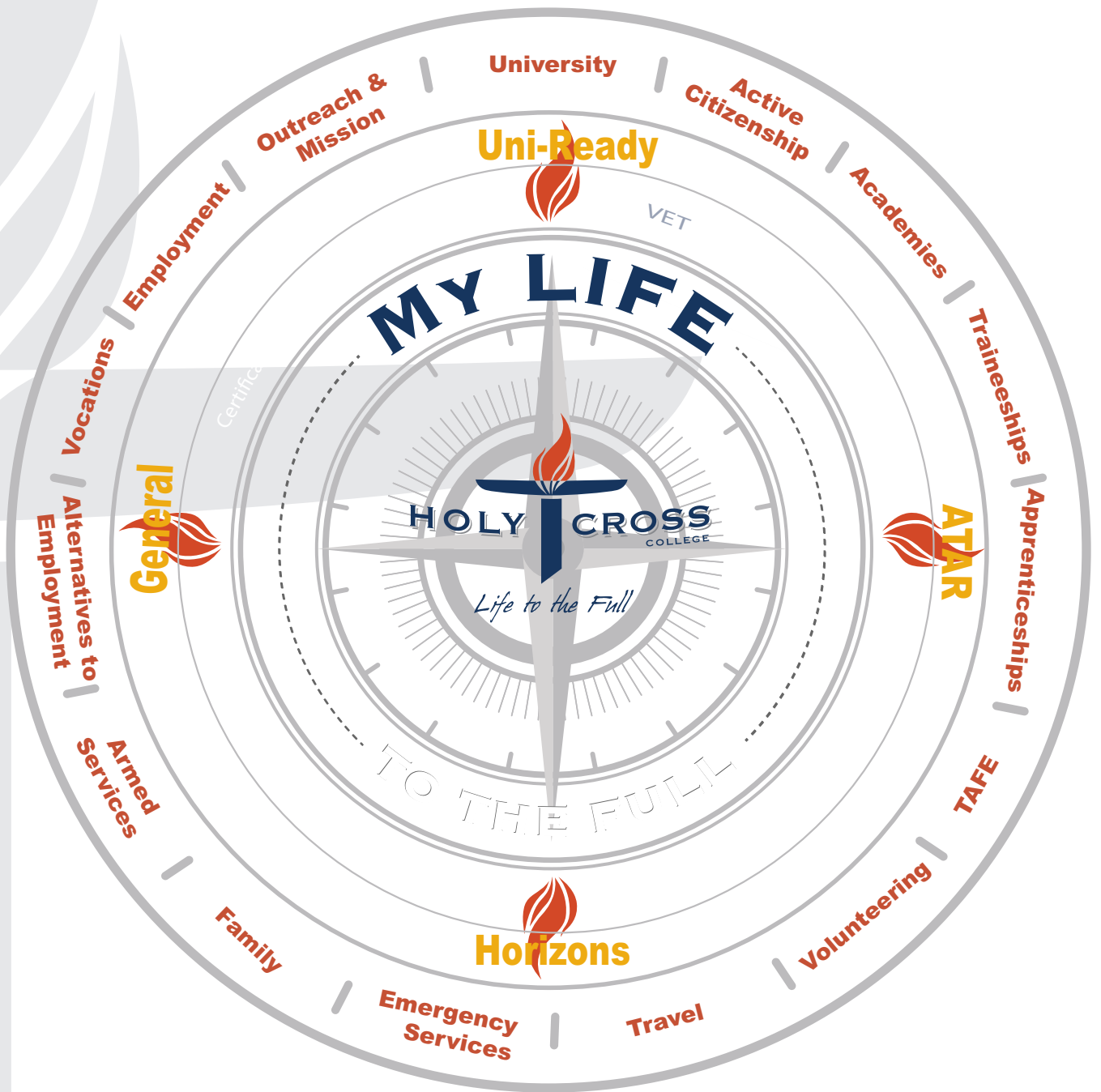
The College's Christian Service Learning program, Giving Life, also contributes to the WACE.

Endorsed Units

Students who complete 55 hours of workplace learning will earn 1 unit equivalent towards their WACE. The College Giving Life program also contributes 1 unit equivalent towards a WACE for every 55 hours completed.

Western Australian Statement of Student Achievement (WASSA)

A WASSA is issued to all Year 12 students who complete any study that contributes towards a WACE. It lists all courses and programs students have completed in Years 11 and 12. This is separate to the WACE certificate.



My Pathway

The College offers four pathways in Years 11 and 12 to access a range of employment and tertiary destinations. Year 11 and 12 courses vary considerably in content and skills and their level of complexity. The College specifies minimum standards of achievement at Year 10 level for entry into Year 11 courses. This is done to ensure that students will be successful in the courses that they have chosen. It is important that students have a sense of where they are heading after Year 12 and this is why the College works with students in a formal careers program starting in Year 9.

UniReady Pathway

There are two distinct programs as part of the UniReady Pathway, both giving students direct access to universities along with the ATAR pathway:

Curtin UniReady

The Curtin UniReady pathway is designed for students that have solid literacy skills and are strong independent learners. Students will be able to access a large range of Curtin courses as students are considered to have achieved a minimum 70 ATAR. Students may also use the pathway to access other public universities in WA. Students complete one Curtin endorsed unit per semester over Year 11 and 12. For more information on the program and the courses available, access the link below:
<https://study.curtin.edu.au/applying/pathways/uni-ready-enabling-program/>

Certificate IV with ATAR English

Students complete a Certificate IV in Business one day a week at the College along with ATAR English, giving students a recognised ATAR rank of 70 to access a range of courses at Western Australian universities. Students will need to spend a minimum of four terms on this pathway.

ATAR Pathway

The ATAR pathway is designed for students who have satisfied the pre-requisite entry scores for five or more ATAR courses in Year 11. Students who have the aptitude and drive to achieve ATAR scores well above the minimum of 70, that are required for some university courses, should enrol in this pathway. Some university courses require that students complete certain pre-requisite courses in Year 12 to be eligible for entry into the university course. Students need to be strong independent learners with an intrinsic drive for success and are prepared to commit to home study and revision of up to three hours per night during the week.

General Pathway

The General pathway is designed for students who wish to achieve a WACE. Students can choose a combination of WACE courses and VET qualifications (TAFE or Certificate courses at school). This broad program gives students the skills needed to gain employment or entry to TAFE and other providers after Year 12. Students will study both theoretical and practical skills in the pathway. The pathway is also suitable for students who wish to enter a university enabling program post school.

Horizons Pathway

The Horizons pathway is designed for students to participate in alternative programs to complete their secondary schooling. Students will complete an individualised plan that will include modified courses based on WACE courses, SCSA endorsed programs and VET courses. The pathway also includes a range of relevant work experience and practical skills relevant to each student. The goal of the pathway is to enable students to be work ready and to be as independent as possible post school.

Course Types

All courses offered in Years 11 and 12 are developed or endorsed by the School Curriculum and Standards Authority (SCSA) or are a VET course endorsed by the Federal Government.

Students wishing to gain entry to university, via the ATAR pathway are required to sit external examinations at the completion of Year 12. The result of the external examination (50%), together with the school assessment (50%), will contribute toward the Tertiary Entrance Aggregate (TEA) and Australian Tertiary Admission Rank (ATAR). Year 12 ATAR course results are moderated, standardised and scaled to calculate the final ATAR rank.

Course types

There are five types of courses available at the College for student selection:

1. **ATAR course units** for students who are aiming to enrol in a university degree direct from school. These courses will be externally examined by SCSA and contribute to the achievement of an ATAR.
2. **General course units** for students who are aiming to enter further training or the workforce directly from school. These courses will not be externally examined by SCSA but will have one task that is set by SCSA as a moderation task in Year 12.
3. **Foundation course units** for those who need additional help in demonstrating the minimum standard of literacy and numeracy.
4. **VET courses** for tertiary bound and non-tertiary bound students.
5. **Endorsed programs** – Workplace Learning and Curtin UniReady units.

Assessment of students

The final assessment of students is recorded by SCSA. In Years 11 and 12, students will receive a grade and numeric score.

USI – Unique Student Identifier

All students enrolling in VET courses or the Curtin UniReady program are required to apply for a USI number as it is a government requirement.

Online study – ViSN

ViSN is a network of Catholic schools working together to deliver a number of Year 11 and 12 ATAR courses through online digital technology. Courses are provided by designated schools with the overall governance undertaken by Catholic Education Western Australia. Students are provided the same subject time allowance as other courses; this includes one online face-to-face lesson and other lessons for students to work independently and collaboratively at their school. The College will provide a mentor to support ViSN students, whose role it is to monitor progress and support students.

While working independently, students have access to online curriculum through the Office 365 suite of tools, forums and access to their online teacher through email. The normal turn-around time for student-teacher communication is 24 hours. Access to ViSN courses will be offered on a case-by-case basis and enrolments can be discussed with a course counsellor.

ATAR Pathway

Approximately 30% of Year 12 school leavers enter university directly from school. Universities offer a wide range of courses, some of which can only be studied at a university. If you intend to enrol in a university course requiring an ATAR ranking well above the minimum, as well as meet the school pre-requisites for ATAR courses, you should study at least 5 ATAR courses. The rank is used by universities as a selection mechanism. More information about the ATAR is available from TISC at

<http://www.tisc.edu.au/static/guide/atar-about.tisc>

Achievement of pre-requisites

Achieving the pre-requisite for a course is the first of three steps required for entry into a Year 11 course. In order to achieve success in many Year 11 and 12 school courses, students need to have demonstrated a high degree of academic ability and achievement in Year 10 subjects. Without this background, students invariably have difficulty with the Year 11 course content. It is essential to take careful note of Year 11 pre-requisites. Each pre-requisite indicates the

minimum level of achievement required for success in a particular course and is determined on the basis of the professional opinion of the College staff. A student's achievement of a pre-requisite is based on the result achieved in his or her Year 10 Semester 1 report.

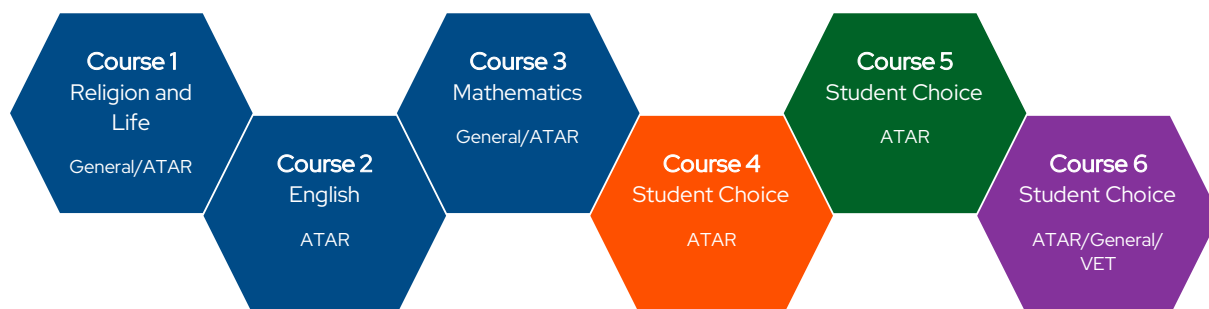
If the student has not met the pre-requisite by the end of Semester 1, then that student will need to choose another course for which the pre-requisite has been met. Students who have met pre-requisites in Semester 1, but do not meet pre-requisites in Semester 2, may be required to choose other courses in November.

Please note that university pre-requisites are different to the College pre-requisites for entering Year 11 courses. University pre-requisites can be found on the TISC website.

ATAR course selection

Holy Cross College requires students' study five ATAR courses as a safety net, with their sixth subject selection choice being a General/VET or ATAR course.

ATAR course selection:



UniReady Pathway

Pathways to university are expanding and evolving. According to the 2018 Mitchell Report, over 60% of students enter university without an ATAR score. The pathways below are alternate entry pathway for students intending to gain direct entry to most courses requiring an ATAR of 70. If you have not met the pre-requisites for ATAR, then UniReady could be a pathway to consider. Students need to be self-motivated and highly engaged to succeed.

Curtin UniReady (Cost: \$300)

The program runs over two years, starting in the Year 11 academic year. Students need to complete four units (each unit counts as an endorsed program for WACE graduation) over two years, and students are then granted automatic entry to most Curtin courses without having to meet any other entry requirements. It is also a recognised pathway for the other Perth universities.

Students in this program will enrol in the courses (Endorsed Programs) below:

- Fundamentals of Academic Writing
- Foundations of Communications
- Introduction to Humanities
- Introduction to Health Sciences

The program is best suited to students who are on the borderline of entry into the ATAR pathway. Students will be required to choose either Geography or Human Biology General to enrol in the pathway.

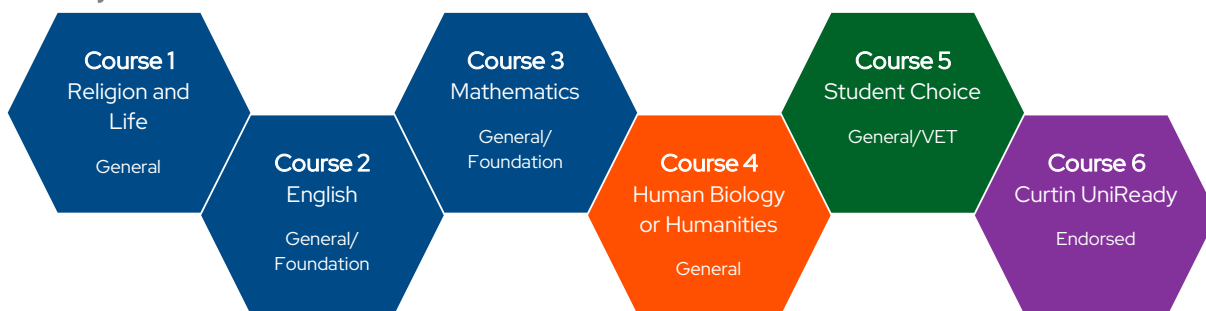
See the link below for courses that UniReady grants entry.

<https://www.uwa.edu.au/study/how-to-apply/admission-entry-pathways>

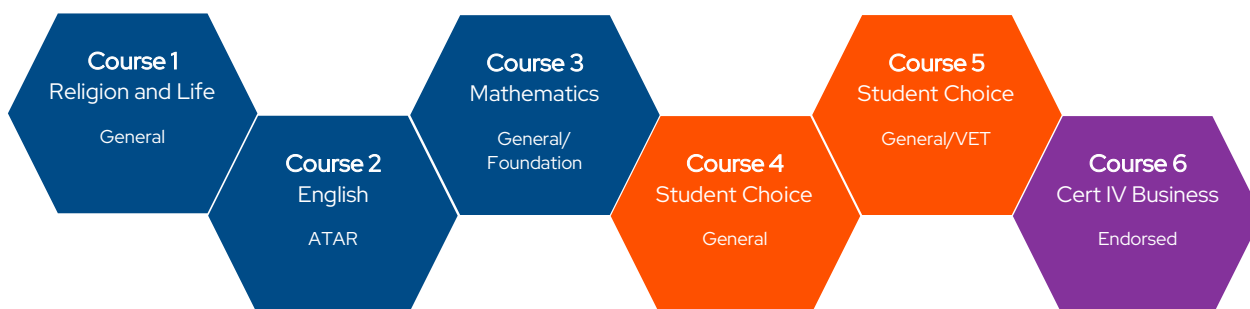
Certificate IV Business (Cost: \$600)

Students complete a Certificate IV in Business one day a week at the College and enrol in English ATAR. With the completion of the Certificate IV and a minimum of a C grade in English ATAR, students have direct access to Western Australian universities with a 70 ATAR ranking. This qualification reflects the role of people in a variety of Business Service job roles. These people may have supervisory responsibilities. People in these roles carry out a mix of specialist and moderately complex administrative or operational tasks that require self-development skills. They use well-developed skills and a broad knowledge base to apply solutions to a range of unpredictable problems and analyse information from a variety of sources.

UniReady course selection:



Certificate IV Business course selection:



General Pathway

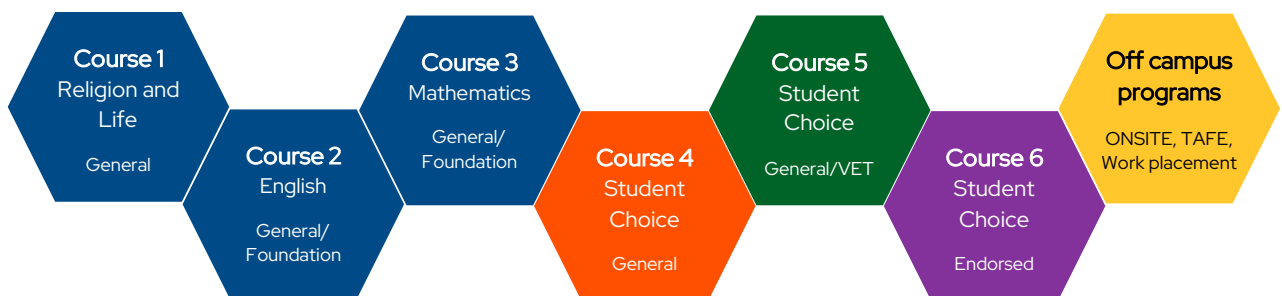
It is strongly recommended that students on a General Pathway undertake a VET qualification or work experience as part of their timetable. VET qualifications are government funded and provide post-secondary pathways to a wide variety of occupations including those where there is a skills shortage. The College runs its own VET courses and has various partnerships where students can undertake an external VET qualification. A summary is provided below for programs that General students have access to in addition to Foundation, General and VET courses.

General ONSITE and ONSITE Specialist (cost: \$600/year)

General ONSITE students undertake two industry placements and are off-campus one day per week. ONSITE works with families to place students in a suitable workplace that matches student interests.

ONSITE specialist students attend TAFE one day a week and are required to complete extra workplace hours during the holidays. Successful completion of the TAFE course will contribute to a student's WACE and WASSA. TAFE courses offered are one-year courses and acceptance is at the discretion of ONSITE, TAFE and the College.

General course selection:



VET Qualification

Vocational Education and Training (VET) delivered to secondary students is a program for school students that contributes to achieving a WACE. Students will undertake a certificate course that will provide practical skills and an understanding of workplace expectations. Once completed, it may provide credit towards other nationally recognised qualifications, or lead to employment.

Students may attend an external provider one or two days per week or enrol in an internally delivered certificate at the College. External courses are competitive and applications must be made at the end of Term 2 for courses beginning the following year.

Horizons Pathway

In a world where education defines opportunity, schooling must support every one of our students to realise their full learning potential and achieve educational excellence. A student’s knowledge, experience and interest should not be limited. Each student needs to be engaged, challenged, and progressing, and leave school prepared to broaden their horizons in different directions.

The Horizons pathway prioritises the adoption of progressions for specific areas of learning as a critical priority. Prioritising their implementation helps teachers make sure that every student is provided with learning opportunities that complement their curriculum level. The pathway is suitable for students who require an alternative pathway to complete their schooling.

ASDAN

ASDAN offers activity-based programs for learners working at a range of levels. The courses offer a variety of opportunities for students to develop skills for life within their interests as well as functional literacy and numeracy skills.

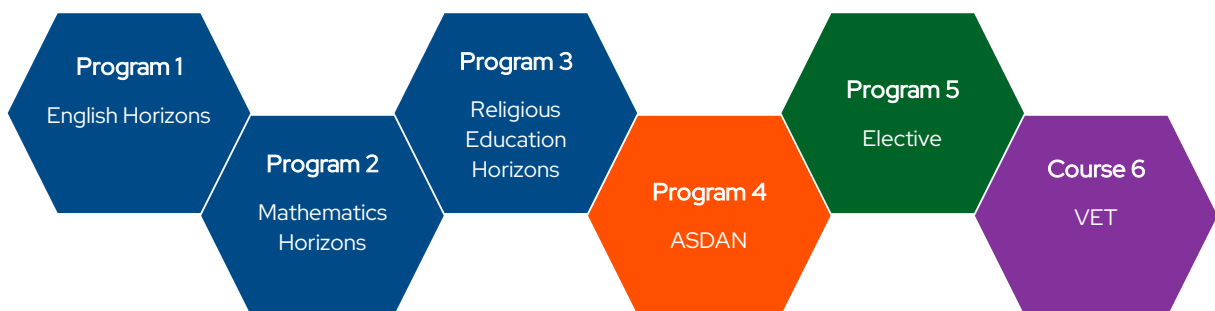
Work Ready and Life Skills

The program emphasises the development of students’ social and emotional skills. It involves authentic learning experiences within school and in the community whilst providing individual strategies to assist them in achieving their own individual goals. The curriculum is differentiated to cater for a range of learners while developing personal and social capabilities, to ensure that students are equipped to develop positive outcomes in their lives beyond school. It also aims to develop work, career and life skills to optimise post-school life for its students.

Horizons course selection

Course selections for the Horizons pathway are customised for each student and the pathway for each child is designed in conjunction with the Learning Enrichment team, the student, and their family. A student’s overall curriculum will consist of a combination of the programs below.

Horizons course selection:



Off-campus Programs

The College provides students with the opportunity to participate in three types of vocational programs. Students who wish to pursue an off-campus program should make an appointment with the Careers Hub prior to subject selection. The successful completion of any one of these programs provides the student with points towards WACE.

ONSITE

ONSITE is an integrated Workplace Learning Program. There are two ONSITE pathways:

- **General** - Students spend one day per week in an industry of their choice. With the benefit of an ONSITE program behind them, students can be better prepared to find their niche in industry.
- **Specialist** - Students undertake work placement in conjunction with a TAFE qualification. ONSITE arrange placements to best fit the student's chosen qualification, which is delivered at a North or South Metropolitan TAFE Campus.

Aims

- To develop a range of employability skills.
- To develop personal and broader communication skills.
- To assist with career planning by experiencing a variety of work placements.
- To assist in obtaining a place at TAFE and/or employment in the future as Workplace Learning attracts points for entry.

Which students might benefit from ONSITE?

- Year 11 or 12 students who are not aiming for university entrance upon leaving school.
- Year 11 or 12 students who are interested in attending TAFE or gaining an apprenticeship or traineeship upon completion of schooling.

Application process

Students will be required to meet with the VET Coordinator to assess suitability for the program and obtain an application form, they will then complete the application form and subsequent interview with an ONSITE representative.

Cost

\$600 per year for the ONSITE program.

Externally Delivered Certificates

North Metropolitan TAFE

North Metropolitan TAFE offer an extensive list of Certificate courses through its VET in Schools Program. Courses are offered at a range of accessible campuses including Midland, Balga, Joondalup and Northbridge.

Applications for the VET in Schools programs open on 17 July 2023 and are made directly to North Metropolitan TAFE. The Careers Hub staff will be available to assist students in their applications. Further information can be found at <https://www.northmetrotafe.wa.edu.au/schools-and-parents/vet-delivered-secondary-students>.

Other providers

Students are not limited to specific providers and may elect to do a certificate in their area of interest from a range of VET in School providers. The Careers Hub staff can provide resources and information on the providers used in the past.

Some of these include:

- South Metropolitan TAFE
- Australian Medical Association
- Fremantle Education Centre
- Applied Vocational Training
- Health Science Hub

School-based Apprenticeships and Traineeships

Students may elect to pursue a school-based apprenticeship or traineeship. Whilst the College has some capacity to facilitate, it is generally the responsibility of the student to secure these placements, with prospective employers.

School-based apprenticeships (SBA)

A school-based apprenticeship allows students to commence an apprenticeship while still at school. Students start their apprenticeship on a part-time basis at school and continue a full-time or part-time basis after leaving school. An apprenticeship leads to a trade qualification and combines employment and training at work with complementary off-the-job training. School-based apprentices enter into a legally binding apprenticeship agreement between the employer, student and parent or guardian to complete the apprenticeship. School-based apprentices generally attend school three days a week, work one day a week and go to a training organisation, such as TAFE, for one day a week. Occasionally, TAFE will change its schedule from a weekly time slot to a block time slot. Please be aware that Holy Cross College has no control over these decisions and is often not informed of such changes until early Term 4.

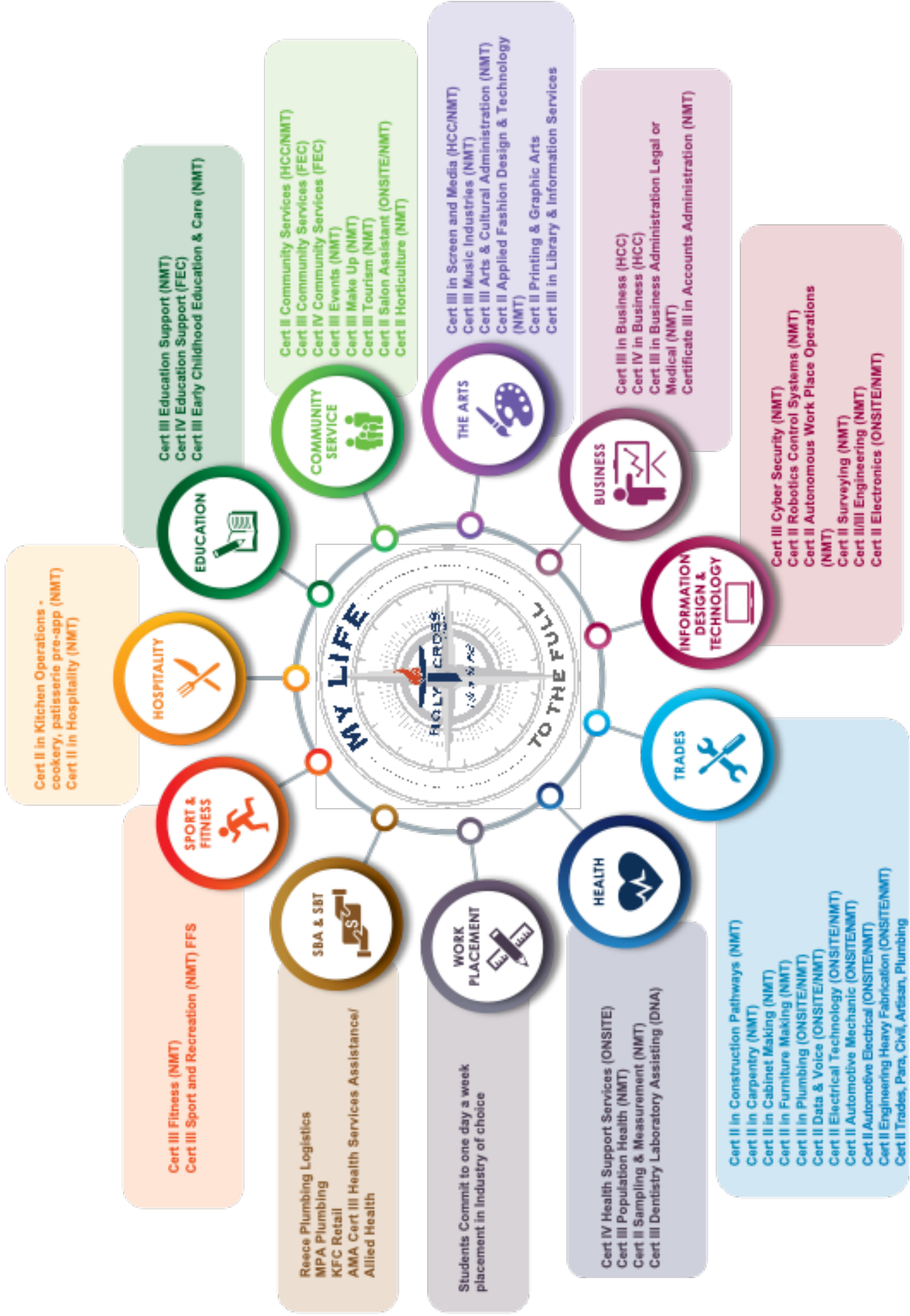
School-based traineeships (SBT)

A school-based traineeship provides an opportunity for full-time Secondary School students to begin preparing themselves for a career in the industry of their choice. School-based traineeships are generally available in non-trade industry areas. They are a great way to develop skills and be paid at the same time. With a school-based traineeship, students can work towards achieving their WACE and an industry-recognised qualification. School-based traineeships can open new career and employment opportunities and enhance students' employability skills. Students are usually out of school one day a week.

There are many traineeships, generally at Certificate II or III level from which students may choose. Benefits of a school-based traineeship include the opportunity to:

- Participate in school and work concurrently.
- Graduate and achieve the Western Australian Certificate of Secondary Education (WACE).
- Achieve a nationally recognised industry qualification.
- Practise hands-on learning in the workplace, making the transition from school to work much easier.
- Provide different pathways of getting into university or other training, should students wish to continue studies once leaving high school, either full-time or part-time.
- Make an early start on a career.

Past students have undertaken SBTs in early childhood care, hospitality, retail and warehousing.



**The above list is not extensive. The full offerings are available in the Careers HUB.

Christian Service Learning

Christian Service Learning is a response to the Gospel message to care for our neighbour. Each of us has a responsibility to give hope to others and, in doing so contribute to making the world a better place. Through 'Giving Life', the College's Christian Service Learning program, students will be challenged to enhance the opportunities of others to have 'life to the full'.

Awareness of social justice issues and the principles of Christian Service are developed through the College curriculum. The College patron, Saint Oscar Romero, stood up for the poor and justice in the world. This teaching plays an integral part of the philosophy of Holy Cross College. Along with Romero, the House patrons of the four pillars of the LIFE Curriculum – Mother Ursula Frayne, Blessed Frédéric Ozanam, Irene McCormack RSJ and Bishop Rosendo Salvado – served those who were suffering and strived for justice for all. In the words of Frédéric Ozanam, "become better to do a little good".

The community of Holy Cross College is responsible for carrying on the legacy of our patrons and sharing our gifts from God with others, freely and without reward. Christian Service Learning is an educational activity that provides opportunities for students to integrate the principles of Catholic social teaching into practical experiences of service to others in society. Students MUST complete 'Giving Life' in Years 10 to 12 in order to graduate from the College. Students are expected to complete 50 hours of service and five hours of reflection in total, to make up one unit equivalent towards WACE.

In Christian Service Learning, students are active participants in their own learning. As they perform their service they produce evidence of learning. Observation and anecdotal record keeping is an important source of evidence of learning in this course. Journal entries, peer evaluations and group discussions also help document this learning.

Year Level	Type of Service	WACE Unit	Minimum hours to complete C
Years 10, 11 and 12	Christian Service Learning	One	55 Hours

Your Choices after Year 12

Students leaving school after Year 12 typically pursue one of three broad options. Options are influenced by the courses you have completed at school and the results you have attained.

University admission

Perth has five universities. They are:

1. Curtin University, Bentley
2. Edith Cowan University, Joondalup and Mount Lawley
3. Murdoch University, Murdoch
4. The University of Notre Dame Australia (Catholic), Fremantle or Broome
5. The University of Western Australia, Nedlands

Admission to university is competitive, with some courses having more applicants than places. To process applicants fairly, ATAR Pathway students will be ranked using the Australian Tertiary Admission Rank (ATAR). However, university enabling programs such as Curtin UniReady also provide students with a direct entry to university.

To be considered for university admission as an ATAR Pathway student you must:

- Demonstrate competence in English.
- Obtain a sufficiently high ATAR for entry to a particular university and/or course .
- Satisfy any pre-requisites or special requirements for entry to particular courses.
- Achieve the WACE.

UniReady Pathway students apply through TISC:

- Demonstrate competence in English.
- Satisfy any pre-requisites or special requirements for entry to chosen courses.
- Achieve the WACE.

Universities may offer concessions for students who do not meet the English competence requirement. Please go to <http://tisc.edu.au/> for more information.

English Competence (ATAR Pathway)

	English ATAR	English General
The University of Notre Dame	Any result with WACE	Any result with WACE
Edith Cowan University	Final grade of C or higher	Final grade of A and a Cert IV
Curtin University	Scaled score of 50.0 or higher	If permitted students may sit the STAT test
Murdoch University	Any result with WACE	Any result with WACE
The University of Western Australia	Scaled score of 50.0 or higher	If permitted students may sit the STAT test

Australian Tertiary Admission Rank (ATAR)

The ATAR is derived from the Tertiary Entrance Aggregate (TEA). The ATAR ranges between zero and 99.95. It reports the student's rank relative to all other WA students of Year 12 school leaving age and considers 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 you have an overall rating equal to or better than 75% of the Year 12 school leaving age population in Western Australia.

Pre-requisites

Some university courses will require students to have studied particular courses at school. These are pre-requisites and MUST be studied at the ATAR level prior to the end of Year 12 and a scaled mark of at least 50 must be achieved. Desirable courses will assist students once they

are in university, but do not impact on a student's eligibility in a course. Bridging courses are available in many courses.

All universities require students to have obtained their WACE as an entry requirement.

How is the Tertiary Entrance Aggregate (TEA) calculated?

The TEA will be calculated by adding the best four scaled scores for ATAR courses. No course can be counted more than once. In calculating the scaled score, equal weight is given to the final school score and the final examination score, except where courses are taken on a private basis. For all universities, students may accumulate scaled scores that contribute to their ATAR over five consecutive years.

TEA to ATAR

Tertiary Institutions Service Centre (TISC) annually constructs a table to convert a student's TEA to an ATAR.

<http://www.tisc.edu.au/calculator/atar-calculator.tisc>

The table considers the number of students with a TEA and the number of people of Year 12 school leaving age in the state. The average course mark needed is the student's moderated school mark and standardised examination mark combined, with scaling applied; e.g. a school mark of 60% may equate to a 70 ATAR. The table below can be used as a guide.

ATAR	TEA
70	216.5
75	226.5
80	238.4
85	252.4
90	270.2
95	298.7
99	348.9
99.95	410.1

Course cut-offs

Universities publish their course cut-offs annually. A complete list of university course cut-offs can be found on the TISC website at:

<http://www.tisc.edu.au/static/statistics/cutoff-rank/cutoff-index.tisc>

Please note: The cut-off ATAR score represents the minimum score that was required to enter the chosen university course in that year. These cut-offs may change every year and therefore should only be used as a guide.

Alternate entry pathways

Students who do not meet the minimum ATAR for their chosen course may consider undertaking an alternate entry pathway after Year 12.

The University of Notre Dame

Notre Dame offer the Tertiary Pathway Program (TPP) and UniPath.

TPP is a one semester bridging course, in which students undertake five units that are designed to help develop key skills and attributes necessary for university studies. Further information can be found at:

<https://www.notredame.edu.au/study/pathways/tertiary-pathway-program>

UniPath is a 12 week pathway program where you will study at Notre Dame campus one day a week whilst in Year 12 in preparation for your university degree. Further information can be found at: <https://www.notredame.edu.au/study/pathways/unipath>

Curtin University

Curtin University offers the options below for alternative entry:

- Portfolio entry is available to students who can display equivalence to ATAR entry through the submission of a portfolio that demonstrates evidence of academic, achievements, qualifications and ability
- Curtin University offers several enabling programs that range from six months to one year in duration, depending on the program.

- Students may apply to undertake a pre-university or diploma qualification at Curtin College. Completion of one of these qualifications will guarantee students direct entry into the second year of an undergraduate degree.
- Cert IV with C grade in ATAR English.

For further details visit:

<https://study.curtin.edu.au/applying/pathways/>

Murdoch University

OnTrack and OnTrack Sprint are fee-free university preparation courses that provide alternative entry pathways into Murdoch University. Upon successful completion of the OnTrack or OnTrack Sprint program, you will be eligible for an offer to study any course at Murdoch University that has an indicative ATAR of 70 or less. Each of the courses has a set of pre-requisites; for details, please see the Murdoch University website: <https://www.murdoch.edu.au/study/courses/enabling-pathways>

Edith Cowan University

Edith Cowan University offers the alternative entry pathways below:

- UniPrep or UniPrep Accelerate prepares students for university-level study by teaching them the required skills for academic success, with an emphasis on the student becoming an independent learner.

- Students may apply by portfolio entry direct to ECU if their ATAR is less than the entry requirement for their desired qualification.
- Cert IV with an A grade in General English.

For further details, please see the Edith Cowan University website:

<https://www.ecu.edu.au/degrees/year-12-pathways>

The University of Western Australia

Whilst UWA does not offer any specific enabling programs, it offers a number of ATAR adjustment allowances based on certain criteria:

- Broadway – The College is classified as a Broadway School and as such students applying to UWA are allowed certain score adjustments depending on the ATAR they have achieved and the course for which they are seeking admission.
- First in Family – Students whose parents have not completed a university level degree are eligible for a ATAR score adjustment if they achieve between 70 and 79.95.
- UWA has options for entry via their Experience-based entry pathway. Qualifications and life experiences will be awarded points to determine your eligibility for your chosen course.

For further details, please see The University of Western Australia's website:

<https://www.uwa.edu.au/study/how-to-apply/admission-entry-pathways>

TAFE entry

The below table sets out the basic entry requirement for each course type available at TAFE.

Entry into Course	Requirements
Certificate II	OLNA or Certificate I or II or C grades in Year 10 English and Maths
Certificate III	OLNA or Certificate I or II or C grades in Year 10 English and Maths
Certificate IV	C Grade in Year 11 General English and OLNA or Certificate II or III or C grades in Year 11 English and Maths
Diploma	Completion of WACE with C Grades or Certificate III

Competitive entry

Competitive entry into TAFE is determined on a points criteria; 90 points are achievable across two categories. Students who wish to enter via the competitive entry pathway must also meet the basic entry requirements. Academic achievement constitutes up to 60 points in the entry process and points can be achieved in this category as below:

- 6-20 points can be awarded for each grade received in Year 10, General and ATAR subjects.
- 20-60 points can be given for each certificate achieved.

Work history can amass up to 30 points for competitive entry. Points are awarded at 0.003 points per hour for any of the below:

- Employment
- Work experience
- Community service/volunteer work.

Entry Components	Points
Year 12 General Points Based on Grades	A 16 / B 15 / C 14
Certificate II Points Based on Completion	Certificate II earns you: 60 points for Cert II and III applications 30 points for Cert IV applications 20 points for Diploma applications
Example Applying for Cert IV Top 3 Course Scores Basic Entry Met	Cannot use Certificate with Grades for Calculation B Grade - 15 Two C Grades - 28 Total for Achievement = 43 (60 max) Work Experience /Volunteering 1000 Hours - 3 (max 30) Grand Total = 46 points out of 90

In recent years, it has become easier to transfer between TAFE courses and some university courses. In general terms, transfers are possible after completion of Diploma-level TAFE courses. Further information about training can be found at: <http://www.dtwd.wa.gov.au/training>

TAFE campuses

The two metropolitan TAFEs are North Metropolitan TAFE and South Metropolitan TAFE.

Qualifications explained

Qualification	Duration
Certificate I and II - job ready Certificates I and II are entry level qualifications giving you basic employability skills. You learn the skills required by the industry area as a worker with limited responsibilities.	Commonly six months
Certificate III - trade and intermediate service workers With a Certificate III, you may find employment at junior to intermediate levels in clerical, sales and service work. It is usually required for recognition as a tradesperson. Most apprenticeships and traineeships lead to a trade qualification at this level.	Commonly six months
Certificate IV - associate professionals and supervisors A Certificate IV gives you broad knowledge in your chosen industry and substantial depth in some areas. The qualification prepares you to take limited responsibility for others, usually in a supervisory role.	Commonly six to twelve months
Diploma and advanced diploma - professionals and managers Diplomas and advanced diplomas prepare you to work autonomously and be involved in solving technical issues.	Commonly one to two years after Certificate IV

Range of qualifications

- Arts and Entertainment
- Automotive
- Banking, Finance, Insurance and Property Services
- Building and Construction
- Business and Management
- Clothing Textiles, Footwear and Furnishing
- Community Services, Health and Education
- Computing and Information Technology
- Electrical, Electronic, Refrigeration and Air Conditioning
- Engineering and Mining
- Food Processing
- Hospitality, Travel and Tourism
- Languages
- Primary Industry
- Sales and Personal Services
- Science, Technology and Process Manufacturing
- Sports and Recreation
- Transport and Logistics

TAFE qualification pathway

Many TAFE qualifications lead straight into university qualifications. In some cases, by successfully completing a TAFE qualification, students can reduce the time it takes to get a degree. For example, students can start their studies at a TAFE, complete a Certificate IV or Diploma and apply for university entrance.

It is important to remember a TAFE qualification is not a guarantee that you will gain university admission. You will need to meet the minimum entrance requirements for your chosen field.

TAFE qualifications are designed in a sequence to enable students to move from one qualification to the next, such as a Certificate II to a Certificate III, to a Certificate IV to and a Diploma. Generally, successfully completing one level provides you with the minimum entrance requirements for the next level. Start at the qualification level that suits your current knowledge and education level (not always the lowest level). You can progress through to higher level qualifications as your needs, skills and interests develop.

Differences between TAFE and university qualifications

TAFE offers Certificate, Diploma and Advanced Diploma qualifications, which can vary in length of study from six months to three years.

Qualifications are practical and tailored to meet job requirements.

Universities offer degree qualifications, which take three or more years and usually contain more theory than TAFE qualifications.

Career information

At different times throughout life, a career journey will have a different focus. For students about to start Year 11, the focus is on occupations, post-school education and training options, and the school courses needed to access these. Students are encouraged to have several different possibilities in mind and should obtain information about all of them.

The student who looks ahead and thinks about which courses would best suit their ability, interests and potential career goals will be happier and more content. Knowing where to access the relevant information is also important. Students have completed a term of study in the careers space to help answer some of these questions. The My Future website has provided the students with information and insight on their own journey.

Please visit Mrs Wilson and Mrs Ryan in the Careers Hub for specific careers information and various displays with prospectuses for University and TAFE entry, as well as information on training from private providers and Apprenticeships.

The Careers Hub is available for all students to access during recess and lunchtimes. There is a popular 'chats and snacks' session every Wednesday with guest presenters and workshops for interested students to attend. Past presenters include the Australian Institute of Fitness, Australian Defence Force, Apprenticeship workshop, Resume writing and ECU.

Jobs and Skills WA

Jobs and skills centres are open and are located at TAFE Campuses in the Perth metropolitan area.

For further details, please see the website: <https://www.jobsandskills.wa.gov.au/jobs-and-skills-centre>

Courses



Religious Education

All students enrolled in Year 11 and 12 in Catholic schools in Western Australia must study a Religion and Life course.

Religion and Life (General)

Course outline

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.

Course structure

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.

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.

Skills outline

- Terms and concepts
- Research
- Analysis and use of sources
- Explanation and communication.

Religion and Life (ATAR)

Course outline

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. Students employ research and learning skills that enable them to use a range of primary and secondary sources to investigate the interplay between religion and life.

Course structure

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.

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.

Skills outline

- Terms and concepts
- Research
- Analysis and use of sources
- Explanation and communication.

Pre-requisite

English (65%), OLNA Reading and Writing qualification.

English

English (Foundation)

Course outline

The English Foundation course aims to develop students':

- Opportunities to practise their skills with functional literacy, especially spelling, punctuation and grammar.
- Skills in reading (understanding, comprehending, interpreting, analysing) texts for work, learning, community and everyday personal contexts.
- Skills in producing (constructing, creating, writing) texts for work, learning, community and everyday personal contexts.
- Skills in speaking and listening for work, learning, community and everyday personal contexts.

Course structure

Units 1 and 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.

Skills outline

- Reading
- Writing
- Viewing
- Listening and speaking
- Creating.

Note: Any students that have not passed OLNA (Reading or Writing) will be required to take the English Foundation course.

English (General)

Course outline

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.

Course structure

Unit 1: Focuses on students comprehending and responding to the ideas and information presented in texts. Students employ a variety of strategies to assist comprehension, to read, view and listen to texts to connect, interpret and visualise ideas. They also learn how to respond personally and logically to texts by questioning, using inferential reasoning and determining the importance of content and structure.

Unit 2: Focuses on interpreting ideas and arguments in a range of texts and contexts. Students analyse text structures, language features and identify the ideas, arguments and values expressed to consider the purposes and possible audiences of texts. They examine the connections between purpose and structure and how a text's meaning is influenced by the context in which it is created and received to integrate relevant information and ideas from texts.

Content covered

- Use strategies and skills for comprehending texts.
- Consider the ways in which texts communicate ideas, attitudes and values.
- Use information for specific purposes and contexts.
- Create a range of texts.

Skills outline

- Reading
- Writing
- Viewing
- Listening and speaking
- Creating.

English (ATAR)

Course outline

The English ATAR course focuses on developing students' analytical, creative, critical thinking and communication skills in all language modes. It encourages students to critically engage with texts from their contemporary world, with texts from the past and with texts from Australian and other cultures. Such engagement helps students develop a sense of themselves, their world and their place in it.

Through close study and wide reading, viewing and listening, students develop the ability to analyse and evaluate the purpose, stylistic qualities and conventions of texts and enjoy creating their own imaginative, interpretive, persuasive and analytical responses. The English ATAR course is designed to develop students' ability with all types of texts and language modes and to foster an appreciation of the value of English for lifelong learning.

Course structure

Unit 1: Students explore how meaning is communicated through the relationships between language, text, purpose, context and audience. This includes how language and texts are shaped by their purpose, the audiences for whom they are intended, and the contexts in which they are created and received. Through responding to and creating texts, students consider how language, structure and conventions operate in a variety of imaginative, interpretive and persuasive texts.

Unit 2: Students analyse the representation of ideas, attitudes and voices in texts to consider how texts represent the world and human experience. Analysis of how language and structural choices shape perspectives in and for a range of contexts is central to this unit. By responding to and creating texts in different modes and media, students consider the interplay of imaginative, interpretive, persuasive and analytical elements in a range of texts and present their own analyses.

Skills outline

- Reading
- Writing
- Viewing
- Speaking
- Listening
- Creating.

Pre-requisite

English (65%), OLNA Reading and Writing qualification.

English Literature (ATAR)

Course outline

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

Students enjoy and respond creatively and critically to literary texts drawn from the past and present and from Australian and other cultures. They reflect on what these texts offer them as individuals, as members of Australian society and as world citizens. Students establish and articulate their views through creative response and logical argument. They reflect on qualities of literary texts, appreciate the power of language and inquire into the relationships between texts, authors, readers, audiences and contexts as they explore ideas, concepts, attitudes and values.

Course structure

Unit 1: Develops students' knowledge and understanding of different ways of reading and creating literary texts drawn from a widening range of historical, social, cultural and personal contexts. Students analyse the relationships between language, text, contexts, individual points of view and the reader's response. This unit develops knowledge and understanding of different literary conventions and storytelling traditions and their relationships with audiences. A range of literary forms is considered: prose fiction, poetry and drama. The significance of ideas and the distinctive qualities of texts are analysed through detailed textual study.

Unit 2: Develops students' knowledge and understanding of intertextuality and the ways literary texts connect with each other. Drawing on a range of language and literary experiences, students consider the relationships between texts, genres, authors, readers, audiences and contexts. The ideas, language and structure of different texts are compared and contrasted. Exploring connections between texts involves analysing their similarities and differences through an analysis of the ideas, language used and forms of texts.

Skills outline

- Reading
- Writing
- Viewing
- Speaking
- Listening
- Creating
- Responding personally, critically and imaginatively.

Pre-requisite

English (70%), OLNA Reading and Writing qualification.

Mathematics

Mathematics (Foundation)

Course outline

The Mathematics Foundation course focuses on building the capacity, confidence and disposition to use mathematics to meet the numeracy standard for the WACE. This course is for students who have not demonstrated the numeracy standard in the OLNA. 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.

Course structure

Unit 1: This unit includes five content areas:

- Whole numbers and money
- Addition and subtraction with whole numbers and money
- Length, mass and capacity
- Time
- Data, graphs and tables.

Unit 2: This unit includes five content areas:

- Understanding fractions and decimals
- Multiplication and division with whole numbers and money
- Metric relationships
- Perimeter, area and volume
- The probability of everyday events.

Skills outline

Throughout each unit, students apply the mathematical thinking process to real-world problems:

- Interpret the task and gather the key information.
- Identify the Mathematics that could help to complete the task.
- Analyse information and data from a variety of sources.
- Apply their existing mathematical knowledge and strategies to obtain a solution.
- Verify the reasonableness of the solution.
- Communicate findings in a systematic and concise manner.

Note: Students that have not passed OLNA (Numeracy) will be required to enrol in Mathematics Foundations.

Mathematics Essential (General)

Course outline

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

Content covered

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair.

Unit 1: This unit includes the following four topics:

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

Unit 2: This unit includes the following four topics:

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

Skills outline

Throughout each unit, students apply the mathematical thinking process to real-world problems:

- Interpret the task and gather the key information.
- Identify the mathematics that could help to complete the task.
- Analyse information and data from a variety of sources.
- Apply their existing mathematical knowledge and strategies to obtain a solution.
- Verify the reasonableness of the solution.
- Communicate findings in a systematic and concise manner.

Mathematics Applications (ATAR)

Course outline

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

Content covered

Unit 1:

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

Unit 2:

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

Skills outline

The Mathematics Applications ATAR course aims to develop students':

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

Pre-requisite

Mathematics (65%), OLNA Numeracy must be met.

Mathematics Methods (ATAR)

Course outline

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

Content covered

Unit 1

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

Unit 2

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

Skills outline

The Mathematics Methods ATAR course aims to develop students':

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

Pre-requisite

Mathematics (70%), OLNA Numeracy must be met.

Mathematics Specialist (ATAR)

Course outline

Mathematics Specialist provides opportunities, beyond those presented in Mathematics Methods, 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 Mathematics Methods as well as demonstrate their application in many areas. Specialist Mathematics also extends understanding and knowledge of probability and statistics and introduces the topics of vectors, complex numbers and matrices.

Content covered

Unit 1

- Combinatorics
- Vectors in the plane
- Geometry.

Unit 2

- Trigonometry
- Matrices
- Real and complex numbers.

Skills outline

The Mathematics Specialist ATAR course aims to develop students':

- Understanding of concepts and techniques drawn from combinatorics, geometry, trigonometry, complex numbers, vectors, matrices, calculus and statistics.
- Ability to solve applied problems using concepts and techniques drawn from combinatorics, geometry, trigonometry, complex numbers, vectors, matrices, calculus and statistics.
- Capacity to choose and use technology appropriately.
- Reasoning in mathematical and statistical contexts and interpretation of mathematical and statistical information, including ascertaining the reasonableness of solutions to problems.
- Capacity to communicate in a concise and systematic manner using appropriate mathematical and statistical language.
- Ability to construct proofs.

Pre-requisite

Mathematics (70%).

Science

Chemistry (ATAR)

Course outline

Chemistry is the study of materials and substances and the transformations they undergo through interactions and the transfer of energy. Chemists can use an understanding of chemical structures and processes to adapt, control and manipulate systems to meet particular economic, environmental and social needs. This includes addressing the global challenges of climate change and security of water, food and energy supplies, and designing processes to maximise the efficient use of Earth's finite resources.

Chemistry develops students' understanding of the key chemical concepts and models of structure, bonding, and chemical change, including the role of chemical, electrical and thermal energy. Students learn how models of structure and bonding enable chemists to predict properties and reactions and to adapt these for particular purposes.

Content covered

Chemistry will be studied over two units:

Unit 1:

Chemical fundamentals: structure, properties and reactions.

Unit 2:

Molecular interactions and reactions.

The Chemistry ATAR course has three interrelated strands: Science Inquiry Skills, Science as a Human Endeavour and Science Understanding. By the end of the course, students will have studied:

- Properties and structure of atoms
- Properties and structure of materials
- Chemical reactions: reactants, products and energy change
- Intermolecular forces and gases
- Aqueous solutions and acidity
- Rates of chemical reactions.

Skills outline

- Identifying and posing questions.
- Planning, conducting and reflecting on investigations.
- Processing, analysing and interpreting data.
- Communicating findings. This strand is concerned with evaluating claims, investigating ideas, solving problems, reasoning, drawing valid conclusions, and developing evidence-based arguments.

Pre-requisite

Science Extension (60%).

Physics (ATAR)

Course outline

Physics is a fundamental science that endeavours to explain all the natural phenomena that occur in the universe. Its power lies in the use of a comparatively small number of assumptions, models, laws and theories to explain a wide range of phenomena, from the incredibly small to the incredibly large. Physics has helped to unlock the mysteries of the universe and provides the foundation of understanding upon which modern technologies and all other sciences are based.

Content covered

Physics will be studied over two units:

Unit 1:

Thermal, nuclear and electrical physics.

Unit 2:

Linear motion and waves.

The Physics ATAR course has three interrelated strands: Science Inquiry Skills, Science as a Human Endeavour and Science Understanding. By the end of the course, students will have studied:

- Ionising radiation and nuclear reactions
- Heating, cooling and Kinetic Theory
- Electrical circuits
- Current electricity
- Linear and motion force
- Waves.

Skills outline

- Observe the physical world to prepare an investigation plan.
- Conduct experiments and investigations.
- Analyse data and draw conclusions based on evidence.
- Evaluate the accuracy and precision of experimental data and the effectiveness of their experimental design.
- Communicate and apply physics skills and understandings in a range of contexts.

Pre-requisite

Science Extension (60%) and concurrent enrolment in Mathematics Methods.

Human Biological Science (ATAR)

Course Outline

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.

Content Covered

Human Biology will be studied over two units, the functioning human body and reproduction and inheritance. The course has three interrelated strands: Science Inquiry Skills, Science as a Human Endeavour and Science Understanding.

Throughout the course students will study:

- Metabolism
- Transport
- Mitosis
- Respiratory system
- Circulatory system
- Musculoskeletal system
- Digestive system
- Excretory system
- Variation and evolution
- Variation from meiosis
- Variation from fertilisation
- DNA
- Cell reproduction
- Human reproduction
- Inheritance.

Skills Outline

- Plan and conduct investigations.
- Analyse data, draw conclusions, evaluate investigation design and findings.
- Evaluate the impact of advancements in human biology on individuals and society.
- Communicate understandings of human biology.

Pre-requisite

Science Extension (55%) or Science General (70%).

Human Biological Science (General)

Course outline

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

The course will be studied over two units: healthy body and reproduction. The course has three interrelated strands: Science Understanding, Science Inquiry Skills and Science as a Human Endeavor.

Content covered

Unit 1: Healthy Body

- Characteristics of life
- Body organisation
- Respiratory system
- Circulatory system
- Digestive system
- Nutrition and diet
- Urinary system.

Unit 2: Reproduction

- Genetic material
- Cell division
- Reproductive systems
- Pregnancy
- Reproductive technologies
- Sexually transmitted infections.

Skills outline

- Plan and conduct investigations.
- Analyse data, draw conclusions, evaluate investigation design and findings.
- Evaluate the impact of advancements in human biology on individuals and society.
- Communicate understandings of human biology.

Psychology (ATAR)

Course outline

Psychology is the scientific study of how people think, feel and act. It aims to answer important questions such as what factors influence human development. While there are other disciplines that overlap with psychology's main aim to understand humans, psychology is rigorous in its use of scientific method. This allows for systematic exploration into the complexities of human behaviour based on evidence gathered through planned investigations.

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

Content covered

Unit 1: This unit focuses on a number of concepts that enable students to gain an understanding of how and why people behave the way they do. Students learn about the human brain and explore the impact of external factors on behaviour, such as physical activity and psychoactive drugs. Cognitive processes, such as sensation and perception, and selective and divided attention are investigated. Students examine different types of relationships and the role of verbal and non-verbal communication in initiating, maintaining and regulating these. Students are introduced to ethics in psychological research and carry out investigations.

Unit 2: This unit focuses on developmental psychology. Students analyse twin and adoption studies to gain insight into the nature/nurture debate and look at the role of play in assisting development. Students explore what is meant by the term personality and examine historical perspectives used to explain personality. They also explore behaviour and causes of prejudice. Psychological research methods studied in Unit 1 are further developed.

Pre-requisite

Science Extension (60%) or Science General (80%).

Humanities and Social Science

Modern History (ATAR)

Course outline

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

Content covered

**Unit 1 – Understanding the modern world:
Capitalism – The American experience from 1907-1941:**

- Causes of the rise of capitalism in the USA
- Impact of WWI, 1920s and WWII until 1941 on American capitalism
- The Great Depression
- Impact of capitalism on different groups within American society
- Significance of capitalism in this period.

Unit 2 – Movements for change in the 20th century – Nazism in Germany:

- Economic, political and military circumstances in Germany at the end of WWI
- Weimar Republic
- Reasons for the rise of Hitler and the Nazi Party
- Nature and effects of key aspects of the Nazi state
- Nazi policies of anti-Semitism and the promotion of the Aryan race
- Legacy of Nazism after WWII.

Skills outline

- Chronology, terms and concepts
- Historical questions and research
- Analysis and use of sources
- Perspectives and interpretations
- Explanation and communication.

Pre-requisite

Humanities and Social Sciences and English ATAR (65%).

Economics (ATAR)

Course outline

Economics investigates the choices that all people, groups and societies face as they confront the ongoing problem of satisfying their unlimited wants with limited resources.

Economics aims to understand and analyse the allocation, utilisation and distribution of scarce resources that determine our wealth and wellbeing. Economics develops the knowledge, reasoning and interpretation skills that form an important component of understanding individual, business and government behaviour at the local, national and global levels. Economic literacy developed through this course enables students to actively participate in economic and financial decision - making, which promotes individual and societal wealth and wellbeing.

Content covered

Unit 1 (Microeconomics): The first part of the course introduces microeconomic theory by studying markets as an efficient way to allocate scarce resources, using real-world markets with an emphasis on the Australian economy. When the forces of demand and supply do not allocate price resources in a way that society would regard as efficient, equitable or sustainable, market failure can occur. Students examine examples of market failure along with a range of government policy options that can be applied.

Unit 2 (Macroeconomics): The second part of the course introduces macroeconomic theory by exploring the government's role in a modified market economy and Australia's macroeconomic performance. The cyclical fluctuations in the level of economic activity result in changes in the levels of output, income, spending and employment in the economy which, in turn, have implications for economic growth, inflation and unemployment. Students examine the role of government, through its spending and taxing powers, which can affect the allocation and price of resources, and the level of economic activity by targeting economic objectives.

Pre-requisite

Humanities and Social Sciences (70%), and English (65%).

Geography (General)

Course outline

The Geography General course provides students with the opportunity to investigate and analyse a range of challenges and associated opportunities facing Australia and the global community. These challenges include rapid change in biophysical environments, the sustainability of places, dealing with environmental risks and the consequences of international integration. Students will investigate geographical issues and phenomena in a variety of scales and contexts. They will develop a range of skills that help them to understand the physical world, interpret the past, scrutinise the present and explore sustainable strategies for the future care of places.

Students will learn how to collect information from primary and secondary sources, such as fieldwork observations and data collection, mapping, and reports. Fieldwork, in all its various forms, is central to geographical inquiries and allows students the opportunity to engage with environments through a range of real-world and hands-on learning experiences.

Content covered

Unit 1 - Geography of environments at risk: This unit explores the spatial patterns and processes related to environments at risk, and to the protection of such environments through management at local, regional and global levels.

Unit 2 - Geography of people and places: This unit explores the natural and cultural characteristics of a region and the processes that have enabled it to change over time and the challenges it may face in the future.

The content covered in this course would complement the content in the Outdoor Education General course and therefore students are encouraged to select these courses as a pair.

Skills outline

- Observing, questioning and planning
- Collecting recording, evaluating and representing
- Interpreting, analysing and concluding
- Communicating
- Reflecting and responding.

Pre-requisite

OLNA Reading and Writing qualification.

History: Ancient and Modern (General)

Course outline

History provides insights into the present and gives students opportunities to reflect on the significance of past events, people, beliefs and ideas. Students gain insights into their own society and its values. It helps them to understand why nations and people hold certain values, and why values and belief systems vary from one group to another. This knowledge is crucial to the development of active and informed citizens in any society. The study of history ensures that they gain essential knowledge of the past – its legacy and heritage.

Content covered

Unit 1:

The Ancient History General unit enables students to study life in early civilisations, based on the interpretation of the physical and written remains of different ancient societies. The study of ancient civilisations illustrates the development of distinctive features of contemporary societies; for example, social organisation and religion. The course also explores the possible motivations and actions of individuals, and how they shaped the political, social and cultural landscapes of the ancient world. Students are introduced to the process of reconstructing the past using often fragmentary evidence from a range of written and archaeological sources, and the skills associated with the analysis of historical sources.

Unit 2:

The Modern History General unit 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. The study of history assists students in the development of critical thinking skills as it encourages them to compare and contrast information, detect inconsistencies in details, recognise the manipulation of evidence, identify perspective in the presentation of graphic and textual material, and evaluate the accuracy and reliability of sources.

Skills outline

- Chronology, terms and concepts
- Historical questions and research
- Analysis and use of sources
- Perspectives and interpretations
- Explanation and communication.

Pre-requisite

OLNA Reading and Writing qualification.

Health and Physical Education

Outdoor Education (General)

Course outline

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 goal of the course is to contribute towards a sustainable world.

The course lends itself to an integrated approach between practical experiences, the environment, and conceptual understandings. Students develop self-awareness by engaging in a range of challenging outdoor activities. They enhance personal and group skills and build confidence, empathy, and self-understanding. Working with others enables students to better understand group dynamics, and enhance their leadership qualities and decision-making abilities, while showing respect for self, others, and the environment.

Students learn to assess risk and identify and apply appropriate management strategies and emergency response procedures. The opportunity to explore environmental management strategies related to activities in the outdoors is provided. Students learn skills that encourage them to minimise their impact on the environment and understand why this is so important.

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

Possible areas of focus during the course may include outdoor adventure, camping, cooking, roping, knot tying, rock climbing, abseiling, belaying, orienteering and snorkelling.

The content covered in this course would complement the content in the Geography General course and therefore students are encouraged to select these courses as a pair.

Skills outline

The Outdoor Education General course is designed to facilitate achievement of the following outcomes:

- Understanding the principles of outdoor education.
- Skills for safe participation in outdoor activities.
- Understanding of the environment.
- Self-management and interpersonal skills in outdoor activities.

Note: Due to the practical requirements of this course it is available to General/Horizons Pathway students only. Students enrolled in this course will incur an additional fee of \$500 which will be added to their family fee statement.

Physical Education Studies (ATAR)

Course outline

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.

This course focuses on the complex inter-relationships between motor learning and psychological, biomechanical and physiological factors that influence individual and team performance. Students engage as performers, leaders, coaches, analysts and planners of physical activity. Physical activity serves both as a source of content and data and as a medium for learning. Learning in this course cannot be separated from active participation in physical activities and involves students in closely integrated written, oral and physical learning experiences.

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

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

Skills outline

- Skills for physical activity.
- Self-management and interpersonal skills for physical activity.
- Knowledge and understanding of movement and conditioning concepts for physical activity.
- Knowledge and understanding of sport psychology concepts for physical activity.

Pre-requisite

English (65%).

Physical Education Studies (General)

Course outline

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

The course focuses on the complex inter-relationships between motor learning and psychological, biomechanical and physiological factors that influence individual and team performance. Students engage as performers, leaders, coaches, analysts and planners of physical activity. Physical activity serves both as a source of content and data and as a medium for learning. Learning in the Physical Education Studies General course cannot be separated from active participation in physical activities and involves students in closely integrated written, oral and physical learning experiences based upon the study of selected physical activities.

Two periods per week will be spent on the practical component of the course and two periods per week will be spend on the theory component.

Skills outline

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

Technologies

Applied Information Technology (General)

Course outline/content covered

This course is split into two units:

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.

Organisation of content:

- Design concepts (Unit 1)
- Managing data (Unit 2)
- Hardware (Unit 1)
- Networks (Unit 2)
- Impacts of technology (Unit 1 and 2)
- Application skills (Unit 1 and 2)
- Project management (Unit 1 and 2)

Dual Certificate II in Community Services/Active Volunteering

This course is completed over Years 11 and 12, or a single course over one year.

Course outline

This qualification prepares students for a career in the community services industry. You will gain essential theory and practical skills for a career in Community Services, Children's Services or Disability Services. It's also a great opportunity to gain workplace skills in an industry environment. You will develop skills in communication, information processing, administration support, networking and group support.

Content covered

Students will complete seven units of competence in the first year. These units include:

- Participate in workplace health and safety
- Communicate in the workplace
- Work with diverse people
- Be an effective volunteer
- Provide first point of contact
- Communicate and work in health or community services
- Work within a community development framework.

Skills outline

- Caring for others
- Self-awareness.

Design Photography (General)

Course outline

The focus for this course is personal design and social design. Students understand that they visually communicate aspects of their personality, values and beliefs, through a range of design factors including their manipulation of personal surroundings and environments.

Students are introduced to communication principles, design elements and principles, and design process and practice. They are introduced to camera production techniques to aid in determining communication objectives or goals, communication situation or context, problem identification and problem-solving strategies, and concept development. They are introduced to basic production skills and processes, materials and technologies.

Content covered

The course content is divided into three content areas:

- Design principles and process
- Communication principles and visual literacies
- Production knowledge and skills.

Skills outline

- Management of production processes, methods and techniques.
- History/evolution of production processes relevant to design discipline.
- Appropriate terminology and formats of presentation of design solutions relevant to design disciplines.
- Planning and time management.
- Development of solutions through experimentation.
- Evolution of production processes relevant to design discipline.
- Application of OSH principles to production processes relevant to the design context.

Dimensional Design – Jewellery, Fashion and Architecture (General)

Course outline

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

Design projects allow students to demonstrate their skills and understandings of design principles and processes, to analyse problems and possibilities, and to devise innovative strategies within a specific design context. There is potential for students to develop transferable skills and vocational competencies while devising innovative design artefacts.

Dimensional Design context

Dimensional Design may include elements of fashion, textiles, architecture, furniture design and 3D graphics, including computer-aided design. This context enables the design and production of objects having three dimensional content, including models, glass, jewellery, ceramics, sculpture or a series of design drawings in which any of the three dimensional examples are represented.

In this course, students develop a competitive edge for current and future industry and employment markets. This course also emphasises the scope of design in professional and trade-based industries allowing students to maximise vocational and/or university pathways.

This Dimensional Design course is a continuation of Technical Graphics, Jewellery Design and Textiles in Years 8, 9 and 10.

Food Science and Technology (General)

Course outline

Food Science and Technology is a theory and practical-based course that provides opportunities for students to explore and develop food-related knowledge and skills. Food impacts every aspect of daily life and is essential for maintaining overall health and well-being.

The application of science and technology plays an important role in understanding how the properties of food are used to meet the needs of consumers and producers. Food laws and regulations govern the production, supply and distribution of safe foods. Students develop practical food-related skills, understandings and attitudes that enhance their problem-solving abilities and decision-making skills.

Students develop their interests and skills through the design, production and management of food-related tasks. They develop knowledge of the sensory, physical, chemical and functional properties of food and apply these in practical situations. Students explore innovations in science and technology and changing consumer demands. 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. This 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.

Content covered

- Food as a commodity
- Properties of food
- Nutrition
- Food products and processing systems
- Food issues
- Laws and regulatory codes.

Skills outline

- Knife skills
- Industry skill standards.

Materials Design and Technology – Metalwork (General)

Course outline

Students are introduced to the design process and follow it to create inspirational and functional designs that they produce in the college workshop. Students will create a number of projects including a sheet metal project, CNC plasma cut project, and a fabricated personal project. Students will have the opportunity to use specialised machines such as the CNC Plasma Cutter, mechanical cutting machines, and welding machines to aid in the production of their projects. Students will also develop an awareness of production management strategies.

Students will critically analyse existing products and evaluate their suitability for users needs. Students will learn to identify and incorporate the elements and principles of design into their projects. They will then learn how to visually communicate these through hand sketching and computer aided design software. Throughout the process students learn about the origins, classifications, properties and suitability for purpose of the materials they are using.

Content covered

- Nature and properties of materials
- Elements of design
- Safe workshop practices.

Skills outline

- MIG welding
- Fabrication techniques
- Finishing techniques
- Creating a design folio – research and drawing skills
- Use of different hand and power tools.

Materials Design and Technology - Textiles (General)

Course outline

"Who made my clothes?" ... this is a question many more people are beginning to ask as the reality of the fashion industry becomes clearer. Students who select to study Textiles in Year 10 will have the opportunity to develop strong skills in fashion design and construction to make a range of clothing items as well as non-apparel textile items. This course will build on skills and techniques learnt in Year 8 or 9 Textiles as well as providing opportunities for students new to the subject to learn a wide range of fabric construction skills.

Within this course you will learn how to work in a safe and organised way with sewing materials and equipment to make a selection of apparel and non-apparel textile items.

Skills outline

- Sewing machine
- Overlocker
- Construction techniques
- Pattern use.

Content covered

- Design fundamentals and skills
- Skills and techniques
- Production management
- Nature and properties of materials
- Materials in context
- Safety.

Materials, Design and Technology – Woodwork (General)

Course outline

In this course, students are given the opportunity to design and produce a number of projects, including a bedside lamp, desktop drawers, hall table and a project of their own design. The main focus of this course is how to work with different types of timbers to produce your design.

Students will have the opportunity to use specialised machines, such as the laser cutter, to aid in the design and production of their projects.

There are a range of exciting projects that are completed during the course including:

- Desktop drawer
- Lamp
- Table
- A free-choice project.

Students interact with a variety of items that have been specifically designed to meet certain needs. Students are introduced to the fundamentals of design. They learn to communicate various aspects of the technology process by constructing what they design. Throughout the process, students learn about the origins, classifications, properties and suitability for purpose of the materials they are using, and are introduced to a range of production equipment and techniques. They develop materials manipulation skills and production management strategies, and are given the opportunity to realise their design ideas through the production of their design project.

Content covered

- Nature and properties of materials
- Elements of design
- Safe workshop practices in relation to certain machine use.

Skills outline

- Types of joining methods – hand and machine
- Timber finishing techniques
- Furniture construction techniques
- Creating a design folio – research and drawing skills
- Use of different hand and power tools
- Laser cutter.

Certificate II In Workplace Skills (Business)

Course outline

The Certificate II Workplace Skills prepares students for entry-level positions across a diverse range of business services settings and can help to open the door to a vast array of non-technical employment opportunities.

It can also lead to further study in either technical or non-technical vocations and aims to develop the most common and transferable skills and knowledge required of almost any workplace.

This certificate is an ideal pre-cursor for students intending on undertaking the Certificate IV Business.

Course content

- Planning and preparation
- Prioritisation and time management
- Teamwork and workplace etiquette
- Effective work habits
- Common digital technologies
- Common business applications
- Safe and sustainable work practices
- Communication skills
- Teamwork and workplace etiquette
- Critical thinking and basic problem solving.

The Arts

Dance (General)

Course outline

The units for this course are: exploring the components of dance, dance as entertainment, popular culture and Australian dance. The study of dance acknowledges the interrelationships between practical and theoretical aspects – the making and performing of movement and the appreciation of its meaning. It allows students to make and present dance relevant to their lives.

The Dance General course develops and presents ideas through a variety of genres, styles and forms. Through practical lessons, students use safe dance practices and improved physical competencies to acquire genre-specific technique. Through critical decision making in group work, movements are manipulated and refined to reflect the choreographer's intent. Students use a wide range of creative processes, such as improvisation and the use of choreographic elements and devices.

Students gain an understanding of the physical competencies specific to dance, including experiential anatomy, strength, flexibility, coordination and rhythmic understanding. They reflect on, respond to, and evaluate how dance

styles and forms are historically derived and culturally valued. They learn about the origins of dance and its importance as a form of expression and that it can represent a variety of political, cultural and historical motivations. This understanding informs their own dance-making and the dance works of others. They learn and use appropriate terms and language describing dance.

Content covered

- Choreography
- Performance
- Contextual knowledge.

Skills outline

- Choreographic processes
- Dance language
- Design concepts and technologies
- Skills and technique
- Safe and healthy dance
- Experiential anatomy
- Performance qualities and preparation responsibilities
- Functions and contexts of dance.

Dance (ATAR)

Course outline

The units for this course are popular culture, Australian dance, youth voice and extending the boundaries. The study of dance acknowledges the interrelationships between practical and theoretical aspects – the making and performing of movement and the appreciation of its meaning. Through dance, students experience an intrinsic sense of enjoyment and have an opportunity to achieve a high level of movement skills.

The Dance ATAR course develops and presents ideas through a variety of genres, styles and forms. Through practical lessons, students use safe dance practices and improved physical competencies to acquire genre-specific techniques. Through critical decision making in individual and group work, movements are manipulated and refined to reflect the choreographer's intent. Students use a wide range of creative processes, such as improvisation and the use of choreographic elements and devices and draw on their own physicality and the interpretation of existing work of others to create unique dance works. They investigate how technologies are used to extend and enhance dance design.

Students gain an understanding of the physical competencies specific to dance, including experiential anatomy, strength, flexibility, coordination and rhythmic understanding, while learning to use the body as a medium for artistic expression. They reflect on, respond to, and evaluate how dance styles and forms are historically derived and culturally valued. They learn about the origins of dance and its importance as a form of expression and that it can represent a variety of political, cultural and historical motivations. This understanding informs their own dance-making and the dance works of others. They learn and use appropriate terms and language describing dance.

Prescribed genre

In this course, students must work in the contemporary genre. This requirement is preparation for Year 12 studies where performance two in the ATAR course practical (performance) examination for Dance is the set solo in the contemporary genre provided by the School Curriculum and Standards Authority.

Suggested genres

Examples of other genres that may be studied in addition to contemporary include, but are not limited to: ballet, jazz, hip-hop, tap, ballroom and/or cultural dance; e.g. Spanish, Indian.

Content covered

This course is divided into three content areas:

- Choreography
- Performance
- Contextual knowledge.

Pre-requisite

English (65%).

Drama (General)

Course outline

This course will focus on drama and aesthetic understanding in practice as students integrate their knowledge and skills. They will use the elements and conventions of drama to develop and present ideas and explore personal and cultural issues. They will engage in drama processes such as improvisation, play building, text interpretation, playwriting and dramaturgy, which allows them to create original drama and interpret a range of texts written or devised by others. Their work in this course includes production and design aspects and sound and lighting using technologies such as digital sound and multimedia. They will present drama to a range of audiences and work in different performance settings.

Students will work independently and collaboratively, learning time-management skills, showing initiative and demonstrating leadership and interpersonal skills. The course requires them to develop and practice problem-solving skills through creative and analytical thinking processes. They will develop their capacity to respond to, reflect on, and make informed judgements, using appropriate terminology and language to describe, analyse, interpret and evaluate drama, by drawing on their understanding of relevant aspects of other art forms.

Content covered

- Australian and world drama
- Play building and storytelling
- Drama narrative and playwriting.

Skills outline

- Voice and movement
- Drama technologies
- Audience/performance relationships
- Improvisation.

Drama (ATAR)

Course outline

This 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 on both individual and ensemble performance, as well as the roles of actor, director, scenographer, lighting designer, sound designer, costume designer and dramaturge.

Content covered

- Representational and/or realistic drama forms
- Contemporary drama and reinterpretation of drama texts
- Stanislavski method of acting
- Australian and world drama
- Presentational/non-realist drama.

Skills outline

- Characterisation and text interpretation
- Drama technologies
- Audience/performance relationships
- Safe drama practices and staging a production.

Pre-requisite

English (65%).

Media Production and Analysis (General)

Course outline

The focus for this unit is on a range of different elements, including entertainment, mass media, representation and reality. 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. They will also analyse media work and construct a point of view in their own productions.

Students are introduced to the art of media, learning how codes and conventions are used to construct narratives and themes. Students will produce short film productions within a range of different styles and genres with the intention of being viewed by the widest audience possible. Film productions in this course have been featured on the big screen at ACE Cinemas and Burswood Outdoor Cinemas.

Students analyse, view, listen to and interact with a wide range of media. They also generate ideas and, with the assistance of their teachers, learn production skills and processes that can not only be used for film productions but a variety of different presentations in subjects and situations beyond just media.

Content covered

- Media language
- Representation
- Audience
- Production
- Skills, techniques and processes.

Skills outline

- Management of production processes, methods and techniques.
- History and evolution of production processes relevant to media production.
- Appropriate terminology and formats of presentation of media production.
- Planning and time management.
- Development of solutions through experimentation with materials.
- Evolution of production processes relevant to the audience.
- Experimentation and exploration with media devices.
- Storage, use and care of media devices.
- Application of OSH principles to production processes relevant to the media production.

Media Production and Analysis (ATAR)

Course outline

The focus for this course is popular culture, influence, film art, power and persuasion. There will be a focus on fiction and non-fiction media, allowing students to consider the types of media, ideas and audiences from which popular culture, film art, press, video games and broadcasting evolves. Students view, listen to and analyse a range of popular media, develop their own ideas, learn production skills and apply their understandings and skills in creating their own productions.

Students will analyse a range of different media and apply their knowledge and understanding whilst producing practical film productions in a range of different contexts. These practical film productions even have the chance to be screened at Event Cinemas and Burswood Outdoor Cinemas. They will become increasingly independent as they experiment with and manipulate technologies and techniques to express their ideas in their productions. They shall develop a greater appreciation for cinema and media as a whole as they learn to interpret the deeper meaning behind the content they consume on a daily basis.

Content covered

- Media language
- Audiences
- Production context
- Skills and processes.

Skills outline

- Investigating and analysing media.
- Production skills, i.e. Independent management of time and technologies, management of team members, negotiating and adapting production processes, identifying problems and applying appropriate solutions.
- Fulfilling defined production roles.
- Implementing production processes based on proposals, scripts and plans.
- Using conventional genres, styles and conventions.
- Reflecting on the production process.
- Evaluating own and others' productions, i.e. Peer and/or professional.

Pre-requisite

English (65%).

Certificate III in Screen and Media

This course is completed over Years 11 and 12.

Course outline

This qualification prepares students for a career in film and television. Throughout the course students will produce a series of practical projects that will become part of a show-reel which can be taken to any film or television industry professional when seeking to extend their skills and career.

Students shall develop skills in lighting production, sound recording, cinematography skills and engage with professional level camera equipment and accessories, plus work with industry standard programs such as Adobe Premiere Pro and Adobe After Effects.

Content covered

Students will complete 11 units of competence over a two year time frame. These units include:

- Follow a design process
- Develop drawing skills to communicate ideas
- Assist with a basic camera shoot
- Shoot material for screen productions
- Develop basic lighting skills and knowledge
- Assist with sound recordings
- Perform basic sound editing
- Perform sound and vision editing.

Skills outline

- Develop and extend critical and creative thinking skills
- Contribute to health and safety of self and others
- Work effectively in the creative arts industry.

Visual Arts (ATAR)

Course outline

In Year 11, the focus for this course will be 'differences' and 'identities'. Students will be given the opportunity to create artworks based on differences in mediums, styles, techniques and processes or arising from cultural diversity, place, gender, class and historical period. Students will also explore concepts and issues related to personal, social and cultural identity to produce a body of work. In Year 12, the focus for this course will be 'commentaries' and 'points of view'. Students will be given the opportunity to explore personal ideals, values and experiences to the provided topics in order to produce a resolved body of work.

Content covered

- Art making
- Explore drawing and visual language in directed tasks and activities
- Examine artists and artworks for inspiration
- Test, experiment and explore specific media and techniques
- Explore a range of stimulus materials and drawing approaches
- Use visual language in the development of artwork
- Explore techniques used by different artists
- Display and evaluate finished artwork
- Art interpretation
- Use guided questions and critical analysis frameworks
- Share opinions about artworks and accept the views of others
- Explain and give reasons for personal opinions about artworks.

Skills outline

- Observational and interpretive drawing
- Effective use of the elements and principles
- Artistic research
- Design and production of artwork
- Display of resolved artworks
- Evaluation and refining of production processes
- Analysis and evaluation of artworks.

Pre-requisite

English (65%).

Visual Arts (General)

Course outline

In Year 11, the focus for this course is 'experiences' and 'explorations'. Students will be given the opportunity to create artworks based on their own experience of artistic materials, styles, techniques and processes and personal experiences. Students also explore concepts and issues related to exploring their own identity to produce a body of work. In Year 12, the focus for this course is 'inspirations' and 'investigations'. Students will be given the opportunity to explore personal ideals, values and experiences to the provided topics in order to produce a resolved body of work. Students will also have an externally set task to complete in Year 12.

Content covered

Art making

- Explore drawing and visual language in directed tasks and activities.
- Examine artists and artworks for inspiration.
- Test, experiment and explore specific media and techniques.
- Explore a range of stimulus materials and drawing approaches.
- Use visual language in the development of artwork.
- Explore techniques used by different artists.
- Display and evaluate finished artwork.

Art interpretation

- Use guided questions and critical analysis frameworks.
- Share opinions about artworks and accept the views of others.
- Explain and give reasons for personal opinions about artworks.

Skills outline

- Observational and interpretive drawing
- Effective use of the elements and principles
- Artistic research
- Design and production of artwork
- Display of resolved artworks
- Evaluation and refining of production processes
- Analysis and evaluation of artworks.

Pre-requisite

Preference of studying Visual Art previously in Year 9 or 10.

Languages

Italian – Second Language (ATAR) – ViSN Only

Course outline

Unit 1 – Rapporti (Relationships):

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

Unit 2 – Andiamo! (Travel – let's go!):

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

Content covered

- Rapporti in famiglia, tra gli amici e a scuola (family, friend and school relationships) - students reflect on the different relationships in their lives and consider the importance of friendship in their lives and the lives of young Italians.
- Le tradizioni, gli spettacoli e le feste (traditions, events and celebrations) - students explore Italian traditions, events and celebrations and how these promote a sense of community and an awareness of culture.

- Le vacanze - racconti e progetti (my holiday tales and plans) - students reflect on their own holiday tales and discuss what is essential when planning a trip and travelling at home and/or abroad.
- Destinazione Italia (destination Italy) - students explore travelling in a particular Italian region or city and explore tourist attractions and cultural experiences.
- Destinazione Australia (destination Australia) - students explore Australia as a destination for Italian - speaking travellers and discuss how they would prepare an Italian speaker for a trip to Australia.

Pre-requisite

English (65%) and a prior history of studying Italian. Students are required to apply to SCSA for permission to enrol in this course.

Quick Reference Guide for Year 11 Courses

Course	Level	Pre-requisite	List
Religious Education			
Religion and Life	General	N/A	A
Religion and Life	ATAR	English (65%) OLNA Reading and Writing qualification	A
English			
English	Foundation	Automatic enrolment for students who are yet to pass OLNA Writing or Reading	A
English	General	N/A	A
English	ATAR	English (65%) OLNA Reading and Writing qualification	A
English Literature	ATAR	English (70%) OLNA Reading and Writing qualification	
Mathematics			
Mathematics	Foundation	Automatic enrolment for students who are yet to pass OLNA Numeracy	B
Mathematics Essentials	General	N/A	B
Mathematics Applications	ATAR	Mathematics (65%)	B
Mathematics Methods	ATAR	Mathematics (70%)	B
Mathematics Specialist	ATAR	Mathematics (70%)	B
Science			
Chemistry	ATAR	Science Extension (60%)	B
Physics	ATAR	Science Extension (60%) and Maths Methods enrolment	B
Human Biological Science	ATAR	Science Extension (55%) or Science General (70%)	B
Human Biological Science	General	N/A	B
Psychology	ATAR	Science Extension (60%) Science General (80%)	

Humanities and Social Sciences			
Modern History	ATAR	Humanities and Social Sciences and English ATAR (65%)	A
Economics	ATAR	Humanities and Social Sciences (70%) and English (65%)	A
Geography	General	OLNA Reading and Writing qualification	A
Modern & Ancient History	General	OLNA Reading and Writing qualification	A
Health and Physical Education			
Physical Education Studies	ATAR	English (65%)	B
Physical Education Studies	General	N/A	B
Outdoor Education	General	General/Horizons Pathway students only	B
Technologies			
Applied Information Technology	General		B
Food Science & Technology	General	N/A	B
Dual Certificate II in Community Services/Active Volunteering	VET	N/A	
Materials Design and Technology - Metalwork	General	N/A	B
Materials Design and Technology - Textiles	General	N/A	B
Materials Design and Technology - Woodwork	General	N/A	B
Design: Photography	General	N/A	B
Design: Dimensional Design	General	N/A	B
Certificate II in Workplace Skills (Business)	VET	N/A	
Certificate IV Business	VET	Available to students on recommendation from their Careers Counsellor.	
The Arts			
Dance	General	N/A	A

Dance	ATAR	English (65%)	A
Drama	General	N/A	A
Drama	ATAR	English (65%)	A
Media Production and Analysis	ATAR	English (65%)	A
Media Production and Analysis	General	N/A	A
Visual Arts	General	N/A	A
Visual Arts	ATAR	English (65%)	A
Certificate III in Screen and Media	VET	N/A	
Languages			
Italian: Second Language	ATAR	English (65%)	A

Useful Websites

University

Curtin University
 Edith Cowan University
 Murdoch University
 The University of Notre Dame
 The University of Western Australia

curtin.edu.au/
ecu.edu.au/
murdoch.edu.au/
nd.edu.au/
uwa.edu.au/

TAFE

North Metropolitan TAFE
 South Metropolitan TAFE

northmetrotafe.wa.edu.au/
southmetrotafe.wa.edu.au/

Other

School Curriculum and Standards Authority
 Tertiary Institutions Service Centre, Western Australia
 Defence Jobs
 Apprenticeships Office
 Job Search
 MyFuture

scsa.wa.edu.au/
tisc.edu.au/
defencejobs.gov.au/
dtwd.wa.gov.au/apprenticeship-office
jobsearch.gov.au/
myfuture.edu.au/





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