



Holy Cross
College

Curriculum Handbook

Year 11 2026

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Introduction

Bishop Dom Salvado, the Patron of Salvado House, used a surveyor's compass during his journeys in the 19th century. A compass shows the direction you are facing and the possible paths before you. It keeps you aligned with your chosen course—but it cannot decide the direction for you, predict what lies ahead, or determine when it might be time to change course. In many ways, subject selection is similar. Students are asked to make important decisions about their future with limited certainty about what that future may hold.

Young people today are entering an ever-changing world where they are likely to engage in multiple careers—some of which do not yet exist. Schools must support a child's development beyond traditional academic skills: seeking to develop the whole person. Skills such as collaboration, communication, creativity, and critical thinking are vital for young people to succeed in life beyond post-secondary education.

Holy Cross College offers a broad and flexible range of learning opportunities that support students in having 'life to the full'. In partnership with families, the College ensures that students are guided through the subject selection process to select a pathway and a suite of courses that will allow them to work towards and achieve their personal best.

Inspired by the faith-filled example of Sister Irene McCormack, students are encouraged to make decisions that not only support their personal growth and goals, but also reflect a commitment to service and the common good. The academic, social, and spiritual opportunities offered through our pillars of Learning, Inter-relationships, Faith and Enrichment are designed to help students become capable, compassionate, and confident young people ready to contribute positively to the world around them.



Pre-Reflection Questions

Choosing your subjects is an important step in shaping your future pathway. To make informed decisions, we would encourage you to consider the following:

What are my interests, abilities and goals?

Reflect on the subjects you enjoy, where your strengths lie, and what kind of future you would like to work towards.

What combination of courses do I need to achieve WACE?

Ensure your subject selections meet the Western Australian Certificate of Education (WACE) requirements, including literacy, numeracy, and breadth of study.

What are the prerequisites for courses, training, or university pathways that I am interested in?

Some courses require you to complete specific subjects in Year 11 and 12. Check these early to avoid limiting your options later.

What would I like to do after school?

Whether you are planning to enter university, TAFE, an apprenticeship, or the workforce, your subject choices should support your aspirations.

Holy Cross College provides the resources and support to help you make informed choices that pave the way for a fulfilling life beyond school.

Remember, your journey is uniquely yours, and every step you take is a building block toward your future. Embrace the opportunities ahead with enthusiasm and confidence.

Course Types

There are five types of courses available at Holy Cross College:

- 1 ATAR Course Units**
For students aiming to enter university directly from school. These courses include external examinations and contribute toward achieving an ATAR.
- 2 General Course Units**
Designed for students intending to enter further training or the workforce. These courses are not externally examined.
- 3 Foundation Course Units**
Targeted at students who require additional support in literacy and numeracy to count towards WACE.
- 4 VET Courses**
Vocational Education and Training programs are nationally recognised and accredited Certificate qualifications available for both tertiary-bound and non-tertiary-bound students.
- 5 Endorsed Programs**
Includes programs such as Workplace Learning and Curtin UniReady.

WACE

The Western Australian Certificate of Education (WACE) is awarded to students who successfully complete two years of senior secondary schooling and meet the required achievement standards.

Recognised by universities, employers, and training providers across Australia, the WACE serves as a key credential for students as they transition beyond school.

Why Does WACE Matter?

- **Pathway to Further Education**

Achieving a WACE can provide access to university courses, vocational training, and other post-secondary opportunities.

- **Employment Readiness**

Employers view the WACE as evidence of a student's ability to meet expectations, complete tasks, and persevere to achieve long-term goals.

- **Personal Milestone**

Earning a WACE is a significant personal accomplishment, reflecting a student's dedication, effort, and commitment to their learning journey.

How do I achieve my WACE?

To be awarded the **Western Australian Certificate of Education (WACE)**, students must meet the following requirements:

General Requirements

Students must:

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

Literacy and Numeracy Standard

To meet the WACE literacy and numeracy standard, students may:

- prequalify through the reading, writing and numeracy tests of the Year 9 NAPLAN, or
- demonstrate the minimum standard of literacy and numeracy by successfully completing the relevant components of the Online Literacy and Numeracy Assessment (OLNA) in Year 10, 11 or 12.

Breadth and Depth Requirements

Students must complete a minimum of 20 units, which may include unit equivalents attained through VET and/or endorsed programs. Each subject in Year 11 and 12 is made up of 2 units. This requirement must include at least:

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

Achievement Standard

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

For full details about WACE requirements, visit the School Curriculum and Standards Authority (SCSA) website: <https://senior-secondary.scsa.wa.edu.au/the-wace/wace-requirements>

More information can also be found in SCSA's [Year 10 Information Handbook](#).

OLNA

OLNA stands for Online Literacy and Numeracy Assessment (OLNA). OLNA is designed for secondary students to demonstrate they can successfully meet the minimum standard of literacy and numeracy: skills crucial for everyday life in a knowledge-based economy, including reading comprehension, writing quality, and basic numeracy.

Success in achieving the OLNA is a requirement for the WACE. OLNA achievement is also used to demonstrate literacy and numeracy skills for TAFE entry.

The assessment occurs in school each year in March and September for students in Years 10, 11 and 12. Once participants have passed the minimum standard, they are no longer required to sit the assessment again.

Students who prequalify in all three components of NAPLAN (Reading, Writing, and Numeracy) in Year 9 may be exempt from sitting the OLNAs. Previous NAPLAN results can be found in the SEQTA Reports area on SEQTA Engage. Students will be notified by the College of their OLNAs status following each assessment round.

If students do not demonstrate the required standard of OLNAs, they will not be eligible for a WACE. However, these students will still receive a Western Australian Statement of Student Achievement (WASSA), which provides a formal record of what they have achieved during their secondary schooling.

Further information about OLNAs can be found at

<https://senior-secondary.scsa.wa.edu.au/assessment/olna>

Pathways

At Holy Cross College, the senior years of schooling are designed to offer flexibility, support, and direction as students prepare for life beyond school. These pathways provide a wide range of options, whether students are aiming for university, TAFE, apprenticeships, or direct entry into the workforce. The courses within each pathway vary in content, practical application, and academic rigour, allowing students to personalise their learning journey.

To support success, the College sets minimum achievement requirements in Year 10 for entry into specific Year 11 courses. These prerequisites are in place to ensure that students are academically prepared and capable of managing the expectations of their chosen subjects.

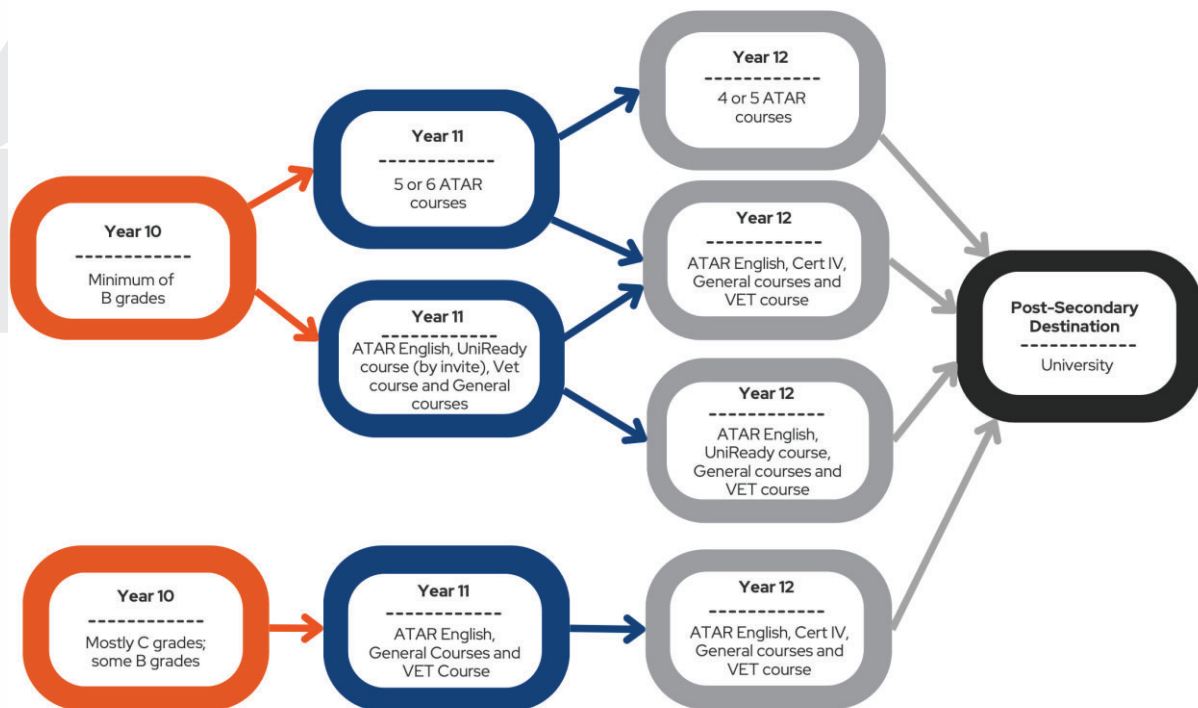
Subject selection is a key step in preparing for life after school. It is a student's opportunity to think about what they enjoy, what they are good at, and where they want to go next. Exploring their strengths and interests now will allow students to make confident, informed choices that shape their future pathway.



At Holy Cross College, there are two pathways on offer: the university pathway, and the training and workforce pathway. All students are encouraged to select courses that are reflective of their own abilities. Whilst we encourage students to challenge themselves with their choice of courses and chosen pathway, we will also support guide them to make selections that will allow them to achieve their own level of success.

University Pathway

At Holy Cross College there are numerous course options that can lead to university entrance.

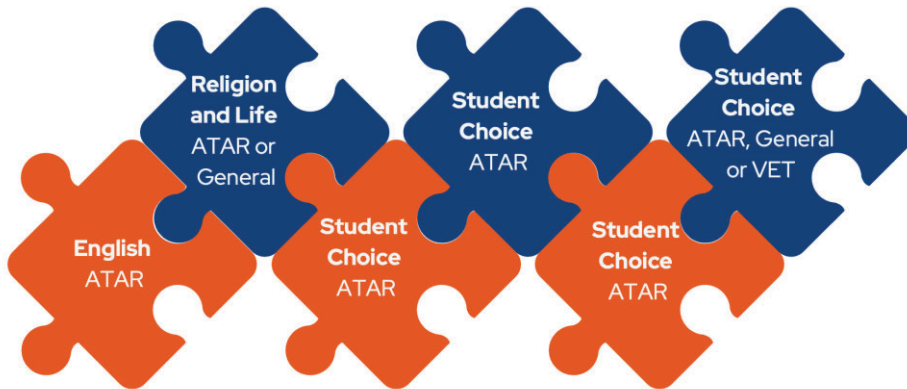


ATAR Program

We recommend an ATAR program for most students seeking entry to university. ATAR stands for Australian Tertiary Admission Rank. A student’s ranking is calculated by adding up their top four scaled scores in an ATAR level course. The significant commitment, academic rigour and self-discipline required to succeed in this pathway make it the best preparation for success at university.

An ATAR program requires students to study at least four ATAR courses, however, we highly recommend that students on this pathway choose five ATAR courses with their sixth choice being a General or VET course.

It is essential to take careful note of the pre-requisites for each Year 11 ATAR course. Each pre-requisite indicates the minimum level of achievement required to be confident that a student has the skills and knowledge necessary to succeed in the course.



UniReady Program

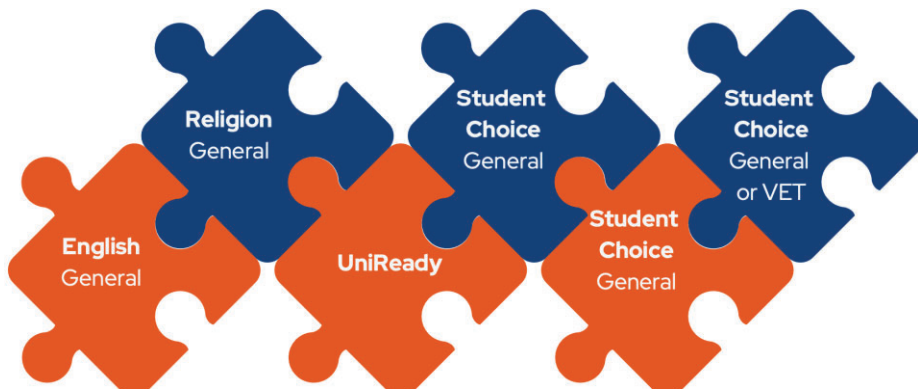
(Direct recommendation from the College Careers Counsellor required)

The Curtin UniReady program is for students who aspire to attend university but, due to various personal or life circumstances may not currently have the knowledge necessary for success in the full ATAR pathway. UniReady offers a supportive and alternative entry into a variety of university courses, particularly those with an ATAR requirement of around 70 or below.

Students undertaking this program will need to choose English ATAR and be self-motivated, organised, and actively engaged in their learning. Consistent effort and independent study will significantly enhance their success and open up valuable opportunities for higher education.

Please note, entry into the UniReady program is available only when a direct recommendation is made by the Careers and Transition Coordinator, ensuring that students receive personalised guidance suitable for their unique situations.

The program runs over two years, starting in the Year 11 academic year. Students need to complete four units over two years, and students are then granted automatic entry to some Curtin courses without having to meet any other entry requirements. It is also a recognised pathway for the other Perth universities.

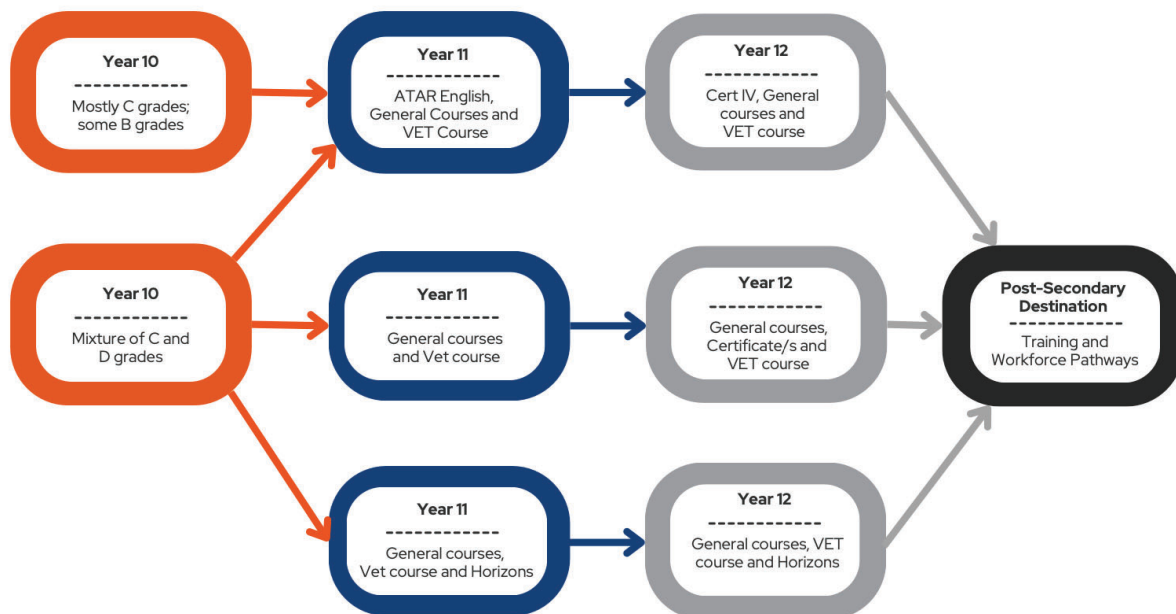


Training and Workforce Pathway

A Flexible and Empowering Journey

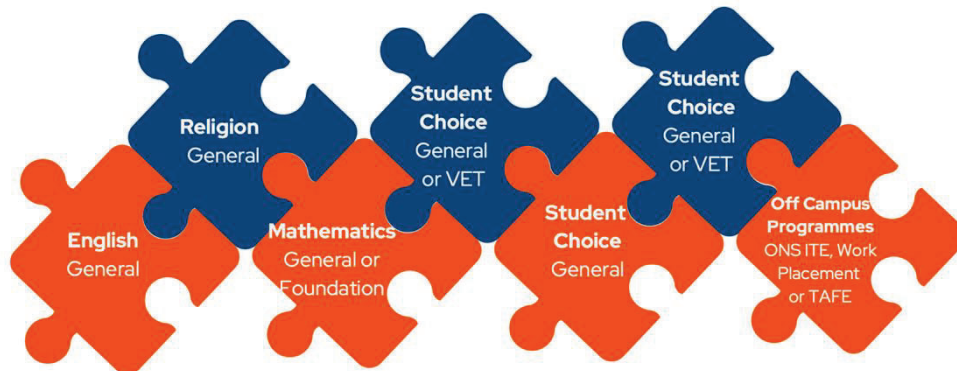
This pathway offers a dynamic and supportive route for students aiming to achieve their Western Australian Certificate of Education (WACE). It is ideal for students who want to explore a wide range of learning opportunities, combining SCSA courses with practical, hands-on Vocational Education and Training (VET) qualifications—such as TAFE or school-based Certificate courses.

Designed to build both theoretical knowledge and real-world skills, the Training and Workforce Pathway prepares students for a successful transition into industry, further training, or entry into enabling programs at university. It is a flexible and inclusive option that empowers students to shape their future with confidence, whether their goals include employment, further study, or both.



All students on this Pathway must choose an English course as well as a Religion and Life and at least one List B course at General or Foundation level. Students have a great deal of flexibility in choosing the types of courses for their remaining three subject selections.

In addition to a range of General level Courses that are offered at the College we strongly recommended that students on this Pathway undertake a VET (Vocational Education and Training) qualification or work experience as part of their timetable. VET qualifications are nationally recognised certificate courses that provide practical skills and an understanding of workplace expectations. Once completed, VET qualification may provide credit towards further qualifications at TAFE and provide post-secondary pathways to a wide variety of occupations including those where there is a skills shortage. When they are completed successfully by secondary students, a VET Certificate contributes to the achievement of the Western Australian Certificate of Education (WACE).



VET Qualifications

Students who want to achieve a VET qualification may either:

- Enrol in a certificate course delivered internally at the College, or
- Attend an external provider like those described below for one or two days per week. Please note that entry to many external VET courses is highly competitive.

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 2026 will open on 21 July 2025 and are made directly to North Metropolitan TAFE. The Careers Hub staff will be available to assist students in their applications.

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.

Further information can be found at <https://www.northmetrotafe.wa.edu.au/>

Work Experience - Onsite

(Additional fees apply)

Holy Cross College is part of the Onsite cluster, which coordinates work experience placements for students at Holy Cross and other Independent and Catholic schools across the metropolitan region.

Onsite assists schools and their students to find appropriate and meaningful work experience placements. Students attend their allocated workplace one day a week and work as directed by their

workplace supervisor. Most students complete two placements during the one year. Onsite students are expected to commit fully to learning in the workplace.

The major goals of the programme include:

- To develop in students a wide range of work-related competencies
- To assist students with career planning
- To increase self-esteem and confidence
- To develop broader communication skills with people outside the school environment
- To enable students to complete Year 12 and attain their WACE and also have the benefit of ongoing work-based experience and training

Onsite Specialist – Work experience and VET

In addition, some students may elect to combine their industry work experience with a VET qualification. Students who are accepted into this program get to attend TAFE one day a week and complete some of their workplace hours during the holidays. Entry into this program is very competitive as students will need to meet Onsite and TAFE requirements. Students interested in various VET qualifications are expected to make an appointment with the VET Coordinator as soon as possible to find out how they can combine their workplace experience with a VET qualification.

School-based traineeships

Students may elect to pursue a school-based traineeship. Whilst the College may have some capacity to facilitate students getting into one of these placements, it is generally the responsibility of the student to secure their place with prospective employers. A school-based traineeship (SBT) 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. 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 a 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 at the same time.
- 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.

Careers Hub

Students who wish to pursue any of these off-campus programs should make an appointment with the Careers Hub. To book an appointment [click here](#).

Horizons Program

The Horizons Program is designed for students who require an alternative approach to completing their secondary education. This pathway offers an individualised learning plan that incorporates modified WACE courses, SCSA-endorsed programs, and VET qualifications. Students will also participate in relevant work experience and develop practical life and employability skills tailored to their strengths and interests. The aim of the Horizons Program is to support students in becoming work-ready and as independent as possible after leaving school.

Students who complete this pathway will be eligible to receive their **Western Australian Statement of Student Achievement (WASSA)** and will graduate from the College.

Course selections for the Horizons program are customised for each student and the program for each child is designed in conjunction with the Learning Enrichment team, the student, and their family.

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 allows students to integrate the principles of Catholic social teaching into practical experiences of service to others in society. Students are expected to complete 50 hours of service and five hours of reflection in total, to make up one unit equivalent towards WACE. Students **MUST** complete 'Giving Life' in Years 10 to 12 in order to maintain Good Standing at the College, along with meeting the following markers in order to be eligible to attend key events:

Year 11 Dinner Dance: Have completed 17 hours of Giving LIFE

Year 12 Ball: Have completed 34 hours of Giving LIFE

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. Journal entries, peer evaluations and group discussions also help document this learning.

Year Level	Type of Service	WACE Unit	C Grade Requirements
Years 10, 11 and 12	Christian Service Learning	One	50 Hours and 5 Hours of Reflection

Course Descriptions

|Religious Education

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

Purpose: 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.

Religion and Life Foundation

Pre-requisite: Students who have not achieved OLNA in Year 10 (Reading or Writing) will automatically be enrolled in this course.

Content: 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.

Religion and Life General

Pre-requisite: OLNA Reading and Writing qualification

Content: 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.

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.

Religion and Life ATAR

Pre-requisite: English (B Grade), OLNA Reading and Writing qualification

Content: 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.

|English

English Foundation

Pre-requisite: Students who have not achieved OLNA in Year 10 (Reading or Writing) will automatically be enrolled in this course.

Purpose: Develop functional literacy skills for everyday life, work, and community participation.

Content: Focus on reading, writing, speaking, and listening in practical contexts. Emphasis on correct spelling, grammar, and punctuation. Understanding and creating functional texts.

By responding to and creating texts in different modes, students will develop functional literacy skills in speaking and listening for work, learning, community and everyday personal contexts.

English General

Pre-requisite: OLNA Reading and Writing qualifications

Purpose: Enhance comprehension and communication skills for diverse contexts.

Content: Study of a variety of texts, including media, fiction, and non-fiction. Analysis of text structures and language features. Understanding the relationship between context, purpose, and audience.

Students 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. Focuses on interpreting ideas and arguments in a range of texts and contexts.

English ATAR

Pre-requisite: English (B Grade), OLNA Reading and Writing qualifications

Purpose: Prepare students for university studies through advanced English skills.

Content: In-depth analysis of texts from various periods and cultures. Exploration of how language shapes meaning and perspective. Creation of imaginative, interpretive, and persuasive texts.

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.

English Literature ATAR

Pre-requisite: English (B Grade), OLNA Reading and Writing qualifications

Purpose: Prepare students for university studies through advanced English skills.

Content: In-depth analysis of texts from various periods and cultures. Exploration of how language shapes meaning and perspective. Creation of imaginative, interpretive, and persuasive texts.

By drawing on a range of language and exploring connections in literary experiences, students consider the relationships between texts, genres, authors, readers, audiences and contexts.

English as a Language and Dialect (EALD)

Pre-requisite: Students must be born outside of Australia and/or their first language is not English, OR who are Aboriginal or Torres Strait Islander, or from Cocos Island or Christmas Island, and are acquiring Standard Australian English as an additional language/dialect OR, who are deaf or hard-of-hearing and communicate using signing, such as Auslan (Australian Sign Language), as their first language.

Purpose: Enhance comprehension and communication skills for diverse contexts.

Content: The course focuses on the development of language skills for effective communication in Standard Australian English in social, familiar and some community situations. Students also develop their skills in responding to and creating connected extended texts in personal, social, community and workplace contexts in SAE.

|Mathematics

Mathematics Foundation

Pre-requisite: Students who have not achieved OLN A in Year 10 (Numeracy) will automatically be enrolled in this course

Purpose: Develop fundamental numeracy skills required for everyday life, employment, and community participation.

Content: Basic calculations, measurement, budgeting, data interpretation, basic statistics, and simple geometry. The course prepares students to confidently apply mathematics in real-life situations.

Mathematics Essential

Pre-requisite: OLN A Numeracy qualification

Purpose: Equip students with practical mathematical skills needed for real-world situations, employment, and vocational education pathways.

Content: Basic calculations, percentages, ratios, rates, measurement (length, area, volume), interpreting tables and graphs, financial literacy (budgeting, taxation, loans), and practical problem-solving scenarios. Students apply mathematics to a range of everyday and work-related problems.

Mathematics Applications ATAR

Pre-requisite: Maths (B Grade) and OLN A Numeracy

Purpose: Develop mathematical proficiency applicable to practical, real-life scenarios, especially for further education and employment requiring quantitative reasoning.

Content: Consumer arithmetic, algebraic methods, matrices, shape and measurement, univariate data analysis, statistical investigations, linear equations and graphs, and trigonometry applications. Suitable for students planning to study business, health sciences, and social sciences.

Mathematics Methods ATAR

Pre-requisite: Mathematics (A Grade) or Mathematics Extension (C Grade) and OLN A Numeracy

Purpose: Provide comprehensive skills in calculus and statistical analysis to support further studies and professional pathways in STEM.

Content: Functions, graphs, trigonometric functions, probability, sequences, series, and differential and integral calculus. Students explore rates of change and uncertainty, with applications in physical and economic modelling.

Mathematics Specialist ATAR

Pre-requisite: Concurrent Year 11 enrolment in Mathematics Methods ATAR and Mathematics Extension (B Grade)

Purpose: Offer advanced mathematical understanding necessary for careers and advanced study in mathematics, engineering, physical sciences, and related fields.

Content: Complex numbers, vectors, matrices, advanced calculus, mathematical proof, and rigorous problem-solving. Students engage with abstract concepts and apply them to challenging theoretical and practical problems.

| Science

Chemistry ATAR

Pre-requisite: Science (A Grade) or Science Extension (B Grade)

Purpose: Develop scientific knowledge and investigative skills to explain and predict chemical phenomena. Chemistry supports pathways into health, engineering, environmental science, and other STEM-related university courses.

Content: Atomic structure, chemical bonding, chemical reactions, stoichiometry, thermochemistry, and organic chemistry. Students conduct experiments, analyse data, and apply models to understand materials and processes at a molecular level, with a strong emphasis on scientific inquiry and real-world applications.

Human Biology ATAR

Pre-requisite: Science (B Grade)

Purpose: Understand how the human body functions and responds to internal and external influences. Prepares students for careers and further study in health, medicine, and biological sciences.

Content: Human anatomy and physiology, genetics, reproduction, disease, and immunology. Students develop inquiry and analysis skills through practical investigations, dissections, and modelling of biological systems.

Physics ATAR

Pre-requisite: Science (A Grade) or Science Extension (B Grade) and Year 11 Mathematics Methods enrolment

Purpose: Explore the fundamental laws of nature and develop problem-solving and analytical skills applicable to engineering, technology, and physical sciences. Physics provides a foundation for understanding motion, energy, and matter.

Content: Linear motion, forces, energy transformations, waves, electricity, magnetism, and quantum and nuclear physics. Students use mathematical models and scientific methods to investigate physical systems and apply theoretical principles to real-world and experimental contexts.

Human Biology General

Pre-requisite: Nil

Purpose: Develop knowledge of human biology relevant to personal health, lifestyle, and community wellbeing.

Content: Body systems, reproduction, genetics, disease, and lifestyle factors affecting health. Emphasises practical activities and real-life applications to health and the human body.

Psychology General

Pre-requisite: Nil

Purpose: Develop psychological knowledge of how people think, feel and act. Explore the complexities of human behaviour based on evidence gathered through planned investigations. Suitable for students seeking non-ATAR pathways.

Content: Personality, intelligence, agents of socialisation, the human brain, human development, group dynamics and the role of culture in shaping attitudes. Students conduct investigations and explore fundamental ethical considerations pertinent to psychological research.

Psychology ATAR

Pre-requisite: Science (B Grade) and English (B grade)

Purpose: Understand individual and group behaviour using scientific methods. Supports pathways into psychology, health sciences, education, and human services.

Content: Human development, cognition, personality, mental health, and group dynamics. Students conduct psychological investigations and apply theories to analyse behaviour and mental processes.

| Humanities and Social Science

Modern History ATAR

Pre-requisite: English and Humanities and Social Sciences (B Grade)

Purpose: Develop critical thinking and analytical skills by exploring significant historical events and movements. Encourages understanding of contemporary society through past experiences.

Content: Investigate the causes and effects of 20th-century events, ideologies, and revolutions. Students engage with primary and secondary sources to evaluate change, continuity, and historical perspectives.

Geography ATAR

Pre-requisite: English and Humanities and Social Sciences (B Grade)

Purpose: Investigate the interaction between people and environments. Develops understanding of global challenges and prepares students for studies in environmental science, planning, and sustainability.

Content: Natural and ecological hazards, climate change, land cover change, urbanisation, and sustainability. Students use spatial technologies and fieldwork to analyse and interpret data about places and processes.

Modern History General

Pre-requisite: Nil

Purpose: Build historical understanding and inquiry skills through the study of key events and movements that have shaped the modern world. Supports the development of research, communication, and critical thinking skills for a variety of post-school pathways.

Content: Focus on 20th-century history, including global conflicts, social and political change, and the impact of individuals and ideas. Students investigate historical sources, develop narratives, and explore how the past informs the present.

Geography General

Pre-requisite: Nil

Purpose: Explore the physical and human characteristics of places and the ways people interact with environments. Ideal for students seeking applied knowledge and practical skills.

Content: Weather and climate, ecosystems, landforms, population, and development issues. Includes fieldwork and mapping activities to develop spatial awareness and real-world understanding.

Economics ATAR

Pre-requisite: English and Humanities and Social Sciences (B Grade)

Purpose: Examine how individuals, businesses, and governments make choices in a world of limited resources. Supports pathways in commerce, finance, and business studies.

Content: Microeconomic and macroeconomic theory, market structures, government policy, global trade, and contemporary economic issues. Students develop skills in data interpretation, problem-solving, and economic analysis.

|Physical Education and Health

Outdoor Education General

Pre-requisite: Year 10 Outdoor Education recommended

Purpose: Equip students with practical outdoor skills and knowledge to participate safely and responsibly in natural environments, promoting leadership, resilience, and environmental awareness.

Content: Outdoor recreation activities, risk management, first aid, environmental conservation, navigation skills, and group leadership in a variety of outdoor settings.

Physical Education Studies General

Pre-requisite: Nil

Purpose: Enhance students' skills and knowledge in physical activity, promoting lifelong physical health and recreational involvement.

Content: Practical sport performance, health promotion, coaching principles, basic anatomy and physiology, and personal fitness planning.

Physical Education Studies ATAR

Pre-requisite: English (B Grade)

Purpose: Develop students' theoretical and practical understanding of physical activity and movement, preparing them for careers or tertiary study in sport, health, and physical education.

Content: Functional anatomy, biomechanics, exercise physiology, motor learning and coaching, sport psychology, and skill development through performance.

|Technologies

Children, Family and the Community General

Pre-requisite: Completion of Year 10 Health or Humanities is recommended

Purpose: Explore the development of individuals, families, and communities, with a focus on children's needs and wellbeing. Prepares students for further study or careers in childcare, education, community services, and health-related fields.

Content: Human development, family structures, diversity, parenting, and the role of community support services.

Students engage in practical tasks, investigations, and real-life scenarios to apply their understanding of social and developmental issues.

Design: Photography General

Pre-requisite: Nil

Purpose: Develop students' technical and creative abilities in photography as a design and communication tool.

Content: Photographic composition, camera functions, lighting, image editing, and visual storytelling through the design process. This course is useful for students who enjoy creative visual storytelling and want to develop practical and technical skills in photography who may be interested in further study or careers in marketing, fashion, media and graphic design to name a few.

Computer Science General

Pre-requisite: Completion of Year 10 Digital Technologies or equivalent experience is recommended

Purpose: Develop practical skills and understanding of computer systems, programming, and digital solutions. Prepares students for further study or vocational pathways in ICT, software development, and digital industries.

Content: Hardware and software components, data representation, programming principles, networks, cyber security, and project development. Students use problem-solving processes to design, code, and evaluate digital solutions.

Food Science and Technology General

Pre-requisite: Year 10 Home Economics recommended

Purpose: Enable students to make informed decisions about food for health and wellbeing, develop cooking skills, and understand the science of food.

Content: Nutrition, food safety, preparation methods, food properties, meal planning, and food product development. The course informed decisions about food choices and understand how food impacts health and wellbeing. It combines hands-on cooking experience with theoretical knowledge relevant to many vocational and lifestyle contexts such as nutrition, hospitality, and food technology – and many more in the health, food, and service industries.

Materials Design and Technology – Metalwork General

Pre-requisite: Year 10 Technologies recommended

Purpose: Provide students with practical skills in metal design and production for personal, community, or vocational use.

Content: Metal properties and processes, workshop safety, design principles, construction techniques, and project evaluation. Useful for future study or careers in metal fabrication, mechanical trades, or industrial design in technical industries.

Materials Design and Technology – Woodwork General

Pre-requisite: Year 10 Technologies recommended

Purpose: Provide students with the ability to safely design and construct wooden products for practical use.

Content: Woodworking techniques, use of tools and machinery, design development, project planning, and evaluation. Useful for future study or careers in fashion, costume design, or soft furnishings.

Materials Design and Technology – Textiles General

Pre-requisite: Year 10 Home Economics or Technologies recommended

Purpose: Develop students' understanding of textiles and the ability to design and create textile products.

Content: Textile properties and construction, pattern adaptation, design development, production techniques, and product analysis. Useful for future study or careers in carpentry, furniture making.

|The Arts

Dance General

Pre-requisite: Nil

Purpose: Encourage students to explore dance through performance and choreography, promoting creative expression and physical literacy.

Content: Dance technique, choreographic processes, dance appreciation, and performance across styles and genres. Intended for students who would like to engage in further study or careers in areas such as performing arts, choreography, fitness, and education – and many more creative and movement-based fields.

Drama General

Pre-requisite: Nil

Purpose: Foster creative expression and collaborative skills through performance and theatre-making.

Content: Improvisation, voice and movement, script interpretation, stagecraft, and production roles. Pathways may include community theatre, events and media, education support, and other people-focused or creative roles.

Media Production and Analysis General

Pre-requisite: Nil

Purpose: Introduce students to the creative and critical aspects of media production for contemporary audiences.

Content: Media languages, design and production planning, audio-visual editing, and analysis of media issues and audience responses.

Dance ATAR

Pre-requisite: Year 10 Dance or equivalent experience recommended. English (B Grade), OLNA Reading and Writing qualifications

Purpose: Prepare students for tertiary studies in dance and performing arts through advanced technical and theoretical understanding.

Content: Dance analysis, historical and cultural contexts, performance and choreography skills, and health and safety for dancers. Great for students interested in careers in performance, choreography, teaching, or the creative arts – and many other exciting pathways that involve movement and expression.

Drama ATAR

Pre-requisite: Year 10 Drama or performance experience recommended. English (B Grade), OLNA Reading and Writing qualifications

Purpose: Prepare students for further studies in performing arts through in-depth study of dramatic forms, styles, and conventions.

Content: Acting techniques, directing, playwriting, dramaturgy, production design, and critical analysis of drama. Pathways may include acting, directing, theatre production, education, and broader roles in the creative industries.

Media Production and Analysis ATAR

Pre-requisite: English (B Grade).

Purpose: Prepare students for further study or industry work in media through analytical and production-based learning.

Content: Advanced media theory, audience studies, production management, critical evaluation, and creation of original media products.

Visual Arts General

Pre-requisite: Nil

Purpose: Develop students' ability to explore and communicate ideas through visual forms, supporting personal and community engagement in the arts.

Content: Studio work, use of materials and techniques, visual analysis, art styles and history, and exhibition preparation. Beneficial for students seeking creative pathways or careers in design, illustration, community arts, or related industries.

Visual Arts ATAR

Pre-requisite: Year 10 Visual Arts recommended and English (B Grade)

Purpose: Provide students with the skills and knowledge to critically engage with artworks and produce a body of resolved art for tertiary pathways.

Content: Art interpretation and criticism, art practice, cultural and historical contexts, and personal visual development. Beneficial for students who plan further studies in Fine Arts, Graphic Design, Architecture, Fashion, Art Education, Curation, or Visual Communication.

List of Courses

COURSE	LEARNING AREA	PRE-REQUISITE	LIST
ATAR			
Religion and Life	Religious Education	English General (B Grade) OLNA Reading and Writing qualification	A
English	English	English General (B Grade) OLNA Reading and Writing qualification	A
English Literature	English	English (B Grade) OLNA Reading and Writing qualification	A
Mathematics Applications	Mathematics	Mathematics (B Grade) OLNA Numeracy qualification	B
Mathematics Methods	Mathematics	Mathematics (A Grade) or Mathematics Extension (C Grade) OLNA Numeracy qualification	B
Mathematics Specialist	Mathematics	Concurrent Year 11 Mathematics Methods ATAR enrolment Mathematics Extension (B Grade)	B
Chemistry	Science	Science Extension (B Grade) or Science (A Grade)	B
Physics	Science	Science Extension (B Grade) or Science (A Grade) Year 11 Mathematics Methods Enrolment	B
Human Biology	Science	Science (B Grade)	B
Psychology	Science	Science (B Grade) English (B Grade)	B
Modern History	Humanities and Social Sciences	Humanities and Social Sciences (B Grade) English ATAR (B Grade)	A
Economics	Humanities and Social Sciences	Humanities and Social Sciences (B Grade) English ATAR (B Grade)	A
Geography	Humanities and Social Sciences	Humanities and Social Sciences (B Grade) English ATAR (B Grade)	A
Physical Education Studies	Health and Physical Education	English (B Grade)	B
Dance	The Arts	English (B Grade)	A
Drama	The Arts	English (B Grade)	A
Media Production and Analysis	The Arts	English (B Grade)	A
Visual Arts	The Arts	English (B Grade)	A
General			
Religion and Life	Religious Education	Nil	A
English Foundation	English	Automatic enrolment for students who are yet to pass OLNA Writing or Reading	A
English	English	Nil	A
English as an Additional Language and Dialect (EALD)	English	*See requirements on Page 17	A
Mathematics Foundation	Mathematics	Automatic enrolment for students who are yet to pass OLNA Numeracy	B
Mathematics Essentials	Mathematics	Nil	B

COURSE	LEARNING AREA	PRE-REQUISITE	LIST
General			
Human Biology	Science	Nil	B
Psychology	Science	Nil	B
Geography	Humanities and Social Sciences	Nil	A
Modern History	Humanities and Social Sciences	Nil	A
Physical Education Studies	Health and Physical Education	Nil	B
Outdoor Education	Health and Physical Education	Training and Workforce Pathway students only	B
Food Science and Technology	Technologies	Nil	B
Materials Design and Technology - Metalwork	Technologies	Nil	B
Materials Design and Technology - Textiles	Technologies	Nil	B
Materials Design and Technology - Woodwork	Technologies	Nil	B
Design: Photography	Technologies	Nil	B
Computer Science	Technologies	Nil	B
Drama	The Arts	Nil	A
Media Production and Analysis	The Arts	Nil	A
Visual Arts	The Arts	Nil	A
Dance	The Arts	Nil	A
Vocational Education and Training			
Dual Certificate II in Community Services/Active Volunteering	Technologies	Nil	
Certificate II in Workplace Skills (Business)	Technologies	Nil	
Certificate III in Business	Technologies	OLNA qualifications	
Certificate II in Visual Art	The Arts	Nil	
Certificate II in Sport Coaching	Health and Physical Education	Nil	