



2027 Year 11 Curriculum Handbook

Your Future
Your Pathway
Your Life to the Full

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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 subjects 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, 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 wanting to enter university directly from school. These courses include external examinations and contribute toward achieving an ATAR
- 2 General Course Units**
For students intending to enter further training or the workforce. These courses are not externally examined.
- 3 Foundation Course Units**
Targeted at students who have not been able to demonstrate the minimum standard for literacy and/or numeracy before Year 11 and who require significant support.
- 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

Please note, all students enrolled in VET programs, Curtin UniReady, or intending to apply for university through TISC must apply for a USI number, as required by the Government.

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 the 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 the 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 equivalents
- 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

For the WACE literacy and numeracy standard students may:

- prequalify through the reading, writing and numeracy tests of the Year 9 National Assessment Program – Literacy and Numeracy (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. 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

You 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 the SCSA [Year 10 Information Handbook](#)

OLNA

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

Minimum standards of literacy and numeracy must be achieved to successfully obtain a Western Australian Certificate of Education and is a prerequisite for many subjects in Years 11 and 12. Students who complete vocational courses or certifications may be able to use them 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 OLNA assessments. Previous NAPLAN results can be found in the SEQTA Reports area on SEQTA Engage. Students will be notified by the College of their OLNA status following each assessment round.

If students do not demonstrate the required standard of OLNA, 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 OLNA 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 at 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.

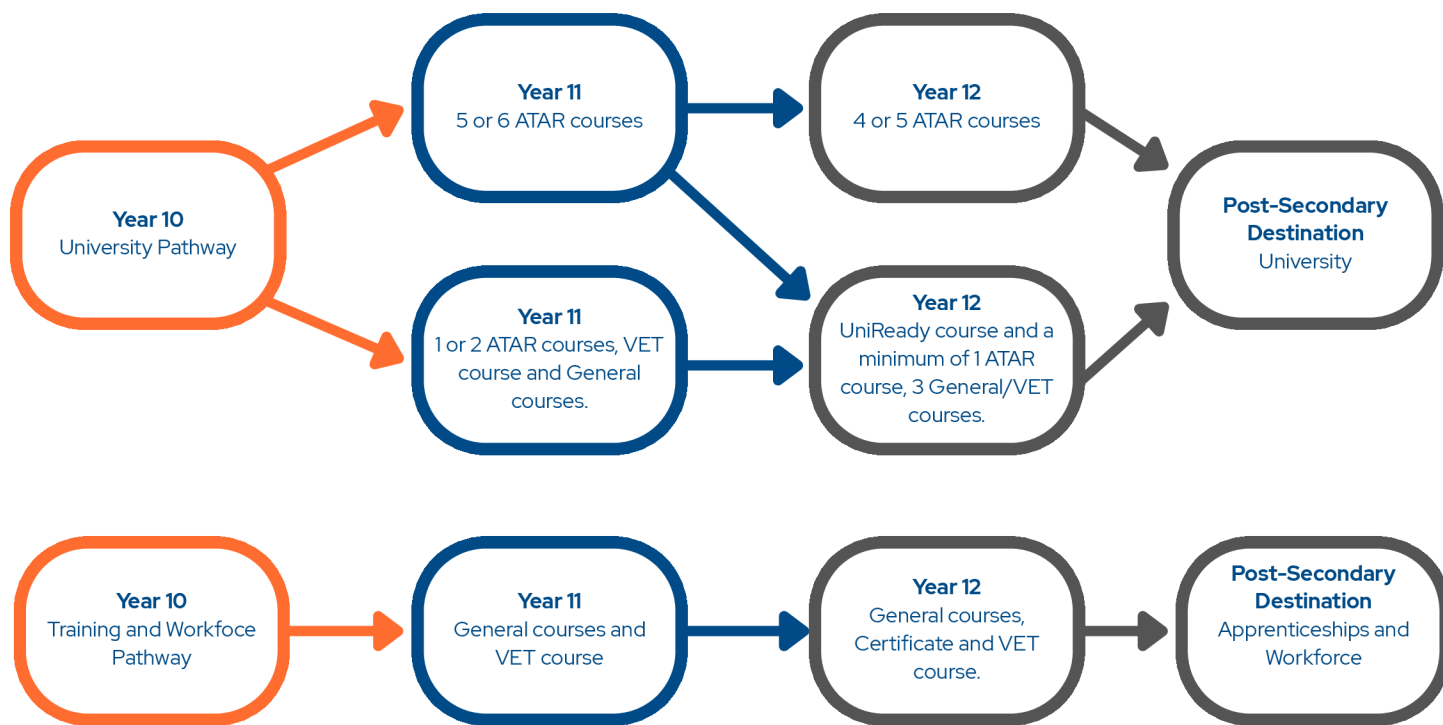
Subject selection is a key step in preparing for life after school. It is your opportunity to think about what you enjoy, what you are good at, and where you want to go next. Exploring your strengths and interests now will help you make confident, informed choices that shape your future pathway.



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

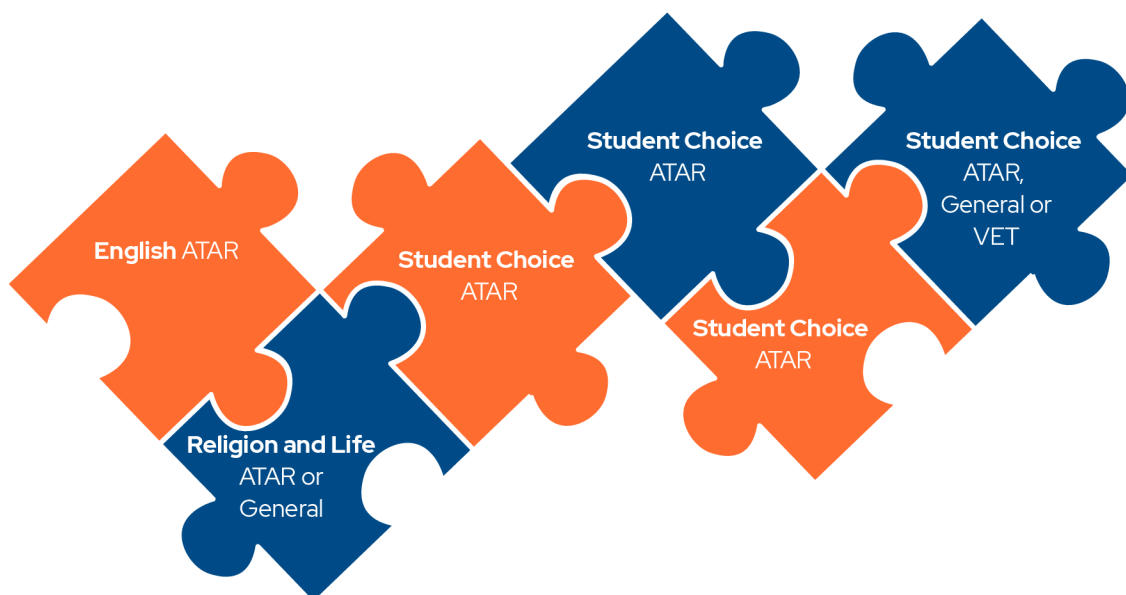
Pathways

At Holy Cross College there are numerous course options that can lead students to their post-secondary destination.



University Pathway

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' study at least four ATAR courses, however, we highly recommend that students on this pathway choose five ATAR courses with their sixth subject selection 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.

University Pathway

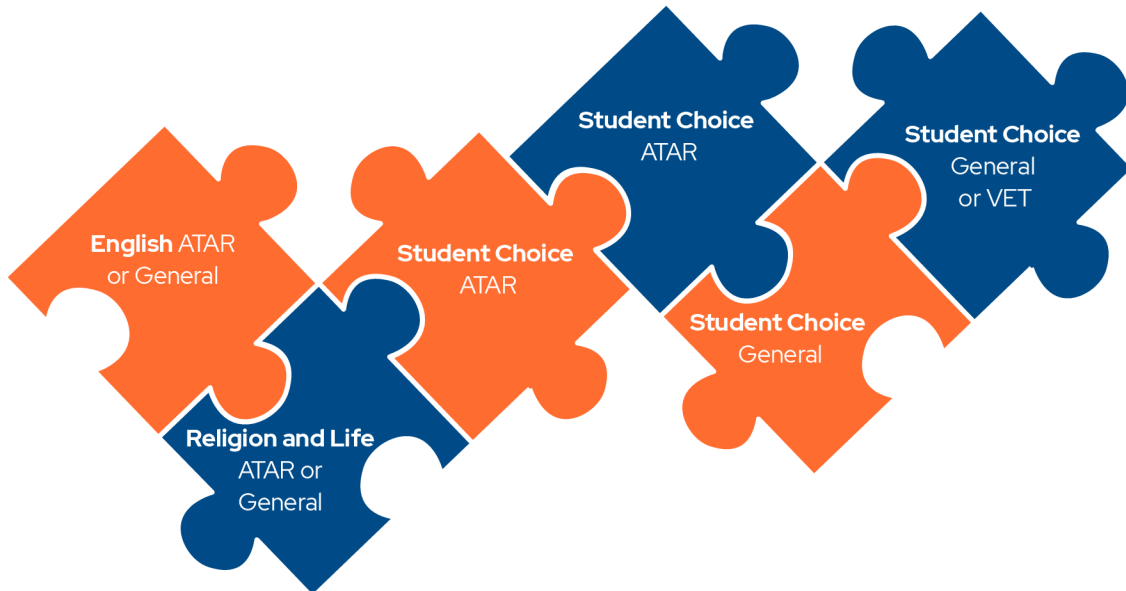
Year 12 UniReady

From 2027, Curtin UniReady will no longer be offered in Year 11 at Holy Cross College and will instead be available to selected students in Year 12.

This change aligns with updated School Curriculum and Standards Authority (SCSA) requirements, which now require students completing UniReady to also study at least one ATAR course for the program to contribute towards achieving their WACE.

Students interested in the UniReady pathway will be encouraged to complete 1–2 ATAR courses in Year 11 alongside General and/or VET courses. Students who demonstrate success in their ATAR courses and meet the prerequisites required to continue those courses into Year 12 may then be recommended for enrolment in Curtin UniReady. Please note that there is a fee associated with the enrolment of UniReady.

ATAR courses provide students with the strongest preparation for university study by developing the academic knowledge, study habits and assessment skills required for tertiary education. This pathway sets students up for success by providing strong preparation for the expectations, demands and rigour of university study.

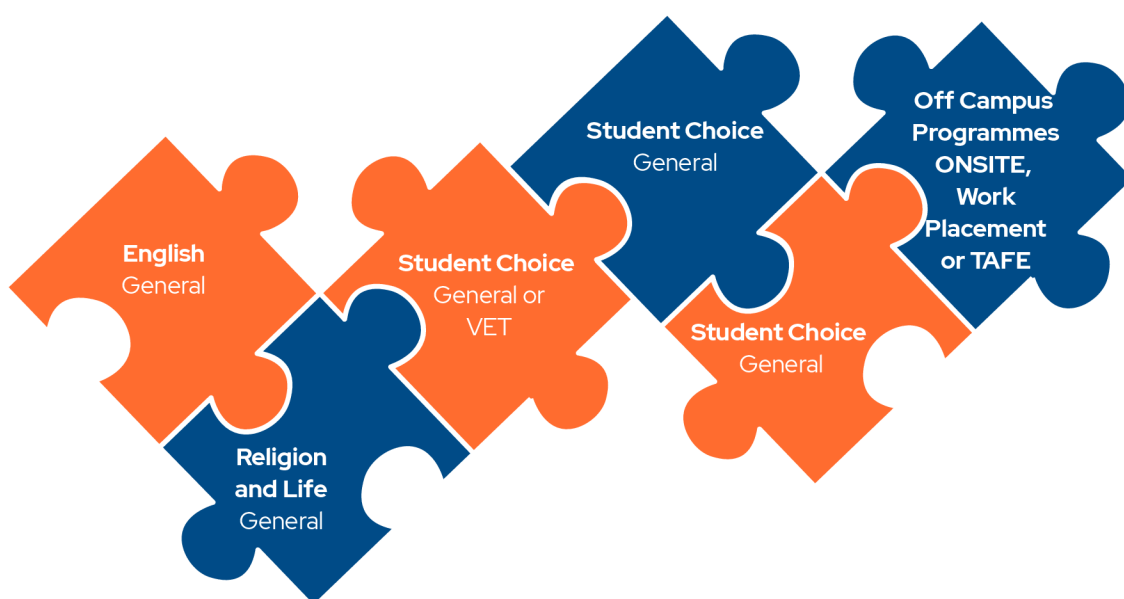


Training and Workplace Pathway

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's 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 Mathematics 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 external VET courses are 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 later this year and will be made directly through North Metropolitan TAFE. The Careers Hub staff will communicate application dates and key information with students through College notices and Teams once they become available, and will also be available to assist students with the application process.

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/>

School-based Apprenticeships and Traineeships

Students may elect to pursue a school-based apprenticeship or 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.

School-based apprenticeship

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

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. 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 Workplace Learning and Onsite Coordinator.

Horizons Pathway

The Horizons Pathway 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 Pathway 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 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.

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 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 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
10, 11 and 12	Christian Service Learning	One	55 hours

Courses

|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.

Religious and Life Foundation

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.

Religious and Life General

Pre-requisite: OLNA Reading and Writing qualifications

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.

Religious and Life ATAR

Pre-requisite: English (B Grade) Religion (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

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

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: To develop students' analytical, creative and critical thinking and communication skills through engaging with and creating a wide range of texts, helping them understand language, culture and human experience.

Content: The English ATAR course explores how language, structure and stylistic choices shape meaning, perspectives and audience responses across imaginative, interpretive and persuasive texts. Students analyse and create written, oral and multimodal texts while developing skills in critical thinking, communication, reflection and textual analysis.

English Literature ATAR

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

Purpose: Literature ATAR develops students' ability to critically analyse, interpret and create literary texts, exploring how language, form and context shape meaning and influence readers' responses.

Content: Year 11 Literature ATAR develops students' skills in analysing, interpreting and creating literary texts, with a focus on how language, form, genre and context shape meaning and influence audiences. Students study poetry, prose and drama while developing critical thinking, analytical writing and imaginative responses through comparing texts and exploring multiple interpretations.

English as an Additional Language or Dialect General

Pre-requisite: This is an invitational course based on student language profiles

Purpose: EAL/D General is designed to help students who are learning English as an additional language develop the language, literacy, and communication skills needed to participate successfully in everyday, academic, and workplace contexts.

Content: The core content of EAL/D General focuses on developing students' skills in listening, speaking, reading, viewing, and writing in English across personal, community, workplace, and educational contexts. Students learn how language works, build vocabulary and grammar knowledge, and use English confidently to communicate ideas, understand texts, and create their own spoken and written responses.

| 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 Essentials

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: Mathematics Extension (C Grade) or Mathematics General (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 further studies in areas such as business, health sciences, and social sciences.

Mathematics Methods ATAR

Pre-requisite: Mathematics Extension (B Grade) or Mathematics General (A 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: Mathematics Extension (B Grade) and OLNA Numeracy

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.

Physics ATAR

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

Pre-requisite: Science (B Grade) or Science Extension (C 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.

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. 21

Psychology ATAR

Pre-requisite: Science (B Grade) or Science Extension (C 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.

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.

| Humanities and Social Sciences

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.

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 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.

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 (\$800)

Pre-requisite: Swimming competency (200m unassisted)

Purpose: This course aims to improve resilience, interpersonal skills and teamwork, while encouraging students to understand their impact on the environment and adopt sustainable, lifelong outdoor practices.

Content: Students engage in expedition planning, equipment selection, nutrition, and emergency response procedures, while deepening their environmental awareness through the study of local ecosystems and Aboriginal cultural history.

Theory is put into practice during activities such as bushwalking, rock climbing, abseiling, and snorkelling. By navigating these physical and social challenges, students refine their leadership, communication, and self-management skills in real-world settings.

Physical Education Studies ATAR

Pre-requisite: Science (B Grade) PE (B Grade) Applied Physical Education (preferred)

Purpose: Integrates the scientific study of movement with elite practical performance to enhance an athlete's physical and mental capabilities. It equips students with the analytical skills needed to evaluate the "how and why" of sporting excellence.

Content: The curriculum is split equally between practical performance, students refine elite skills and tactics, and classroom theory, which covers functional anatomy, biomechanics, exercise physiology, and sports psychology.

Physical Education Studies General

Pre-requisite: Nil.

Purpose: Develop students' physical and social skills through active participation in sports and recreation. It aims to prepare students for the workforce or further training by focusing on practical performance, teamwork, and foundational knowledge in health and sports leadership.

Content: Practical skill development and game tactics alongside a theory curriculum focused on basic anatomy, physiology, and sports leadership. Students apply these concepts through hands-on participation and coaching.

Health Studies ATAR

Pre-requisite: English (B Grade)

Purpose: Explore health and wellbeing as a dynamic quality of life, including the factors that influence health and create health disparities. Ideal for students interested in health, community wellbeing and applied research.

Content: Social, environmental, economic and biomedical determinants of health, health promotion strategies and approaches to improving community health outcomes. Includes inquiry and research skills to investigate health issues, analyse evidence and develop informed conclusions.

|Technologies

Applied Information Technology General

Pre-requisite: Nil.

Purpose: Students will learn how computer systems, data and software are used in everyday life and the workplace, and how technology impacts the way we live, work and connect.

Content: Tech skills are useful in every career—and this course helps you build them with confidence. Applied Information Technology develops your ability to use ICT tools to create, manage and communicate information, including digital communication, data management, cyber safety awareness, and project planning. You will work on practical, real-world tasks solving client problems using software and digital content creation. Great for students who want to improve digital skills or considering tech-based pathways and industries.

Children, Family and the Community General

Pre-requisite: Nil.

Purpose: This course aims to develop your understanding of how individuals grow and develop, and how relationships, families and communities influence wellbeing. You will explore real-life issues that affect people in society and learn how to respond in positive and practical ways.

Content: This course explores the factors that influence human development and the wellbeing of individuals, families and communities, and looks at practical strategies that support healthy growth and positive outcomes. You will build real world skills such as teamwork, goal setting whilst researching contemporary issues and creating products that help meet needs and wants in families and communities.

This course is ideal for students considering pathways linked to childcare, education, community services and health-related fields. Students have the option of caring for a Virtual Baby giving them the practical skills required to care for a newborn baby.

Design: Dimensional Design General

Pre-requisite: Nil.

Purpose: Turning Design Principles and ideas into reality with the use of students creativity, software and machinery.

Content: The Design General course builds transferable skills for future industry and employment by teaching you how to apply design principles and processes, analyse problems, and develop innovative solutions through projects. Students have the opportunity of using the 3D printers, Laser Cutting Machine and others to make their projects. Great for students interested in product design, creative technology, or trades related pathways.

Design: Photography General

Pre-requisite: Nil.

Purpose: Develops visual communication and technical skills through photographic design practice.

Content: Students experiment with digital photography, image manipulation and design processes to communicate ideas and messages.

The course is useful for students who enjoy creative visual storytelling and want to develop practical and technical skills in photography and who may be interested in further study or careers in marketing, fashion, media or graphic design.

Food Science and Technology General

Pre-requisite: Nil.

Purpose: This course combines hands-on cooking with the science of nutrition, food properties and safe food practices.

Content: Students will investigate what influences people's food choices, explore how food is produced and processed, and learn how to create food products that are safe, appealing and fit for purpose.

Students learn different types of cooking methods and nutritional needs through practical lessons and opportunities to work on creative product development. Great for students who are interested in hospitality, health, fitness, sport and nutrition. Also great for students who want to learn lifelong skills.

Materials Design and Technology: Textiles General

Pre-requisite: Nil.

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

Content: The Materials Design and Technology Textiles General course is a practical course. Students work with textiles, with the design and manufacture of products as the major focus. Students develop and practise skills that contribute to creating a product, while acquiring an appreciation of the application of a design process, and an understanding of the need for materials sustainability. Students will learn and practise manufacturing processes and technologies, including principles of design, planning and management.

Materials Design and Technology: Metalwork General

Pre-requisite: Nil.

Purpose: This course is ideal for students that enjoy making, improving, and learning how smart design turns raw materials into something functional and impressive.

Content: This course allows student to design and manufacture products using metal, combining creativity with practical problem-solving. Students investigate materials and design fundamentals, plan and manage a project from idea to finished product. Great for students considering trade pathways, engineering interests or practical design skills.

Materials Design and Technology: Woodwork General

Pre-requisite: Nil.

Purpose: Through hands-on learning, students will explore the properties and uses of materials, develop skills in planning and production, and safely use tools and equipment to manufacture your designs.

Content: This practical course focuses on the design and manufacture of products, where plan, design, and make items that meet real needs and suit a particular purpose or market.

Students develop skills in a structured design process, learn about the origins and properties of materials, and build confidence in planning and production management as your work becomes more complex. Great for students interested in trades, construction, furniture design or anyone who loves practical learning and creating quality products.

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|The Arts

Dance General

Highly Recommended: Year 9 and/or Year 10 Dance

Purpose: Develops confidence, creativity and physical awareness through dance performance and choreographic practice.

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.

Dance ATAR

Pre-requisite: Year 10 Dance (B Grade) or equivalent experience recommended. English (B Grade)

Purpose: Provides students with advanced skills in dance performance, choreography and analysis to support further tertiary studies

Content: Students develop technical and expressive skills, explore choreographic processes, and analyse dance works within social, cultural and historical contexts. The course combines practical performance with critical and written analysis aligned to ATAR requirements.

Drama General

Pre-requisite: Nil.

Purpose: Develops confidence, creativity and communication skills through drama performance and collaborative practice.

Content: Students explore performance styles, improvisation and role, supported by basic analysis of drama texts and performances. The course balances practical activities with reflective responses aligned to the SCSA General course.

Drama ATAR

Pre-requisite: Year 10 Drama or performance experience recommended and English (B Grade)

Purpose: Prepares students for senior drama study by developing performance, analytical and critical thinking skills.

Content: Students engage in performance, interpretation and production, analysing drama works within social, cultural and historical contexts. The course combines practical drama making with critical reflection and extended written responses aligned to ATAR requirements.

Visual Arts General

Pre-requisite: Nil.

Purpose: Develops creative and visual communication skills through practical artmaking and guided investigation of artists and artworks.

Content: Students explore a range of materials, techniques and art forms, responding to themes and ideas while developing basic skills in visual language, context and meaning. The course combines practical studio work with structured written and visual responses beneficial for students seeking creative pathways or careers.

Visual Arts ATAR

Pre-requisite: Year 10 Visual Arts 2D and/or 3D (B Grade) and English (B Grade)

Purpose: Develops advanced practical and analytical skills in visual arts, The course emphasises critical thinking, independent investigation and conceptual development.

Content: Students undertake in depth studio practice and investigation, analysing how artists use materials, techniques and context to communicate meaning. The course emphasises conceptual development, critical analysis and extended written responses aligned to SCSA ATAR requirements

Media Production and Analysis General

Pre-requisite: Nil

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

Content: Students explore media forms, conventions and technologies through hands on production tasks and guided analysis of media texts. The course focuses on communication, audience and representation, aligned to the SCSA General course.

Media Production and Analysis ATAR

Pre-requisite: English (B Grade).

Purpose: Develop analytical thinking and technical skills in media theory and production.

Content: Students analyse how media languages and technologies construct meaning and representations, while producing media works for specific audiences and purposes. The course prepares students for further studies or industry work in the media through analytical production-based learning.

|Certificates

Certificate II in Workplace Skills

Pre-requisite: Nil.

Purpose: The Certificate II in Workplace Skills is designed to help students build confidence and develop the essential foundation skills needed for employment, training, and everyday workplace situations. The course supports students in preparing for the transition from school into further study or the workforce.

Content: Students develop practical skills in workplace communication, teamwork, digital literacy, career planning, numeracy, and professional workplace expectations. The course focuses on preparing students for entry-level employment and further vocational pathways.

Certificate III in Business

Pre-requisite: Completed the Certificate I Workplace Skills in Year 10

Purpose: The Certificate III in Business provides students with practical and transferable business skills that prepare them for employment or further study in a variety of business and administrative settings. The course focuses on developing workplace readiness and confidence in professional environments.

Content: Students learn skills in workplace communication, customer service, digital technologies, presentation design, workflow management, teamwork, and safe and sustainable work practices. Students apply their learning through practical business-based tasks and simulated workplace activities.

Dual Certificate II in Community Services and Certificate II Active Volunteering

Pre-requisite: Nil

Purpose: The Certificate II in Community Services introduces students to the knowledge, values, and practical skills required to work in the community services sector. The course encourages students to explore meaningful career pathways while building communication and interpersonal skills. Completed as a dual qualification, combined with the Certificate II Active Volunteering in Year 12.

Content: Students develop skills in communication, teamwork, workplace health and safety, client support, and working with diverse groups of people. Learning may also include hospitality and coffee-making skills, providing students with practical experience relevant to community-focused workplaces.

Certificate II in Sport Coaching

Pre-requisite: Nil.

Purpose: The Certificate II in Sport Coaching prepares students with the foundational skills required to assist in coaching community sport and physical activity programs. The course develops leadership, communication, and teamwork skills through practical sporting experiences.

Content: Students learn coaching techniques, communication with athletes and parents, planning and conducting training sessions, officiating, and sports safety. Practical experiences help students build confidence in leadership and coaching environments.

ViSN

ViSN (Virtual School Network) is a collaborative initiative between Catholic schools to offer online Year 11 and 12 ATAR courses.

Students engage in:

- One face-to-face online lesson per week,
- Independent and collaborative work supported by a school-appointed mentor,
- Access to online platforms including Office 365 tools, forums, and email.

Student-teacher communication is typically responded to within 24 hours. Access to ViSN courses is offered on a case-by-case basis, and enrolment should be discussed with the College's Careers and Guidance counsellor.

List of Courses

COURSE	LEARNING AREA	PRE-REQUISITE	LIST
ATAR			
Religion and Life	Religious Education	English General (B Grade)	A
English	English	English General (B Grade) OLNA Reading and Writing qualification	A
English Literature	English	English (A Grade)	A
Mathematics Applications	Mathematics	Extension Mathematics (C Grade), General Mathematics (B Grade)	B
Mathematics Methods	Mathematics	Mathematics Extension (B Grade) or Mathematics General (A Grade)	B
Mathematics Specialist	Mathematics	Concurrent Year 11 Mathematics Methods ATAR enrolment Mathematics Extension (B Grade)	B
Chemistry	Science	Science Extension (B Grade) or Science General (A Grade)	B
Physics	Science	Science Extension (B Grade) or Science General (A Grade) Year 11 Mathematics Methods Enrolment	B
Human Biology	Science	Science Extension (C Grade) or Science General (B Grade)	B
Psychology	Science	Science Extension (C Grade) or Science General (B Grade) and 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 (B Grade)	A
Geography	Humanities and Social Sciences	Humanities and Social Sciences (B Grade) English (B Grade)	A
Physical Education Studies	Health and Physical Education	Science Extension (C Grade) or Science General (B Grade), Physical Education (B Grade) and English (B Grade)	B
Dance	The Arts	Year 10 Dance (B Grade) and English (B Grade)	A
Drama	The Arts	Year 9 and/or Year 10 Drama and English (B Grade)	A
Media Production and Analysis	The Arts	English (B Grade)	A
Visual Arts	The Arts	Visual Arts 2D and/or 3D (B Grade) and English (B Grade)	A

Note: Qualification of OLNA Literacy and Numeracy is a pre-requisite for all ATAR subjects.

COURSE	LEARNING AREA	PRE-REQUISITE	LIST
General			
Religion and Life Foundation	Religious Education	Automatic enrolment for students who are yet to pass OLN A Writing or Reading	A
Religion and Life	Religious Education	Nil	A
English Foundation	English	Automatic enrolment for students who are yet to pass OLN A Writing or Reading	A
English	English	Nil	A
English as an Additional Language and Dialect (EALD)	English	*See requirements on Page 20	A
Mathematics Foundation	Mathematics	Automatic enrolment for students who are yet to pass OLN A Numeracy	B
Mathematics Essentials	Mathematics	Nil	B
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
Children, Family and the Community	Technologies	Nil	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
Design: Dimensional Design	Technologies	Nil	B
Drama	The Arts	Nil	A
Dance	The Arts	Year 9 and/or 10 Dance	A
Media Production and Analysis	The Arts	Nil	A
Visual Arts	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 and Certificate I in Workplace Skills (Business)	
Certificate II in Sport Coaching	Health and Physical Education	Nil	