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W I L L E T T O N S E N I O R H I G H S C H O O L

YEARS

11 / 12

SENIOR SCHOOL CURRICULUM

2023

Handbook

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WILLETTON SENIOR HIGH SCHOOL

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KEY DATES 2022

26 April – 9 May	Year 10 talks in class: <ul style="list-style-type: none">• Senior School course offering• WACE• Subject selection process
Term 2 Week 4	Year 11 2023 Parent Information Session
Term 2 Week 7	Year 12 2023 Course Promotion and Course Change Letters issued
Term 2 Week 8	Year 11 2023 Subject Selection Online opens
Term 2 Week 10	Year 11 2023 Subject Selection Online closes Year 11 and 12 course entry appeal interviews commence
5 September	2023 Course enrolments confirmed
6 March 2023	Year 12 Private Study applications open

KEY CONTACTS

Year 10 Coordinator	Sandra Frew
Year 11 Coordinator	Judy Gauci
Program Coordinator Operations	Jordan Newton
Program Coordinator Senior School	Lana Warner-Gillon
Program Coordinator Learning and Curriculum Support	Zoe Colkers-Thring
Flexible Learning in Schools (FLIS)	Lee Pyke
Gifted and Talented	Julie Hind Charmaine Smith

CURRICULUM CONTACTS

The Arts	Cheryl Venter
English	Susan Appleton
Health and Physical Education	Wayne Baseden
Humanities and Social Sciences	John Maxwell
Languages and English as an Additional Language or Dialect	Nathan Harvey
Mathematics	Zoe Tay
Science	Lance Taylor
Technologies	Kristen Gibson
Vocational Education and Training	Sue Holland





INTRODUCTION

Students in Years 11 and 12 are encouraged to choose an appropriate pathway that consists of six courses that are both challenging and achievable. Students should select courses on the expectation that they will be completing them over two years (unless otherwise indicated).

This document will provide information on pathways at Willetton Senior High School and references for further investigation. We encourage students and their families to keep an open mind through the course selection process and pay attention to areas of interest and strength. Open discussions with teachers will be helpful here. The My Future resource can assist students to have conversations with family and friends about their interests and plans for the future. We recommend all students create an account and explore the extensive resources on this website.

Generally speaking, Year 12 students are automatically enrolled into Year 12 courses from Year 11, the course promotion process is described in a letter to families sent in mid-June. At this time, students will have a chance to indicate any course change requests and may be invited to a collaborative meeting to discuss progress with a member of the school's leadership team.

The resources below provide a range of information about Careers, Higher Education and Further Training:

[Schools Curriculum and Standards Authority](#)

Information about WACE, senior school course information and external assessment

[My Future](#)

Pathway and career profiling service with information on further education, training and employment

[Tertiary Institutions Services Centre](#)

Information about applying for university and the calculation of the ATAR

[Jobs and Skills](#)

WA Industry and training information

TAFE WA ([South Metro TAFE](#) and [North Metro TAFE](#))

Information about the range and availability for further training

Western Australian Universities:

[Curtin University](#)

[Edith Cowan University](#)

[Murdoch University](#)

[University of Notre Dame Australia](#)

[University of Western Australia](#)

WACE

The Western Australian Certificate of Education (WACE) is awarded to secondary school students who satisfy three key requirements:

LITERACY AND NUMERACY STANDARD

- Achieve NAPLAN Band 8 or higher in Reading, Writing and Numeracy in Year 9 or pass the relevant components of the OLNA in Year 10, 11 or 12

BREADTH AND DEPTH

- Complete a minimum of 20 units with at least 10 in Year 12
- Complete four units of English
- Complete one pair of Year 12 units from each of List A (Arts/Languages/Social Sciences) and List B (Science/Technology, Engineering/Mathematics)

ACHIEVEMENT STANDARD

- Achieve at least 14 C grades or higher across Year 11 and 12, with at least six in Year 12

SENIOR SCHOOL COURSES OFFERED AT WILLETTON SENIOR HIGH SCHOOL

ATAR

For students aiming to achieve an ATAR in Year 12, these courses are highly rigorous and are examined at school and by SCSA in Year 12.

GENERAL

For students aiming to achieve the WACE and access vocational training, employment or alternative university entry after Year 12.

VET

Students can complete a nationally recognised qualification at school in partnership with external Registered Training Organisations.

FLEXIBLE LEARNING IN SCHOOLS (FLiS)

FLiS allows students to access a wide range of qualifications and workplace learning. Students will attend school three days a week and complete offsite learning for the other two days.

ENDORSED PROGRAMS

These programs are recognised by SCSA as contributing to the WACE and are offered by a range of workplaces, community organisations and universities.

COURSE SELECTION ADVICE

It is highly recommended that students choose courses where they have met the prerequisites to ensure they can cope with the demands of the subject and achieve academic success. Students need to make choices that are **realistic** and are suitable for their academic ability.

Selecting courses that are of **interest** to students is more likely to lead to success and enjoyment of their studies. If future goals are uncertain it may be best to maintain a broad course selection that enables entry to a variety of post-school destinations.

Careful selection of courses is essential to avoid the challenges associated with making course changes in Year 11. Changes after the commencement of Year 11 are not only disruptive to students' progress but also necessitate considerable catch-up work.

It may not be possible to timetable some courses if they are chosen by a very small number of students and certain combinations may not be available where particular courses are timetabled to run at the same time.

SENIOR SCHOOL PATHWAYS OFFERED AT WILLETTON SENIOR HIGH SCHOOL

Year 11 and 12 Pathway	Involves	Common Post School Destination	Alternative post school destination
ATAR Pathway	Completion of four or more ATAR courses	University	Apprenticeship Employment TAFE Traineeship
General Pathway	Completion of at least 5 General courses or equivalent	Apprenticeship TAFE Traineeship	University Employment
VET Pathway	Completion of at least one Certificate II or higher	Apprenticeship TAFE Traineeship University (Certificate IV)	Employment University
Flexible Learning in Schools (FLiS)	Completion of a combination of General courses, Certificate II or higher and workplace learning	Apprenticeship TAFE Traineeship University (Certificate IV)	Employment University
Curtin UniReady (Year 12 only)	Completion of UniReady alongside General WACE courses in Year 12	University	Apprenticeship Employment TAFE Traineeship
Portfolio	Completion of fewer than 4 ATAR courses	University	Apprenticeship Employment TAFE Traineeship

POST SCHOOL PATHWAYS

We encourage students to first consider their interests and strengths and make selections based upon a career pathway. Entry to post school pathways are quite flexible and often no longer require students to undertake any one specific course of study.

APPRENTICESHIPS

An apprenticeship is a structured program usually of four years' duration that lead to a trade qualification. Training combines practical experience at work with an employer who agrees to train the apprentice in aspects of the trade with on and off the job training at a TAFE or other registered training organisations.

TRAINEESHIPS

A traineeship is a structured program usually of at least 12 months' duration on a full-time or part-time basis, generally in a non-trade related area. A trainee gains work experience with an employer and has the opportunity to learn new skills in a hands-on environment. Like an apprenticeship, a traineeship is an opportunity for earning while learning.

TECHNICAL AND FURTHER EDUCATION (TAFE) OPTIONS

TAFE offers courses for vocational education and training, apprenticeships and traineeships, support for workplace learning and courses for business and industry. The campus websites offer detailed information on the length, content and relevance of courses.

TAFE TO UNIVERSITY PATHWAYS

Successful completion of TAFE qualifications to Certificate IV, Diploma or Advanced Diploma level can be used as a pathway for admission to university studies.

UNIVERSITY ENTRY OPTIONS

To gain entry to university, school leavers must have a sufficiently high ATAR for their chosen course, or can access university studies through bridging or enabling programs offered by the universities. Each university has a number of alternative entry pathways that provide options if results or educational background do not provide immediate eligibility for direct entry to undergraduate study.

AUSTRALIAN TERTIARY ADMISSIONS RANK (ATAR)

The Australian Tertiary Admissions Rank is used to rank students for selection into courses of their choice at university. An ATAR is a number between 99.95 and zero that reports the rank position relative to all other students. It is derived from the Tertiary Entrance Aggregate (TEA).

The TEA is calculated by adding the best four scaled scores in courses.



COURSE OFFERING IN YEAR 11 2023

SCHOOLS CURRICULUM STANDARDS AUTHORITY (SCSA) DEVELOPED COURSES

List A (Arts/Languages/Humanities)

Business and Enterprise Management ATAR and General

Career and Enterprise ATAR and General

Dance ATAR and General

Drama ATAR and General

Economics ATAR

English as an Additional Language/Dialect ATAR and General

English ATAR and General

French: Second Language ATAR

Geography ATAR

Health Studies ATAR and General

Italian: Second Language ATAR

Japanese: Second Language ATAR

Literature ATAR

Media Production and Analysis ATAR and General

Modern History ATAR and General

Music ATAR

Philosophy and Ethics ATAR

Politics and Law ATAR

Visual Arts ATAR and General

List B (Maths/Science/Technology)

Accounting and Finance ATAR

Biology ATAR and General

Building and Construction General

Chemistry ATAR

Computer Science ATAR

Design – Choice of Context ATAR

Design – Photography General

Earth and Environmental Science ATAR

Engineering Studies ATAR

Food Science and Technology ATAR and General

Human Biology ATAR

Integrated Science General

Mathematics Essential General

Mathematics Applications ATAR

Mathematics Methods ATAR

Mathematics Specialist ATAR

Materials Design and Technology: Wood General

Outdoor Education General

Physical Education Studies (incorporating Basketball Specialist) ATAR and General

Physics ATAR

Psychology ATAR and General

Syllabus details ATAR and General courses: <https://senior-secondary.scsa.wa.edu.au/>

VOCATIONAL EDUCATION AND TRAINING QUALIFICATIONS

Certificate IV Business

Certificate III Fitness

Certificate II Music

Certificate II Sport Coaching

Certificate II Workplace Skills

Certificate II Community Services

Certificate II Hospitality

Certificate II Sport and Recreation

Certificate II Visual Arts (Design Graphics)

OTHER COURSE OPTION

Flexible Learning in Schools Program

COURSE OFFERING IN YEAR 12 2023

SCHOOLS CURRICULUM STANDARDS AUTHORITY (SCSA) DEVELOPED COURSES

List A (Arts/Languages/Humanities)

Business and Enterprise Management ATAR and General

Career and Enterprise General

Dance ATAR and General

Drama ATAR and General

Economics ATAR

English as an Additional Language/Dialect ATAR and General

English ATAR and General

French: Second Language ATAR

Geography ATAR

Health Studies ATAR and General

Italian: Second Language ATAR

Japanese: Second Language ATAR

Literature ATAR

Media Production and Analysis General

Modern History ATAR

Music ATAR

Philosophy and Ethics ATAR

Politics and Law ATAR

Visual Arts ATAR and General

List B (Maths/Science/Technology)

Accounting and Finance ATAR

Biology ATAR

Building and Construction General

Chemistry ATAR

Computer Science ATAR

Design: Choice of Context ATAR

Design - Photography General

Earth and Environmental Science ATAR

Engineering Studies ATAR

Food Science and Technology ATAR and General

Human Biology ATAR

Integrated Science General

Mathematics Essential General

Mathematics Applications ATAR

Mathematics Methods ATAR

Mathematics Specialist ATAR

Materials Design and Technology: Wood General

Outdoor Education General

Physical Education Studies (incorporating Basketball Specialist) ATAR and General

Physics ATAR

Psychology ATAR and General

Syllabus details ATAR and General courses: <https://senior-secondary.scsa.wa.edu.au/>

VOCATIONAL EDUCATION AND TRAINING QUALIFICATIONS

Certificate II Community Services

Certificate II Hospitality (continuing students only)

Cert III Music

Certificate II Sport Coaching

Certificate II Workplace Skills

Certificate III Fitness

Certificate II Music

Certificate II Sport and Recreation

Certificate II Visual Arts (Design Graphics) (continuing students only)

OTHER COURSE OPTIONS

Curtin UniReady in Schools Program

Flexible Learning in Schools Program

SPECIALISED YEAR 11 GENERAL PATHWAYS

Willetton offers high quality, comprehensive study options for students with a particular pathway interest, the selection available reflects current workforce trends and allows students to study in an area with a strong career outlook. Students studying these pathways can progress to employment, a traineeship, further training or university.

Commerce and Management

Suggested Year 11 Courses:

- Certificate IV Business
- English General
- Psychology General
- Business Management and Enterprise General
- Mathematics Essentials General
- Career and Enterprise General

Health and Community Services

Suggested Year 11 Courses:

- Health General
- English General
- Psychology General
- Biology General
- Mathematics Essentials General
- Certificate II Community Services

Sport Science

Suggested Year 11 courses:

- English General
- Physical Education Studies General
- Mathematics Essentials General
- Biology General or Integrated Science General
- Health General or Outdoor Education General
- Certificate II Sport and Recreation or Certificate III Fitness

Creative Arts

Suggested Year 11 courses:

- English General
- Mathematics Essentials General
- Certificate II Visual Arts (Graphic Design)

With any of the following:

- Drama General
- Media Production and Analysis General
- Visual Arts General
- Certificate II Music
- Psychology General

Industrial Arts

Suggested Year 11 courses:

- English General
- Mathematics Essentials General
- Integrated Science General

With any three of the following:

- Building and Construction
- Materials Design and Technology: Wood General
- Career and Enterprise General
- Certificate II Workplace Skills



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VOCATIONAL EDUCATION AND TRAINING PATHWAY

FLEXIBLE LEARNING IN SCHOOLS (FLiS)

Compulsory Year 11 Courses (completed Monday to Wednesday):

- English General
- Career and Enterprise **General**
- Mathematics Essentials General
- Workplace Learning
- Plus one elective option

Students spend the remaining 2 days (Thursday & Friday) off-campus completing:

- Work experience
- Externally delivered qualifications

FLiS is suitable for students considering an apprenticeship or employment. Students looking for alternative entry into university may also be interested in this option by selecting a Certificate III (Year 11) and Certificate IV (Year 12).

COMPULSORY PROGRAMS IN YEARS 11 AND 12

YEAR 11 LIFECARE

Lifecare allows students to benefit from active participation in sport and community service, adding value to their own and community values. They will be involved in lawn bowls, primary school visits, boxing fitness, sport and stretching/relaxation practice.

YEAR 12 COMPETENCY EDUCATION

Competency Education is a weekly one-hour program unique to Willetton SHS. It is designed to address the needs of Year 12 students in areas generally not covered in the standard curriculum. Competency Education aims to teach key understandings related to assisting the transition from school to the workforce or tertiary education. The course also provides a focus on life skills or competencies to promote the wellbeing of students.



THE ARTS

Studying the Arts develops skills in communication, working relationships and critical thinking. Students are required to process abstract ideas and examine issues from various perspectives. As their critical thinking develops students are able to use different ways of seeing the world and creating solutions. The study of the Arts demands growth in communication and understanding which assists success in all workplaces.

The Certificate II and III in Music are delivered by expert staff within The Arts Learning Area. Further information on these two courses can be found in the VET section of this handbook.

DANCE ATAR

The Dance ATAR course presents and develops ideas through a variety of genres, styles and forms, as it provides a unique way in which to express our cultural view and understanding of the world. Through critical decision-making in individual and group work, movement is manipulated and refined to reflect the choreographer's intent. Students use a wide range of creative processes, such as improvisation and the use of choreographic elements and devices, and draw on their own physicality and the interpretation of existing work of others to make dance works. They gain an understanding of the physical competencies specific to dance while learning to use the body as a medium for artistic expression. Students reflect on, respond to, and evaluate how dance styles and forms are historically derived and culturally valued. They learn the origins of dance and its importance as a form of expression and how it can represent a variety of political, cultural and historical motivations. This understanding informs their own dance-making and the dance works of others.

ASSESSMENT

Year 11: The emphasis is on the practical components (approximately 60% of the course). Written components – critical review, case study and examination contribute approximately 40%.

Year 12: There is an emphasis on both practical and written assessment, each worth 50% of the course. There is a compulsory external practical and written examination in this course.

PREREQUISITE

Year 11: Sound literacy skills with a minimum mark of 60% in Semester 1, Year 10 English. Participation in the Dance or Dance for Boys subjects or experience in a dance school is recommended.

Year 12: Completion of Dance ATAR in Year 11 and a minimum mark of 55% in Semester One in Dance ATAR is recommended. Concise writing skills are required.

DANCE GENERAL

Dance is dynamic and powerful. It embodies our ideas, thoughts, emotions and values and provides a unique opportunity to develop physically, creatively, aesthetically, emotionally and intellectually. People have always danced, and dance continues to evolve as a form of expression, fulfilling a variety of functions in society. As an art form, dance encourages artistic creativity and the active use of the imagination. The study of dance acknowledges the interrelation of practical and theoretical aspects— of movement and the appreciation of its meaning. Students can compose and perform work relevant to their lives.

The Dance General course presents and develops ideas through a variety of genres, styles and forms as it provides a unique way to express our cultural view and understanding of the world. Through critical decision-making in individual and group work, movement is manipulated and refined to reflect the choreographer's intent. Students use a wide range of creative processes, such as improvisation and the use of choreographic elements and devices, and draw on their own physicality and the interpretation of existing work of others.

The course gives an advantage to students entering a career in the performing arts. Dance is also beneficial in many careers where communication, teamwork and problem solving are required.

ASSESSMENT

Year 11: This course is 70% practical involving performance/ production and practical investigations. There is a 30% written response component judged through the use of process reflections/reports and in class tests

Year 12: This course is 65% practical involving performance/ production and practical investigations. There is a 20% written response component judged through the use of process reflections/reports and in class tests. The final 15% of assessment consists of a task that is set by the School Curriculum and Standards Authority.

PREREQUISITE

There are no prerequisite marks for Dance General but past dance experience is an advantage.



DRAMA ATAR

In the Drama ATAR course students engage in Australian and world drama practise. They learn that drama has changed over time and will continue to change in step with its cultural context. Students examine experience of other times, places and cultures in a meaningful and enjoyable way. They examine the economic factors that affect drama practice and explore the vocational opportunities offered.

Students are supported in applying theoretical and practical approaches to reinterpret dramatic text, subtext, context, forms and styles for contemporary audiences. They work this through in-depth study. This culminates in interpreting, manipulating and synthesising a range of practical and theoretical approaches to contemporary and devised drama using contemporary and experimental theatre approaches. Students show their understanding of a range of practical and theoretical approaches and manipulate the elements of drama to devise and perform original work.

Drama is beneficial in a career where communication, teamwork and problem solving are required.

ASSESSMENT

Year 11: There is a heavy emphasis on practical assessment, worth 50% of the course. Written components take the form of analytical responses and examinations worth 50%.

Year 12: There is a practical component worth 50% of the course. Written components take the form of analytical responses and examinations worth 50%. There is a compulsory external examination for both the practical and written components.

PREREQUISITE

Year 11

A minimum mark of 60% in semester one in English in Year 10. Past experience in performing is an advantage.

Year 12

Completion of Drama ATAR in Year 11 and a minimum mark of 55% in semester one is recommended.

DRAMA GENERAL

The Drama General course focuses on aesthetic understanding and drama in practice as students integrate their knowledge and skills. They use the elements and conventions of drama to develop and present ideas and explore personal and cultural issues. Students in drama processes such as improvisation, play building, text interpretation, playwriting and dramaturgy which allow them to create original drama and interpret a range of texts written or devised by others. Their work in this course includes production and design aspects involving sets, costumes, makeup, props, promotional materials, and stage management, front of house activities, and sound and lighting. Increasingly, students use technologies such as digital sound and multimedia. They present drama to a range of audiences and work in different performance settings.

The course is an advantage to students contemplating a career in the performing arts. Drama is also beneficial in a career where communication, teamwork and problem solving are required.

ASSESSMENT

Year 11: This course is practical involving 70% performance/production and practical investigations. There is a 30% written investigations and response component

Year 12: This course is 55% practical involving performance/production and practical investigations. There is a 30% written response component judged through the use of process reflections/reports and in class tests. The final 15% of assessment consists of a task that is set by the School Curriculum and Standards Authority.

PREREQUISITE

There are no prerequisites; however, past experience in performing is an advantage.

MEDIA PRODUCTION AND ANALYSIS ATAR (NOT AVAILABLE IN YEAR 12 2023)

The focus of this course is popular culture, press and broadcasting. Students will study past, current and upcoming trends in the media through viewing and analysing a wide variety of popular media forms such as music videos, sitcoms and websites. Students will further their understanding of non-fiction media forms and genre through learning contexts that relate to their interests such as television, documentary, mockumentary and new trends in broadcast news. They will learn production skills and create their own media productions.

In Year 12, students analyse, view, listen to and interact with contemporary and traditional examples of media art, identifying techniques and themes, meanings that are created and audiences' interpretations. They consider the representation of values and technological developments that influence perceptions of art within media work. The focus for this unit is power and persuasion. Through this broad focus, students extend their understanding of persuasive media, examining the way the media is able to reflect, challenge and shape values and attitudes. They critically analyse, view, listen to, and interact with a range of media work, considering the purposes and values of producers and audiences

ASSESSMENT

Year 11: One major production will be completed each semester in addition to practical workshops. Practical assessments are worth approximately 50% of the course mark and written components take the form of investigative work and examinations worth 50%.

Year 12: There is a practical component worth 50% of the course. Written components involve a process folio and examinations worth 50%. There is a compulsory external examination in this course for both the written and practical components.

PREREQUISITE

Year 11: A minimum mark of 60% in Semester One Year 10 English. Strong writing skills and Year 10 Media is also recommended.

Year 12: Completion of Media ATAR in Year 11 and a minimum mark of 55% in semester one in Media Production and Analysis (AEMPA) is recommended.

MEDIA PRODUCTION AND ANALYSIS GENERAL

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

Studying Media is an excellent basis for opportunities in film and television, performing arts and advertising, journalism, marketing, design, photography, graphics, news reader and script writer. Media also provides students with presentational and communication skills.

ASSESSMENT

Year 11: Practical assessment 70%, written components worth approximately 30%.

Year 12: There is a heavy emphasis on practical assessment worth approximately 60%. Written components take the form of a folio or reports worth approximately 25%. There is an externally set task that worth 15%.

PREREQUISITE

None

MUSIC ATAR

The Music ATAR course encourages students to explore a range of musical experiences, developing musical skills and understanding, and creative and expressive potential, through a choice of one of three defined contexts: Western Art Music, Jazz or Contemporary Music. The course consists of a significant practical component and a written component. The sections of the written component are: Aural and Theory, Composition and Arrangement, Cultural and Historical Analysis.

The practical component can be delivered in a different context, independent of the written component. Students can choose to perform on an instrument or voice in one of four contexts, and/or submit a composition portfolio. The ATAR music course provides opportunities for creative expression, the development of aesthetic appreciation, and understanding and respect for music and music practices across different times, places, cultures

and contexts. Students listen, compose, perform and analyse music, developing skills to confidently engage with a diverse array of musical experiences, both independently and collaboratively. ATAR music provides a pathway to tertiary training and professional careers within the music industry.

ASSESSMENT

Year 11: There is an emphasis on practical assessment worth 50% of the course mark. This is made up from semester work and examinations. Written components take the form of analytical responses and examinations worth 50%.

Year 12: The practical component of the course is 50% and the theory (written assessments) component is 50%. Students sit a compulsory examination in each of these.

PIMS ENDORSED PROGRAM

PIMS is a SCSA Endorsed Program. SCSA and The School of Instrumental Music have negotiated that a minimum of 84 hours' music performance time is equivalent to 5 points (i.e. one full unit) of Year 11 or 12 studies (a unit represents a semester of study).

Students enrolled in the PIMS Course are required to undertake the following activities:

- Attend all instrumental/vocal lessons
- Organise a consistent practice schedule of home practice
- Attend school ensemble rehearsals and performances as required
- Provide a record of performance times and required signatures in the PIMS Journal.

The course content and choice of repertoire for PIMS lessons is flexible and can be negotiated with the instrumental/vocal teacher. The content may include performing some, or all of the following;

- scales/studies selected in relation to the choice and level of difficulty of solo repertoire. e.g. articulation, rhythms etc.
- solo repertoire with or without piano accompaniment. Programs such as Smart Music and/or Audacity can assist in the production of student CD's
- school ensemble repertoire in preparation for school performance/concerts.

ASSESSMENT

Instrumental/vocal students are provided a PIMS Journal in which to document meeting the requirements of the course. This record is used by the school to verify with SCSA when a student has successfully completed the required 84 hours of music performance time.

Students are assessed through the PIMS Journal which shows attendance at school ensemble rehearsals and concerts. It is signed by the ensemble director/s and has evidence from the SIMS teacher. **It is essential** that students use the Journal as a personal log book throughout the year to record evidence of their practice/lessons. The supervising teacher or instrument/vocal teacher signs the records each week. A formal PIMS Report is issued.

PREREQUISITE

Current participation in the SIMS program.



VISUAL ARTS ATAR

In the Visual Arts ATAR course, students engage in traditional, modern and contemporary media and techniques within the broad areas of art forms. The course promotes innovative practice. Students are encouraged to explore and represent their ideas and gain an awareness of the role that artists and designers play in reflecting, challenging and shaping societal values. The Visual Arts ATAR course allows students to develop aesthetic understandings and a critical awareness to appreciate and make informed evaluations of art through their engagement of their own art practice and the work of others.

A focus for Year 12 course is commentaries. It offers students opportunities to engage with the social, political and cultural purposes of art making and art interpretation. They research issues, events, and ideologies and examine their own beliefs, considering how the visual arts have reflected and shaped society and values. Another focus for the course is points of view. It provides students with the opportunity to identify and explore concepts or issues of personal significance in the presentation of an authentic body of work. They research and analyse factors affecting points of view such as time, place, culture, religion and politics, synthesising this knowledge to express and communicate their personal viewpoint or position. In the critical analysis and interpretation of their own work and the work of others, they reflect on the relationships between artworks, audiences and contextual factors, considering how these contribute to the development of different perspectives.

This course brings background for work in architecture, landscape and interior design jewellery, stage design, commercial art, graphic design, fashion design, gallery curator and art management.

ASSESSMENT

Year 11: There is an emphasis on practical art production, 50% of the course. Written components 50%, take the form of art interpretation, divided between critical analysis and investigation tasks and assessment, by written examination and assignments.

Year 12: This course has a component of Art production, which is worth 50%. The written component (50%) is divided between critical analysis and investigation tasks. Assessment is by written examination and assignments. There is a compulsory external examination for the written component and students submit a finished artwork for external assessment.

PREREQUISITE

Year 11: A minimum mark of 60% in Semester One in English in Year 10. The course is designed for the more advanced art student who has demonstrated success in lower school.

Year 12: Completion of Visual Arts ATAR in Year 11 and a minimum mark of 55% in semester one in Visual Arts is recommended.

VISUAL ARTS GENERAL

In the Visual Arts General course, students engage in traditional, modern and contemporary media and techniques within the broad area of art forms. The course promotes innovative practice. Students are encouraged to explore and represent their ideas and gain an awareness of the role artists and designers play in reflecting, challenging and shaping societal values. Students are encouraged to appreciate the work of other artists and engage in their own art.

In Year 12, the course focus is inspirations. Students become aware that artists gain inspiration and generate ideas from diverse sources, including what is experienced, learned, believed in, valued, imagined or invented. The breadth of this focus allows choice of learning contexts related to students' interests. Through exploration, investigation and experimentation, they develop skills in inquiry, recording observations and manipulating media to create artworks in selected art forms. This course brings background for work in drafting, jewellery, stage design, commercial art, graphic design, fashion design, interior design, decorating and painting, small business crafts.

Students actively engage in perception, research, reflection and response and consider the ways in which artists, past and present, have been inspired to develop artworks. They are given opportunities to present or exhibit their work, to describe their source(s) of inspiration and to evaluate the process and success of their finished artworks.

ASSESSMENT

Year 11: This course is 70% practical involving art production with a 30% written component.

Year 12: This course is 65% practical involving art production with a 20% written component and a 15% compulsory Externally Set Task which is normally held in the Semester 1 exam period.

PREREQUISITE

None

ENGLISH



ENGLISH ATAR

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

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

The course enables students to explore representations of themes, issues, ideas and concepts through a comparison of texts. They analyse and compare the relationships between language, genre and contexts, comparing texts within and/or across different genres and modes.

Students examine different interpretations and perspectives to develop further their knowledge and analysis of purpose and style. They challenge perspectives, values and attitudes in texts, developing and testing their own interpretations through debate and argument.

ASSESSMENT

Students are assessed by a range of written and oral tasks, the majority of which are done in class, in test conditions. There is a formal examination each semester. In Year 12 there is a compulsory external examination in this course.

PREREQUISITE

Year 11: A minimum mark of 60% in Semester One in English in Year 10.

Year 12: A minimum mark of 55% in semester one in Year 11 English ATAR.

ENGLISH GENERAL

The English General course focuses on consolidating and refining the skills and knowledge needed by students to become competent, confident and engaged users of English in everyday, community, social, further education, training and workplace contexts. The English General course is designed to provide students with the skills that will empower them to succeed in a wide range of post-secondary pathways.

The course develops students' language, literacy and literary skills to enable them to communicate successfully both orally and in writing and to enjoy and value using language for both imaginative and practical purposes.

The course explores different perspectives and ideas presented in a range of texts, and a range of community, local and/or global issues.

ASSESSMENT

Students will be assessed by a range of written and spoken tasks, completed in class and at home. In Year 12 there is a compulsory Externally Set Task which is normally held in the Semester 1 exam period.

PREREQUISITE

None

ENGLISH AS ADDITIONAL LANGUAGE/DIALECT ATAR

Year 11

The EAL/D courses are designed for students who speak another language or dialect as their first or 'home' language. EAL/D focuses on development of the competent use of Standard Australian English (SAE) in a range of contexts. The EAL/D ATAR course develops academic English skills to prepare students for tertiary study.

Year 12

This course is designed for students who speak another language or dialect as their first or 'home' language. EAL/D focuses on development of the competent use of Standard Australian English (SAE) in a range of contexts. The ATAR course develops academic English skills to prepare students for tertiary study. Unit 3 focuses on analysing how language choices are used to achieve different purposes and effects in a range of contexts. Unit 4 focuses on analysing, evaluating and using language to represent and respond to issues, ideas and attitudes in a range of contexts. This course provides a program which helps prepare students to meet WACE requirements and for university or TAFE entrance. The skills and knowledge developed contribute to a wide range of careers.

ASSESSMENT

Students are assessed on the four areas – investigation, response, speaking and writing. Assessments will include examinations, assignments and oral tasks. Class work is weighted at 70% and examinations at 30%. There is a compulsory external ATAR exam and a Common Oral Assessment Task.

ELIGIBILITY

This course is only available to eligible students from a non-English language background and is designed with this in mind. Eligibility is prescribed by the School Curriculum and Standards Authority (SCSA).

PREREQUISITE

Year 11: A minimum mark of 60% in semester one in Year 10 EAL/D is required or approval from the Head of Languages.

Year 12: A minimum mark of 55% in semester one in EAL/D (AEELD) is required or by gaining approval from the Head of Languages. SCSA eligibility requirements must also be met.

ENGLISH AS ADDITIONAL LANGUAGE/DIALECT GENERAL

The EAL/D courses are designed for students who speak another language or dialect as their first or 'home' language. EAL/D focuses on development of the competent use of Standard Australian English (SAE) in a range of contexts. The EAL/D General course prepares students for a range of post-secondary destinations in further education, training and the workplace. Year 11 themes are cross-cultural perspectives and life experiences. Year 12 themes are attitudes, issues and identity and society and community engagement

Assessment includes investigations, responses to texts, production of written texts, oral presentations. In Year 12 there is a compulsory Externally Set Task.

ELIGIBILITY

This course is only available to eligible students from a non-English language background. Eligibility is prescribed by the School Curriculum and Standards Authority (SCSA) and by gaining approval from the Head of Languages.

PREREQUISITE

None

LITERATURE

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

ASSESSMENT

Students are assessed using extended response essays, short response essays, oral presentations, and creative production of for examples, short stories and poetry. There is a formal examination each semester. In Year 12 there is a compulsory external examination in this course.

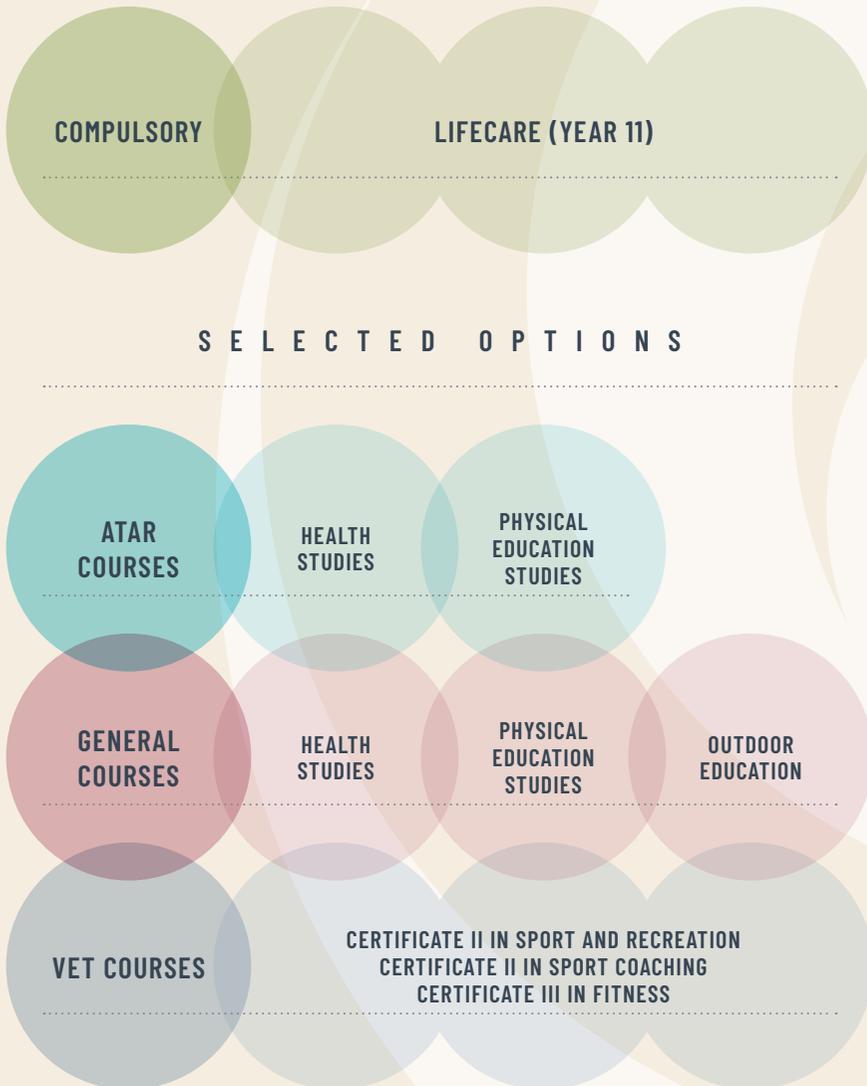
PREREQUISITES

Year 11: A minimum mark of 70 in Semester One English in Year 10. Participation in the Gifted and Talented or English Extension programs is highly recommended.

Year 12: A minimum mark of 55% in Year 11 Semester One in Literature or 70% in English ATAR.

HEALTH AND PHYSICAL EDUCATION

Health and Physical Education offers the following WACE Courses and VET qualifications.



All Health and Physical Education certificates are one-year courses that can be taken in either Year 11 or 12 but it is suggested that interested students' complete one certificate in each of Year 11 and 12.

LIFECARE

Lifecare is a compulsory course completed by all Year 11 students.

Lifecare not only allows students to benefit from active participation in sport, but also to be involved in community service, adding value to their own and community values. They will be involved in lawn bowls, indoor sports, primary school visits, and school based sports, boxing fitness and stretching /relaxation.

Students need to meet strict PE uniform requirements (dark blue senior school PE shirts, PE blue shorts).

ASSESSMENT

Students are assessed on a competency basis that covers skills and attributes and this will be reported to parents on a semester basis.

PREREQUISITE

None

HEALTH STUDIES ATAR

Year 11

This course focuses on the health of individuals and communities. They learn about health determinants and their impact on health and how community development and community participation can improve health outcomes. The following contexts are considered – principles & models, action& strategies, holistic health, health inquiry and beliefs, values & attitudes.

Year 12

The influence of social, environmental, economic and biomedical determinants of health is a key focus of the course. Other course content includes the influence of beliefs, attitudes and values on health behaviour, and the importance of self-management and interpersonal skills in making healthy decisions. Students undertaking this course develop the knowledge, understanding and skills necessary to promote the importance of personal and community action in health.

There is a focus on the health of specific populations and reasons why some groups do not enjoy the same level of health as the general population. Students learn about factors creating these disparities and ways of improving the health and wellbeing of specific groups. The course also addresses local, regional and global challenges to health. Students learn about the impact of determinants on global health inequities and explore approaches to address barriers preventing groups from experiencing better health.

The contexts used to help provide a basis for discussion to achieve these outcomes are -principles & models, beliefs & values, actions & strategies, health enquiry, holistic health and consumer health.

ASSESSMENT

Year 11

Assessment is based on a marks system & 20% Inquiry, 30% Project work, 20% Response work and 30% examinations.

Year 12

60% of the mark are allocated to inquiry, projects, assignments, presentations, tests and reports with 40% to the examination at the end of each semester. There is a compulsory WACE external examination required in this course done as part of the WACE exams.

PREREQUISITE

Year 11: A minimum mark of 55% in Year 10 English is recommended.

Year 12: A minimum mark of 55% in Year 11 Health Studies ATAR

HEALTH STUDIES GENERAL

Year 11

This course focuses on personal health and wellbeing and what it means to be healthy. Key consumer health skills and concepts, and the relationship between beliefs, attitudes, values and health behaviour, and the impact of social and cultural norms, are introduced. The following contexts are considered - lifestyle diseases, media review, health systems and journal writing.

Year 12

The course builds students' knowledge and understandings of health determinants and their interaction and contribution to personal and community health. Students examine health promotion, and are introduced to a framework for health promotion action and a personal behaviour change model.

Health literacy skills, and a range of factors influencing the use of health products and services, are examined. Students explore the health belief model and expand their understanding of the impact of beliefs on health behaviour. The use of social marketing to promote positive health messages and products is explored.

Students learn about Australia's National Health Priority Areas (NHPAs) and a range of preventive strategies to reduce risk and contribute to better health. They are introduced to emotional intelligence as a mechanism for perceiving, controlling and evaluating emotions. Personal skills and strategies which support the development of self-management and interpersonal skills are a focus. Students consolidate and continue to develop inquiry skills, including the ability to identify trends and patterns in data and apply this information to support conclusions.

The following contexts are used to help provide a basis for discussion to achieve these outcomes - alternative health therapies, environmental health, risk taking behaviour in teenagers and behavioural change in individuals /groups.

ASSESSMENT

Year 11

Assessment is based on a marks system and consists of 20% Inquiry, 50% Project work and 30% Response work 30%.

Year 12

20% of marks are allocated to planning and research work, 40% project work and 25% responding to a current health issues that includes analysis and scenarios. 15% is attached to the Externally Set Task.

PREREQUISITE

None

OUTDOOR EDUCATION GENERAL

Specific participant requirements:

- Students will need to meet strict Outdoor Education personal conduct requirements throughout the course. They may be required to purchase appropriate clothing for various activities.
- Camps costs are not inclusive in the course costs. These or any other activities where variation from course based costings are required will need to be met by the student. These can be confirmed at the start of each course.
- Students will participate in at least one single-day excursion and a minimum of one overnight expedition in a natural environment. These activities involve assessment and are deemed compulsory activities.

The course has a large practical component and offers the opportunity to engage in a range of outdoor activities that challenge and encourage students to step outside their comfort zone. The division of time/assessment is approximately 50% involving practical experiences and theoretical work.



Students consider planning and resource requirements related to extended excursions/ short-duration expeditions. Therefore, they are introduced to employability skills, including communication, teamwork, problem solving and self-management. Features of natural environments and examples of local environmental management, sustainability and 'Leave No Trace' principles are gained in the experience. Students are encouraged to develop time management, initiative and goal setting skills to work with others and explore strategies for building group relationships in the practical and external environments.

This course uses flexi-sessions to facilitate practical and offsite learning so students should be prepared to participate in either Session 0 or 6 classes.

Year 11

PRACTICAL

Students will be involved with snorkelling, camping, bush walking, mountain biking, camping, navigation and hiking.

THEORY

Students will complete a basic examination of theory components in roping, navigation, expedition planning, leadership & communication, environmental management and safety.

Year 12

PRACTICAL

Students will be involved with camping, camp cooking, surfing, first aid, kayaking and navigation.

THEORY

Students will complete a basic examination of theory components in minimising environmental impact, outdoor event planning & conduct, first aid, leadership & communication, industry requirements and OHS practices.

ASSESSMENT

Year 11

Assessment consists of 20% practical skills/activities, 30% specific to expeditions/camps, 25% investigation and 25% on response work.

Year 12

Assessment consists of 20% practical skills/activities, 30% specific to expeditions/camps, 15% investigation and 20% on response work and 15% Externally Set Task.

PREREQUISITE

Students must have competent swimming ability in aquatic settings and this will be assessed by a 200m continuous swim before enrolments are finalised.

PHYSICAL EDUCATION STUDIES ATAR OR BASKETBALL

Year 11

PRACTICAL

Non-basketball students will be involved with up to two sports over the year while the specialist basketball students will be involved with basketball for the full year. A flexible timetable exists to accommodate travel and sport needs.

THEORY

Students will be involved in a detailed examination of the same theory components involving functional anatomy, exercise physiology, sports psychology, biomechanics and motor learning & coaching.

There are some strong links between Physics, Dance and Human Biology.

Year 12

PRACTICAL

These sports help link classroom based knowledge with practical application. These areas may vary because of facility availability. The most likely activities will be from indoor netball, badminton, lawn bowls, squash and basketball.

Basketball Specialist Students will be involved **ONLY in the sport of Basketball** for the duration of the year and will complete the same theory course work as other groups.

THEORY

The focus is on junior training programs and the elite player. It leads on to leadership, mental skills and refinement of skills to realise personal potential. A sample of the topics include specialised and advanced tactics and skills, understanding biomechanical principles, extending coaching principles, application of nutritional sport's needs, understanding community sporting needs, displaying communication and interpersonal skills, critically analysing sport programs, elite competitor needs and training methods, application of mental skills training, understanding community sporting needs, careers in sport and sport science, understanding environmental conditions on training and sports medicine.

There are some strong links between Physics, Dance and Human Biology.

ASSESSMENT

Year 11

Assessment consists of 30% practical sports skills and match play, 15% investigation, 15% response and 40% examinations.

Year 12

30% of the marks are practical that contain a formal practical exam, 14% come from written projects, while 56% come from in class tests and examinations. There is a compulsory WACE external examination required in this course done as part of the WACE exams.

PREREQUISITE

Year 11: A minimum mark of 55% in Year 10 English & a B grade in Year 10 Physical Education is recommended.

Year 12: For all students a minimum mark of 55% in Semester 1 in Physical Education Studies in Year 11 is recommended.

PHYSICAL EDUCATION STUDIES GENERAL OR BASKETBALL

These courses will prepare students for career and employment pathways in a range of health and community service industries. These may include careers as sport and development officers, local government recreation officers, fitness industry instructors, health and physical education teaching, armed forces, police force, coaching, sports administration, facility management, gyms, self-employment and sports science.

Year 11

PRACTICAL

Non-basketball students will be involved with up to three sports over the year while students in the selective basketball program will be involved with basketball for the full year. Flexi time system exists at times to accommodate travel and course needs.

THEORY

Students will be involved in a basic examination of the same theory components involving functional anatomy, exercise physiology, sports psychology, biomechanics and motor learning & coaching.

There are some strong links with Physics, Dance and Human Biology.

Year 12

PRACTICAL

Students are offered opportunities to enhance and refine their own physical skills in sports within each unit. These sports help link classroom-based knowledge with practical application. These sports may vary because of facility availability. The most likely activities will be from golf, basketball, squash, volleyball, martial arts and sailing/power boating.

Basketball Specialist students will be involved only in the sport of Basketball for the duration of the year and will complete the same theory course work as other groups.

THEORY

The focus for this course is to learn and apply knowledge in a practical environment. Sports-fun coaching programs involving primary students and sports strapping and taping courses are examples of this application.

The course has a high practical component and a sample of the topics include - basic skills and tactical learning and analysis, basic responses of the body to exercise, basic fitness training principles, styles of decision making, sports injury management, active listening and paraphrasing skills, body anatomy and introduction to biomechanics, exhibit communication and interpersonal skills and values in teams.

ASSESSMENT

Year 11

Assessment is based on a marks system and consists of 50% practical sports skills and match play, 25% investigation and 25% response work.

Year 12

50% of the marks are from practical sports skills and match play, with 35% from theory including project work and tests and 15% from an Externally Set Task.

PREREQUISITE

None, however entry to the Basketball program is by a selective specialist program the Health and Physical Education Learning Area.



HUMANITIES AND SOCIAL SCIENCES

The Certificate II in Workplace Skills and Certificate IV in Business courses are delivered by expert staff within the HaSS Learning Area. Further information on these two courses can be found in the VET section of this handbook.

ACCOUNTING AND FINANCE ATAR

Students develop an understanding of the fundamentals of accounting and financial management. Those wishing to pursue Commerce at university or TAFE, find the skills and concepts acquired in this course invaluable. If students eventually become self-employed and engaged in some form of accounting, this course will equip them with the necessary skills. The course aims to make students financially literate by creating an understanding of the systems and processes through which financial practices and decision making are carried out. Through studying this course, the student will develop an understanding of the fundamentals on which accounting and financial management are based. Having an understanding of these practices enables them to analyse financial data and make informed decisions based on that analysis. In Year 11 the Unit 1 focus is double entry accounting for small business, while Unit 2 is accrual accounting.

In Year 12 Unit 3, the focus is on internal financial management for business. Students prepare and interpret budgets and performance reports in relation to forecasting a business's future. The unit distinguishes between internal and external reporting requirements. Decision-making processes using cost accounting techniques are also a feature of the unit. The unit focuses on critical analysis of financial information. It also explores the importance of short and long-term planning for business. Unit 4, the focus is on Australian reporting entities and how they are regulated by the Corporations Act 2001. The Framework for the Preparation and Presentation of General-Purpose Financial Reports (The Framework) and the Accounting Standards are used in the preparation of the financial statements for a reporting entity. The financing options of larger entities are identified and evaluated, particularly in relation to conformity with basic principles, including profitability and stability. The unit addresses corporate social responsibility and disclosure issues and ethical behaviour within corporations.

ASSESSMENT

Students will be assessed through a range of tasks and an examination each semester.

PREREQUISITE

Year 11: A minimum mark of 60% in semester one in Humanities and Social Sciences in Year 10. A good level of written and communication skills.

Year 12: A minimum mark of 55% in semester one in Accounting and Finance is recommended and a good level of written and communication skills. It is possible for highly motivated, and high achieving students to begin this course at Year 12 level.

BUSINESS MANAGEMENT AND ENTERPRISE ATAR

The Business Management and Enterprise ATAR course is a key component of the Horizons Program which Willetton is offering in conjunction with Murdoch University.

The Year 11 syllabus is divided into two units, which are delivered as a pair. Unit 1: The focus of this unit is on success in business at a national level. It explores what it takes to be successful beyond the initial start-up stage. Students investigate the features of successful marketing campaigns and report on how businesses succeed and prosper through methods such as expansion in products, market share and diversification. The unit explores how the marketing plan contributes to the overall business plan. Unit 2: The focus of this unit is on business growth and the challenges faced by businesses expanding at a national level. It explores issues in the business environment, including the importance of intellectual property in protecting business ideas. The unit addresses the significance of employee motivation and the development of a business plan in the overall success of expansion.

The Year 12 syllabus is divided into two units, which are delivered as a pair. Unit 3: The focus is strategic international business growth. The unit explores the need for global expansion and change management. It addresses the opportunities provided by the global environment and factors that drive international business development including free trade agreements, global brands and the rationale for global strategic alliances. Students study change management models used in business today and learn the skills to apply these models. Unit 4: The focus of this unit is on global business operations. Students explore how businesses operate strategically and examine the features and traits of successful management. It addresses the significance of strategic planning and the concept of competitive advantage. It also reviews the ethical dilemmas faced by businesses in order to make a profit as well as how to manage costs.

The course equips students to participate proactively in the world of business, behave responsibly and demonstrate integrity in business activities. The Year 11 and 12 course content encompasses theoretical and practical aspects of business management and enterprise, and is divided into three content areas- environments, management and people.

ASSESSMENT

Assessment comprises three main types: business research (written, oral and multimedia), response (short answer and extended response), and an examination at the end of semesters.

PREREQUISITE

Year 11: A minimum mark of 55% in semester one in Humanities and Social Sciences.

Year 12: A minimum mark of 55% in Year 11 BME is recommended for continuing the course into Year 12.

BUSINESS MANAGEMENT AND ENTERPRISE GENERAL

The Year 11 syllabus is divided into two units, which are delivered as a pair. Unit 1: The focus is on establishing a small business in Australia. Students will be given an understanding of the processes and procedures required for generating business ideas and turning them into a viable business venture. Entrepreneurship and innovative thinking are introduced, generating ideas and proposals that may be suitable for business ventures. Unit 2: The focus of is on operating a small business in Australia. Here students will look at factors that impact on business innovation and success, business planning, and legal aspects of running a small business. Students will engage in the running of a small business, or participate in business simulations, to develop practical business skills and to develop financial and business literacy.

Year 12

Unit 3: The focus is on success in business at a national level and is divided into Environments, Management and People. It explores what it takes to be successful beyond the initial start-up stage. Students investigate the features of successful marketing campaigns and report on how businesses succeed and prosper through methods, such as expansion in products, market share or diversification. The unit explores how the marketing plan contributes to the overall business plan. Unit 4: The focus is on business growth and the challenges faced by businesses expanding at a national level. The unit explores issues in the business environment, including the importance of intellectual property in protecting business ideas. The unit addresses the significance of employee motivation and the development of a business plan in the overall success of expansion. Students need to understand and apply the following factors, Political, Economic, Social/Cultural and Technological.

ASSESSMENT

Assessment comprises two main types: business research (written, oral and multimedia) and response (short answer and extended response). In Year 12 students sit an Externally Set Task.

PREREQUISITE

Year 11: None

Year 12: None, however the study of Year 11 Business Management and Enterprise General is recommended and advantageous.

EARTH AND ENVIRONMENTAL SCIENCE ATAR

The course explores our planet as a dynamic global system involving interactions between the geosphere, hydrosphere, atmosphere and the biosphere. With a multidisciplinary approach, including geological and environmental sciences, the course provides students with opportunities to explore the theories and evidence that frame our understanding of Earth's origins and history; the dynamic and interdependent nature of Earth's processes, environments and resources; and the ways in which these processes, environments and resources respond to change across a range of temporal and spatial scales. Students conduct practical investigations and have the opportunity to participate in field-based excursions that encourage them to apply what they have learnt in class to real world situations. This course encourages students to be curious about the world around them and to strive to understand past and present processes so that reliable and scientifically defensible predictions can be made about the future.

Year 12

Unit 3: Managing earth resources—students examine renewable and non-renewable resources, the implications of producing these resources, and associated management approaches. Students also learn about ecosystem services and how natural and anthropogenic changes of the biosphere, hydrosphere, atmosphere and geosphere influence resource availability and sustainable management. Unit 4: Earth hazards and climate change focuses on how Earth processes and human activity can contribute to Earth hazards, including volcanic eruptions, earthquakes and tsunamis, and the ways in which these hazards can be predicted and managed to reduce their impact on Earth environments.

This course provides useful background and skills for students wishing to study Environmental Science at university. It is relevant for students seeking careers in organisations which deal with the environment including several government departments such as CALM, Fisheries WA, the Waters and Rivers Commission, the WA Museum, national and local newspapers, the Department of Education and Training, mining companies, and private and government environmental protection agencies. Past students have found selection into environmental science, animal science, geophysics, mining engineering, petroleum engineering, metallurgy, the oil, gas and hydrothermal industries, environmental engineering and geology type courses at Murdoch and Curtin Universities are greatly enhanced by studying this course. Environmental Studies is also available at the University of Notre Dame, Fremantle and the School of earth and Environment UWA. It should be noted that past students have found that it has been advantageous to study this course with Biology and/or Geography due to the overlap in content.

ASSESSMENT

Assessment is ongoing and linked to scientific investigation including fieldwork, in-class tests, practical and laboratory skills assessing the understanding of key concepts. There is a compulsory excursion and examinations in this course.

PREREQUISITE

Year 11: A minimum mark of 55% in semester one in Humanities and Social Sciences in Year 10.

Year 12: A minimum mark of 55% in semester one in Earth and Environmental Science is recommended and students who wish to study Earth and Environmental Science for the first time in Year 12 are advised to discuss their suitability with the Head of Humanities and Social Sciences.



ECONOMICS ATAR

The aim of Economics is to equip students with the necessary knowledge, skills and techniques to understand the behaviour in the world of commerce and finance.

Year 11

Unit 1: Microeconomics: This unit explores how consumers and producers look to allocate their resources within the Australian economy. Students explore how the forces of demand and supply act in efficient and inefficient markets. Students are introduced to the language of economics and the theories and models to explain economic events. Unit 2: Macroeconomics: This unit explores Australia's economic performance throughout the past decade. Students will look at the consequences of fluctuations in the economy on economic growth, inflation and unemployment. Students explore how the government reacts to the changes in the economy.

Year 12

Unit 3: Australia and the Global Economy explores the interdependence of Australia and the rest of the world. Australia is a relatively open economy and, as such, is influenced by changes in the world economy. Unit 4 Economic Policies and Management focuses on the economic objectives of the Australian Government and the actions and policies taken in the pursuit of these objectives. Changes in the level of economic activity influence the policy mix and the government's capacity to achieve its objectives.

ASSESSMENT

Assessment comprises short answer (multiple choice, short answers and data interpretation), long answer (case studies, investigations, reports and extended answers) and examinations. There is a compulsory external examination in Year 12

PREREQUISITE

Year 11: A minimum mark of 60% in semester one in Humanities and Social Sciences in Year 10.

Year 12: A minimum mark of 55% in semester one Year 11 Economics.

GEOGRAPHY ATAR

The study of the Geography ATAR course draws on students' curiosity about the diversity of the world's places and their people, culture and environment. It provides students with the knowledge and understandings of the nature, causes and consequences of natural and ecological hazards, international integration in a range of spatial contexts, land cover transformations, and the challenges affecting the sustainability of places. In this course, students learn how to collect information from primary and secondary sources, such as field observation and data collection, mapping, monitoring, remote sensing, case studies and reports.

Year 11

Unit 1: Natural and Ecological Hazards may include the study of the natural hazards of flooding and earthquakes. It will also explore ecological hazards, which may include infectious diseases, animal transmitted diseases, waterborne diseases and plant and animal invasions.

Unit 2: Global Networks and Interconnections examines how advances in telecommunication and transport technologies have transformed global patterns of production and consumption. Impacts and resulting cultural changes through the study of architecture and fashion and the way people embrace, adapt to, or resist the forces of international change

Year 12

The Year 12 syllabus is divided into two units, which are delivered consecutively. Interpretations and analysis of topographic and satellite maps, fieldwork and graphical data will make up a significant part of this course. Unit 3: Global Environmental Change is a unit that assesses the impacts of land cover transformations with particular reference to climate change or biodiversity loss. Unit 4: Planning Sustainable places requires students to investigate how the outcomes of processes vary depending on local responses and adaptations, for example, population growth and decline, and economic restructuring. Students also examine the causes and consequences of urbanisation as well as challenges that exist in metropolitan and regional centres. The unit also includes the study of the megacity, New York.

ASSESSMENT

Assessment There is four major types of assessment, geographical inquiry, fieldwork/practical skills, short and extended responses and examinations. In Year 12 there is a compulsory fieldwork activity and an external examination.

PREREQUISITE

Year 11: A minimum mark of 55% in semester one in Humanities and Social Sciences in Year 10. Strong reading and writing skills are desirable.

Year 12: A minimum mark of 55% in semester one in Geography is recommended. Students who wish to study Geography for the first time in Year 12 are advised to discuss their suitability with the Head of Humanities and Social Sciences.

MODERN HISTORY ATAR**Year 11**

The course focus is on 20th century history between World War 1 and World War 2. Unit 1: Capitalism: The American experience 1907 to 1941 examines the United States birth on the global stage as the sleeping giant emerges from isolation. The unit explores the theory of American capitalism and how champions of industry tussle with Presidents. We investigate the domestic struggles with changing values in the 1920s and economic catastrophe in the 1930s. The course concludes with America's entry into World War II following the surprise attack by the Japanese on Pearl Harbor. Unit 2: Nazism in Germany studies the period from 1918 to 1945, focusing on German history. The course starts with Germany's role in World War I and the Treaty of Versailles. It continues to the Weimar Republic's attempts to cope with economic difficulties and culminates at the destruction of Germany in 1945 after 13 years of Nazism. We track the rise of Hitler as Nazi party enveloped Germany with policies of indoctrination and social manipulation. We investigate the travesty that was Holocaust and the Second World. It is our aim that students leave with a sense of historical understanding and knowledge of how history can repeat.

Year 12

The Year 12 syllabus is divided into two units, which are delivered as a pair. Unit 3: Modern Nations in the 20th century This unit examines the nation as the principal form of political organisation in the modern world; the crises that confronted nations in the 20th century; their responses to these crises, and the different paths they have taken to fulfil their goals. This unit focuses on Russia and the Soviet Union 1914–1945 (World War I to the end of World War II). Students examine the economic, external forces/international relations, ideas, leadership, political and social/cultural forces for change and continuity. The ideology and consequences of Communism and left wing governing are explored throughout the period. Unit 4: The Modern World Since 1945 The focus of this unit is on the distinctive features of the modern world that emerged in the period 1945–2001. This unit ties together the three main political ideologies studied in the previous three semesters. The Cold War era which directly follows post-World War 2, addresses the new world order in Europe and the increasing influence of Communism after the defeat of extremist right wing governments. The focus stays on international relations through to the early 2000s and includes the end of the Cold War in Europe and the post-Cold War era. The inevitable conflict between democratic nations is the basis of this unit.

ASSESSMENT

Assessment comprises four main types: historical inquiry (research and using evidence), explanation (essays and short answer), source analysis (using primary and secondary sources) and the examination. In Year 12 there is a compulsory external examination.

PREREQUISITE

Year 11: A minimum mark of 55% in Semester One in Humanities and Social Sciences Year 10 and 55% in a Year 10 English course.

Year 12: A minimum mark of 55% in semester one in Modern History is recommended. Students who wish to study History for the first time in Year 12 are advised to discuss their suitability with the Head of Humanities and Social Sciences.

MODERN HISTORY GENERAL**Year 11**

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

Unit 1: People, Place and Time – this unit allows students to become aware of the broad sweep of history and our place within the historical narrative. We examine the values, beliefs and traditions within a society, the aspects that change and those that stay the same. We explore the importance and impact of individuals within a period. Students study one or two of the following electives: Nelson Mandela and the fight to end apartheid in South Africa, and Napoleon, the Revolution and the Empire.

Unit 2: Power and Authority – students learn that societies consist of individuals and institutions that have various types of power and authority and that these interact with each other. Students examine the nature of power, how it is distributed, who seeks to use power and how it affects equality and justice. Students study Authoritarian state: Communist Russia/USSR 1917–1953.

ASSESSMENT

This General History course supports the literacy skills that are vital for graduation and provides opportunities for students to practice writing and interpretation techniques. Assessment types include historical inquiry, explanation, source analysis and test. In Year 12 students sit an Externally Set Task.

PREREQUISITE

A desire to seek answers and understanding and a belief that the past is important to the present and future. An enjoyment of reading is recommended.

PHILOSOPHY AND ETHICS ATAR

The Philosophy and Ethics course teaches students how to construct clear and compelling arguments and how to critically engage with the arguments of other people. The course engages students with three classical questions of the human condition: What is real? How do we know? and How should we live? Within this context, the course gives students the opportunity to explore the world of concepts from both contemporary and historical perspectives. Students are taught clarification, evaluation and argument. They develop the specific skills to inquire, reason and make judgments. Philosophy is especially valuable in the areas of law, politics, economics and medical sciences and many universities offer elite students entry to courses in philosophy. The focus on understanding and concept analysis leads to improved writing and speaking and assists in effective study.

Year 11

Unit 1: Focuses on reason and persons and explores issues of identity and world views. Unit 2 explores reason and culture, including aesthetics and interpretation. Because of the focus on analyzing, organizing and presenting ideas and theories, students are advantaged as they enter university and study other disciplines. The course encourages the wide application of disciplined a learning and communication.

Year 12

Unit 3: The focus for this unit is reason and society. Students examine the mapping of arguments: humanism, religion and values, individualism and social identity, the ideals of a good society and the ideals of politics and government. Unit 4: The focus is reason and meaning. Students examine complex arguments, a number of higher-order systems of inquiry, ways of understanding the relation between religion and science and ethical issues of life and death.

ASSESSMENT

Students are assessed in written and oral performances, including a Community of Inquiry and examinations. In Year 12 there is a compulsory external examination.

PREREQUISITE

Year 11: A minimum mark of 55% in semester one in Humanities and Social Sciences Year 10 or in Philosophy in Year 10.

Year 12: A minimum mark of 55% in semester one in Philosophy and Ethics, English or English Literature is recommended.

POLITICS AND LAW ATAR

Year 11

The course is organized around four major outcomes: Political and legal inquiry, political and legal systems, stability and change in political and legal systems, citizenship in political and legal systems. The course covers understanding and analysis of the principles, structures and processes of the Australian political and legal systems, the processes of civil and criminal law, including trial procedures and adjudication, exploration of legal and political ideas and analysis of their development through Australian and other systems, analysis of voting and representation focusing on electoral systems and election results in Australia.

Year 12

Unit 3: Political and Legal Power examines the political and legal system established by the Commonwealth Constitution (Australia) and the power wielded within the system, making reference to particular political and legal developments and issues. Unit 4: Accountability and Rights examines avenues for, and the effectiveness of, accountability in relation to the three branches of government in Australia. The ways, and the extent to which, rights are protected, and democratic principles are upheld and/or undermined in Australia, and one other country, are also examined.

ASSESSMENT

Assessment is based on investigation tasks with a research focus, exposition tasks to explore ideas, respond to propositions, short answer tests, source analysis and examinations. In Year 12 there is a compulsory external examination.

PREREQUISITE

Year 11: A minimum mark of 55% in semester one in Humanities and Social Sciences in Year 10 or in Legal Studies in Year 10. It is desirable that students have strong reading and writing skills for this course and an interest in political and legal issues.

Year 12: A minimum mark of 55% in semester one in Politics and Law is recommended. Students wishing to study Politics and Law in Year 12 for the first time are advised to discuss their suitability with the Head of Humanities and Social Sciences.



LANGUAGES

Applications for enrolment in a language course:

All students wishing to study a WACE language course are required to complete an application for permission to enrol in the year prior to first enrolment in the course. This is to ensure that students select the course best suited to their linguistic background and educational needs.

Information about the process is given to students at the end of Term 2 of Year 10. Further guidance and advice related to enrolments in a language course can be found on the Authority website at www.scsa.wa.edu.au



FRENCH: SECOND LANGUAGE ATAR

The French: Second Language ATAR course is designed to further develop students' knowledge and understanding of the culture and the language of French-speaking communities. It provides opportunities to gain a broader and deeper understanding of French and extend and refine students' communication skills. The course focuses on the interrelationship of language and culture, and equips students with the skills needed to function in a globalised society, a culturally and linguistically diverse local community and provides a foundation for life-long language learning. Relevant and engaging tasks, delivered through a range of appropriate contexts and topics, develop literacy in the French language as well as extend literacy development in English.

Topics studied in Year 11 include My Daily Routine, French Sports and Leisure, Leading a Healthy Lifestyle, My Travel Plans and Tales, Australia as a Tourist Destination and Travel in a Modern World.

Topics studied in Year 12 include Technology and Me, Film and music, the media, Planning my Future, Migrant Experiences, and Youth Issues. French attracts a 10% ATAR bonus.

ASSESSMENT

Year 11 Assessment will be in the form of reading, writing, listening and speaking tasks, as well as a written and oral examination at the end of each semester. Course work is weighted at 70% and formal examinations are weighted at 30%.

Year 12 Assessment will be in the form of reading, writing, listening and speaking tasks, as well as a written and oral examination at the end of each semester. Course work and formal examinations are weighted at 50% each. There is a compulsory external written and practical examination.

PREREQUISITE

Year 11: A minimum mark of 60% in Year 10 French or by approval of the Head of Languages. SCSA eligibility requirements must also be met.

Year 12: A minimum mark of 55% in semester one in French or by gaining approval from the Head of Languages. SCSA eligibility requirements must also be met.

ITALIAN: SECOND LANGUAGE ATAR

The Italian Second Language ATAR course is designed to further develop students' knowledge and understanding of the culture and the language of Italian-speaking communities. It provides opportunities to gain a broader and deeper understanding of Italian and extends and refines students' communication skills. The course focuses on the interrelationship of language and culture and equips students with the skills needed to function in a globalised society and a culturally and linguistically diverse local community. It provides a foundation for life-long language learning. Relevant and engaging tasks, delivered through a range of appropriate contexts and topics, develop literacy in the Italian language as well as extend literacy development in English.

Topics studied in Year 11 include Family, Friend and School Relationships, Traditions, Events and Celebrations, Communicating in a Modern World, My Holiday Plans and Tales, Destination Australia and Travel in a Modern World.

Topics in Year 12 include Italian lifestyle, Italian around the world, future plans and youth and environmental issues. Italian attracts a 10% ATAR bonus.

ASSESSMENT

Year 11 assessment will be in the form of reading, writing, listening and speaking tasks, as well as a written and oral examination at the end of each semester. Course work is weighted at 70% and formal examinations are weighted at 30%.

Year 12 assessment will be in the form of reading, writing, listening and speaking tasks, as well as a written and oral examination at the end of each semester. Course work and examinations are weighted at 50% each. There is a compulsory external written and practical ATAR examination.

PREREQUISITE

Year 11

A minimum mark of 60% in Year 10 Italian or by approval of the Head of Languages. SCSA eligibility requirements must also be met.

Year 12

A minimum mark of 55% in semester one in Italian (AEISL) or by gaining approval from the Head of Languages. SCSA eligibility requirements must also be met.

JAPANESE: SECOND LANGUAGE

The Japanese Second Language ATAR course is designed to further develop students' knowledge and understanding of the culture and the language of Japanese-speaking communities. It provides opportunities to gain a broader and deeper understanding of Japanese and extends and refines students' communication skills. The course focuses on the interrelationship of language and culture, and equips students with the skills needed to function in a globalised society, a culturally and linguistically diverse local community and provides a foundation for life-long language learning. Relevant and engaging tasks, delivered through a range of appropriate contexts and topics, develop literacy in the Japanese language as well as extend literacy development in English.

Topics studied in Year 11 include My life, Home Life, Daily Life, Welcoming a Guest, Seasonal Activities and Celebrations, Healthy Lifestyles.

Year 12 topics include travel, part time jobs, youth events and pathways and future plans. Japanese attracts a 10% ATAR bonus.

ASSESSMENT

Year 11

Assessment will be in the form of reading, writing, listening and speaking tasks, as well as a written and oral examination at the end of each semester. Course work is weighted at 70% and formal examinations are weighted at 30%.

Year 12

Assessment will be in the form of reading, writing, listening and speaking tasks, as well as a written and oral examination at the end of each semester. Course work and examinations are weighted at 50% each. There is a compulsory external written and practical ATAR examination.

PREREQUISITE

Year 11

A minimum mark of 60% in semester one in Japanese or by gaining approval from the Head of Languages. SCSA eligibility requirements must also be met.

Year 12

A minimum mark of 55% in semester one in Japanese or by gaining approval from the Head of Languages. SCSA eligibility requirements must also be met.

MATHEMATICS

A student's choice of mathematics will depend on; ability, usually as demonstrated in Year 10 performance, the level of mathematics required for the intended career and interest in and attitude towards mathematics.

In selecting which Mathematics course to undertake, students need to consider the requirements of future study. They should take careful note of prerequisites of university or TAFE courses. Courses offered in Year 11 and 12 are:

- Mathematics Essential
- Mathematics Applications
- Mathematics Methods
- Mathematics Specialist

The courses are differentiated, each focusing on a pathway that will meet the learning needs of a particular group of senior school students. Mathematics Essential is a General course. The last three courses are ATAR courses. Students selecting ATAR courses are likely to be involved in early morning assessments during the year.

Students may choose any one of the first three courses or **both** Mathematics Methods and Specialist in Year 11. Mathematics Specialist may only be studied with Mathematics Methods.

Currently, students may count no more than two mathematics scaled scores in the calculation of the ATAR. For school leavers, unacceptable combination rules apply:

- Mathematics Applications ATAR and Mathematics Methods ATAR
- Mathematics Applications ATAR and Mathematics Specialist ATAR

Western Australian universities will apply a bonus points scheme of 10% to the TEA of students studying Mathematics Methods and Mathematics Specialist in Year 12 regardless of the degree course for which they apply.

MATHEMATICS ESSENTIALS GENERAL

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

ASSESSMENT

Tests, investigations, assignments, projects and classroom participation. In Year 12 there is a compulsory Externally Set Task.

PREREQUISITE

None

MATHEMATICS APPLICATIONS ATAR

This course focuses on the use of mathematics to solve problems in contexts that involve financial modelling, geometric and trigonometric analysis, graphical and network analysis, and growth and decay in sequences. It also provides opportunities for students to develop systematic strategies based on the statistical investigation process for answering questions that involve analysing univariate and bivariate data, including time series data. The Mathematics Applications ATAR course is designed for students who want to extend their mathematical skills beyond Year 10 level, and whose future studies or employment plans do not require knowledge of calculus. The course is designed for students who have a wide range of educational and employment aspirations, including continuing their studies at university or TAFE.

ASSESSMENT

Tests, investigations, assignments and examinations (with and without calculators).

PREREQUISITES

Year 11

A minimum mark of 45% in 10 Mathematics Extension or 10 Mathematics Gifted and Talented; or a minimum mark 55% in 10 Mathematics Mainstream.

Year 12

55% in Year 11 Semester 1 Maths Applications ATAR





MATHEMATICS METHODS ATAR

This course focuses on the use of calculus and statistical analysis. The study of calculus provides a basis for understanding rates of change in the physical world. It includes the use of functions, their derivatives and integrals, in modelling physical processes. The study of statistics develops students' ability to describe and analyse phenomena that involve uncertainty and variation. Mathematics Methods provides a foundation for further studies in disciplines in which mathematics and statistics have important roles. It is also advantageous for further studies in the health and social sciences. This course is designed for students whose tertiary studies and employment may involve mathematics and statistics and their applications.

ASSESSMENT

Tests, investigations, assignments and examinations (with and without calculators).

PREREQUISITES

Year 11

A minimum mark of 67% in 10 Mathematics Extension or Gifted and Talented

Year 12

55% in Year 11 Semester 1 Mathematics Methods ATAR

MATHEMATICS SPECIALIST ATAR

This course provides opportunities to develop rigorous mathematical arguments and proofs, and to use mathematical models beyond those presented in the Mathematics Methods course. Mathematics Specialist contains topics in functions and calculus that build on and deepen the ideas presented in the Mathematics Methods course, and demonstrates their application in many areas. The course introduces the topics of vectors, complex numbers and matrices and extends understanding and knowledge of statistics. It is the only ATAR mathematics course that is not taken as a stand-alone course and is studied in conjunction with the Mathematics Methods ATAR in preparation for university courses such as engineering, physical sciences and mathematics.

ASSESSMENT

Tests, investigations, assignments and examinations (with and without calculators).

PREREQUISITE

Year 11

A minimum mark of 80% in 10 Mathematics Extension or Gifted and Talented

Year 12

55% in Year 11 Semester 1 Mathematics Specialist ATAR

Student must study Mathematics Methods concurrently to this course.

SCIENCE



BIOLOGY ATAR

Biology is the study of the fascinating diversity of life as it has evolved and as it interacts and functions. Investigation of biological systems and their interactions, from cellular processes to ecosystem dynamics, has led to biological knowledge and understanding that enables us to explore and explain everyday observations, find solutions to biological issues, and understand the processes of biological continuity and change over time. Australian, regional and global communities rely on the biological sciences to understand, address and successfully manage environmental, health and sustainability challenges facing society in the twenty-first century.

This course explores ways in which scientists work in a range of integrated fields to increase understanding of biological knowledge. Students develop their investigative, analytical and communication skills through field, laboratory and research investigations of living systems and through critical evaluation of the development, ethics, applications and influences of contemporary biological knowledge in a range of contexts.

Year 11

Semester 1: Unit 1: Ecosystems and Biodiversity

Semester 2: Unit 2: From Single Cells to Multicellular Organism

Year 12

Unit 3: Continuity of Species

Unit 4: Surviving in a Changing Environment.

ASSESSMENT

Year 11: Weightings are 20% for science inquiry, practical and investigations; 10% for extended response; 20% for tests and 50% for examinations.

Year 12: Weightings are 30% for science inquiry, practical and investigations; 10% for extended response; 20% for tests and 40% for examinations.

PREREQUISITE

Year 11: A minimum mark of 60% in Year 10 Science.

Year 12: A minimum mark of 55% in semester one in Year 11 Biology ATAR.

BIOLOGY GENERAL (YEAR 11 ONLY IN 2023)

The Biology General course provides opportunities for students to develop their scientific skills of curiosity, observation, collection and analysis of evidence in the context of the living world. They conduct practical investigations and have the opportunity to participate in field-based excursions that encourage them to apply what they have learnt to real world situations.

Students explore the diversity of organisms and how scientists make sense of the natural world. A local area study will be conducted to understand the dynamics of ecosystems. They study cells and cell processes, adaptations of organisms and the transition of genetic material to the next generation.

ASSESSMENT

Year 11: Students are assessed through the conduct of scientific inquiry, including practical activities and through extended responses and tests. In Year 12 there is a compulsory Externally Set Task.

PREREQUISITES

None

CHEMISTRY ATAR

Study in Chemistry is recommended for courses at the tertiary level in science, forensics, engineering, agriculture, dentistry, physiotherapy, nursing and medicine. Chemistry is the study of materials and substances and the transformations they undergo through chemical reactions. Chemists can use an understanding of chemical structures and processes to adapt, control and change systems to meet particular economic, environmental and social needs. Chemistry develops students' understanding of the key chemical concepts and models of structure, bonding, and chemical change. Students learn how models of structure and bonding enable chemists to predict properties and reactions and to adapt these for particular purposes.

Year 11

Unit 1: Chemical Fundamentals: structure, properties and reactions

Unit 2: Molecular Interactions and Reactions

Year 12

Unit 3: Equilibrium, acids and bases, and redox reactions

Unit 4: Organic Chemistry and Chemical Synthesis

ASSESSMENT

Year 11

Assessments will be weighted; science inquiry (25%), extended response (10%) and tests and examinations (65%).

Year 12

Weightings are 20% for science inquiry, practical and investigations; 10% for extended response, 20% for tests and 50% for examinations. There is a compulsory external examination.

PREREQUISITE

Year 11: A minimum mark of 65% Year 10 Science (Pathway 1, Extension or Gifted and Talented) or 75% in Year 10 Pathway 2 Science and a minimum mark of 65% Year 10 Mathematics 10MA.

Year 12

A minimum mark of 55% in semester one in Year 11 Chemistry ATAR.

HUMAN BIOLOGY ATAR

Human Biology covers a wide range of ideas relating to the functioning human. Students learn about themselves, relating structure to function and how integrated regulation allows individuals to survive in a changing environment. They research new discoveries that are increasing our understanding of the causes of dysfunction, which can lead to new treatments and preventative measures.

Reproduction is studied to understand the sources of variation that make each of us unique individuals. Through a combination of classical genetics, and advances in molecular genetics, dynamic new biotechnological processes have resulted. Population genetics is studied to highlight the longer term changes leading to natural selection and evolution of our species. The content includes cells, metabolism and regulation, body systems, inheritance, variation and evolution.

Year 11

Unit 1: The Functioning Human Body

Unit 2: Reproduction and Inheritance

Year 12

Unit 3: Homeostasis and Disease

Unit 4: Human Variation and Evolution

ASSESSMENT

Year 11

Weightings are 20% for science inquiry, practical and investigations; 15% for extended response; 25% for tests and 40% for examinations.

Year 12

Weightings are 10% for science inquiry, practical and investigations; 15% for extended response; 25% for tests and 50% for examinations. There is a compulsory external examination.

PREREQUISITE

Year 11

A minimum mark of 65% Year 10 Science

Year 12

A minimum mark of 55% in semester one in Year 11 Human Biology ATAR.

INTEGRATED SCIENCE GENERAL

Science is a dynamic, collaborative human activity that uses distinctive ways of valuing, thinking and working to understand natural phenomena. The Integrated Science General course is grounded in the belief that science is a practical activity. It is based on people's aspirations and motivations to follow their curiosity and wonder about the physical, biological and technological world. From this, stems the view that understandings in science come from a need to find solutions to real problems.

This course seeks to reflect this creative element of science as inquiry. It involves students in research that develops a variety of skills, including the use of appropriate technology.

ASSESSMENT

Year 11: 50% for science inquiry, practical and investigations; 30% for extended response and 20% for tests.

ASSESSMENT

Year 12: Weightings are 40% for science inquiry, practical and investigations; 30% for extended response, 15% for the externally set task and 15% for tests.

PREREQUISITES

None

PHYSICS ATAR

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

Year 11

Unit 1: Thermal, nuclear and Electrical Physics

Unit 2: Linear Motion and Waves.

Assessment weightings are 30% for science inquiry, experiments, evaluation analysis and investigations; 30% for tests and 40% for examinations.

Year 12

Unit 3: Gravity and Electromagnetism

Unit 4: Revolutions in Modern Physics

ASSESSMENT

Assessment weightings are 20% for science inquiry, experiments, evaluation analysis and investigations; 30% for tests and 50% for examinations. There is a compulsory external examination.

PREREQUISITES

Year 11: A minimum mark of 65% Year 10 Science (Pathway 1, Extension or Gifted and Talented) or 75% in Year 10 Pathway 2 Science and a minimum mark of 65% Year 10 Mathematics 10MA.

Year 12: A minimum mark of 55% in Year 11 semester one in Physics and 70% in Mathematics Applications, 55% in Mathematics Methods or 50% in Mathematics Specialist.





PSYCHOLOGY ATAR

Psychology is the scientific study of how people think, feel and act. It aims to answer important questions such as what factors influence human development and human interactions. Psychology is rigorous in its use of the scientific method. Many media outlets use concepts of psychology in the popular context. It is important for individuals to recognize that such approaches are often unscientific. On a larger scale, psychological knowledge can help us to understand how individuals function within different contexts and how this is influenced by culture, values and beliefs.

The course focuses on the psychology of self and others. Psychological knowledge helps us understand factors such as; nature and nurture as contributors to development; theories of intelligence and how intelligence is tested; personality assessments; effective communication; attitude formation and tools for measuring attitudes and assists in understand how membership of a group influences behaviour. The course allows for systematic exploration of the complexities of human behaviour based on evidence gathered through planned investigations.

ASSESSMENT

Year 11: Assessment weightings are: investigations 20%; response 30%; project 20% and examinations 30%.

Year 12: Assessment weightings are: investigations 15%; response 30%; project 15% and examinations 40%. There is also a compulsory external examination.

PREREQUISITES

Year 11: 60% in each of Year 10 Science, Mathematics and English is highly recommended. Completion of Year 10 Psychology is desirable but not required.

Year 12: A minimum mark of 55% in Mathematics Applications, 40% in Mathematics Methods or 35% in Mathematics Specialist or 60% in Psychology Year 11, and 55% in an ATAR English subject. Successful completion of Psychology -is preferable but not essential.

PSYCHOLOGY GENERAL

Psychology is the scientific study of how people think, feel and act. It aims to answer important questions such as what factors influence human development and human interactions. Psychology is rigorous in its use of the scientific method. Many media outlets use concepts of psychology in the popular context. It is important for individuals to recognize that such approaches are often unscientific. On a larger scale, psychological knowledge can help us to understand how individuals function within different contexts and how this is influenced by culture, values and beliefs.

The course focuses on the psychology of self and others. Psychological knowledge helps us understand factors such as; nature and nurture as contributors to development; theories of intelligence and how intelligence is tested; personality assessments; effective communication; attitude formation and tools for measuring attitudes and assists in understand how membership of a group influences behaviour. The course allows for systematic exploration of the complexities of human behaviour based on evidence gathered through planned investigations.

ASSESSMENT

Year 11: Assessment weightings are: investigations 30%; response 40%; project 30%

Year 12: Assessment weightings are: investigations 25%; response 40%; project 20% and 15% for the externally set task.

PREREQUISITES

None

TECHNOLOGIES



Technologies enrich and impact the lives of people and societies globally. Australia needs enterprising individuals who can make discerning decisions about the development and use of technologies. It needs people who can independently and collaboratively develop innovative solutions to complex problems and contribute to sustainable patterns of living. As they develop technologies play an important role in transforming, restoring and sustaining our societies and our natural, managed, constructed and digital environments. The Technologies Learning Area offers Certificates, General and ATAR courses in Digital Technologies and Design Technologies.

Certificate II Hospitality and Certificate II Visual Arts (Graphic Design) are delivered by expert staff within the Technologies Learning Area. Further information on these two courses can be found in the VET section of this handbook.

BUILDING AND CONSTRUCTION GENERAL

The course content is broken into three main areas:

- Design, Planning and Management: Planning and management, design processes and drafting.
- Materials: Properties and selection, working with materials- wood, bricks, pavers, mortar, metal.
- Systems: Structures and Services, Environment and Sustainability.

Year 11

The Year 11 course explores processes drawn from building projects. A variety of materials are worked with and a range of practical skills developed in the fields of bricklaying, paving, welding, fabrication and carpentry through ongoing projects such as flat pack kitchens and bathrooms, limestone wall construction and school bricklaying renovation projects.

Year 12

In Year 12, Unit 3 explores properties of common construction materials (timber, metals, concrete, grout, brickwork, block work, insulation, mortar and paint); their mechanical properties under load and flexural actions, and their use in construction. Concepts in space and computation are developed. Students practise reading drawn/drafted information as applied to building. Documentation for small projects is developed. The unit explores processes in contexts drawn from building, landscaping, earthwork, projects involving different energy use, and the recycling of building materials. Unit 4 builds upon the understandings of building materials, structures and structural components and the evaluation of combinations of various materials to sustain the strength of structural components. The methods and materials used in connecting building elements are explored. Further design considerations are studied. Drawing/drafting skills are refined and practised with application to more complex building issues. Service networks, economics and recycling are studied. The unit explores processes in contexts drawn from building, landscaping, and earthwork projects, involving environmental issues of building waste disposal, water and sewerage treatment.

ASSESSMENT

Year 11: Assessment is made up of a combination of Design: 20%, Production: 70%, Response: 10%.

Year 12: Type of assessment Design: 20%, Production: 50% Extended and manufacturing project(s), Response: 15%, Externally set task: 15%.

PREREQUISITES

None

COMPUTER SCIENCE ATAR

The Computer Science ATAR course focuses on the contemporary principles, concepts and skills within the current Tech Industry; specifically in the areas of coding and algorithm design (application development), database design and implementation, and computer networking and cyber security. These fields offer enormous career opportunities, both now and in the future. This course provides a firm foundation for undergraduate university study in Computer Science, Information Systems, Software Engineering, Mechatronics, Data Science, Network Engineering and Cyber Security. It is also well suited to those students interested in pursuing Certificates (II-IV) in Network Engineering, Cyber Security and App/Game/Simulation Development through a VET/TAFE pathway. This underpinning knowledge and its associated skills are applied to the development of computer systems and software, and the connectivity between computers, peripheral devices and software used in the home and industry/workplace settings. In these contexts, students; work to a given timeframe, write programs to meet business needs, design and develop relational databases; install and configure software and hardware and, connect other computers and devices they configure to form wired and wireless networks; explore device and network (cyber) security through employing encryption, firewalls and user account policies.

ASSESSMENT

Year 11: Assessment is based on a set of tasks designed to measure performance of a number of outcomes. Type of assessment include projects, theory tests, practical tests and semester examinations.

Year 12: Assessment of student performance is based on a set of tasks designed to measure performance of a number of outcomes. A range of assessment tasks will be used and include practical and written work. There is a compulsory external examination.

PREREQUISITE

Year 11: A minimum mark of 60% in semester one in Pathway 2 Mathematics in Year 10, and/or participation in the Computer Science Specialist Program or similar ability and/or experience such as the Year 10 Software Engineering course.

Year 12: It is recommended that students have demonstrated satisfactory achievement in Year 11 Mathematics and English accompanied with either the successful completion of the Computer Science ATAR course in Year 11 or completion of the Computer Programming Specialist program to Year 10, or similar high level computing knowledge and experience, such as the Year 10 Software Engineering course.

DESIGN: CHOICE OF CONTEXT ATAR

This flexible course offers a number of exciting contexts that will develop practical skills in a global market. During the study of design, students learn through project-based activities and have the opportunity to work together with people from other disciplines and walks of life, mirroring a real industry environment. They use industry-standard equipment and software, and finish with a comprehensive portfolio that demonstrates your skills to future employers. Students specialise in an area that inspires them such as: • dimensional design • digital interactive design • fashion design • graphic design • photography

Students learn that the commercial world is comprised of companies, requiring consumer products, services and brands for a particular audience, and that society is made up of different groups of people who share diverse values, attitudes, beliefs, behaviour and needs. Different forms of visual communication transmit these values and beliefs. Students have the option of any or all of the disciplines in their use and construction of digital photographic systems and/or digital media. This includes elements of interactive media, graphics technology, and visual communication. Whilst these fields share a common link through digital technology, graphics also includes traditional two-dimensional (2D) media. Students can also specialise in elements of fashion, textiles, architecture, furniture design and three-dimensional (3D) graphics, including computer-aided design, or even the design and production of objects having 3D content, including models, glass, jewellery, ceramics, sculpture or a series of design drawings.

Design ATAR has direct industry applications referencing to the world of advertising, marketing and ecommerce and reflects the importance of design in the growth of digital/social media as a career choice. Studying design enriches students' critical awareness, self-discipline, problem solving, planning, goal setting and testing of ideas and concepts. Students study product and design which covers concepts such as intellectual property, ethics of representation, understanding codes and conventions and develops skills and technologies. Design ATAR leads to a Bachelor of Design at all universities across the world and freelance work as a designer in any/all of the disciplines.

ASSESSMENT

50% of the course is separated into two practical portfolios of work. The remaining 50% examinations and written investigations showcasing design understandings.

PREREQUISITE

Year 11: Study in a range of courses in Years 9 to 10 is recommended, but is not compulsory; Photography, Graphic Design, Creative Designer, Dimensional Design and the study of Design in Textiles. Study in Visual Arts (art, craft, drawing or media) also provides preparation for this course especially for students who are interested in the use of varied visual techniques.

Year 12: Any one of the following courses are recommended to have been previously studied but not compulsory: Year 11 ATAR Design or Year 10 and 11 Graphic Design, Dimensional Design or Photography.

DESIGN: PHOTOGRAPHY GENERAL

The Design context is focused on photography and involves the strategic development, planning and production of visual and tactile communication. It deals with the effective and efficient communication of ideas, values, beliefs, attitudes, messages and information to specific audiences for specific purposes and intentions. The goal of the Design General course is to facilitate a deeper understanding of how design works and how ideas, beliefs, values, attitudes, messages and information are effectively communicated to specific audiences with specific intentions or purposes via visual media forms. This course aims to achieve these goals by exposing students to a variety of communication forms and a thorough exploration of design. In this context, design may use analogue, and/or digital photographic systems and/or digital media.

ASSESSMENT

Assessment has three components: Design (practical portfolio), Production (practical work), Response (written). In Year 12 there is a compulsory Externally Set Task.

PREREQUISITE

None

ENGINEERING STUDIES ATAR

In this course students design, make and evaluate components of an engineered system ie. parts of a small electric commuter vehicle. Students explore key engineering theories including design principles, properties of materials, statics and dynamics. Students use skills, technologies and materials appropriate to mechanical engineering. They begin by researching Australia's renewable energy demand over the next 40 years. In the workshop, students are tasked with designing and manufacturing their eco warrior electric commuter trikes. Over the two years, students will produce effective braking and suspension systems for their trikes.

ASSESSMENT

Year 11: Design Portfolio (30%), Product appraisal (40%), Examination (30%)

Year 12: Portfolio Design 30%, Product Appraisal 30%, and Examinations 40% (There is a compulsory external examination in Year 12)

PREREQUISITES

Year 11

A minimum mark of 50% in Mathematics Extension or G&T or 70% in Semester 1 General Mathematics and 60% in Year 10 Science. It is advised that students studying Year 11 Engineering ATAR have experience in the workshop in Years 9 or 10 as a competent level of technical knowledge and tool/machine skills is required to achieve the course objectives.

Year 12

A minimum mark of 70% in Mathematics Applications and 60% in Physics. It is highly recommended that students studying Year 12 Engineering ATAR have studied Year 11 Engineering ATAR as continuing a high level of technical knowledge and skills is required to achieve the course objectives.

FOOD SCIENCE AND TECHNOLOGY ATAR

Year 11

Eating food is something we all have in common. Food Science and Technology ATAR is about food innovation, knowledge, skills and technology. This interactive course enables students to investigate food issues and strategies used to promote food. Influences on the world's food supply will be examined and the issues of food sustainability and food security will be explored. Students develop knowledge and understanding of the functional properties of food and apply these in a range of practical activities.

Unit 1: Food Science

Unit 2: Undercover Story.

Using a range of interactive class activities and practical sessions students explore: food supply chain, reasons for variety of food products, sensory and physical properties of food, functional properties of food, nutrients – sources, role in body, effects of over and under consumption of nutrients on health, value adding to food, food preservation, food selection models and needs of individual groups, influences on food choices, food processing techniques and skills such as recipe adaption, methods of cookery, food issues in society, food laws to protect consumers.

Year 12

Food Science and Technology ATAR is an interactive course which enables students to investigate innovative technology and its impact on new food products and food consumption patterns. Students will review food selection models, food properties, nutrition and food issues in Australia. The course focuses on: Food Diversity and Equity in Unit 3 and The Future of Food in Unit 4. A range of interactive class activities and practical sessions are used to explore innovations in food production and preparation, patterns of consumption and the implications for nutrition and health in Australia.

Students interested in hospitality may also consider choosing the Vocational Education and Training Certificate II Hospitality.

ASSESSMENT

Year 11

Students will complete a variety of practical orientated assessment types based upon: Investigation 30%, Production 20%, Response 20% and Examination 30%

Year 12

Investigation 25%, Production 15%, Response 15% and Examination. There is a compulsory external examination.

PREREQUISITE

None

FOOD SCIENCE AND TECHNOLOGY GENERAL

Year 11

Food impacts every aspect of daily life and is essential for maintaining overall health and wellbeing. This practical course focuses on food – the choices we make and its impact on our health and lifestyle choices. Students develop food-related understandings and attitudes that enhance their problem-solving abilities and decision-making skills using a variety of food processing techniques and skills. They will be able to develop their skills and interests through production and management of food related tasks.

Using a range of interactive class activities and practical sessions students will explore: food classifications, staple food products, factors influencing food selection and use, food allergies and intolerances, physical and sensory properties of food, nutrients, functions, sources and role in the diet, food selection models, food products and processing skills. They adapt recipes, use a variety of equipment, precision cutting skills, methods of cookery, food handling practices, food and beverage labelling

Year 12

Many aspects of our lives are influenced by the food choices we make. Food Science and Technology General allows students the opportunity to explore the properties of food and how they impact on the planning, preparation and processing of food. Students develop their expertise with technological skills to implement strategies to design food products, select resources to meet performance requirements and use evaluation strategies to monitor and maintain optimum standards. This course allows students develop their interests and skills through the design, production and management of food-related tasks.

The course focuses on Food Science in Unit 3 and The Undercover Story in Unit 4. A range of interactive class activities and practical sessions are used to explore innovations in food production and preparation, patterns of consumption and the implications for nutrition and health in Australia.

ASSESSMENT

Year 11

Students complete a variety of practical orientated assessment types based upon: Investigation 30%, Production 60% and Response 10%.

Year 12

Students complete a variety of practical orientated assessment types based upon: Investigation 30%, Production 40%, Response 15% and an Externally Set Task 15%.

PREREQUISITE

None

MATERIALS DESIGN AND TECHNOLOGY - WOOD GENERAL

Materials Design and Technology Wood is a practical course and supports and trains students use wood and their imagination to explore and design and manufacture products. Students complete the course with a product that they have made and can use – the models students produce or the take-home-working mode.

The use of advanced manufacturing techniques such as three-dimensional computer modelling and computer aided machines provides students the opportunity to develop knowledge and skills that are critical for the 21st Century.

Students examine social and cultural values and the short-term and long-term impacts of the use and misuse of materials and technologies. Through this inquiry, experimentation and research, they develop their creativity and understanding of the society in which they live.

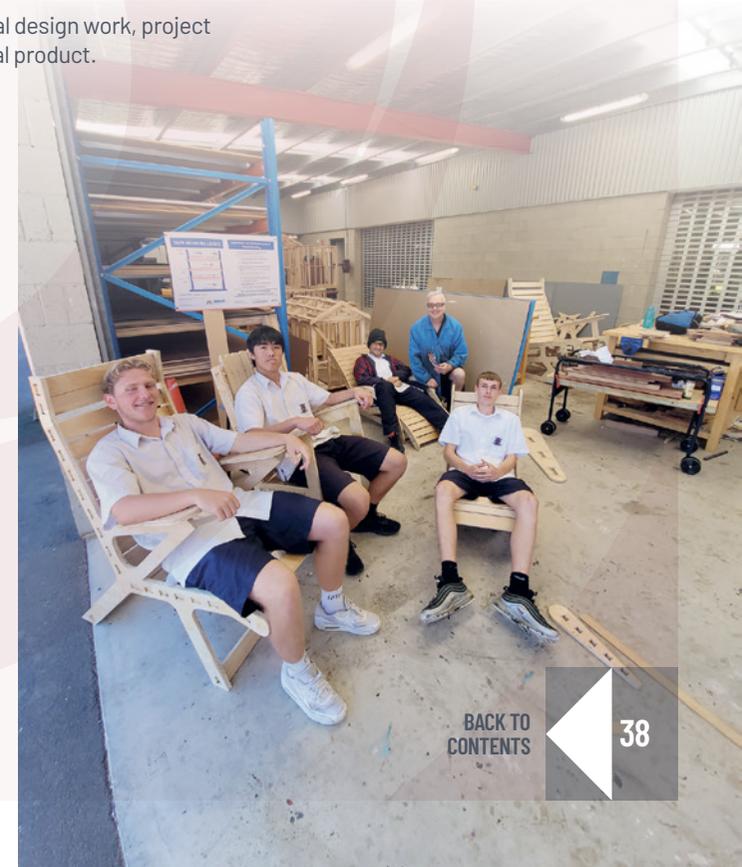
Students develop a range of manipulation, processing, manufacturing and organisational skills. When designing, they develop cognitive skills, such as solving problems, generating ideas, creative design strategies and communicating what they do. This makes them more technologically literate and, as consumers, enables them to make more informed decisions about the use and misuse of technology.

ASSESSMENT

Students are assessed on their practical design work, project management and skills and on their final product.

PREREQUISITE

None



VOCATIONAL EDUCATION AND TRAINING (VET)

CAREER AND ENTERPRISE ATAR (YEAR 11 ONLY IN 2023)

Career education involves learning to manage and take responsibility for personal career development. The ATAR course supports students in recognising their individual skills and talents, and using this understanding to assist in gaining and keeping work. Key components of the course include; the study of different career development theories and the application of these theories to an individual's career; development entrepreneurial behaviours, learning to learn, the exploration of social, cultural and environmental issues that globally affect work, workplaces and careers.

The Career and Enterprise ATAR course engages students in learning about developing their career in a constantly changing digital and globalised world. It explores issues associated with career management, workplaces and influences and trends in times of change. It aims to provide all students with the knowledge, skills and understanding to enable them to be enterprising and proactively manage their own careers.

ASSESSMENT

Investigation 20%, Production/Performance 10%, Individual pathway plan 10%, Response 30% and Examination 30%.

Prerequisites A minimum mark of 55% in Semester 1 Year 10 English or Humanities and Social Sciences. An ability to write confidently at length is required.

CAREER AND ENTERPRISE GENERAL

Career education involves learning to manage and take responsibility for personal career development. The Career and Enterprise General course involves recognising individual skills and talents, and using this understanding to assist in gaining and keeping work. The course develops a range of work skills and an understanding of the nature of work. Key components of the course include; the development of an understanding of different personality types and their link to career choices, entrepreneurial behaviours, learning to learn and the exploration of social, cultural and environmental issues that affect work, workplaces and careers.

Year 11

The Year 11 course is about adopting a proactive approach to securing and maintaining work and it involves self-management, using work search tools and techniques, developing career competencies and accessing learning opportunities. It explores issues associated with career management, workplaces and influences and trends in times of change. Work training and learning experiences provide opportunities to extend students' knowledge and skills in anticipation of responding to change and maintaining an edge. These experiences are documented in career portfolios, using an increasing range of information technology skills.

Year 12

The Year 12 course is about adopting a proactive approach to securing and maintaining work and involves self-management, using work search tools and techniques, developing career competencies and accessing learning opportunities. It explores issues associated with career management, workplaces and influences and trends in times of change. Change can be analysed and the information used to inform strategies associated with self-management, career building and personal and professional learning experiences. Work, training and learning experiences provide opportunities to extend students' knowledge and skills in anticipation of responding to change and maintaining an edge. These experiences are documented in career portfolios, using an increasing range of information technology skills.

ASSESSMENT

Year 11

Investigation, production/performance, individual pathway plan/career portfolio, response, and short answer questions and/or extended answers.

Year 12

Investigation, production/performance, individual pathway plan/career portfolio, response, and short answer questions and/or extended answers. Students are required to sit a compulsory externally set task.

PREREQUISITE

None



CERTIFICATE IV IN BUSINESS

This qualification is relevant to a range of Business Services job roles. It is good preparation for supervisory roles and has general application across a variety of industry areas. People in these roles carry out a mix of specialist and moderately complex administrative or operational tasks that require self-development skills. They use well-developed skills and a broad knowledge base to apply solutions to a defined range of unpredictable problems and analyse information from a variety of sources. They may provide leadership and guidance to others with some limited responsibility for the output of others. This course provides pathways to university entrance.

Core units for this qualification are:

- Apply Critical Thinking to Work Practices
- Use Digital Technologies to Collaborate in a Work Environment
- Build and Maintain Business Relationships
- Implement and Monitor WHS policies, procedures and programs
- Write Complex Documents
- Apply Communication Strategies in the Workplace

Students selecting the Commerce and Management General Pathway will be given priority access to this course.

WACE C grade equivalence for full qualification achievement is one Year 11 course and two Year 12 courses. This qualification is equivalent to three C grade course achievements

This qualification is a proposed offering for the 2023 academic year. At the time of publication, no agreements have been entered into with a Registered Training Organisation (RTO) for the delivery of this qualification. On the basis of interest from students, the school will initiate a formal partnership agreement with a RTO for the delivery of the qualification.

ASSESSMENT

Willetton SHS will partner with a Registered Training Organisation (RTO) to deliver this qualification. This partnership enables teachers with additional vocational qualifications to deliver this qualification on behalf of the RTO. Assessment is based on a competent or not competent basis and will involve both practical and theory based work.

PREREQUISITE

None, however, students are strongly encouraged to ensure they have achieved either Band 8 in NAPLAN, or a pass in OLNA for both literacy and numeracy. It is also recommended that at some stage during the two year qualification delivery, students will have either a casual/part time employment, or access to a work experience placement, so they can put into practise what they have learned in the classroom. Work experience can be arranged through the school VET Learning Area.

CERTIFICATE II IN COMMUNITY SERVICES

This qualification focuses on community services work in the areas of children's services, youth work, social work, disabilities and aged care, and may apply specifically to workers who support individuals by providing a first point of contact in a crisis situation and referral to a broad range of services; or workers in residential facilities and/or in community services under direct or regular supervision within clearly defined organisation guidelines and service plans.

Students with the following characteristics or wishing to develop these will find the course rewarding:

- Enjoy or want to assist people
- Friendly, patient, empathetic and have a positive outlook
- Ability to maintain confidentiality
- Have sound and sensible decision making skills or want to improve their decision- making skills
- Have good communication and interpersonal skills or want to improve these skills
- Able to or want to work independently and to participate constructively in teams

WACE C grade equivalence for full qualification achievement is one Year 11 course and one Year 12 course.

This qualification is a proposed offering for the 2023 academic year. At the time of publication, no agreements have been entered into with a Registered Training Organisation (RTO) for the delivery of this qualification. On the basis of interest from students, the school will initiate a formal partnership agreement with a RTO for the delivery of the qualification.

ASSESSMENT

Willetton SHS will partner with a RTO to deliver this qualification. This partnership enables teachers with additional vocational qualifications to deliver this program on behalf of the RTO. Assessment is based on a competent or not competent basis and will involve both practical and theory based work.

PREREQUISITE

None

CERTIFICATE III IN FITNESS (ONE YEAR PROGRAM)

This qualification reflects the role of group and gym fitness instructors. Fitness instructors may plan and deliver group exercise sessions and develop gym-based programs for individuals where the level of personalised instruction and ongoing client monitoring is limited. They work in predictable environments under general supervision. When instructing groups or interacting with clients, they use discretion and judgment to solve routine issues within the parameters of clearly defined organisational policies and procedures. This qualification provides a pathway to work as a fitness instructor in settings such as fitness facilities, gyms, and leisure and community centres.

PRACTICAL

Students will be offered opportunities to enhance and refine their own physical skills in the fitness context. A sample of selected practical activities involved in the delivery includes:

- conduct fitness appraisals
- instruct group exercise programs
- provide health screening
- instruct movement principles to children
- instruct fitness programs

THEORY

The focus is on developing employability skills associated with the units covered including

- providing healthy eating information
- providing first aid
- working effectively in sport and fitness
- identifying risk
- incorporating anatomy and physiology
- facilitating groups principles into fitness

WACE C grade equivalence for full qualification achievement is one Year 11 course and two Year 12 courses. This qualification is equivalent to three C grade course achievements

This qualification is a proposed offering for the 2023 academic year. At the time of publication, no agreements have been entered into with a Registered Training Organisation (RTO) for the delivery of this qualification. On the basis of interest from students, the school will initiate a formal partnership agreement with a RTO for the delivery of the qualification.

ASSESSMENT

Willetton SHS will partner with a Registered Training Organisation to deliver this qualification. This partnership enables teachers with additional vocational qualifications to deliver this qualification on behalf of the RTO. Assessment is based on a competent or not competent basis and will involve practical sports performance and theory based work. The course has a 60% practical component and a 40% theory component in the delivery of the competencies. It is designed so that students will be able to achieve a full qualification in one year. A flexible timetable MAY exist to accommodate delivery needs but is highly unlikely at this point.

PREREQUISITE

Students need to have genuine interest in fitness and understand there is a demanding theory component to this qualification.

CERTIFICATE II IN HOSPITALITY (TWO YEAR PROGRAM)

This qualification is a hands-on, highly practical course which develops and refines more complex food preparation and food service techniques in a realistic and stimulating environment. Training covers a wide variety of practical skills in a commercial kitchen with students applying knowledge developed through the units of competence, including preparing and serving a range of non-alcoholic beverages and a variety of cuisines through the school café and various catering events. This qualification aims to provide students with entry-level training in hospitality to assist in gaining employment as an apprentice cook/chef or as an unqualified cook, front of house service and events management with non-tradesperson status.

This qualification is a proposed offering for the 2023 academic year. At the time of publication, no agreements have been entered into with a Registered Training Organisation (RTO) for the delivery of this qualification. On the basis of interest from students, the school will initiate a formal partnership agreement with a RTO for the delivery of the qualification.

VET INDUSTRY SPECIFIC ADDITIONAL/OPTIONAL WACE CREDIT

This qualification can also act as a VET Industry Specific (VETIS) course for the School Curriculum and Standards Authority (SCSA). To achieve the extra WACE credit, there is an additional work experience requirement (110 hours in total over Years 11 and 12) that is related to SCSA industry specific requirements but not related to the qualification itself. This requirement is flexible and can be achieved in various ways: through industry-related part time work; by completing industry-related work experience organised during class time by the teacher; by selecting to do the FLiS program; or by organising an alternative work experience arrangement during exam breaks. Achievement of this qualification over two years with the 110 hours of work experience component will count towards WACE as;

- two C grade course completions (Course unit credit for a VETIS course is awarded as 'completed' for each VETIS course unit. The achievement descriptor 'completed' contributes in the same manner as a C grade for all other course units.
- completion of the 110 hours of work experience component will also count as one Year 12 course C equivalent. For students who opt not to do the work experience, the WACE C grade equivalence for full qualification achievement is one Year 11 course and one Year 12 course.

ASSESSMENT

Willetton SHS will partner with a Registered Training Organisation (RTO) to deliver this qualification. This partnership enables teachers with additional vocational qualifications to deliver this program on behalf of the RTO. Assessment is based on a competent or not competent basis and will involve both practical and theory-based work.

PREREQUISITE

Whilst there are no qualification prerequisites, Willetton SHS requires students to have successfully completed the Year 11 component of Certificate II in Hospitality as part of the admission requirements needed to enter the Year 12 program.

CERTIFICATE II IN MUSIC (ONE YEAR PROGRAM)

This qualification reflects the role of individuals who perform a range of mainly routine tasks in the music industry, work under direct supervision, and use limited practical skills and fundamental operational knowledge in a defined context. This qualification allows students to develop their music skills by studying popular music. Students will be required to perform music, create their own music works, develop their own ideas and apply their understanding and skills. Students will also set up sound equipment, make digital recordings and apply these skills in a variety of contexts such as road crew assistant, recording assistant and performer at the local community level.

WACE C grade equivalence for full qualification achievement is one Year 11 course and one Year 12 course.

This qualification is a proposed offering for the 2023 academic year. At the time of publication, no agreements have been entered into with a Registered Training Organisation (RTO) for the delivery of this qualification. On the basis of interest from students, the school will initiate a formal partnership agreement with a RTO for the delivery of the qualification.

ASSESSMENT

Willetton SHS will partner with a Registered Training Organisation to deliver this qualification. This partnership enables teachers with additional vocational qualifications to deliver the program on behalf of the RTO. Assessment is based on a competent or not competent basis and will involve both practical and theory work. Although the students will be completing practical activities, there is a significant written aspect to this qualification. Practical assessments involve performances, scenarios and bumping in and out for a variety of performances.

PREREQUISITES

Nil. Instrumental or vocal experience is highly recommended. Students must be able to perform.

CERTIFICATE III IN MUSIC (ONE YEAR PROGRAM)

This qualification reflects the role of individuals who apply a broad range of competencies in a varied work context in the music industry. It covers skills in music composition, music literacy and performance, developing student discretion, judgement and theoretical knowledge. Successful completion of this qualification provides students with the opportunity to become a performer, songwriter, audio operator, production technician, CD and instrumental retail assistant and instrumental/vocal tutor.

WACE C grade equivalence for full qualification achievement is one Year 11 course (retrospectively awarded) and two Year 12 courses.

This qualification is a proposed offering for the 2023 academic year. At the time of publication, no agreements have been entered into with a Registered Training Organisation (RTO) for the delivery of this qualification. On the basis of interest from students, the school will initiate a formal partnership agreement with a RTO for the delivery of the qualification.

ASSESSMENT

Willetton SHS will partner with a Registered Training Organisation to deliver this qualification. This partnership enables teachers with additional vocational qualifications to deliver the program on behalf of the RTO. Assessment is based on a competent or not competent basis and will involve both practical and theory work.

PREREQUISITES

Whilst there are no qualification prerequisites, Willetton SHS requires students to have completed Certificate II in Music in Year 11 to enter the Year 12 program.

CERTIFICATE II IN SPORT COACHING (ONE YEAR PROGRAM)

This qualification reflects the role of individuals who apply the skills and knowledge to conduct pre-planned coaching sessions with foundation level participants in a specific sport. Holding this qualification can pathway to work in assistant coaching roles, working or volunteering at community-based sports clubs and organisations in the Australian sport industry. Individuals with this qualification use a defined and limited range of basic coaching skills to engage participants in a specific sport and are involved in mainly routine and repetitive tasks using limited practical skills and basic sport industry knowledge. They work under the supervision of a coach.

Students who complete this program will develop a variety of skills and the knowledge to contribute to sport at community level in assistant coaching or official roles. The opportunity also exists for students to improve their own sporting performance by learning about physical conditioning.

WACE C grade equivalence for full qualification achievement is one Year 11 course and one Year 12 course. This qualification is a proposed offering for the 2023 academic year. At the time of publication, no agreements have been entered into with a Registered Training Organisation (RTO) for the delivery of this qualification. On the basis of interest from students, the school will initiate a formal partnership agreement with a RTO for the delivery of the qualification.



ASSESSMENT

The program includes practical coaching and officiating experience that will challenge and ultimately build student confidence, and decision-making skills. Willetton SHS will partner with a Registered Training Organisation to deliver this qualification. This partnership enables teachers with additional vocational qualifications to deliver this program on behalf of the RTO. Assessment is based on a competent or not competent basis and will involve both practical and theory-based work

PREREQUISITE

None

CERTIFICATE II IN SPORT AND RECREATION (ONE YEAR PROGRAM)

This qualification provides the skills and knowledge for an individual wishing to work in the sport and recreation industry in a generalist capacity. The likely functions for someone with this qualification include providing support in the provision of sports and recreation programs and supervised roles in locations such as fitness centres, outdoor sporting ground or complexes or aquatic centres.

PRACTICAL

Students will be offered opportunities to enhance and refine their own skills in event management, equipment use and maintenance, selected sports, coaching programs, fitness & exercise and first aid.

THEORY

Students will be involved in a basic examination of theory components involving: coaching practices, event planning and conduct, leadership and communication, industry requirements, movement science and first aid

A Flexi time system may exist to accommodate travel and course needs.

WACE C grade equivalence for full qualification achievement is one Year 11 course and one Year 12 course. This qualification is a proposed offering for the 2023 academic year. At the time of publication, no agreements have been entered into with a Registered Training Organisation (RTO) for the delivery of this qualification. On the basis of interest from students, the school will initiate a formal partnership agreement with a RTO for the delivery of the qualification.

ASSESSMENT

Willetton SHS will partner with a Registered Training Organisation to deliver this qualification. The partnership enables teachers with additional vocational qualifications to deliver on behalf of the RTO. Assessment involves both practical and theory-based work and a judgement of competent or not competent

PREREQUISITE

None

CERTIFICATE II IN VISUAL ARTS (GRAPHIC DESIGN) (TWO YEAR PROGRAM)

This qualification is delivered exclusively in a digital environment. Students complete all units using industry standard software on a Macintosh platform. The elective units within the qualification allow learners to apply their technical skills to produce creative and original projects

Assessments have been developed to reflect current design practices relating to the Elements and Principals of Design and the design process. Students create their own digital portfolio as part of the course. Core units for this qualification are:

- Contribute to the Health and Safety of Self and Others
- Develop Drawing Skills to Communicate Ideas
- Make Simple Creative Work
- Source and Use Information Relevant to own Arts Practice

WACE C grade equivalence for full qualification achievement is one Year 11 course and one Year 12 course. This qualification is a proposed offering for the 2023 academic year. At the time of publication, no agreements have been entered into with a Registered Training Organisation (RTO) for the delivery of this qualification. On the basis of interest from students, the school will initiate a formal partnership agreement with a RTO for the delivery of the qualification.

ASSESSMENT

Willetton SHS partners with a Registered Training Organisation to deliver this qualification. This partnership enables teachers with additional vocational qualifications to deliver this program on behalf of the RTO. Assessment is based on a competent or not competent basis and will involve both practical and theory-based work

PREREQUISITE

Whilst there are no qualification prerequisites, Willetton SHS requires students to have successfully completed the Year 11 component of Certificate II in Visual Arts as part of the admission requirements needed to enter the Year 12 program

CERTIFICATE II IN WORKPLACE SKILLS (ONE YEAR PROGRAM)

This certificate from the business training package provides students with the skills to work in both the public and private sectors of the business world. It reflects the role of individuals in a variety of junior administrative positions who perform a range of mainly routine tasks using practical skills and fundamental operational knowledge in a defined context. Individuals in these roles generally work under direct supervision. Students who approach the certificate as an opportunity to prepare themselves for entry to further study or work, will benefit from the broad range of knowledge and skills in basic of business practices. This will contribute to success in allied studies and also increase marketability as an employee.

Core units for this qualification are:

- Apply Communication Skills
- Work Effectively in Business Environments
- Plan and Apply Time Management
- Participate in Sustainable Work Practices
- Contribute to the Health and Safety of Self and Others

WACE C grade equivalence for full qualification achievement is one Year 11 course and one Year 12 course. This qualification is a proposed offering for the 2023 academic year. At the time of publication, no agreements have been entered into with a Registered Training Organisation (RTO) for the delivery of this qualification. On the basis of interest from students, the school will initiate a formal partnership agreement with a RTO for the delivery of the qualification.

ASSESSMENT

Willetton SHS will partner with a Registered Training Organisation to deliver this qualification. This partnership enables teachers with additional vocational qualifications to deliver this program on behalf of the RTO. Assessment is based on a competent or not competent basis and will involve both practical and theory-based work

WORKPLACE LEARNING

Workplace learning is only available to students in Year 11 and 12 participating in the FLiS program.

The Workplace Learning program is a School Curriculum and Standards developed endorsed program and is an integral part of any VET program. It aims to provide students with the knowledge, workplace skills and attitudes valued within work environments, as a preparation for employment. To complete this program a student works in one or more real workplace/s to develop a set of transferable workplace skills.

ASSESSMENT

The student must record the number of hours completed and the tasks undertaken in the workplace in the Authority's Workplace Learning Logbook. The student must also provide evidence of his/her knowledge and understanding of the workplace skills by completing the Authority's Workplace Learning Skills Journal after each 55 hours completed in the workplace. Unit equivalence is allocated on the basis of one-unit equivalent for each 55 hours completed in the workplace, to a maximum of two course equivalents. The total number of hours completed in the workplace is reported on the student's WASSA.

PREREQUISITE

None



FLEXIBLE LEARNING IN SCHOOLS

In this program, students attend school for three days per week (Monday – Wednesday), an external Registered Training Provider (RTO) for one day, and work experience for the other day (Thursday – Friday). All students are interviewed by a FLiS counsellor before they can enter the program.

STUDENTS ATTEND SCHOOL 3 DAYS PER WEEK (MONDAY – WEDNESDAY) STUDYING:

- English General
- Mathematics Essentials or another selection if available
- Career and Enterprise General
- School Curriculum and Standards Authority developed Workplace Learning ADWPL (Endorsed Program)
- One other subject – either a course or another school based qualification – choices may be limited due to timetable constraints

STUDENTS SPEND THE REMAINING 2 DAYS (THURSDAY AND FRIDAY) OFF-CAMPUS COMPLETING:

- Work Experience (ADWPL)
- Registered Training Organisation (RTO) program – externally delivered qualification

NB: The school timetable does not run for FLiS students on Thursdays and Fridays once their work experience and training days have commenced (usually from Term 1 Week 5 onwards) so that students will not miss out on curriculum delivery.

The Flexible Learning in School program is suitable for students considering an apprenticeship or employment. Students looking for alternative entry into university may also be interested in this option by selecting a Certificate III (Year 11) and Certificate IV (Year 12). A Certificate IV gives eligibility to apply for direct entry to university.

The FLiS program offers a wide range of qualifications from Certificate II to Certificate IV delivered by a variety of Registered Training Organisations. Students will be able to choose from a number of qualifications, details of which will be available at FLiS course counselling sessions, and published through Connect.

The availability of these programs is subject to the External Training Provider being able to provide a venue and lecturer. The venues for some the training programs in FLiS require the student to travel a considerable distance. The school cannot guarantee that all students will achieve a place in their chosen qualification. If students are not successful in achieving an external training placement, they must agree to completing a second days' work placement.

Some programs incur a Fee for Service that must be paid to the school prior to commencement of the program. The school will forward this fee to the Registered Training Organisation. Fees will be discussed with parents and students during FLiS interviews.

Students who wish to enter the FLiS program are to choose this option on SSO and then make an appointment to discuss FLiS training options with a FLiS staff member.

Appointments can be made by ringing VET Reception on 93347239.



UNIREADY IN SCHOOLS PROGRAM (CURTIN UNIVERSITY) (YEAR 12 ONLY)

This program is Curtin University's bridging course and successful completion allows access to a wide range of study options at WA universities. ATAR courses focus on the academic knowledge required for each specific field of study. UniReady focuses on developing the transferable study and communication skills that students will need for University study.

Each unit is a semester long program and will be taught by Willetton Senior High School teachers. The courses are supported online by Curtin University and include live web conferencing support sessions.

UNIT DESCRIPTIONS

FUNDAMENTALS OF ACADEMIC WRITING

This unit supports students in developing and practising skills for entry level university courses. Students are introduced to, and gain opportunities to practise and develop, academic and language skills related to planning, researching, structuring, constructing, revising, and proofreading academic writing tasks.

FOUNDATIONS OF COMMUNICATION

This unit identifies features of spoken, written and online communication, and strategies to enhance effectiveness in learning environments are defined and demonstrated with examples. Communication strategies appropriate for purpose and audience are applied in practical and interactive learning tasks involving interpersonal communication, presentation, negotiation and language skills through individual and group learning practices using various face-to-face and online technologies.

INTRODUCTION TO HEALTH SCIENCES

The Introduction to Health Sciences unit provides students with a basic understanding of some of the human anatomy and physiology components of an undergraduate Health Sciences program. This includes an overview of the structure and function of human anatomy and physiology with an emphasis on musculo-skeletal, cardiovascular, respiratory, nervous, digestive, endocrine and immune systems. Human cell biology and homeostasis will also be investigated.

INTRODUCTION TO HUMANITIES

This unit explores the interrelationships of people with and within systems. Students explore themes related to society, culture, environment and technology and their reciprocal impacts. The unit seeks to develop students understanding of self as part of diverse and complex systems viewed.

ASSESSMENT

Students will receive an assessment schedule for all units. Examinations will be conducted for all units except for Foundations of Communications. These examinations will take place at school during the normal Year 12 exam period at the end of each semester. A mark of at least 50% is required to pass a unit.

PLANNING FOR 2023/2024

Students and parents are advised to check the information on the Curtin University website as changes may be made by the university admissions team. As these changes may not be communicated to Willetton SHS, students need to regularly check the following <https://futurestudents.curtin.edu.au/undergraduate/pathways/enabling-programs/uniready/>

THE UNIREADY PROGRAM IS MADE UP OF 4 UNITS

Semester 1

Semester 2

Units mandated by UniReady

Core units focus on developing students' skills in terms of university style reading, writing and communication

Fundamentals of Academic Writing

Foundations of Communication

Units selected by WSHS

Elective units introduce students to the different study areas, and cover both the required academic content, as well as developing general study and technical skills. VET FLiS students are not required to complete these two units as students who successfully complete a Certificate IV will receive credit for Recognised Learning.

Introduction to Health Sciences

Introduction to Humanities

COURSE COSTS YEAR 11

All course costs are given as a guide only. These are based on the 2022 pricing structures and are subject to change in 2023.

Learning Area	Course Name	Course Code	Compulsory Charge
ART	Dance ATAR	AEDAN	\$ 75.00
ART	Drama ATAR	AEDRA	\$ 85.00
ART	Media Production & Analysis ATAR	AEMPA	\$ 89.00
ART	Music: Western ATAR	AEMUSW	\$ 74.00
ART	Visual Arts ATAR	AEVAR	\$ 178.00
ART	PIMS	EPIMS	\$ 25.00
ART	Dance GENERAL	GEDAN	\$ 75.00
ART	Drama GENERAL	GEDRA	\$ 81.00
ART	English: GENERAL	GEENG	\$ 21.00
ART	Media Production & Analysis GENERAL	GEMPA	\$ 80.00
ART	Visual Arts GENERAL	GEVAR	\$ 158.00
ART	Cert II in Visual Arts – Design Graphics	VIVAD	\$ 90.00
ART	Certificate II in Music	VMUS	\$ 76.00
ENGLISH	English: ATAR	AEENG	\$ 21.00
ENGLISH	Literature: ATAR	AELIT	\$ 21.00
ENGLISH	English: GENERAL FLIS	GEENGF	\$ 21.00
HASS	Accounting and Finance ATAR	AEACF	\$ 40.00
HASS	Business Management & Enterprise ATAR	AEBME	\$ 28.00
HASS	Economics ATAR	AEECO	\$ 24.00
HASS	Earth & Environmental Science: ATAR	AEEES	\$ 28.50
HASS	Geography ATAR	AEGEO	\$ 30.50
HASS	Modern History ATAR	AEHIM	\$ 26.00
HASS	Philosophy and Ethics: ATAR	AEPAE	\$ 21.00
HASS	Politics & Law ATAR	AEPAL	\$ 28.00
HASS	Business Management & Enterprise GENERAL	GEBME	\$ 28.00
HASS	Modern History GENERAL	GEHIM	\$ 22.00
HASS	Certificate IV in Business	TBC	TBC
HPE	Health Studies: ATAR	AEHEA	\$ 96.00
HPE	Physical Education Studies: ATAR	AEPES	\$ 252.00
HPE	Phys Ed Studies Basketball: ATAR	AEPESB	\$ 176.00
HPE	Life Care	ESPOR	\$ 99.00
HPE	Health Studies: GENERAL	GEHEA	\$ 97.00
HPE	Outdoor Education	GEOD	\$ 250.00
HPE	Physical Education Studies: GENERAL	GEPES	\$ 259.00
HPE	Phys Ed Studies Basketball: GENERAL	GEPESB	\$ 167.00
HPE	Certificate III Fitness	VFIT3	\$ 233.00
HPE	Certificate II Sport & Recreation	VSR	\$ 233.00
LANGUAGE	English Add. Lang/Dialect ATAR	AEELD	\$ 31.50
LANGUAGE	French ATAR	AEFSL	\$ 50.00
LANGUAGE	Italian ATAR	AEISL	\$ 50.00
LANGUAGE	Japanese ATAR	AEJSL	\$ 50.00
LANGUAGE	English Add. Lang/Dialect GENERAL	GEELD	\$ 31.50
LEARNING SUPPORT	Guided Study	DGS	\$ 13.00
LEARNING SUPPORT	Math ASDAN	DUASM	\$ 63.00
LEARNING SUPPORT	Toward Independence	DUDL	\$ 53.00

Learning Area	Course Name	Course Code	Compulsory Charge
LEARNING SUPPORT	Living Independently ASDAN	DUDLI	\$ 53.00
LEARNING SUPPORT	Work Rite ASDAN	DUDW	\$ 62.00
LEARNING SUPPORT	Employment Pathways	DUEP	\$ 45.00
LEARNING SUPPORT	Mathematics Fundamentals	DUMAF	\$ 28.00
LEARNING SUPPORT	English Foundations	FEENG	\$ 21.00
LEARNING SUPPORT	TAFE Contact Resource	VDTAF	\$ 65.00
MATHEMATICS	Mathematics Applications ATAR	AEMAA	\$ 35.50
MATHEMATICS	Mathematics Methods ATAR	AEMAM	\$ 35.50
MATHEMATICS	Mathematics Specialist ATAR	AEMAS	\$ 35.50
MATHEMATICS	Mathematics Essential GENERAL	GEMAE	\$ 35.50
MATHEMATICS	Mathematics Essential GENERAL FLIS	GEMAEF	\$ 35.50
SCIENCE	Biology ATAR	AEBLY	\$ 55.50
SCIENCE	Biology General	GEBLY	TBC
SCIENCE	Chemistry ATAR	AECHE	\$ 54.50
SCIENCE	Human Biology ATAR	AEBHY	\$ 57.50
SCIENCE	Physics ATAR	AEPHY	\$ 48.50
SCIENCE	Psychology ATAR	AEPSY	\$ 39.00
SCIENCE	Integrated Science GENERAL	GEISC	\$ 47.50
SCIENCE	Psychology GENERAL	GEPYS	\$ 30.00
TECHNOLOGIES	Computer Science ATAR	AECSC	\$ 60.00
TECHNOLOGIES	Design: Choice of Context ATAR	AEDESCC	\$ 149.00
TECHNOLOGIES	Engineering Studies ATAR	AEEST	\$ 195.00
TECHNOLOGIES	Food Science & Technology ATAR	AEFST	\$ 217.00
TECHNOLOGIES	Building & Construction GENERAL	GEBCN	\$ 182.00
TECHNOLOGIES	Design – Dimensional Design GENERAL	GEDES	\$ 82.00
TECHNOLOGIES	Design Photography	GEDESP	\$ 130.00
TECHNOLOGIES	Food Science & Technology GENERAL	GEFST	\$ 240.00
TECHNOLOGIES	Materials Design & Tech GENERAL	GEMDTW	\$ 195.00
TECHNOLOGIES	Preliminary Food Science and Technology	PIFST	\$ 240.00
TECHNOLOGIES	Certificate II Hospitality	VEVHTF	\$ 214.00
VET	Workplace Learning FLIS	ADWPLEF	\$ 71.00
VET	Career & Enterprise ATAR	AECAE	\$ 35.00
VET	Career & Enterprise GENERAL	GECAE	\$ 35.00
VET	Career & Enterprise GENERAL FLIS	GECAEF	\$ 35.00
VET	TAFE Component FLIS	GETAFEF	\$ 44.00
VET	VET Qualification	V\$Cert1	\$ 25.00
VET	VET Qualification	V\$Cert2	\$ 50.00
VET	VET Qualification	V\$Cert3	\$ 75.00
VET	Cert II Community Services	VCS	\$ 140.00
VET	Cert II Workplace Skills	VWS	\$ 26.00

COURSE COSTS YEAR 12

All course costs are given as a guide only. These are based on the 2022 pricing structures and are subject to change in 2023

Learning Area	Course Name	Course Code	Compulsory Charge
ART	Dance ATAR	ATDAN	\$ 75.00
ART	Drama ATAR	ATDRA	\$ 85.00
ART	Media Production & Analysis ATAR	ATMPA	\$ 85.00
ART	Music Western ATAR	ATMUSW	\$ 74.00
ART	Visual Arts ATAR	ATVAR	\$ 193.00
ART	Dance GENERAL	GT DAN	\$ 75.00
ART	Drama GENERAL	GT DRA	\$ 81.00
ART	Media Production & Analysis GENERAL	GTMPA	\$ 80.00
ART	Visual Arts GENERAL	GTVAR	\$ 159.00
ART	PIMS	TPIMS	\$ 25.00
ART	Cert II in Visual Arts – Design Graphics	V2VAD	\$ 90.00
ART	Certificate III in Music	V3MUS	\$ 76.00
ART	Certificate II in Music	VMUS	\$ 76.00
ENGLISH	English: ATAR	ATENG	\$ 21.00
ENGLISH	Literature: ATAR	ATLIT	\$ 21.00
ENGLISH	English: GENERAL	GTENG	\$ 21.00
ENGLISH	English: GENERAL FLIS	GTENGF	\$ 21.00
HASS	Accounting and Finance ATAR	ATACF	\$ 38.00
HASS	Business Management & Enterprise ATAR	ATBME	\$ 28.00
HASS	Economics ATAR	ATECO	\$ 24.00
HASS	Geography ATAR	ATGEO	\$ 26.00
HASS	Modern History ATAR	ATHIM	\$ 24.00
HASS	Philosophy and Ethics: ATAR	ATPAE	\$ 21.00
HASS	Politics & Law ATAR	ATPAL	\$ 29.00
HASS	Modern History GENERAL	GTHIMA	\$ 23.00
HPE	Health Studies: ATAR	ATHEA	\$ 96.00
HPE	Physical Education Studies ATAR	ATPES	\$ 233.00
HPE	Phys Ed Studies Basketball: ATAR	ATPESB	\$ 176.00
HPE	Health Studies: GENERAL	GTHEA	\$ 96.00
HPE	Outdoor Education	GTOED	\$ 299.00
HPE	Physical Education Studies: GENERAL	GTPEP	\$ 280.00
HPE	Phys Ed Studies Basketball : GENERAL	GTPEPB	\$ 176.00
HPE	Certificate III Fitness	VFIT3	\$ 233.00
HPE	Certificate II Sport & Recreation	VSR	\$ 233.00
LANGUAGE	English Add. Lang/Dialect ATAR	ATELD	\$ 40.00
LANGUAGE	French ATAR	ATFSL	\$ 50.00
LANGUAGE	Italian ATAR	ATISL	\$ 50.00
LANGUAGE	Japanese ATAR	ATJSL	\$ 50.00
LANGUAGE	English Add. Lang/Dialect GENERAL	GTELD	\$ 31.50
LEARNING SUPPORT	Guided Study	DGS	\$ 13.00
LEARNING SUPPORT	Math ASDAN	DUASM	\$ 63.00
LEARNING SUPPORT	Toward Independence	DUDL	\$ 53.00
LEARNING SUPPORT	Living Independently ASDAN	DUDLI	\$ 53.00
LEARNING SUPPORT	Work Rite ASDAN	DUDW	\$ 62.00
LEARNING SUPPORT	Employment Pathways	DUEP	\$ 45.00

Learning Area	Course Name	Course Code	Compulsory Charge
LEARNING SUPPORT	Mathematics Fundamentals	DUMAF	\$ 28.00
LEARNING SUPPORT	English Foundations	FTENG	\$ 21.00
LEARNING SUPPORT	TAFE Contact Resource	VDTAF	\$ 65.00
MATHEMATICS	Mathematics Applications ATAR	ATMAA	\$ 35.50
MATHEMATICS	Mathematics Methods ATAR	ATMAM	\$ 35.50
MATHEMATICS	Mathematics Specialist ATAR	ATMAS	\$ 35.50
MATHEMATICS	Mathematics Essentials GENERAL	GTMAE	\$ 35.00
MATHEMATICS	Mathematics Essential FLIS	GTMAEF	\$ 35.00
SCIENCE	Biology ATAR	ATBLY	\$ 53.50
SCIENCE	Chemistry ATAR	ATCHE	\$ 52.50
SCIENCE	Human Biology ATAR	ATHBY	\$ 57.50
SCIENCE	Physics ATAR	ATPHY	\$ 51.50
SCIENCE	Psychology ATAR	ATPSY	\$ 37.50
SCIENCE	Integrated Science GENERAL	GTISC	\$ 44.00
SCIENCE	Psychology GENERAL	GTPSY	\$ 30.00
STUDENT SERVICES	Competency Education	TCED	\$ 85.00
TECHNOLOGIES	Computer Science ATAR	ATCSC	\$ 70.00
TECHNOLOGIES	Design: Choice of Context ATAR	ATDESCC	\$ 149.00
TECHNOLOGIES	Engineering Studies ATAR	ATEST	\$ 218.00
TECHNOLOGIES	Food Science & Technology ATAR	ATFST	\$ 213.00
TECHNOLOGIES	Building & Construction GENERAL	GTBCN	\$ 183.50
TECHNOLOGIES	Design – Dimensional Design GENERAL	GTDESD	\$ 82.00
TECHNOLOGIES	Design Photography	GTDESP	\$ 130.00
TECHNOLOGIES	Food Science & Technology GENERAL	GTFFST	\$ 217.00
TECHNOLOGIES	Materials Design & Tech GENERAL	GTMDTW	\$ 195.00
TECHNOLOGIES	Preliminary Food Science and Technology	P2FST	\$ 217.00
TECHNOLOGIES	Certificate II Hospitality	VTVHTF	\$ 186.00
UNIREADY	Fundamentals of Academic Writing	TFAW	\$ 105.00
UNIREADY	Foundations of Communication	TFC	\$ 105.00
UNIREADY	Introduction to Humanities	TIH	\$ 105.00
UNIREADY	Introduction to Health Sciences	TIHS	\$ 105.00
VET	Workplace Learning FLIS	ADWPLTF	\$ 71.00
VET	Career & Enterprise ATAR	ATCAE	\$ 37.00
VET	Career & Enterprise GENERAL	GTCAE	\$ 37.00
VET	Career & Enterprise GENERAL FLIS	GTCAEF	\$ 37.00
VET	TAFE Component FLIS	GTTAFEL	\$ 44.00
VET	VET Qualification	VSCert1	\$ 25.00
VET	VET Qualification	VSCert2	\$ 50.00
VET	VET Qualification	VSCert3	\$ 75.00
VET	Cert II Community Services	VCS	\$ 140.00
VET	Cert II Workplace Skills	VWS	\$ 26.00