AIM HIGH

CHURCHLANDS SENIOR HIGH SCHOOL

2026

Year 11 Course Selection Handbook

Contents

Introduction

Churchlands Senior High School strives to provide the best learning experience for our students to encourage them to "Aim High" as they move through their final years of school. In doing so, this will look different for each student as they each have individual goals and aspirations. We are proud to provide different programs for students to help them achieve their goals, whether that be gaining direct entry to university or completing training to gain an apprenticeship or employment.

This booklet contains information to help students decide which direction to take after Year 10. Details are provided on various post school alternatives and provides explanations of the Year 11 courses being offered. Students have also been provided with the tools and advice to support them as they investigate their future goals and how that translates into selecting pathways and courses for Year 11 and 12. When selecting courses for Year 11, students should bear in mind that, if they enjoy the course being studied, there is a greater chance of success.

I encourage both students and parents to read the first 12 pages of the book to gain an understanding of Senior Secondary schooling and the requirements for students to achieve the West Australian Certificate of Education (WACE). As a school we want all our students to choose an appropriate pathway to provide them with the skills, knowledge and foundation for future success.

I am looking forward to working with our incoming Year 11 students as they begin their journey into the future.

Jamie Long
Associate Principal – Senior Secondary

Please Note: Information in this book is presented in good faith and is believed to be accurate at the time of compilation. Content in this document may be subject to change.

Senior Secondary Studies

Within some restrictions and the requirements of meeting WACE and tertiary entrance, most students should be able to match their personal educational goals with the following functions of senior secondary education:

- To broaden a person's education.
- To increase knowledge and skill in a variety of academic and practical areas.
- To enable a student to continue developing in preparation to enter the world outside school.
- To gain personal, academic and/or practical skills needed to enter the workforce.
- To provide the opportunity for students to meet the requirements of the Western Australian Certificate of Education (WACE).
- To gain entrance to further education, including TAFE and tertiary institutions/universities.
- To shorten the time required to complete a TAFE subject.

The School Curriculum and Standards Authority (SCSA) develops and accredits courses in Year 11 and 12. SCSA will also provide Certification of student achievement in the form of the Western Australian Certificate of Education (WACE) and the Western Australian Statement of Student Achievement (WASSA).

At Churchlands Senior High School, students will select six courses in Year 11 choosing from a range of ATAR, General and VET courses as well as Workplace Learning. Further information on each course will be indicated in each course descriptor within this Year 11 Course Selection Book.

Western Australian Certificate of Education (WACE)

Students must meet all the following requirements of WACE as below:

Breadth and Depth	Choose at least 1 course from List A and List B courses in Year 12.
Literacy and Numeracy Requirements	Meet the Literacy and Numeracy standards through NAPLAN or OLNA as well as complete four units of English, two in Year 11 and Year 12.
Achievement Standard	Achieve a minimum of 14 C grades across Years 11 and 12 (or equivalents) including at least 6 C Grades in Year 12 (or equivalents).
Course / Endorsed Program Completion	Complete a minimum of 20 units (or equivalents) including a minimum of 10 Year 12 units (or equivalents). This includes sitting the Examinations invigilated by SCSA for all ATAR Courses.

Additional information for WACE can be found at the School Curriculum and Standards Authority website (https://senior-secondary.scsa.wa.edu.au/the-wace/wace-requirements) or by clicking on the link.

Courses Offered for Year 11 Students

At Churchlands there are four types of courses that can be studied to contribute towards WACE. Students may choose a combination of the courses below.

Australian Tertiary Admission Rank (ATAR) Courses

ATAR course units are for students who are aiming to enrol in a university course directly from school. These courses will be examined by SCSA and contribute to the achievement of an Australian Tertiary Admission Rank (ATAR). There is a compulsory WACE exam at the end of Year 12 that students will need to sit for each ATAR course studied in that year.

General Courses

General course units are for students who are aiming to enter further training or the workforce directly from school. These courses will not be examined by SCSA but will include an Externally Set Task (EST) in the Year 12 course to ensure comparability of standards across the State.

Please note: All ATAR and General courses are taught concurrently at Churchlands Senior High School. This means that the final grade and mark at the end of the year will be given for both units. The first semester grade and mark will be a guide to the achievement and performance up to that point.

Vocational Education and Training (VET) Courses

These vocational education courses come under the Australian Qualifications Framework (AQF) in a variety of industry areas. These Qualifications provide students with practical skills and are recognised nationally by TAFE, Industry and employers. Completed Qualifications count towards the WACE and allocated unit equivalence.

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

Endorsed Programs

Workplace Learning is a SCSA Endorsed Program. Students do not receive grades, but successful completion will receive two units of equivalence toward WACE. Workplace Learning enables students to develop and be assessed on, generic industry-based skills whilst in the workplace. To successfully complete the program students must undertake a minimum number of hours in industry and complete the Workplace Learning Journal. There is an application process that is completed in Term 3 this year and a work readiness program that is delivered in class time.

Curtin's UniReady in Schools Program

The UniReady program is Curtin's University Preparation program. It consists of four units that when completed to the required standard provide a notional ATAR of 70 for direct entry into a range of courses at Curtin University. These units are endorsed by SCSA, two units will contribute towards WACE. At Churchlands SHS the UniReady program is offered in Year 12 through an application process. There are limited places and entry into the program is competitive. Applicants will need to successfully complete at least one ATAR course in Year 11 to gain entry into UniReady in Year 12. Students considering applying for UniReady in Year 12 should not enrol in Workplace Learning or more than one Certificate course in Year 11.

LIST A COURSES

ATAR

- Business Management & Enterprise
- Economics
- English
- EALD (English as an Additional Language/Dialect)
- French Second Language
- Geography
- Health Studies
- Japanese-Second Language
- Literature
- Media Production and Analysis
- Modern History
- Music
- Philosophy and Ethics
- Politics and Law
- Visual Arts

GENERAL

- Business Management and Enterprise
- Children, Family and Community
- Dance
- Drama
- English
- EAL/D (English as an Additional
- Language/Dialect)
- Geography
- Health Studies
- Media Production and Analysis
- Modern History
- Music
- Visual Arts

LIST B COURSES

ATAR

- Accounting and Finance
- Biology
- Chemistry
- Computer Science
- Earth & Environmental Science
- Human Biology
- Mathematics Applications
- Mathematics Methods
- Mathematics Specialist
- Physical Education Studies
- Physics
- Psychology

GENERAL

- Accounting and Finance
- Computer Science
- Design – Photography
- Food Science & Technology
- Human Biology
- Science in Practice
- Materials Design and Technology – Metals
- Materials Design and Technology – Metals (Jewellery)
- Materials Design and Technology – Textiles
- Materials Design and Technology – Wood
- Mathematics Essential
- Physical Education Studies
- Psychology

VOCATIONAL EDUCATION AND TRAINING (VET) COURSES *(Nationally Recognised Qualifications)*

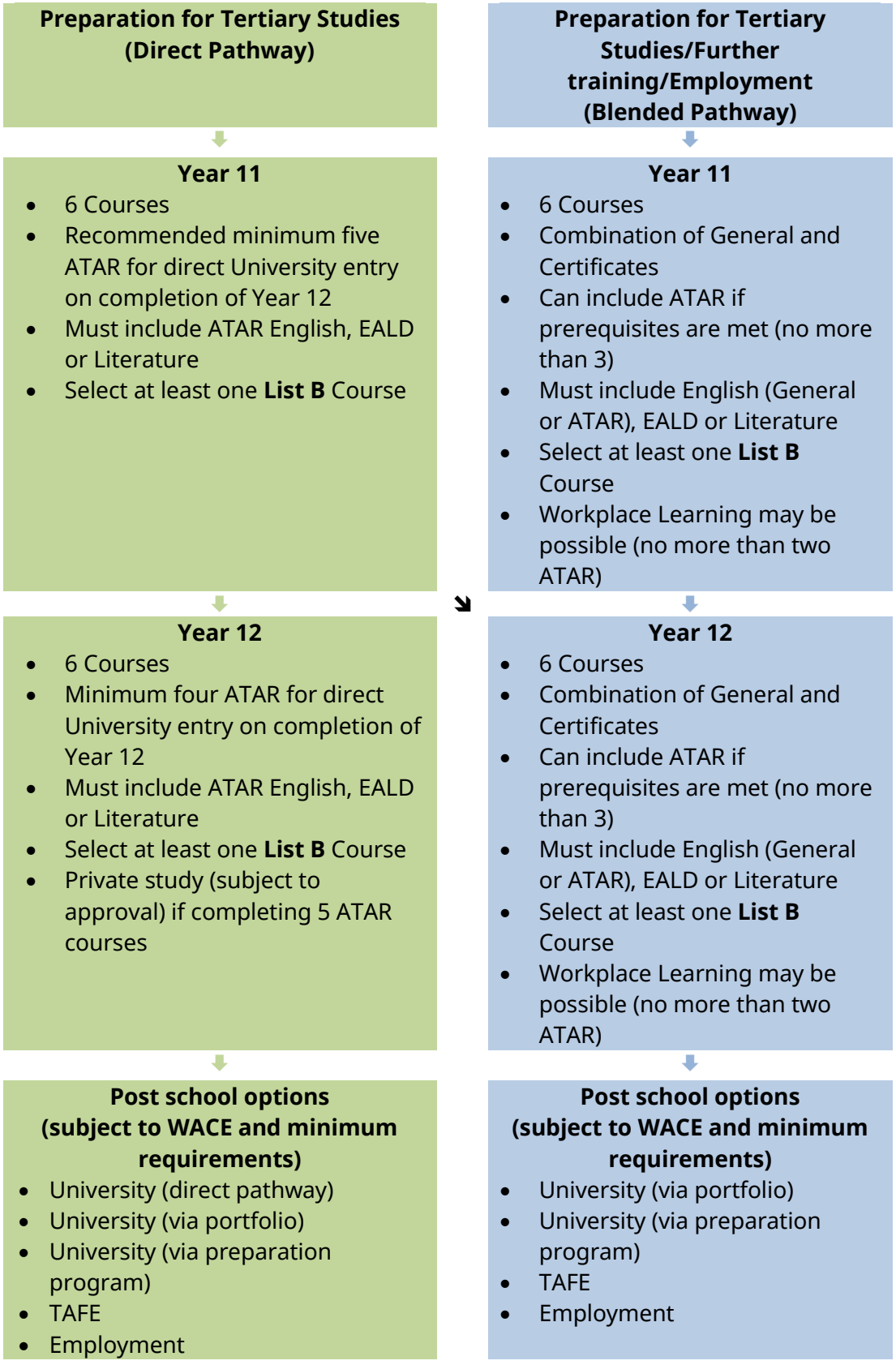
BSB20120	Certificate II Workplace Skills (Business)
BSB40120	Certificate IV Business (2 Year Course)
AHC21020	Certificate II Conservation and Ecosystem Management (2 Year Course)
UEE22020	Certificate II Electrotechnology (Career Start) Pre-apprenticeship (2 Year Course)
SIT20316	Certificate II Hospitality (2 Year Course)
SIS20319	Certificate II Sport Coaching (2 Year Course)
CUA20720	Certificate II Visual Arts CAD (Computer Aided Design)

ENDORSED PROGRAMS

ADWPL	Workplace Learning

Pathways

Students are encouraged to review the following pathways to determine the combination of courses best suited to their post schooling goals.



External VET Opportunities

Those students at Churchlands Senior High School who are not seeking direct entry to university have an opportunity to apply for courses which are offered by State Training Providers and Private Training Providers on a one day a week basis. At the time of publication, the information for 2025 was not available. However, in the past, many of these qualifications have supported students in achieving their post schooling goals. These are structured a number of different ways.

School Based Apprenticeship or Traineeship (SBA or SBT)

A School Based Apprenticeship and Traineeship allows students to combine schooling with part time on-the-job training and formal study to achieve a Nationally Recognised Qualification. This type of learning is a great way to begin working toward post schooling goals as students may be able to complete a full Qualification, which may reduce the amount of time of the apprenticeship.

As students are an employee, they are paid for their hours worked and can also have the hours contribute toward the Endorsed Program, Workplace Learning (ADWPL).

Pre-Apprenticeships in Schools (PAiS)

Pre-Apprenticeships in Schools are Certificate II programs approved by industry. They give students in Years 11 and 12 the opportunity to develop knowledge and skills for entry into an apprenticeship when they leave school.

As a pre-apprentice you will attend school, do your training at a TAFE or private training provider and complete some unpaid work with an employer in your chosen industry. The hours completed under this program will also contribute toward your WACE under the Endorsed Program, Workplace Learning (ADWPL).

Profile

A student participating in Profile courses complete a Nationally Recognised Qualification at either TAFE or a Private Training Organisation. These courses are fully funded by the State Government and are identified by Industry as areas of need. These courses are extremely competitive to get into and require a formal application and in some cases an interview. Students will need to continue to check their emails to gain additional information on these courses, which is usually released around late July.

Fee for Service

Students can participate in a number of different Nationally Recognised Qualifications at both TAFE and Private Training Providers. Students are required to complete an application to gain entry and in taking up this option, parents will be required to pay the full fee of this course prior to students commencing the program. Information on these courses are also due out in late July, and students will need to be vigilant in checking their email for more information.

On the next page are some examples of how students can use these Qualifications to contribute toward their post schooling goals:

Course Selection Process

Exploration	Weeks 8, 9 & 10 Term 1	**Career Exploration Program** During Maths classes students were provided with the opportunity to explore future career options. Using the "My Future" Website, students were guided through resources to enable them to investigate their future pathways. Students were also provided a brief overview of what to expect in the Course Selection process.
	Weeks 9 & 10 Term 2	**Transition Program** The Career Development Practitioner, will take all Year 10 students through the Transition Program. This will cover the different pathway options to study at Churchlands and provide a better understanding of what is needed to choose courses that students will be successful at. **Learning Areas Information** Each Learning Area will be providing information to students about the different courses that are on offer in the different Learning Areas.
	30 June	**Course Expo and Parent Information Evening** Learning Areas will be hosting a small expo that will allow parents to speak with teachers about the courses being offered to Year 11 students. During the Information Session, parents will be provided with content that has been covered in the Transition Program.
	1 July	**Career Expo** A number of Universities, Tertiary Institutions and members of Industry will be available during the Career Expo. This year will be a combined event with Carine SHS and will involve a large number of external providers.
Decision Making	End of Term 2	**Semester 1 Reports available** Students can use their results and determine which courses they have met the prerequisites for.
	Monday 21 July	**Subject Selection Online (SSO) Opens** SSO opens for selection of Year 11 courses. Parents and students use SSO to complete their course selections. Most families will be able to do this online but individual counselling sessions will also be available during Week 2 from Monday 28 July to Friday 1 August. Families will be able to make an appointment through SSO if needed.
Planning for 2026	Semester Two 2025	**SSO Selections are processed by the school** • Based on student selections, courses will be finalised. The viability of running a course will depend on the number of students selecting it and whole school resourcing. This may involve some re-counselling if any selections are not able to be met and cannot be resolved using reserve choices. • A timetable will be generated. • The school staff the timetable. • Courses are finalised with students.

It is important that courses are very carefully considered as changes may not be able to be made once the timetable has been created and staffed.

Selecting your Courses

Some of the things students should consider are:

- When making your choices, be realistic.
- Which subjects are you best at now?
- Which subjects do you enjoy the most?
- Are there any courses necessary for the university or TAFE course or job that you are aiming at?
    - Have you checked the university course prerequisites?
    - Have you checked the TAFE selection criteria?
- What are your chances of being successful in those courses?
- Have you met the prerequisites? Most courses will require a reasonable standard in lower school studies.
- You will need to have thought about six courses and two reserve choices. The reserve choices may come into play if one of your first six preferences is unavailable.
- It is good to get advice about your selections at this time. Have you discussed your course selection with your parents, the Careers Development Practitioner, your Form teacher, other teachers and friends?
- Try to pick a broad range of courses rather than concentrate all your efforts on subjects that are very similar to each other.
- Once you have completed your course selection on SSO it may be difficult to change them. Please be very sure about what you have selected to avoid this problem.

Do not think that:

- Your study habits will miraculously change over the holidays.
- You have always hated Science, but next year you are going to love Physics.
- You can ignore your past results in courses you intend to continue with next year.
- You will be able to manage and like a course that someone else has chosen for you.
- You will like a course because your best friend is doing it.
- You should choose a course because you think a particular teacher will be teaching it.
- You should choose a course because you have heard it is easy.
- You don't have to bother to think now because you can always change your mind later.
- You hate Chemistry but because it is a prerequisite for your chosen career everything will be ok.
- You can ignore entry requirements and think to yourself that you will cross that bridge later.

Course Charges

All Year 11 and 12 courses attract compulsory charges.

This school is only too aware that the payment of school charges can be a burden for some families. Payments can be made online through the website payment platform paperly. Payment plans can also be arranged to assist parents/guardians to spread these educational costs over the year. Health Care Card recipients are able to apply for government assistance in Term 1, they should contact the school for further information. In some cases of financial hardship the Principal will consider full or partial waiver of contributions or charges. However, we do need to talk to you about this. The school is also keen to assist parents in selecting options that they can afford. To this end course charges will always be provided to parents prior to selection of subjects.

Contact

For further assistance with either the counselling process or any of the above information please contact either the Careers Development Practitioner, VET Coordinator, Heads of Year 11 or 12 or the Associate Principal (Year 11–12) at Churchlands Senior High School on 9441 1700.

Career Development

Career development is the ongoing process of managing your life, learning and work. It involves developing the skills and knowledge that enable you to plan and make informed decisions about your education, training and career choices. Listed below are several resources that you can use to assist you with your decision making.

1. **CAREER DEVELOPMENT PRACTITIONER**
   The **Career Development Practitioner** is available to discuss issues relating to course selection and career development including study at a university or TAFE, Vocational Education and Training (VET) and employment programs as well as general career information.

2. **VET COORDINATOR**
   Our **VET Coordinator** is responsible for the management of students completing VET qualifications both at school and at TAFE or Private Training providers and those students participating in the Workplace Learning Program. They are also responsible for supporting students participating in School Based Traineeships and Apprenticeships.

3. **TAFE**
   For information on full time TAFE courses, please see
   http://www.fulltimecourses.tafe.wa.edu.au/ or
   visit the websites of North Metropolitan TAFE https://www.northmetrotafe.wa.edu.au/ or
   South Metropolitan TAFE https://www.southmetrotafe.wa.edu.au/

4. **JOBS AND SKILLS CENTRES**
   Western Australia's TAFE Jobs and Skills Centres are one-stop shops for careers, training and employment advice and assistance. Services are free, and accessible to all members of the community. The centres are located on TAFE campuses, with additional outreach locations for regional areas. Each of the centres are staffed by people who can provide free professional and practical advice on training and employment opportunities including careers advice, apprenticeship and training information. Support services for employers and business, as well as specialist services for Aboriginal people, ex-offenders and people from a culturally or linguistically diverse background are also available. More detail can be found at https://www.jobsandskills.wa.gov.au/jobs-and-skills-centres

5. **PROSPECTIVE STUDENT OFFICERS ATTACHED TO WA UNIVERSITIES**
   Staff at these offices are available to discuss Subjects with high school students and their parents.

   a. **CURTIN UNIVERSITY**
      https://www.curtin.edu.au/ Ph. 1300 222 888

   b. **MURDOCH UNIVERSITY**
      https://www.murdoch.edu.au/ Ph. 9360 6000

   c. **UNIVERSITY OF WESTERN AUSTRALIA**
      https://www.uwa.edu.au/ Ph. 6488 6000

   d. **EDITH COWAN UNIVERSITY**
      https://www.ecu.edu.au/ Ph. 134 328

   e. **NOTRE DAME UNIVERSITY**
      https://www.notredame.edu.au/ Ph. 9433 0555

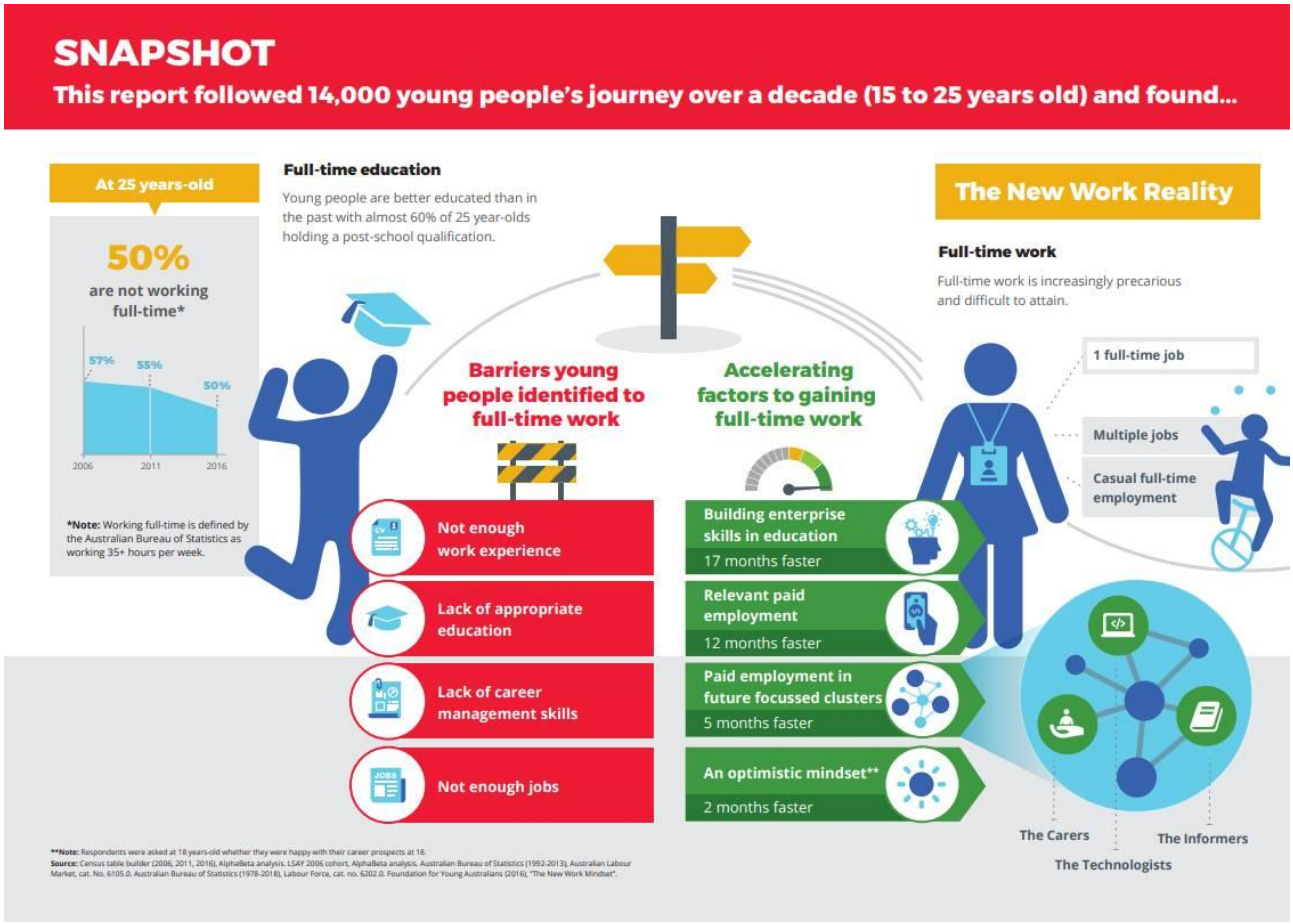
6. **TERTIARY INSTITUTIONS SERVICES CENTRE**
   www.tisc.edu.au Ph. 9318 8000

OTHER USEFUL RESOURCES

My Future https://www.myfuture.edu.au/

PLEASE NOTE: *Students need to sign up to use this site with their school email address as this resource is only free to Government School Students.*

Australian Apprenticeships https://www.aapathways.com.au/ or https://www.australianapprenticeships.gov.au/



TAFE

TAFE ENTRANCE REQUIREMENTS

Subjects at TAFE are deemed either **competitive** or **non-competitive**. Applicants for non-competitive Subjects need to demonstrate minimum literacy and numeracy skills or AQF (Australian Qualifications Framework) qualification levels. Applicants for competitive Subjects need to demonstrate minimum literacy and numeracy skills or AQF qualification levels and respond to selection criteria. For specific details on TAFE Entrance requirements please see http://www.fulltimecourses.tafe.wa.edu.au/

TAFE PATHWAYS TO UNIVERSITY

TAFE training is designed to provide students with a variety of pathway options including further study at university. Graduating from TAFE or another Australian Qualification Framework (AQF) provider can qualify students for entry to certain Universities and Subjects. Many students who didn't successfully complete Year 12 or generate an ATAR, use it as a stepping stone to university.

For further information see http://www.northmetrotafe.wa.edu.au/futurestudents/unipathways or http://www.southmetrotafe.wa.edu.au/futurestudents/unipathways or visit University websites.

PRE-APPRENTICESHIP COURSES

A pre-apprenticeship is a course that prepares you for entry into an apprenticeship by providing you with the basic skills in that particular trade. Pre-apprenticeship courses usually take six months and **can** lead to an apprenticeship offer. Industry and businesses often contact State Training Providers towards the end of the course to offer apprenticeships to those students who have shown ability.

Entry into a pre-apprenticeship course is by the same method as enrolling for any other course offered by a State Training Provider. There are often more applicants than places in courses and interviews are often conducted. Applicants are informed if they have been successful by the end of January (first semester) or end of June (second semester).

Private providers that also offer Pre-Apprenticeship Courses:

- MPA Skills (Plumbing and Painting) https://www.mpaskills.com.au/ Ph. 9471 6600

University Admission 2028

In order to be considered for university admission a school leaver applicant must normally satisfy the following conditions:

1. **Western Australian Certificate of Education (WACE).** Complete all of the WACE requirements as prescribed by SCSA (see page 7 of this handbook or the SCSA website for more detail www.scsa.wa.edu.au).
   1.1 **Competence in English**. This can vary between universities. For example, Notre Dame University of Australia https://www.notredame.edu.au/study/admission-requirements/english-language-proficiency-requirements. The most common requirement is a minimum scaled score of 50% in either ATAR English, Literature or English as another Language/Dialect. (**Note:** *there are some concessions available from the universities, check the TISC document from their website* www.tisc.edu.au)
2. **ATAR.** Achieve a sufficiently high ATAR/Selection Rank for entry to a particular university and course. **Minimum ATAR** requirements for each university are: UWA – 75, Curtin, ECU and Murdoch – 70. Actual ATARs needed may be higher for some courses.
3. **Prerequisites.** Satisfy any prerequisites or special requirements necessary to be considered for entry to particular courses. If a course is a prerequisite, the student must obtain a minimum scaled score of 50%.

Please click on the link below

UNIVERSITY ADMISSION 2028 (tisc.edu.au)

CALCULATING AN ATAR

A minimum of four Year 12 ATAR subjects must be completed in order to generate an ATAR. Following the WACE exams, each of these subjects will result in a "scaled score". The first step in the calculation of an ATAR is to calculate the Tertiary Entrance Aggregate (TEA). The TEA is made up of the total of the best four of these scores together with 10% of the best Language score (if studied) as well as 10% of the score in Mathematics Methods and/or Mathematics Specialist (if studied) giving a possible total of 430. The mathematics or language do not need to be in the best four scores. Likewise, English, EALD or Literature do not need to be included in the best four scores, but to be eligible for university, the appropriate scaled score must be 50% or higher in any of these three ATAR subjects.

The TEA for every student is ranked from highest to lowest and then an ATAR is assigned. An ATAR of 90 means the student is equal to, or better than, 90% of the students in the State - i.e. they are in the top 10% of students in the State. It doesn't mean an average of 90% in their scaled scores!

Average of top 4 scaled marks	Approximate ATAR
50	**60**
55	**70.35**
60	**79.1**
65	**85.8**
70	**90.85**
75	**94.6**
80	**97.05**
85	**98.5**
90	**99.3**
95	**99.7**

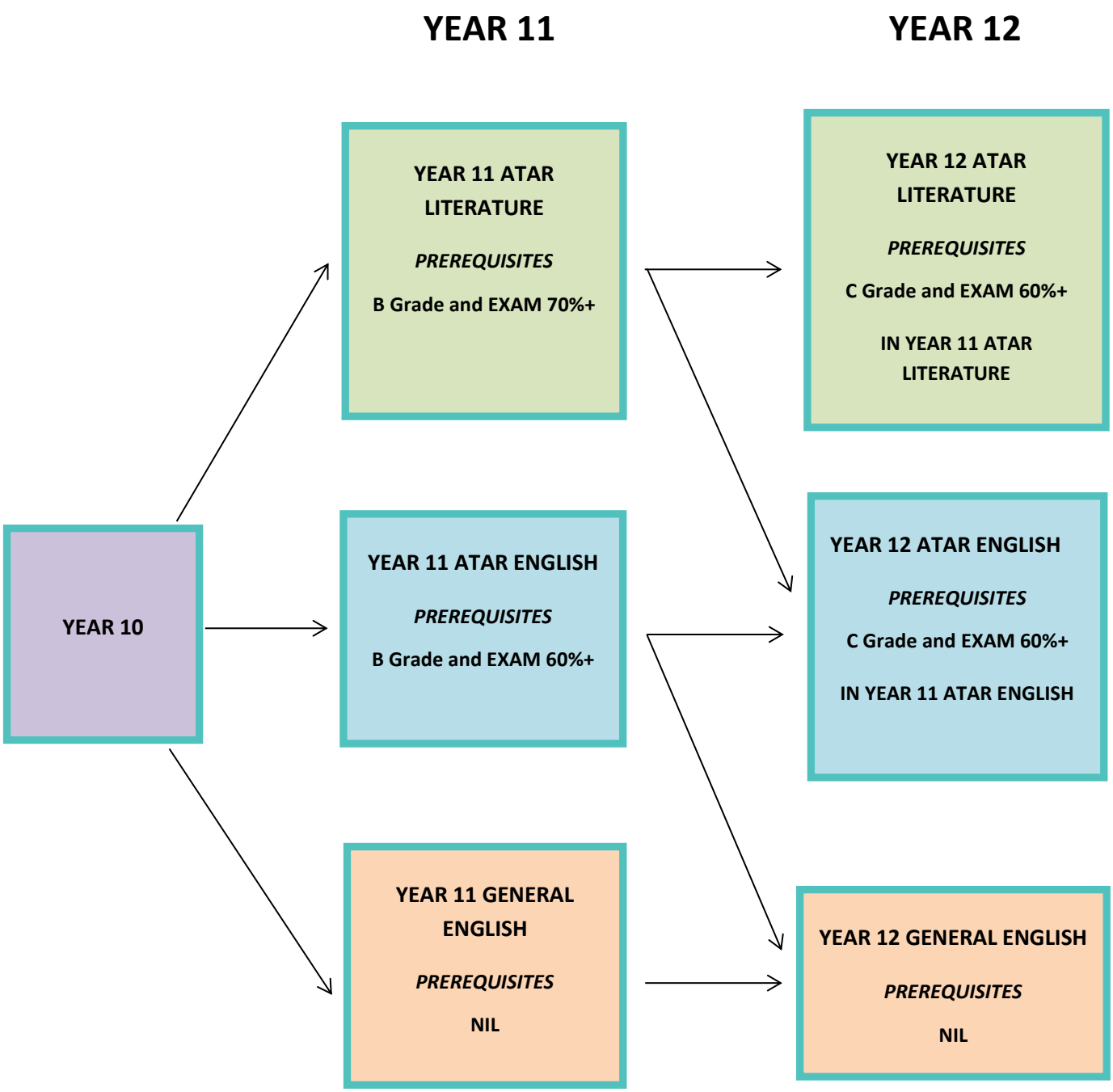
ATAR & General Courses

REMINDER: *A minimum of four ATAR courses must be selected to get an ATAR to apply for University entrance through TISC.*

ENGLISH

REMINDER: *A minimum of four ATAR courses must be selected to get an ATAR to apply for University entrance through TISC.*

ENGLISH PATHWAYS



ATAR – LITERATURE

PREREQUISITES
Year 10 AEP or mainstream English (B Grade and Exam 70%)

RATIONALE
Students engage with literary theory and study prose, drama and poetry, learning to read literature in terms of its cultural, social and historical context. They develop the capacity to analyse ways literary texts are constructed and read, and critically evaluate the representations offered. Texts studied include those from the traditional English canon, Australian literature and contemporary works. Students create their own written pieces and enhance their ability to design and deliver oral presentations. They experience the aesthetic and intellectual pleasure reading literature can bring and, in so doing, gain insights into the human condition and experience.

CONTENT
Unit 1: The unit develops students' knowledge and understanding of different ways of reading and creating literary texts drawn from a widening range of historical, social, cultural and personal contexts. Students analyse the relationships between language, text, contexts, individual points of view and the reader's response. This unit develops knowledge and understanding of different literary conventions and storytelling traditions and their relationships with audiences. A range of literary forms is considered: prose fiction, poetry and drama. The significance of ideas and the distinctive qualities of texts are analysed through detailed textual study. Through the creation of analytical responses, students frame consistent arguments that are substantiated by relevant evidence. In the creation of imaginative texts, students explore and experiment with aspects of style and form.

Unit 2: The unit develops students' knowledge and understanding of intertextuality, the ways literary texts connect with each other. Drawing on a range of language and literary: experiences, students consider the relationships between texts, genres, authors, readers, audiences and contexts. The ideas, language and structure of different texts are compared and contrasted. Exploring connections between texts involves analysing their similarities and differences through an analysis of the ideas, language used and forms of texts. Students create analytical responses that are evidence-based and convincing. By experimenting with text structures and language features, students understand how their imaginative texts are informed by analytical responses.

ASSESSMENT
Students are assessed throughout the year on a range of activities, both written and oral. There will be an exam each semester.

CAREER POSSIBILITIES
The necessity of English competence for success in a career cannot be understated. All tertiary institutions and careers require the ability to communicate fluently and competently, whether it is in written or spoken forms. Careers which require the skills developed in Literature are highly valued and include those in public relations, marketing, law, politics, administration, media, management, publishing, librarianship, the arts and education.

ADDITIONAL COSTS
There may be additional costs up to approximately $70 to cover attending *Black Swan Theatre productions and* the *Curtin University Literature and English Conference*.

ATAR – ENGLISH

PREREQUISITES
Appropriate level of performance in Year 10 English (B Grade, Exam 60%)

RATIONALE
The ATAR English course focuses on developing students' analytical, creative, and critical thinking and communication skills in all language modes, encouraging students to critically engage with texts from their contemporary world, the past, and from Australian and other cultures. By closely studying a range of films, documentaries, graphic novels, podcasts and short stories, students develop their skills of analysis and evaluation. Opportunities to compose their own interpretive, persuasive and analytical texts enables them to enhance their creativity and expression.

Students will be assessed throughout the year on a wide range of activities, both written and oral. There are two major exams for the year, one each semester.

CONTENT
Unit 1: Students explore how meaning is communicated through the relationships between language, text, purpose, context and audience. This includes how language and texts are shaped by their purpose, the audiences for whom they are intended, and the contexts in which they are created and received. Through responding to and creating texts, students consider how language, structure and conventions operate in a variety of imaginative, interpretive and persuasive texts. Study in this unit focuses on the similarities and differences between texts and how visual elements combine with spoken and written elements to create meaning. Students develop an understanding of stylistic features and apply skills of analysis and creativity. They are able to respond to texts in a variety of ways, creating their own texts, and reflecting on their own learning.

Unit 2: Students analyse the representation of ideas, attitudes and voices in texts to consider how texts represent the world and human experience. Analysis of how language and structural choices shape perspectives in and for a range of contexts is central to this unit. By responding to and creating texts in different modes and media, students consider the interplay of imaginative, interpretive, persuasive and analytical elements in a range of texts and present their own analyses. Students critically examine the effect of stylistic choices and the ways in which these choices position audiences for purposes, revealing and/or shaping attitudes, values and perspectives. Through the creation of their own texts, students are encouraged to reflect on their language choices and consider why they have represented ideas in particular ways.

ASSESSMENT
Students will be assessed on their ability to demonstrate their understanding of syllabus concepts by responding to and creating texts. There will be two examinations, one each semester.

CAREER POSSIBILITIES
The ability to communicate fluently and competently, whether it is in written or spoken forms is essential for success in tertiary studies and in all careers. Those careers which require a particular aptitude in English include public relations, prompt engineering, marketing, web content management, law, administration, journalism, social media management, publishing, librarianship, technical or creative writing and education.

ADDITIONAL COSTS
There may be additional costs up to approximately $40 to cover attending *Perth Festival* productions, *Black Swan Theatre Company* plays or other cultural events.

ATAR – ENGLISH AS AN ADDITIONAL LANGUAGE/DIALECT

PREREQUISITES
Satisfactory pass in Year 10 English (C Grade and Exam 50%) and be an eligible student.
To be eligible, students must not have English as their first language.

RATIONALE
The EAL/D Subjects 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 ATAR EAL/D course develops academic English skills to prepare students for tertiary study.

CONTENT
Unit 1: The thematic focus for this unit is ways of life. Using knowledge and skills from their existing languages and cultures, students learn to use English to explore wider social contexts beyond the personal and immediate community. From their position as cross-cultural learners, they examine issues and different points of views to develop, present and express ideas and opinions in relation to these.

Unit 2: The thematic focus for this unit is making choices. Using knowledge and skills from their existing languages and cultures, students learn to use English to identify and examine choices facing themselves, their families, communities and societies in relation to issues of concern presented in a range of texts. They examine and use the ways language can be used to analyse choices, influence attitudes and effect change.

CAREER POSSIBILITIES
The ability to communicate fluently and competently, whether it is in written or spoken forms is essential in all careers. Those careers where fluency in English as a second language is highly valued include translator-interpreter, politician, diplomat, teacher, marketer, cultural advisor, travel advisor-guide, journalist, public servant, accountant, lecturer, analyst, broker, mediator and doctor.

ASSESSMENT
The range of assessment types are supportive of student achievement of the outcomes in the course and include oral and written components, as well as an investigation. The oral component of the course contributes 20% to the final mark. There are two written examinations, one each semester.

GENERAL – ENGLISH

PREREQUISITES
Nil

RATIONALE
The General English course focuses on consolidating and refining skills and knowledge needed to become competent, confident and engaged users of English in everyday, community, social, further education, training and workplace contexts. The subject is designed to provide students with the skills to succeed in a wide range of post-secondary pathways by developing their language, literacy and literary skills. Students comprehend, analyse, interpret, evaluate and create analytical, imaginative, interpretive and persuasive texts in a range of written, oral, multimodal and digital forms. There is an emphasis on contemporary texts to engage students.

Unit 1: The unit focuses on students comprehending and responding to the ideas and information presented in texts. Students learn to interact with others in a range of contexts including every day, community, social and vocational contexts. They apply their understanding of language through the creation of texts for different purposes.

Unit 2: The focuses on interpreting ideas and arguments in a range of texts and contexts. Students integrate relevant information and ideas from texts to develop their own interpretations. They engage effectively in a range of contexts and create texts using persuasive, visual and literary techniques to engage audiences in a range of media.

ASSESSMENT
Students will be assessed throughout the year on a wide range of activities, both written and oral. There will also be two major examinations for the year, one each semester.

CAREER POSSIBILITIES
The ability to communicate fluently and competently, whether it is in written or spoken forms is essential in all careers. Careers where sound communication skills are necessary include teaching assistant, enrolled nurse, receptionist, trade-person, game designer, tour guide, events coordinator, chef and retail/hospitality manager.

ADDITIONAL COSTS
There may be additional costs up to approximately $30 to cover such activities as, visiting speakers, and seminars.

GENERAL – ENGLISH AS AN ADDITIONAL LANGUAGE/DIALECT

PREREQUISITES

To be eligible, English must not be their first language.

RATIONALE

The EAL/D subjects 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 General EAL/D course develops English skills to prepare students for TAFE study or the workplace.

Unit 1: In this unit the focus on building the skills of communication, comprehension, textual analysis and creating texts.

Unit 2: The thematic focus for this unit is **life experiences**. Using knowledge and skills from their existing languages and cultures, students consolidate their English language acquisition in order to share and reflect on their experiences of and participation in communities.

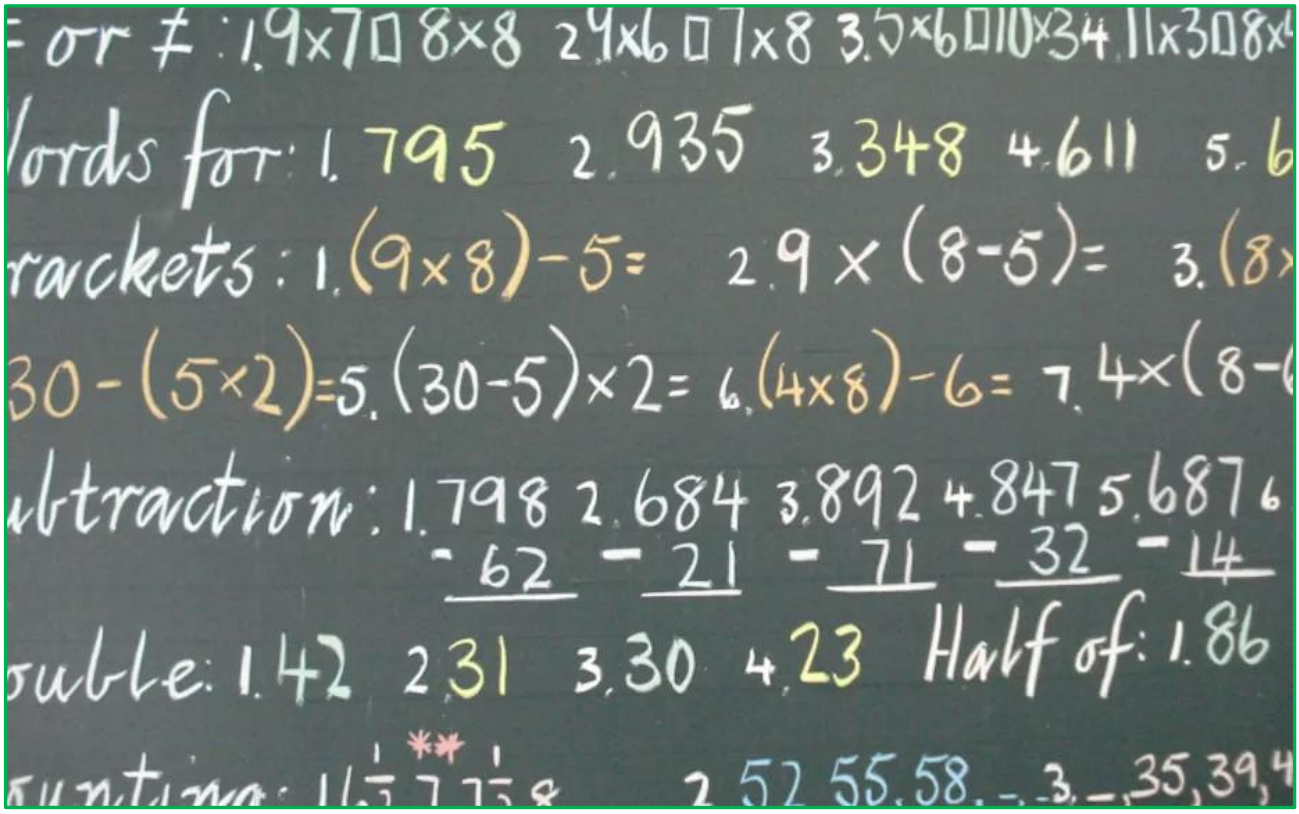
ASSESSMENT

The assessments are consistent with the teaching and learning strategies considered to be the most supportive of student achievement of the outcomes in the English as an Additional Language or Dialect subject.

CAREER POSSIBILITIES

The ability to communicate fluently and competently, whether it is in written or spoken forms. is essential for tertiary studies and in all careers. Those careers where English skills are required include teaching assistant, nurse, enrolled nurse, receptionist, events coordinator, trade-person, tour guide, chef and retail/hospitality manager.

MATHEMATICS



REMINDER: *A minimum of four ATAR courses must be selected to get an ATAR to apply for University entrance through TISC.*

MATHEMATICS PATHWAYS FROM YEAR 10 TO SENIOR SCHOOL

Year 10 AEP

Year 11 Courses	Specialist Unit 1 & 2	Methods Unit 1 & 2	Applications Unit 1 & 2	Essential Unit 1 & 2
Minimum Requirements	B GRADE & 65% EXAM	C GRADE	D GRADE	No requirement

Year 10 Pathway 1

Year 11 Courses	Specialist Unit 1 & 2	Methods Unit 1 & 2	Applications Unit 1 & 2	Essential Unit 1 & 2
Minimum Requirements	A GRADE & 70% EXAM	B GRADE & 65% EXAM	D GRADE	No requirement

Year 10 Pathway 2

Year 11 Courses	Specialist Unit 1 & 2	Methods Unit 1 & 2	Applications Unit 1 & 2	Essential Unit 1 & 2
Minimum Requirements	Not recommended	Not recommended	B+ GRADE & 70% EXAM	No requirement

Year 10 Pathway 3

Year 11 Courses	Specialist Unit 1 & 2	Methods Unit 1 & 2	Applications Unit 1 & 2	Essential Unit 1 & 2
Minimum Requirements	Not recommended	Not recommended	Not recommended	C GRADE

Notes:

- Specialist, Methods and Applications are ATAR subjects, while Essential is a Non-ATAR subject.
- Students who choose to do Year 11 Specialist have to do Year 11 Methods.
- Students who completed a Year 11 course may choose not to do the same course in Year 12.

ATAR – MATHEMATICS APPLICATIONS

PREREQUISITES
Minimum Pathway 2 - B+ Grade and Exam 70%.

RATIONALE
Mathematics Applications is an ATAR course that focuses on the use of mathematics to solve problems in contexts that involve financial modelling, geometric and trigonometric analysis, linear equations and graphical analysis and applications of mensuration. It also provides opportunities for students to develop systematic strategies based on the statistical investigation process for univariate data analysis. Throughout the course, there is an emphasis on the use and application of digital technologies.

CONTENT
By the end of this subject, students:

- Understand the concepts and techniques in consumer arithmetic, algebra and matrices, and shape and measurement.
- Apply reasoning skills and solve practical problems in consumer arithmetic, algebra and matrices, and shape and measurement.
- Communicate their arguments and strategies when solving problems using appropriate mathematical language.
- Interpret mathematical information and ascertain the reasonableness of their solutions to problems.
- Choose and use technology appropriately and efficiently.

Unit 1
Contains the three topics:

- Consumer arithmetic
- Algebra and Matrices
- Shape and Measurement

Unit 2
Contains the three topics:

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

ASSESSMENT
Teachers design school-based assessment tasks to meet the needs of students. The details of the assessment types for the ATAR Mathematics Applications Year 11 syllabus and the weighting for each assessment type are:

Response	(40%)
Investigation	(20%)
Examination	(40%)

CAREER POSSIBILITIES
Fluency in Mathematics and its associated problem-solving and reasoning skills is fundamental to the work done in many professions. Studying ATAR Mathematics Applications will provide students with a good preparation for further study and a career in most professional fields, including architecture, business and medicine. It is not sufficient preparation for very technical fields such as physical sciences or engineering.

Note: Careful course selection must occur as movement to Mathematics Essential is very limited.

ATAR – MATHEMATICS METHODS

PREREQUISITES
AEP - C Grade or above.
Pathway 1 - B Grade and Exam 70%.

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

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

Unit 1
Contains the three topics:
- Functions and graphs
- Trigonometric Functions
- Counting and Probability

Unit 2
Contains the three topics:
- Exponential Functions
- Arithmetic and Geometric series
- Introduction to differential calculus

ASSESSMENT
Teachers design school-based assessment tasks to meet the needs of students. The details of the assessment types for the ATAR Mathematics Methods Year 11 syllabus and the weighting for each assessment type are:

Response	(40%)
Investigation	(20%)
Examination	(40%)

CAREER POSSIBILITIES
Fluency in Mathematics and its associated problem-solving and reasoning skills is fundamental to the work done in many professions. Studying ATAR Mathematics Methods is for students with a keen interest in mathematics and the intention to work in technical fields such as: computer programming, statistics, physical sciences or engineering. Students interested in engineering should also consider studying ATAR Mathematics Specialist.

Note: Careful course selection must occur as movement to Mathematics Applications is very limited.

ATAR – MATHEMATICS SPECIALIST

PREREQUISITES
Minimum AEP - B Grade or Exam 65%+, or
Pathway 1 - A Grade and Exam 70%+.

Important Note:
Mathematics Specialist must be studied in conjunction with Mathematics Methods.

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

CONTENT
By the end of this unit, students:

- Understand the concepts and techniques in trigonometry, real and complex numbers, and matrices.
- Apply reasoning skills and solve problems in trigonometry, real and complex numbers, and matrices.
- Communicate their arguments and strategies when solving problems.
- Construct proofs of results.
- Interpret mathematical information and ascertain the reasonableness of their solutions to problems.

Unit 1
Contains the three topics:

- Combinatorics
- Vectors in the plane
- Geometry

Unit 2
Contains the three topics:

- Trigonometry
- Matrices
- Real and Complex Numbers

ASSESSMENT
Teachers design school-based assessment tasks to meet the needs of students. The details of the assessment types for the ATAR Mathematics Specialist Year 11 syllabus and the weighting for each assessment type are:

Response	(40%)
Investigation	(20%)
Examination	(40%)

CAREER POSSIBILITIES
Fluency in Mathematics and its associated problem-solving and reasoning skills is fundamental to the work done in many professions. Studying ATAR Mathematics Specialist is for students who are intending to work in a technical field such as mathematics or engineering.

GENERAL – MATHEMATICS ESSENTIAL

PREREQUISITES
Minimum Pathway 3 - C Grade.

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

CONTENT
By the end of this course, students will understand the concepts and techniques in calculations, algebra, measurement, graphs, representing and comparing data, percentages, rates and ratios, and time and motion. Apply reasoning skills and solve problems in calculations, algebra, measurement, graphs, representing and comparing data, percentages, rates and ratios, and time and motion. Communicate their arguments and strategies when solving mathematical and statistical problems using appropriate mathematical or statistical language. Interpret mathematical information and ascertain the reasonableness of their solutions to problems.

Unit 1 - Contains the four topics:
- Basic calculations, percentages and rates
- Using formulas for practical purposes
- Measurement
- Graphs

Unit 2 - Contains the four topics:
- Representing and comparing data
- Percentages
- Rates and ratios
- Time and motion

ASSESSMENT
Teachers design school-based assessment tasks to meet the needs of students. The details of the assessment types for the General Mathematics Essential Year 11 syllabus and the weighting for each assessment type are:

Response	(50%)
Investigation	(50%)

CAREER POSSIBILITIES
This subject provides students with useful tools and skills to use and apply in the post-school environment. It has been designed to cater for students who require preparation for a wide range of occupations within the community.

SCIENCE

REMINDER: *A minimum of four ATAR courses must be selected to get an ATAR to apply for University entrance through TISC.*

ATAR – BIOLOGY

PREREQUISITES
Year 10 Specialist Science Grade B or Exam 50%, or
AEP Science Grade C or Exam 50%, or
Year 10 General Science Grade A or Exam 65%

RATIONALE
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 enable us to explore and explain everyday observations, find solutions to biological issues, and understand the processes of biological continuity and change over time. Living systems are all interconnected and interact at a variety of spatial and temporal scales, from the molecular level to the ecosystem level. A unique appreciation of life and a better understanding of the living world are gained through studying the ATAR Biology course.

This course encourages students to be analytical, to participate in problem-solving and to systematically explore fascinating and intriguing aspects of living systems, from the microscopic level through to ecosystems. Students develop a range of practical skills and techniques through investigations and fieldwork in authentic contexts, such as marine reefs, endangered species, urban ecology, or biotechnology. Scientific evidence is used to make informed decisions about controversial issues.

CONTENT
Unit 1 – Ecosystems and biodiversity. In this unit, students analyse abiotic and biotic ecosystem components and their interactions, using classification systems for data collection, comparison and evaluation.

Unit 2 – From single cells to multicellular organisms. In this unit, students investigate the interdependent components of the cell system and the multiple interacting systems in multicellular organisms.

ASSESSMENT

Inquiry: Practical & Investigation	(30%)
Extended response	(10%)
Test	(20%)
Examination	(40%)

CAREER POSSIBILITIES
Studying the ATAR Biology course provides students with a suite of skills and understandings that are valuable to a wide range of further study pathways and careers. Understanding of biological concepts, as well as general science knowledge and skills, is relevant to a range of careers, including those in medical, veterinary, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation and eco-tourism.

ADDITIONAL COSTS
To complement field work, which is an assessable component of the subject, Biology students are expected to attend all organised excursions. Generally, two excursions are organised. The approximate cost of these excursions is $50.00.

ATAR – CHEMISTRY

PREREQUISITES
Year 10 Specialist Science Grade B Exam or 65%, or
AEP Science Grade C+ or Exam 65%

RATIONALE
Chemistry is the study of materials and substances and the transformations they undergo through interactions and the transfer of energy.

The ATAR Chemistry course equips students with the knowledge, understanding and opportunity to investigate properties and reactions of materials. Theories and models are used to describe, explain and make predictions about chemical systems, structures and properties.

Investigations and laboratory activities develop an appreciation of the need for precision, critical analysis and informed decision making. Students design and conduct qualitative and quantitative investigations both individually and collaboratively. They investigate questions and hypotheses, manipulate variables, analyse data, evaluate claims, solve problems and develop and communicate evidence-based arguments and models.

Students recognise hazards and make informed, balanced decisions about chemical use and sustainable resource management. Issues of sustainability will be tackled by the application of chemical knowledge using a range of technologies.

The study of chemistry provides a foundation for undertaking investigations in a wide range of scientific fields and often provides the unifying link across interdisciplinary studies.

CONTENT
Unit 1 – Chemical fundamentals: structure, properties and reactions - In this unit, students use models of atomic structure and bonding to explain the macroscopic properties of materials. Students develop their understanding of the energy changes associated with chemical reactions and the use of chemical equations to calculate the masses of substances involved in chemical reactions.

Unit 2 – Molecular interactions and reactions - In this unit, students continue to develop their understanding of bonding models and the relationship between structure, properties and reactions, including consideration of the factors that affect the rate of chemical reactions. Students investigate the unique properties of water and the properties of acids and bases, and use chemical equations to calculate the concentrations and volumes of solutions involved in chemical reactions.

ASSESSMENT

Inquiry: Practical & Investigation	(25%)
Extended response	(10%)
Test	(15%)
Examination	(50%)

CAREER POSSIBILITIES
An understanding of chemistry is relevant to a range of careers, including those in forensic science, environmental science, engineering, medicine, dentistry, pharmacy and sports science. Additionally, chemistry knowledge is valuable in occupations that rely on an understanding of materials and their interactions, such as art, winemaking, agriculture and food technology.

ATAR – EARTH AND ENVIRONMENTAL SCIENCE

PREREQUISITES
Year 10 Specialist Science Grade C or Exam 50%, or
AEP Science Grade C or Exam 50%, or
Year 10 General Science Grade A or Exam 65%.

RATIONALE
The ATAR Earth and Environmental Science course provides students with opportunities to explore the theories and evidence that frame our understanding of Earth's origins and history as well as the dynamic and interdependent nature of Earth's processes, environments and resources.

This course explores our planet as a dynamic global system involving interactions between the geosphere, hydrosphere, atmosphere and the biosphere.

A multidisciplinary approach, including geological and environmental sciences, encourages students to be curious about the world around them and to apply scientific principles to develop a balanced view of the benefits and challenges presented by the utilisation of resources.

Management of environmental issues is explored, with students having opportunities to discuss issues and draw evidence-based conclusions.

Students conduct practical investigations and are given 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 provides an understanding of the minerals and energy industry and its contribution to Western Australia's economy.

CONTENT
Unit 1 - Earth systems: In this unit, students examine the evidence underpinning theories of the development of the Earth systems, their interactions and their components.

Unit 2 - Earth processes: In this unit, students investigate how Earth processes involve interactions of Earth systems that are interrelated through transfers and transformations of matter and energy.

ASSESSMENT

Investigation	(30%)
Extended task	(10%)
Test	(20%)
Examination	(40%)

CAREER POSSIBILITIES
Natural resource industries such as mining are of enormous economic importance to Western Australia and there are a variety of careers within these industries that relate to the Earth and Environmental Sciences.

ADDITIONAL COSTS
Day excursions – approximate cost $60.

ATAR – HUMAN BIOLOGY

PREREQUISITES
Year 10 Specialist Science Grade C or Exam 50%. Or
AEP Science Grade C or Exam 50%+, or
Year 10 General Science Grade A or Exam 70%

RATIONALE
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.

As a science, the subject matter of this course is founded on knowledge and understanding that has been gained through systematic inquiry and scientific research. However, this knowledge is far from complete and is being modified and expanded as new discoveries and advancements are made. Students develop their understanding of the cumulative and evolving nature of scientific knowledge and the ways in which such knowledge is obtained through scientific investigations. They learn to think critically, to evaluate evidence, to solve problems and to communicate understandings in scientific ways.

CONTENT
Unit 1 – The functioning human body - In this unit, students analyse how the structure and function of body systems, and the interrelationships between systems, support metabolism and body functioning.

Unit 2 – Reproduction and inheritance - In this unit, students study the reproductive systems of males and females, the mechanisms of transmission of genetic material from generation to generation, and the effects of the environment on gene expression.

ASSESSMENT

Inquiry – practical & investigation	(20%)
Extended response	(15%)
Test	(25%)
Examination	(40%)

CAREER POSSIBILITIES
An understanding of human biology is valuable for a variety of career paths. The subject content deals directly and indirectly with many different occupations in fields such as science education, medical and paramedical fields, food and hospitality, childcare, sport and social work.

ATAR – PHYSICS

PREREQUISITES
Year 10 Specialist Science Grade C or Exam 65%, or
AEP Science Grade C+ or Exam 65%.

RATIONALE
Physics is a fundamental science that endeavours to explain all the natural phenomena that occur in the universe.

In the ATAR Physics course students will learn how energy and energy transformations can shape the environment from the small scale, in quantum leaps inside an atom's electron cloud, through the human scale, in vehicles and the human body, to the large scale, in interactions between galaxies.

The ATAR Physics course uses qualitative and quantitative models and theories based on physical laws to visualise, explain and predict physical phenomena. Models, laws and theories are developed from, and their predictions are tested by, making observations and quantitative measurements.

In this subject, students gather, analyse and interpret primary and secondary data to investigate a range of phenomena and technologies using some of the most important models, laws and theories of physics, including the kinetic particle model, the atomic model, electromagnetic theory, and the laws of classical mechanics. Students learn how more sophisticated theories, including quantum theory, the theory of relativity and the Standard Model, are needed to explain more complex phenomena, and how new observations can lead to models and theories being refined and developed.

Students have opportunities to develop their investigative skills and use analytical thinking to explain and predict physical phenomena. Students plan and conduct investigations to answer a range of questions, collect and interpret data and observations, and communicate their findings in an appropriate format.

Problem-solving and using evidence to make and justify conclusions are transferable skills that are developed in this subject.

CONTENT
Unit 1 – Thermal, nuclear and electrical physics. Students investigate energy production by considering heating processes, radioactivity and nuclear reactions, and investigate energy transfer and transformation in electrical circuits.

Unit 2 – Linear motion and waves. Students describe, explain and predict linear motion, and investigate the application of wave models to sound phenomena.

ASSESSMENT

Inquiry: practical & investigation	(30%)
Test	(30%)
Examination	(40%)

CAREER POSSIBILITIES
The ATAR Physics subject will also provide a foundation in physics knowledge, understanding and skills for those students who wish to pursue tertiary study in science, engineering, medicine and technology.

ADDITIONAL COSTS
Students will be given the opportunity to participate in the Adventure World Physics Fun Day. Approximate cost is $35.

ATAR – PSYCHOLOGY

PREREQUISITES
Year 10 Specialist Science Grade C or Exam 50%, or
AEP Science Grade C or Exam 50%, or
Year 10 General Science Grade A or Exam 75%.

RATIONALE
Psychology is the scientific study of how people think, feel and behave. It is an evidence-based discipline that follows the principles of scientific inquiry to explore human cognition, behaviour and thought. This course introduces students to the principles of scientific inquiry and their application to planning, designing, and conducting and evaluating psychological investigations using appropriate procedures and practices.

Students learn how to construct coherent and logical responses to psychological concepts and understandings using appropriate terminology for a range of audiences, demonstrating a critical awareness of cultural and societal values and expectations.

CONTENT
Unit 1 - Students learn the basic structure of the central nervous system and some effects of this structure on the way humans think, feel, and behave. They are introduced to several methods used to study the brain. Lifespan psychology, with a key focus on infant attachment and adolescent development, examines the impact of developmental change on human thoughts, feelings, and behaviours**.**

Unit 2 - In social psychology students explore attitude formation and the theories of cognitive dissonance, social identity, and attributions we make about the behaviours of others. Students learn the role of stereotypes and the relationship between attitudes, prejudice, and discrimination in a range of areas. They learn about the relationship between social influence and the development of prosocial and antisocial behaviours.

ASSESSMENT

Science Inquiry	(30%)
Response	(40%)
Examination	(30%)

CAREER POSSIBILITIES
The study of psychology is highly relevant to further studies in the health professions; education, human resources, social sciences, sales, media and marketing and management.

GENERAL – HUMAN BIOLOGY

PREREQUISITES
Satisfactory performance in Year 10 Science.

RATIONALE
Students develop their understanding of the cumulative and evolving nature of scientific knowledge and the ways in which such knowledge is obtained through scientific investigations. They learn to think critically, to evaluate evidence, to solve problems, and to communicate understandings in scientific ways. Responsible citizens need to be able to evaluate risks, ethical concerns and benefits to make informed decisions about matters relating to lifestyle and health. With an understanding of human biology, students are more able to make better life decisions, and to be more effective contributors to the discussions related to health issues in the community.

CONTENT
Unit 1 - This unit explores how the structure and function of cells help to sustain life processes, and the role of the digestive system in providing essential nutrients for the musculoskeletal system. It also explores how the dietary decisions we make can affect the functioning of body cells and our quality of life.

Unit 2 - This unit explores circulatory, respiratory, and urinary systems, and how they facilitate the exchange, transport and removal of materials for efficient body functioning. It also explores the importance of regular health checks to prevent or manage medical problems.

ASSESSMENT

Supervised Written Assessment	(20%)
Investigation	(40%)
Project	(30%)
Practical Assessment	(10%)

CAREER POSSIBILITIES
An understanding of human biology is valuable for a variety of career paths. The course content deals directly and indirectly with many different occupations in areas such as social work, medical and paramedical fields, food and hospitality, childcare, sport, science, and health education.

GENERAL – SCIENCE IN PRACTICE

PREREQUISITES
Satisfactory performance in Year 10 Science.

RATIONALE
Science in Practice is a course grounded in the belief that science is multidisciplinary and, in essence, a practical activity. The Science in Practice course encourages students to be questioning, reflective and critical thinkers about scientific issues, enabling them to make informed decisions about questions that directly affect their lives and the lives of others. Students will engage in activities and investigations on science issues in the context of the world around them and are encouraged to collaborate and cooperate with others in the community.

CONTENT
Unit 1 - The unit is called Acids and Bases

- Scientific method
- Acids and bases in the laboratory
- Application of acids and bases in the real world

Unit 2 - The unit is called Wheels in Motion and will cover the following:

- Scientific method
- Nervous system
- Motion and forces
- Constructing a mouse trap car

ASSESSMENT

Investigations	(40%)
Project	(30%)
Practical Assessment	(20%)
Written assessment	(10%)

CAREER POSSIBILITIES
The Science in Practice course is inclusive and aims to be attractive to students with a wide variety of backgrounds, interests and career aspirations. It is a desired subject in a number of TAFE pathways.

GENERAL – PSYCHOLOGY

PREREQUISITES
Satisfactory performance in Year 10 Science.

RATIONALE
Psychology is the scientific study of how people think, feel and act. Psychological knowledge helps us understand factors relating to individuals, such as: the way we think; biological bases of behaviour; and personality traits. Psychological knowledge also helps us understand the way that individuals function within groups with regards to socialisation, moral development, the formation of attitudes and how people relate and communicate. Psychological knowledge can help us to understand how culture can shape people's values, attitudes and beliefs.

CONTENT
Unit 1 - This unit provides an introduction to personality and intelligence. Students explore Freud's psychodynamic approach, Eysenck's trait theory and Spearman's theory of general intelligence. Beyond the individual, the impact of culture and others on behaviour is a key focus. Students examine agents of socialisation and the role of verbal and non-verbal communication in initiating, maintaining and regulating relationships. Students are introduced to qualitative and quantitative methods of data collection and explore fundamental ethical considerations pertinent to psychological research.

Unit 2 - This unit introduces students to the human brain and the impact of factors influencing behaviour, emotion and thought. Students review the role of nature and nurture in human development. Students learn about stages of development and the impact of external factors on personality development. The impact of group size on behaviour and the influence of culture in shaping attitudes is explored. Students interpret descriptive data and apply it to create tables, graphs and diagrams, distinguish patterns and draw conclusions.

ASSESSMENT

Investigation	(30%)
Response	(40%)
Project	(30%)

CAREER POSSIBILITIES
Students will learn techniques to enhance their personal communication skills. Students also develop important research skills as they engage in the exploration and evaluation of psychological research data. The study of psychology is highly relevant to further studies in the health professions, education, human resources, social sciences, sales, media and marketing and management.

HUMANITIES

REMINDER: *A minimum of four ATAR courses must be selected to get an ATAR to apply for University entrance through TISC.*

ATAR – ACCOUNTING & FINANCE

PREREQUISITES
Year 10 English - B Grade or Year 10 AEP English – C Grade.
Year 10 Mathematics Pathway 2 - C Grade.

SUBJECT DESCRIPTION
Accounting & Finance is a course which provides students with the opportunity of developing immediate employable skills as well as essential financial life skills. Accountants enjoy a highly regarded career in the business world today with opportunities which have arisen though globalisation, the introduction of the GST and the implementation of new tax laws. The focus of Accounting & Finance is to apply knowledge and understanding of financial principles, systems, and institutions to manage financial information and make decisions in a variety of contexts.

CONTENT
Unit 1 - The focus for this unit is on double entry accounting for small businesses. Students apply their understanding of financial principles, systems, and institutions to manage financial information and make decisions in a variety of small businesses. Students develop an understanding of the rationale for the use of conventions and principles and the consequences of disregarding them. Students record and process financial information using the double entry system and apply the principles of the Goods and Services Tax (GST).

Unit 2 - The focus for this unit is on accrual accounting. Students apply financial systems and principles to the operations of businesses and distinguish between cash and accrual methods of accounting. Students prepare and analyse financial reports for a variety of types of business organisations. Students learn of the role and functions of the professional accounting and financial associations.

Accounting and Finance students are also eligible to apply for cadetships with companies such as PwC Australia. Accounting is a must for the discerning student who wants to be financially astute in life matters.

ASSESSMENT
Internal assessment throughout the subject is based on the following:

Examinations	(40%)
Projects	(10%)
Tests	(50%)

CAREER POSSIBILITIES
Career possibilities are very diverse and range from dealing with personal finances as a financial planner or advisor, dealing with business tax, investigating fraud as a forensic accountant, to being an analyst on Wall Street! Possible subject exemptions at tertiary level – TAFE and University.

ATAR – ANCIENT HISTORY

PREREQUISITES

Year 10 HASS – B Grade; Exam 65%.

RATIONALE

The overall focus of the ATAR Ancient History course is for students to gain a strong understanding of the ancient world through the study and analysis of ancient source material. This will, most of all, develop their critical thinking skills as they learn to critique historical sources (both ancient and modern) and formulate their own arguments based on evidence for what occurred in the past.

COURSE DESCRIPTION

In Term 1 students study two highly advanced Bronze Age civilisations, the Minoan Civilisation of Crete and the Mycenaean Civilisation of mainland Greece, which both require in-depth study of archaeological evidence. The ancient city-state of Sparta, often seen as a utopian society throughout history, is the context studied in Term 2, which is a shift towards the analysis of written evidence and has a strong focus on the historically unique political and social structures of Sparta. Lastly, in Terms 3 and 4 students study the Persian Invasions of Greece and the establishment of Athenian democracy, the first ever recorded democracy in history. This is a fascinating context that allows the students to explore deep themes such as the perspectives of historical sources and revisionist ideas behind the study of history.

ASSESSMENTS

These will be made up of:

- Inquiry tasks
- Source Analysis
- Short answer assessments
- Essays

CAREER POSSIBILITIES

The study of Ancient History can lead to a wide variety of careers, not just limited to history. Studying history teaches invaluable skills in critical thinking, writing and analysis that are widely applicable and sought after in a large number of industries

ATAR – BUSINESS MANAGEMENT & ENTERPRISE

PREREQUISITES
Year 10 HASS - B Grade.

RATIONALE
The ATAR Business Management and Enterprise course focuses on business planning, marketing and growth, and opportunities provided for business by technology and the global environment. Students examine factors that drive international business developments, the features and traits of successful management, and how businesses operate strategically to maximise business performance in a global setting. Through the consideration of real businesses and scenarios, students develop knowledge, understanding and skills that enable them to apply financial and business literacy, analyse business opportunities, evaluate business performance, identify and create opportunities, and make sound, ethical business decisions within a business environment. The course equips students to participate proactively in the world of business, behave responsibly and demonstrate integrity in business activities.

CONTENT
Unit 1 – Success in Business – In this unit, students explore 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.

Unit 2 – Business Growth – In this unit, students explore issues in the business environment, including the importance of intellectual property in protecting business ideas. The unit addresses the significance of employee motivation and the development of a business plan in the overall success of expansion.

ASSESSMENT

Business Research	(40%)
Response	(30%)
Examination	(30%)

CAREER POSSIBILITIES
Studying the ATAR Business Management and Enterprise course aims to prepare all students for a future where they will need to identify possibilities and create opportunities within a business environment. Careers include Events Manager, Human Resource Manager, Operations Manager, Account Manager, Small Business Owner and Entrepreneur.

ATAR - ECONOMICS

PREREQUISITES
Year 10 HASS – B Grade or HASS Exam 65%.
Competent at essay writing and good analytical skills recommended.

RATIONALE
Economics is not simply all about numbers. It is a study of the world around us from a social, financial and cultural perspective. Year 11 ATAR Economics is suited to students interested in the world of commerce or who wish to develop financial and business knowledge to help them succeed in everyday life. It develops the reasoning, logical thinking and interpretation skills that are demanded by the world of work. The learning experiences available through studying this course explore the knowledge, values and opinions which surround the complex range of economic events and issues facing our community, such as income growth, interest rates, business strategy and international relations.

CONTENT
Unit 1 (Semester 1) – Microeconomics - This unit explores the theory that markets are an efficient way to allocate scarce resources. When the forces of demand and supply do not allocate and price resources efficiently, equitably or sustainably, market failure can occur. Also investigated are examples of market failure and government policies introduced to achieve more desirable outcomes.

Unit 2 (Semester 2) – Macroeconomics - This unit explores issues such as economic growth, inflation and unemployment with an emphasis on the Australian economy. It is important to understand the nature of the business cycle because changes in the levels of output, income, spending and employment have important implications for households, firms and government. This unit provides excellent preparation for the Year 12 ATAR Subject.

ASSESSMENTS
There are a variety of assessments which cover a range of economic skills and understandings providing students with opportunities to demonstrate their knowledge.

Short response and data Interpretation	(30%)
Extended response	(40%)
Examinations	(30%)

CAREER POSSIBILITIES
There are enormous workplace opportunities in business, commerce, marketing, advertising, banking, finance and stockbroking. General economic and financial knowledge is also a very important life skill.

ATAR – GEOGRAPHY

PREREQUISITES
Year 10 HASS - B Grade or HASS Exam 65%+.

RATIONALE
As a science, Geography develops an appreciation of the role of the biophysical environment in human life, and an understanding of the effects human activities can have on environments. As a result, it develops students' ability to identify, evaluate and justify appropriate and sustainable approaches to the future by thinking holistically and spatially in seeking answers to questions. Students will learn to think critically, research and communicate their knowledge through writing and other means of communication independently. They will therefore have skills that are valued in all careers. In the senior secondary years, the ATAR Geography subject provides a structured, disciplinary framework to investigate and analyse a range of challenges and associated opportunities facing Australia and the global community. These challenges include rapid change in biophysical environments, the sustainability of places, dealing with environmental risks, and the consequences of international integration. Students develop a range of skills that help them to understand the physical world, interpret the past, scrutinise the present, and explore sustainable strategies for the future care of places. They are able to understand recent and future developments, such as urban planning, climate change, cultural diffusion, environments at risk, sustainable development practices, and the unequal distribution of resources throughout the world.

CONTENT
Unit 1 – Natural and Ecological Hazards. Natural and ecological hazards represent potential sources of harm to human life, health, income and property, and may affect elements of the biophysical, managed and constructed elements of environments. This unit focuses on understanding how these hazards and their associated risks are perceived and managed at local, regional and global levels. Building on their existing geographical knowledge and understandings, students explore natural hazards, such as bushfires. They will also explore ecological hazards such as tropical diseases, with a focus on Malaria.

Unit 2 – Global Networks and Interconnections. This unit focuses on the process of international integration (globalisation) and is based on the reality that we live in an increasingly interconnected world. It provides students with an understanding of the economic and cultural transformations taking place in the world today, the spatial outcomes of these processes, and their political and social consequences. This is a world in which advances in transport and telecommunications technologies have not only transformed global patterns of production and consumption but also facilitated the diffusion of ideas and elements of cultures. The unit explains how these advances in transport and communication technology have lessened the friction of distance and have impacted at a range of local, national and global scales. Students will look in depth at two cultural issues, such as the 'geography of wine' and 'the geography of music'.

ASSESSMENT

- Inquiry
- Fieldwork/Practical
- Short & extended responses
- Examination

CAREER POSSIBILITIES
Cartographer, GIS Specialist, Climatologist, Transportation management, Environmental management, Demographer, Foreign Service, Tourism, Urban Planning, Geopolitical Analyst, Government Advisor, Mining - Project management, Rehabilitation Officers and Community Liaison Managers.

ATAR – MODERN HISTORY

PREREQUISITES
Year 10 HASS - B Grade; Exam 65%.
Consideration will also be given to students who have achieved good grades in English.

RATIONALE
History is the study and practice of making meaning of the past by examining the ideas, beliefs and values that have shaped and influenced our lives today. It provides students with a greater appreciation of the world and societies around them, including individuals, movements, events and ideas that have shaped the world in which they live. A study of Modern History enables students to become critical thinkers with the ability to find, analyse and prioritise information. Students of Modern History develop written and verbal expression through research, source analysis and the formulation of extended arguments.

CONTENT
Unit 1 - Understanding the modern world – "Capitalism – the American experience (1907 – 1941)". This unit examines developments of significance in the modern era, including the ideas that inspired them and their far-reaching consequences. Students examine developments or turning points that have helped to define the modern world. This unit explores crucial changes to American society in the early 20th Century. These include economic change such as the development of capitalism and mass production, economic growth of the "Roaring 20s" and the Great Depression of the 1930s in America. Social changes studied include women's rights, treatment of social minorities, prohibition and the rise in crime and intolerance as reflected through people such as Al Capone and groups such as the Ku Klux Klan. Political change is examined through the growth of different ideologies and their impacts on society during the period.

Unit 2 - Movements for change in the 20th Century – "Nazism in Germany". This unit examines significant movements for change in the 20th Century that led to change in society, including people's attitudes and circumstances. These are movements that have shaped the world in which we live and have had a lasting impact on modern societies. It focuses on the ways in which individuals, groups and institutions challenge authority and transform society. Students study the impacts of World War One on Germany, the failure of democracy which led to the rise of Hitler and the Nazi Party, and the implementation of Hitler's economic, social and political policies which ultimately led to World War Two and the Holocaust. These are movements that have shaped the world in which we live and have had a lasting impact on modern societies.

ASSESSMENTS
There are four assessment types:
- Historical Inquiry
- Explanation: in-class essays
- Source Analysis
- Examinations (Semester 1/Semester 2).

CAREER POSSIBILITIES
The study of Modern History can lead to a wide variety of careers, not just limited to history. Students of history are sought after by many employers in a large number of industries and businesses for their analysis, research and writing skills, critical thinking and ability to prioritise information.

EXCURSIONS
Students typically go on one excursion per year in History. This is usually to the Holocaust Centre in Yokine. The cost is approximately $20.00.

ATAR – PHILOSOPHY AND ETHICS

PREREQUISITES
High level of performance in Year 10 HASS or English – B Grade; Exam 65%+.

RATIONALE
Philosophical thought shapes what people think, what they value, what they consider to be true, and how they engage with others and the world around them. It is one of the foundations of all academic disciplines. Philosophical inquiry requires that we question our assumptions, beliefs and our reasons for holding them. The ATAR Philosophy and Ethics course aims to empower students to make independent judgements on the basis of reason.

The study of philosophy gives us a set of skills that better enables us to understand, evaluate and engage with our world, whether that is our personal or our social world, our world of work or the wider questions of how the world works. In philosophy and ethics, disagreement is common. Methods of inquiry and the skills of critical reasoning help us deal more effectively with disagreement. This course places considerable emphasis on students contributing constructively to a philosophical Community of Inquiry. A philosophical Community of Inquiry is discussion-based learning through which students learn with and from others, how to engage in philosophical disagreement. Such disagreement seeks to clarify, analyse, evaluate and define philosophical and ethical concepts and issues to help students understand and deal with complex questions raised by popular culture, by contemporary events and by the history of ideas. Some examples in popular culture include audio-visual texts such as Crash Course Philosophy, Rick and Morty, The Matrix, The Good Place and The Avengers Movies.

CONTENT
Unit 1 – Reason and persons, students examine reasoning, inference, doubt, and proof: the construction of world views; ideas of mind, body and personhood; ideas of action, intention, motives, free-will and determinism; and the elements of personal and societal ethics and justice.

Unit 2 – Reason and culture, students examine ideas of beauty and aesthetics: the interpretation of art and literature; the idea of culture; intuition and emotion; and personal relationships and friendship.

ASSESSMENT

Critical Reasoning	(20%)
Philosophical Analysis and Evaluation	(20%)
Construction of Argument	(20%)
Examination	(40%)

CAREER POSSIBILITIES
The ATAR Philosophy and Ethics course develops thinking skills and moral discernment that students apply to a range of practical situations in their personal, social and working lives. The subject is relevant to students following career paths that require the evaluation of arguments, such as law, or those needing to make complex judgements, such as in medical, pastoral or other human service occupations. It is of equal value to those focusing on the possibility of studying humanities or philosophy at university. The ATAR Philosophy and Ethics course is also relevant to those entering careers involving aesthetics, such as advertising and design.

ATAR – POLITICS & LAW

PREREQUISITES
High level of performance in HASS. Year 10 HASS – B Grade; Exam 65%+.

RATIONALE
Politics and Law is a critical study of the processes of decision-making concerning society's collective future. The study of politics examines the structures and processes through which individuals and groups with different interests, beliefs and goals, deliberate and negotiate in order to make choices, respond to changing circumstances and enact laws. The study of Politics and Law contributes to students' intellectual, social and ethical development. The subject aims to support all students in developing a sense of identity, and a sense of political, legal, cultural and social awareness. The subject also challenges students to critically examine the effectiveness of political and legal systems using criteria such as openness, responsiveness and accountability of those systems. At the same time, the skills and values developed in the Politics and Law subject aim to allow students to become informed, active and effective participants in the political and legal decisions that affect their lives and the future of their communities at the school, local, state, national and international levels.

CONTENT
Unit 1 - Democracy and the Rule of Law, this unit examines the principles of liberal democracy: the legislative, executive and judicial structures and processes of a non-common law system. Political and legal developments and contemporary issues (the last three years) are used to provide a framework for the unit.

Unit 2 - Representations and Justice, this unit examines the principles of fair elections; the electoral and voting systems in Australia since Federation, making reference to a recent (the last 10 years) election in Australia; the electoral system of another country: an analysis of the civil and criminal law processes in Western Australia; and an analysis of a non-common law system. Political and legal developments and contemporary issues (the last three years) are used to provide a framework for the unit.

Outcome 1: Political and legal inquiry
Outcome 2: Political and legal systems
Outcome 3: Stability and change in political and legal systems
Outcome 4: Citizenship in political and legal systems

ASSESSMENT
Students will be assessed throughout the year in the following forms of assessment:

Investigation	(10%)
Short Answer	(20%)
Essay	(20%)
Source analysis	(20%)
Semester 1 and 2 examinations	(30%)

CAREER POSSIBILITIES
Politics and Law can provide a valuable background for those seeking careers in the law, political advocacy, public administration, teaching, journalism and government. It is also useful for students considering a career in commerce and finance.

GENERAL – ACCOUNTING & FINANCE

PREREQUISITES
Satisfactory performance in Year 10 HASS – C grade; Exam 50%.
An interest in personal finance and business accounting and finance is also recommended.

RATIONALE
The General Accounting and Finance 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, as well as the ethical, social and environmental issues involved. It helps students to analyse and make informed decisions about finances.

Financial literacy gives individuals the ability to make sound financial judgements. In an age when many business practices and ethical standards are being questioned, awareness of the ways financial practices impact on their lives helps students take responsibility for their own financial commitments. It gives them the problem-solving skills to operate at many levels of financial decision making.

CONTENT
Unit 1: Personal Finance. The focus for this unit is personal finance. The concepts, principles and terminology used in financial decision making and management on a personal basis are introduced. The unit addresses main institutions that operate in financial markets and how governments and other bodies can affect the way individuals and groups make financial decisions. The main financial documents and reports used in personal financial transactions and decision making and the systems that facilitate individuals to carry out their financial transactions are considered.

Unit 2: Accounting for small cash entities. The focus for this unit is accounting for small cash entities. It addresses the fundamental accounting and finance principles and the application of these to the establishment and operation of small cash entities, including small incorporated bodies. The main financial institutions that small cash entities deal with are introduced and the methods that governments and other community bodies use to influence decision-making processes are considered. It also addresses financial record keeping on a cash basis for small entities, as well as the main financial documents and reports used in the financial transactions of small incorporated entities.

ASSESSMENT
Internal assessment throughout the subject is based on the following:

Projects	(40%)
Tests	(60%)

CAREER POSSIBILITIES
Career possibilities are very diverse and range from dealing with personal finances as a financial planner or advisor, dealing with business tax to investigating fraud as a forensic accountant.

GENERAL – BUSINESS MANAGEMENT AND ENTERPRISE

PREREQUISITES
Year 10 English – Minimum C Grade.

RATIONALE
This course gives students the opportunity to understand how vital business is to individuals and society and how it impacts on many aspects of our lives. This course focuses on the day-to-day skills required to run a small business.

CONTENT
Unit 1 - The focus of this unit is on establishing a small business in Australia. Opportunities are provided to explore business start-ups and to recognise the factors that contribute to business success. Entrepreneurship and innovative thinking are introduced, encouraging students to generate ideas and proposals that may be suitable for business ventures.

Unit 2 - The focus of this unit is developing and implementing daily operational activities of a business. The concepts of innovation, marketing, competitive advantage and legal aspects of running a business are investigated and applied.

ASSESSMENT
In-class response assessments and research tasks.

CAREER POSSIBILITIES
This course is especially useful for students who are considering running their own small business such as plumbers, electricians, hairdressers, beauticians and start-ups.

GENERAL – GEOGRAPHY

PREREQUISITES
Satisfactory performance in Year 10 HASS – C Grade; Exam 50%.

RATIONALE
Geography investigates and analyses a range of challenges and associated opportunities facing Australia and the global community, including the rapid change in biophysical environments, the sustainability of places, dealing with environmental risks and the consequences of international integration. This course builds students' knowledge and understanding of the uniqueness of places and an appreciation that place matters in explanations of economic, social and environmental phenomena and processes.

Fieldwork and practical skills underpin the course. Students will explore their environment firsthand, develop Geographical Inquiry skills and Geographical skills including mapping.

CONTENT
Unit 1 - Geography of environments at risk. This unit explores the spatial patterns and processes related to environments at risk, and the protection of such environments through management at local, regional and global levels. Students investigate natural and cultural features, biomes and ecosystems, environments at risk (coral reefs, coasts, catchments, wetlands, glacial environments, national parks), sustainability, and the interrelationships between environments and humans.

Unit 2 - Geography of people and places. This unit explores the natural and cultural characteristics of a region and the processes that have enabled it to change over time and the challenges it may face in the future. Students investigate regions (land use, settlement and transport), the natural spheres of regions, how regions change over time, sustainability and factors that influence sustainability and complete an in-depth study of a region investigation characteristics and associations between the region and its natural and cultural environment (e.g. mining town, tourist attraction, agricultural region or a city).

ASSESSMENT
Internal assessment throughout the subject is based on the following:

Geographical Inquiry: (30%)
Fieldwork/practical skills: (30%)
Tests: (40%)

CAREER POSSIBILITIES
Career possibilities are very diverse and range from dealing with environmental protection/rehabilitation, urban and regional development, and tourism industries.

GENERAL – MODERN HISTORY

PREREQUISITES
Satisfactory performance in Year 10 HASS – C Grade or Exam 50%+.

RATIONALE
The Modern History General course allows students to gain insights into their own society and its values. It helps them to understand why nations and people hold certain values, and why values and belief systems vary from one group to another. This knowledge is crucial to the development of active and informed citizens in any society.

The study of history ensures that they gain essential knowledge of the past – its legacy and heritage. This assists in the development of critical thinking skills, as it encourages students to compare and contrast information, detect inconsistencies in details, recognise the manipulation of evidence, identify perspective in the presentation of graphic and textual material, and evaluate the accuracy and reliability of sources.

CONTENT
Unit 1 - People, place and time. This unit allows students to become aware of the broad sweep of history and our place within the historical narrative. Students become aware of the values, beliefs and traditions within a society, the continuity between different societies and different time periods, and the importance of individuals within a time period.

Students may investigate one or two electives (e.g. Napoleon, the Revolution and the Empire; George Washington and the American Revolution; Charles Perkins and others: Aboriginal advancement since the 1950s to the Apology; Nelson Mandela and the fight to end apartheid in South Africa or Local WA History), where historical skills will be taught.

Unit 2 - Power and authority. This unit involves studying one or two electives chosen from; Imperial power and authority (e.g. the Dutch in the East Indies), International authority (e.g. The UN and League of Nations) and/or Authoritarian state (e.g. Tokugawa Japan). Students learn that societies consist of individuals and institutions that have various types of power and authority and that these interact with each other.

The course investigates how power and authority is distributed throughout a group or society, that individuals and groups seek to influence the structures of power and authority and the difficulties of using these structures in a just or equitable manner.

ASSESSMENT
Internal assessment throughout the subject is based on the following:

History Inquiry	(20%)
Explanation	(25%)
Source Analysis	(30%)
Tests	(25%)

CAREER POSSIBILITIES
Career possibilities are very diverse and range from conservation consultant, journalist, cultural heritage specialist, museum education officer, researcher, or government adviser.

GENERAL – PHILOSOPHY AND ETHICS

PREREQUISITES
Satisfactory performance in Year 10 HASS – C Grade or Exam 50%.

RATIONALE
In Philosophy and Ethics, disagreement is common. Methods of inquiry and the skills of critical reasoning help us deal more effectively with disagreement. The Philosophy and Ethics General course takes a more practical approach to the subject of philosophy and is more focused on "doing" philosophy through discussing opposing views in numerous class discussions. To achieve this, this subject places considerable emphasis on students contributing constructively to a philosophical Community of Inquiry. A philosophical Community of Inquiry is discussion-based learning through which students learn with and from others, how to engage in philosophical disagreement. Such disagreement seeks to clarify, analyse, evaluate and define philosophical and ethical concepts and issues to help students understand and deal with complex questions raised by popular culture, by contemporary events and by the history of ideas. Some examples in popular culture include audio-visual texts such as Crash Course Philosophy, Rick and Morty, The Matrix, The Good Place and The Avengers Movies.

CONTENT
Unit 1 – Reason and Actions. This unit enables students to examine some basic elements of reasoning; the distinction between opinion and evidence; the idea of personhood; work, leisure and society; and society, rights and obligations.

Unit 2 – Reason and Happiness. In this unit students examine the basic components of argument: the concept of fairness; concepts of human fulfilment; material and psychological wellbeing; and the ethics and values of friendship.

Both units will ask students to explore the following questions:
- How do we know?
- What is real?
- How should we live?

ASSESSMENT

Critical Reasoning	(20%)
Philosophical Analysis and Evaluation	(30%)
Construction of an argument	(20%)
Test	(30%)

CAREER POSSIBILITIES
The General Philosophy and Ethics course develops thinking skills and moral discernment that students apply to a range of practical situations in their personal, social and working lives. The subject is relevant to students following career paths that require the evaluation of arguments, such as law, or those needing to make complex judgements, such as in medical, pastoral or other human service occupations. The General Philosophy and Ethics course is also relevant to those students who are curious about the world in general and wish to live a more fulfilled life.

THE ARTS

REMINDER: *A minimum of four ATAR courses must be selected to get an ATAR to apply for University entrance through TISC.*

GENERAL – DANCE

PREREQUISITES

There are no formal prerequisites for Year 11 General Dance. However, students are expected to have a solid foundation in dance, ideally gained through successful participation in a Year 10 Dance and/or Circus course. A high level of independence is essential, and students should be ready to commit to regular rehearsals and coursework outside of class to meet the demands of the program and continue developing their technical and performance skills.

RATIONALE

The General Dance course has both practical and theoretical aspects of dance; the making and performing of movement and the appreciation of its meaning. Through group work the students use a wide range of creative processes, such as the use of choreographic elements and devices to create dance works.

They also learn how dance styles and forms are historically derived and culturally valued. Through dance, students experience an intrinsic sense of enjoyment and have an opportunity to achieve a high level of movement skills.

They will learn dance skills in different genres as well as choreography. There will be opportunities for creating and performing with a large focus on the practical aspects of dance.

CONTENT

The subject is divided into two main content areas; Performance and Contextual Knowledge. The subject has a focus on' 'Exploring the Components of Dance' and 'Dance for Entertainment'. Practical work is the main focus of this unit with 70% of the subject being practical.

ASSESSMENT

The two types of assessment:

- Performance/Production
- Response

Due to the nature of the course and the practical tasks, a high level of independence is essential, and students should be prepared to engage in regular work outside of the class to meet course demands and develop their skills.

CAREER POSSIBILITIES

Participation may lead to opportunities for future study in dance or related arts fields.

GENERAL – DESIGN: PHOTOGRAPHY

PREREQUISITES

There are no formal prerequisites for Year 11 Design Photography. However, students are expected to have a sound understanding of the subject, ideally developed through the successful completion of a Lower school photography, art, or media courses.

RATIONALE

The focus of this course is to develop an understanding of design in the world around us and to gain key photographic skills. Students understand that photography is a discipline area with its own history, traditions, tools and techniques. Students are introduced to design elements and principles and design processes and practice. They develop basic drawing skills and are introduced to a range of techniques to demonstrate their control over the elements of design in photography. Students are introduced to production skills and processes, materials, studio lighting, digital photography and Photoshop™ software. They will document the design process undertaken in the development of cohesive photographic work that responds to a design brief with a particular target audience in mind. Students will also be encouraged to explore their own interests and communicate their personal perspectives through a mixed media photographic work.

As part of this course, students will be introduced to the option of Portfolio entrance to a variety of tertiary institutions after successful completion of the Year 12 course. A series of Portfolio workshops will support students in the exploration of their options for tertiary education using a body of work from this subject.

ASSESSMENT

School based assessment. Students will produce three types of assessable work to demonstrate their achievements in the following outcomes:

Response	(30%)
Production	(70%)

- Design understanding
- Design process
- Application of design
- Design in society

Due to the nature of the course and the practical tasks, a high level of independence is essential, and students should be prepared to engage in regular work outside of the class to meet course demands and develop their skills.

CAREER POSSIBILITIES

For most students this design course will develop their photographic skills and give them a sound grounding in the production of a successful imagery. It will also give them the skills and knowledge to further their studies at a variety of tertiary institutions. Photography will pave the way for further studies preparing students to work within photography, art, graphic design, media and journalism. At the very least students will gain skills and a hobby activity that is an interesting, challenging and rewarding creative outlet.

GENERAL – DRAMA

PREREQUISITES

There are no formal prerequisites for Year 11 General Drama. However, students should have a genuine interest in performance and collaborative creative work. Successful completion of drama in Years 9 and/or 10 is strongly recommended, as these courses provide valuable foundational skills that support success in Year 11 General Drama.

CONTENT

Units 1 & 2 - The General Drama course focuses on dramatic styles 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. They engage in drama processes such as improvisation, play building, text interpretation, playwriting and dramaturgy. Students' work in this subject also includes production and design aspects involving scenography, costumes, sound and lighting. Students work independently and collaboratively, learning time management skills, showing initiative and demonstrating leadership and interpersonal skills. The Drama General subject requires them to develop and practise problem-solving skills through creative and analytical thinking processes.

Unit 1 - focuses on dramatic storytelling.

Unit 2 - focuses on drama performance events.

ASSESSMENT

Two types of assessment:

- Performance/Production
- Response

Due to the practical and performance-based nature of the course, students are expected to demonstrate a high level of independence and commitment. Regular rehearsal and preparation outside of class time is essential to meet the demands of the course and develop performance skills. Participation in end-of-semester showcases is a key requirement of the course.

CAREER POSSIBILITIES

The General Drama course is inclusive of general and vocational education, catering for a full range of achievements in Years 11 and 12. This will include students who intend studying or seeking employment in vocational areas such as acting, directing, design of sets, costumes, lighting or sound and theatre management; students who will continue to enjoy drama and apply the knowledge, skills and understandings they have learned to the other aspects of their lives and students who intend to study Drama, Arts Management and Theatre Design at a tertiary level.

GENERAL – MEDIA PRODUCTION & ANALYSIS

PREREQUISITES

There are no formal prerequisites for this course. However, students are expected to have a sound understanding of the subject, ideally developed through the successful completion of a Media Production & Analysis course in Year 9 or 10.

RATIONALE

The General Media Production and Analysis course aims to prepare students for a future in a digital world by providing the skills, knowledge and understandings to construct their own visual stories and interpret the visual stories of others. Students learn the languages of media communication and how a story is constructed using representations. Students as users and creators of media products, consider the important role of audiences in the interpretation process. Students will consolidate their understanding of media within the contexts of Television Print and Film, focusing on the genres of mood videos, Crime Drama, TV Advertising, Lifestyle Magazines and Television Current Affairs.

CONTENT

Unit 1 – Mass media, students reflect on their own use of the media, common representations, including the examination of characters, stars and stereotypes and the way media is constructed and produced.

Unit 2 – Point of view, students will be introduced to the concept and learn how a point of view can be constructed. They will analyse media work and construct a point of view in their own productions.

As part of this course, students will be introduced to the option of Portfolio entrance to a variety of tertiary institutions after successful completion of the Year 12 course. A series of Portfolio workshops will support students in the exploration of their options for tertiary education using a body of work from this subject.

ASSESSMENT

Assessment in this subject comes from two assessment types; responses to student and professional media productions and student practical productions. There will be no exam at the end of either unit. Assessment weightings favour practical production tasks.

Due to the nature of the course and the time-intensive practical tasks, students are expected to dedicate additional time to their production tasks. This requires effective time management to ensure success. A high level of independence is essential, and students should be prepared to engage in regular work outside of class to meet course demands and develop their skills.

CAREER POSSIBILITIES

General Media Production and Analysis is a very useful course for students wishing to undertake one of the many media-related subjects offered at TAFE. Students who wish to work in Media related fields such as television, broadcasting, advertising and marketing could also find this course most useful.

GENERAL – VISUAL ARTS

PREREQUISITES
There are no formal prerequisites for Year 11 General Visual Arts. However, students are expected to have a sound understanding of the subject, ideally developed through the successful completion of a Visual Arts course in Year 10. A high level of independence is required, and students should be prepared to engage in regular work outside of class to meet course demands and develop their skills.

RATIONALE
In the General Visual Arts course, you will engage in traditional, modern and contemporary media and techniques within the broad areas of art forms and across various studio disciplines such as drawing, painting, printmaking, mixed media and ceramics. This subject promotes innovative practice and sees students working independently in a project-based manner with skills workshops designed to support and develop skills across multiple mediums.

CONTENT
The Year 11 syllabus is divided into two units which are delivered as a pair.

Unit 1 – **Experiences.** This unit focuses on your personal experiences and observations.

Unit 2 – **Explorations.** This unit focuses on ways to generate and develop ideas using a variety of stimulus materials and explorations.

In both Unit 1 and Unit 2, when exploring ideas and approaches to art making you will also be engaging in the Visual Analysis of international, national, and local artists connected with each unit theme through investigation of research and written art theory work. You are required to make a body of work that develops your ideas, techniques and develops your skills, including a sketchbook that explores media testing and design development which will lead to resolved artworks.

ASSESSMENT
Students will be required to complete a variety of activities in Production (practical) and Art Analysis (written).

Subject Assessment (practical) (70%)
Written (research and written art theory) (30%)

Due to the nature of the course, and practical tasks being time consuming, there is an expectation that students put in some extra time whilst working on their production task (resolved artwork). Work maybe expected to be undertaken outside of the classroom. Students will need to manage their time effectively to ensure success.

CAREER POSSIBILITIES
As part of this course, students will be introduced to the option of Portfolio entrance to a variety of tertiary institutions after successful completion of the Year 12 course. A series of Portfolio workshops will support students in the exploration of their options for tertiary education using a body of work from this course.

Completing this course at Year 11 would not exclude the student from later selecting a university bound subject. Many visual art qualifications lead to a variety of art-related career paths within the creative industries such as arts management and administration, fine arts or contemporary arts in a variety of studio areas, graphic design, industrial design, architecture, fashion design and photography or digital media.

ADDITIONAL COSTS
Each of these units may include an art gallery/drawing excursion. These will cost approximately $25.

HEALTH & PHYSICAL EDUCATION

REMINDER: *A minimum of four ATAR courses must be selected to get an ATAR to apply for University entrance through TISC.*

ATAR – HEALTH STUDIES

PREREQUISITES

Interest in health promotion, research or community health, and a curiosity for how the world works.

Year 10 English or AEP - B Grade; Exam 60%+.

RATIONALE

This ATAR course allows students to explore health as a dynamic quality of life. Students will examine the impact of social, environmental, economic and biomedical determinants of health and their collective contribution to health inequities, as well as exploring approaches to address barriers which prevent groups from experiencing better health. Students apply inquiry skills to examine and analyse health issues, develop arguments and draw evidence-based conclusions. The course also provides students with opportunities to develop skills that will enable them to pursue careers in a range of health and community service industries.

CONTENT

The Units 1 and 2 will run concurrently. The focus of these units will be on understanding the importance of personal and community action in promoting health. Students will examine key health determinants and how they impact on an individual's decision-making ability. Students will have the opportunity to explore contemporary health issues and through this process they will develop research skills that can be applied to a range of health issues and concerns.

Students will complete theoretical work in the following outcomes:

Outcome 1 Knowledge and Understandings
Outcome 2 Beliefs, Attitudes and Values
Outcome 3 Self-Management and Interpersonal Skills
Outcome 4 Health Inquiry

Content areas include:

- Holistic health
- Health promotion
- Consumer health
- Community Development
- Beliefs, attitudes and values
- Social and cultural norms
- Self-management and Interpersonal skills
- Health inquiry
- Epidemiology

ASSESSMENT

Assessment will provide evidence of achievement of all the outcomes. Students will be credited with one grade for both Units 1 and 2 at the end of the year, as the units are run concurrently. The range of assessment types used in this subject (listed below) are consistent with the teaching and learning strategies considered to be most supportive of student achievement:

- Response
- Project
- Inquiry
- Exams

CAREER POSSIBILITIES

This course prepares students for a variety of post–school pathways, including employment in a range of health and community service industries or tertiary studies in the field of Health Science and Health Promotion. Health Promotion links students to both government and non-government health organisations, as well as National and International aid programs. Students will have the opportunity to develop key employability and life skills, including communication, leadership, initiative, critical and creative thinking. Inquiry skills will equip students to adapt to current and future studies and work environments.

ATAR – PHYSICAL EDUCATION STUDIES

PREREQUISITES
Year 10 General Science - A Grade or Exam 65%+
Or Year 10 Specialist Science – C Grade or Exam 65%+
Or Year 10 AEP Science – C Grade or Exam 65%+
AND Year 10 Physical Education – B+ Grade and/or Year 10 Specialist Physical Education Program (Swimming/Football/Sports Science) – B+ Grade.

Playing competitive sport at State or club level is vital for success in this subject as 30% of the marks are from practical aspects.

RATIONALE
Physical Education Studies is a sport science-based course. It focuses on the complex interrelationships between learning motor skills, biomechanics, physiology, psychology and functional anatomy. This course will suit students who have an interest in sports science and who participate in sport at a high level. The course breakdown is 70% theory and 30% practical.

The course appeals to students with varying backgrounds, physical activity knowledge and dispositions. Students analyse the performance of themselves and others, apply theoretical principles and plan programs to enhance performance.

Practical components will be based on Volleyball and Touch Football but will remain dependent on teacher and resource availability.

CONTENT
The subject content is divided into six interrelated content areas:

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

ASSESSMENT

Practical	(30%)
Investigation	(15%)
Response	(15%)
Examination	(40%)

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

GENERAL – HEALTH STUDIES

PREREQUISITES
Year 10 Health – Minimum C Grade, Year 10 English – Minimum C Grade.

RATIONALE
The General Health Studies course focuses on the study of health as an important factor of human life. Students undertaking this course develop the knowledge and skills necessary to promote an understanding of the importance of personal and community action in promoting health.

Students explore factors which influence their health in positive and negative ways, and devise action plans which focus on achieving identified goals designed to improve health. Key consumer health skills and concepts are introduced, including the role and features of components of the Australian healthcare system.

CONTENT
Health Studies is all about how healthy we are as individuals, communities and population groups.

The course will investigate the answers to questions such as:
- How do we make sure individuals engage in activities that promote or look after their health?
- What skills do individuals need to be able to experience good health? How do we promote or teach these skills?

We also consider developing countries:
- Why do they suffer from poorer health and how can we improve this?
- How do we ensure that everyone around the world has equal access to strategies and services that promote good health?

Students who choose this course, should have a keen interest in Health, either looking after their own or working with others to improve the health of the population (Health Promotion). Curiosity for events happening around the world is important. You will consider world events such as the spread of a pandemic, poverty and war as well as current affairs, sexual, mental and physical health.

This course is not the same type of course as Health Education in Years 7 – 10, but rather Health on a global scale.

The Year 11 course is composed of two units which are delivered as a concurrent course during the year.

Unit 1 - This unit focuses on personal health and wellbeing and what it means to be healthy.
Unit 2 - This unit focuses on personal health and introduces the many factors which influence health.

ASSESSMENT
School based assessment. There is no exam.

Students will produce three types of assessable work to demonstrate their achievement in the following outcomes:

Inquiry	(20%)
Response	(30%)
Project	(50%)

CAREER POSSIBILITIES
This course will prepare students for career and employment pathways in a range of health and community service industries. Students will have the opportunity to develop key employability and life skills, including communication, leadership, initiative and enterprise. Inquiry skills will equip students to adapt to current and future studies and work environments.

GENERAL – PHYSICAL EDUCATION STUDIES

PREREQUISITES
Year 10 Physical Education - Minimum B Grade and/or Year 10 Specialist Physical Education Program (Swimming/Football/Sports Science) – C Grade

Due to the large surf and body boarding component of this course, students must be able to swim 200m in less than 7 minutes and support themselves for 15 minutes unassisted in deep water. A swim test is conducted in the first week of the unit. Due to safety and risk management protocols, a student who does not pass the swim test will be counselled to select another course.

NOTE: *If selected in tandem with ATAR Physical Education Studies only one subject is permitted to be used for credit towards the WACE. It is required that a student must have a B grade average in Year 10 to select both General and ATAR Physical Education Studies.*

RATIONALE
Physical activity plays a significant role in many people's lives, positively contributing to the development of an individual's physical, social and emotional growth. This subject assists students to make choices that benefit their health now and in the future. Throughout the subject, physical activity and sport are used to develop skills and performance, along with an understanding of physiological, anatomical, psychological, biomechanical and skill learning applications.

CONTENT
The General Physical Education Studies course is a very practical unit and focuses on student participation in a range of sports and activities. The course enables students to perform as active sporting participants, leaders, coaches, analysts and planners of physical activity which in turn facilitates their development of personal and social skills that can be utilised in leisure, education, sport development, health and medical fields. Sporting contexts include body boarding and surf activities, volleyball, golf and beach volleyball.

ASSESSMENT
School-managed assessment will provide evidence of achievement of all the outcomes.

Practical	(50%)
Theory	(50%)

CAREER POSSIBILITIES
Although Physical Education Studies is not a pre-requisite for some tertiary studies, it would be an advantage for students interested in nursing, physiotherapy, occupational therapy, physical education teaching and any recreational or sports management subjects.

MUSIC

REMINDER: *A minimum of four ATAR courses must be selected to get an ATAR to apply for University entrance through TISC.*

ATAR – MUSIC

PREREQUISITES
Students must have achieved a C grade in Musicianship and Instrumental Music or B grade in General Music and Instrumental Music and 80% attendance at instrumental lessons and ensembles or have approval from the Director of Music or have approval from the Director of Music.

Students must be receiving regular weekly instrumental or vocal lessons, either through the school or privately, and attend choir and ensemble rehearsals as appropriate for their instrument or voice to remain eligible for enrolment in the music courses. Evidence of private lessons are required each semester.

RATIONALE
Music is an expression of human experience and has an important place in the history and culture of all civilisations. Studying music ensures lifelong appreciation and engagement in the arts, and fosters understanding and respect for all music and performance mediums across different times and places.

The Music course enables students to develop their musical abilities in performance, aural and composition, and to appreciate major contributions of other musicians in history.

CONTENT
The subject is divided into Performance, Composition, Music literacy, and Music analysis.

ASSESSMENT
Students have regular written, aural and performance assessments. There is also a written and performance examination each semester.

CAREER POSSIBILITIES
Musician, Composer, Music Teacher, Music Therapist, Music Journalism & Sound Engineer.

COSTS
The cost of participating in this subject is $270.00.
This cost includes an ensemble levy of $45.00 per year for the purchase of scores for the instrumental and choral ensembles and towards the cost of choral accompaniment.
This cost also includes $125.00 towards the hire of specialist examiners for instrumental recitals.

ADDITIONAL COSTS
Students may have the opportunity to attend performances by professional groups relevant to their studies. Typical ticket prices may be around $25.00 per performance. While students are strongly encouraged to attend, it is not compulsory.

Music students are expected to purchase a complete concert uniform through the Churchlands Senior High School Uniform Shop.

Instrumental students hiring an instrument through the school must pay a $125 levy to cover the costs of maintenance and repair to the instrument. This is payable ONLY by students hiring an instrument through the school.

Percussion students pay a $30.00 levy towards the repair, upkeep and replacement of instruments.

Voice students pay a $30.00 levy towards the cost of resources, repertoire and choreography.

As part of the performance examination, most students must also hire an accompanist, typically for at least two rehearsals prior to the examination, and then for the examination itself. The total cost varies but could be between approximately $100.00 and $200.00 per examination with rehearsals included.

GENERAL – MUSIC

PREREQUISITES
Students must have achieved C grade in Musicianship and Instrumental Music or B grade General Music and Instrumental Music and 80% attendance at instrumental lessons and ensembles or have approval from the Director of Music.

Students must be receiving regular weekly instrumental or vocal lessons either through the school or privately *and* attend choir and ensemble rehearsals as appropriate for their instrument or voice to remain eligible for enrolment in the music course. Evidence of private lessons will be required each semester.

The course work involves regular use of OneNote to access course documentation and the use of composition software such as MuseScore or Sibelius. This requires that the student has access to a reliable and fully charged laptop for all classes.

RATIONALE
The Music General course provides an opportunity for creative expression, the development of aesthetic appreciation and the pleasure and satisfaction that comes from listening to and making music independently and collaboratively with others. Studying music may also provide a pathway for further training and employment in a range of professions within the music industry.

CONTENT
Students develop their skills, knowledge and understanding to listen to, compose, perform and analyse music. They develop aural and music literacy skills and learn how the elements of music can be applied when performing, composing and responding to music. Students learn about how music is created and performed, analysing musical works and exploring how social, cultural and historical factors shape music in the specific context selected for study. Students develop skills, confidence and stylistic awareness to engage in music making as performers and audience members both individually and collaboratively.

ASSESSMENT
Students will be required to complete a variety of written and performance assessments.

CAREER POSSIBILITIES
Musician, Composer, Music Teacher, Music Therapist, Conductor, DJ & Sound Engineer.

The following are indicative job roles for this qualification:

COSTS
The cost of participating in this subject is $70.00.
This includes an ensemble levy of $45.00 per year for the purchase of scores for the instrumental and choral ensembles and towards the cost of choral accompaniment.

ADDITIONAL COSTS
Students may have the opportunity to attend performances by professional groups relevant to their studies. Typical ticket prices may be around $25.00 per performance. While students are strongly encouraged to attend, it is not compulsory.

Music students are expected to purchase a complete concert uniform through the Churchlands Senior High School Uniform Shop.

Instrumental students hiring an instrument through the school must pay a $125 levy to cover the costs of maintenance and repair to the instrument. This is payable ONLY by students hiring an instrument through the school.

Percussion students pay a $30.00 levy towards the repair, upkeep and replacement of instruments.

Voice students pay a $30.00 levy towards the cost of resources, repertoire and choreography.

TECHNOLOGIES

REMINDER: *A minimum of four ATAR courses must be selected to get an ATAR to apply for University entrance through TISC.*

ATAR – COMPUTER SCIENCE

PREREQUISITES
Year 10 Pathway 1 or AEP Mathematics - C Grade; Exam 50%+.
Year 10 Pathway 2 Mathematics - B Grade; Exam 65%+.

RATIONALE
From search engines to smart phones, computing science involves the theory and design behind the intelligent systems and computers that transform the way we all live, work and communicate. The ATAR Computer Science course focuses on the fundamental principles, concepts and skills within the field of computing and provides students with opportunities to develop flexibility and adaptability in the roles of developers and users. Students will learn the theoretical, algorithmic, implementation and systems principles that underpin data management, system and software design, computer language and networking and discover how to develop new technological solutions. The impact of technological developments on the personal, social and professional lives of individuals, businesses and communities and the consequences of ethical, moral and legal factors from the use of technology are explored.

CONTENT
Unit 1: Design and development of programming and network solutions
In this unit, students gain knowledge and skills to create software solutions. They use algorithms and structured programming to design and implement software solutions for a range of problems. They consider the complex interactions between users, developers, the law, ethics and society when computer systems are used and developed. Students learn about network communications and the transfer of data through a network.

Programming - Solutions develop solutions to specific problems using both pseudocode and a programming language. They examine the use of various simple and complex data types with the basic constructs of sequence, selection and iteration. Complex problems are analysed and broken down into small, self-contained units for which students create functions, with parameter passing. In this unit, students consider good programming practices and the suitability of an algorithm, including the use of standard algorithms to complete common tasks.

Network communications - Students explore the communication models and protocols underpinning the transfer of data in local networks and the internet. They explore purpose of layers of a network and the components that operate within them, taking into account factors that affect the design of the network. They investigate design and creation of secure and efficient networks.

Unit 2: Design and development of database solutions and cyber security considerations
In this unit, students learn about the design concepts and tools used to develop relational database systems. Students gain knowledge and skills to create database solutions and create queries to extract relevant information. Students consider the security of network communications, exploring a range of threats and measures used to keep networks secure. Students examine attitudes and values involved in the creation and use of computer-based systems and their effect on society. They examine the ethical and legal obligations of the user and developer in the collection and storage of data.

Cyber security
Students explore the communication models and protocols underpinning the transfer of data in local networks and the internet. They examine methods of keeping network communications secure over an open connection, such as the internet. Students consider the legal requirements and ethical responsibilities of developers, organisations and penetration testers with respect to the management of data and networks.

Data management

Students examine the organisation of data into separate entities using a relational database and the process of normalisation. They explore various methods of representing and organising data and develop a working database solution using SQL. The legal and ethical responsibilities with regards to the collection and storage of data are considered.

ASSESSMENT

- Project
- Theory Test
- Practical Test
- Examination

CAREER POSSIBILITIES

This course of study is designed for students wishing to become an Information Technology professional or those who may be advantaged by having developed skills in programming, problem solving and planning or understanding of networks and data. The skills developed are suitable and advantageous for many professions in the modern world.

GENERAL – CHILDREN, FAMILY & THE COMMUNITY

PREREQUISITES
There are no prerequisites for this subject.

RATIONALE
The General Children, Family and the Community course focuses on factors that influence human development and the wellbeing of individuals, families and communities. Students explore the health of individuals and communities and the protective and preventative strategies that impact on growth and development. They engage in shared research, examine goal setting, self-management, decision-making, communication and cooperation skills when creating products, services or systems that will assist individuals, families and communities to achieve their needs and wants. Contemporary Australian issues or trends relating to families and communities at the state and national level are examined in practical ways.

CONTENT
- Virtual baby program
- Nutrition
- Family Structure
- Communication
- Community resources
- Family law
- Influence of advertising and media
- Fundraising
- Social issues and trends
- Caring for others
- Range of practical skills e.g. Food preparation and craft/textiles

ASSESSMENT
Assessment will incorporate a variety of forms including practical and written throughout the subject.

Investigation	(30%)
Production	(55%)
Response	(15%)

CAREER POSSIBILITIES
This course provides valuable background for students wishing to enter such fields as teaching, nursing, midwifery and community based work. It also provides many valuable life skills for everyday living.

GENERAL – COMPUTER SCIENCE

PREREQUISITES
Nil.

RATIONALE
From search engines to smart phones, computing science involves the theory and design behind the intelligent systems and computers that transform the way we all live, work and communicate. The General Computer Science course focuses on the fundamental principles, concepts and skills within the field of computing and provides students with opportunities to develop flexibility and adaptability in the roles of developers and users. Students will learn the theoretical, algorithmic, implementation and systems principles that underpin data management, system and software design, computer language and networking and discover how to develop new technological solutions. The impact of technological developments on the personal, social and professional lives of individuals, businesses and communities and the consequences of ethical, moral and legal factors from the use of technology are explored.

CONTENT

Unit 1 – Personal use of computer systems
This unit provides students with the knowledge and skills required to use and maintain a personal computer. It introduces a formal method for developing simple information systems and databases. While considering personal needs, students examine the social, ethical and legal implications of personal computer use.

Unit 1 is divided into two content areas:
- Systems analysis and development
- Managing data

Unit 2 – Personal use of communication and information systems
This unit introduces a formal method for developing networks and internet technologies and writing a sequence of simple instructions. Students examine the social, ethical and legal implications associated with software development.

Unit 2 is divided into three content areas:
- Developing software
- Programming
- Networks and communications

ASSESSMENT
- Project
- Theory Test
- Practical Test

CAREER POSSIBILITIES
This course is designed for students wishing to become an Information Technology professional or those who may be advantaged by having developed skills in programming, problem solving and planning or understanding of networks and data. The skills developed are suitable and advantageous for many professions in the modern world.

GENERAL – FOOD SCIENCE TECHNOLOGY

PREREQUISITES
An interest in food preparation and the food industry.

RATIONALE
In the General Food Science and Technology course, students develop their interests and skills through design, production and management of food related tasks. They develop knowledge of the sensory, physical, chemical and functional properties of food and apply these in practical situations. Students will practice and enhance their problem-solving, decision making and practical food-related skills.

CONTENT
This subject covers the following areas:

- Evaluation of nutrient content of various foods and needs of the individual
- Investigate the impact of nutrition on health related issues e.g. obesity
- Food habits and traditions
- Safe work practices in the hospitality industry
- Safe food handling
- Producing food for selves and family
- Adapting recipes to suit design briefs
- Developing industry standard food preparation skills
- Investigate and evaluate food trends
- Properties and performance of foods and how we can use these to produce food products
- Food styling, marketing and advertising

ASSESSMENT
Assessment will be based on various tasks including both practical and theoretical work.

Investigation	(30%)
Production	(60%)
Response	(10%)

CAREER POSSIBILITIES
Food and Allied Health sectors represent a robust and expanding area of the Australian and global employment markets. A very rewarding course that would benefit anyone wishing to follow a career in areas such as nutrition, food and beverage manufacturing, food processing, community services, hospitality and retail.

GENERAL – MATERIALS DESIGN & TECHNOLOGY: METAL

PREREQUISITES
No formal prerequisites. An interest in metals would be desirable.

RATIONALE
The General Materials Design and Technology course is a practical course. The course allows students to design and manufacture metal products as the major focus. There is also the flexibility to incorporate additional materials from outside the designated contexts such as acrylic or wood. This will enhance and complement the knowledge and skills developed within the course as many modern-day products are manufactured using a range of different material types. Students examine social and cultural values and the short-term and long-term impacts of the use and misuse of materials and associated technologies.

CONTENT
Unit 1
Students interact with a variety of items that have been specifically designed to meet certain needs. Students are introduced to the fundamentals of design. They learn to communicate various aspects of the technology process by constructing what they design.

Throughout the process, students learn about the origins, classifications, properties and suitability for purpose of the materials they are using and are introduced to a range of production equipment and techniques. They develop materials manipulation skills and production management strategies and are given the opportunity to realise their design ideas through the production of their design project.

Unit 2
Students interact with products designed for a specific market. They use a range of techniques to gather information about existing products and apply the fundamentals of design. Students learn to conceptualise and communicate their ideas and various aspects of the design process within the context of constructing what they design.

Throughout the process, students learn about the origins, classifications, properties and suitability for end use of materials they are working with. Students are introduced to a range of technology skills and are encouraged to generate ideas and realise them through the production of their design projects. They work within a defined environment and learn to use a variety of relevant technologies safely and effectively.

Students, in consultation with teachers, select projects of interest and then design and make products suitable for a specific market.

ASSESSMENT
Assessment will be based on various tasks including both practical and theoretical work.

Design - Investigate products and devise solutions	(25%)
Production - Project work	(60%)
Response - (Theory)	(15%)

CAREER POSSIBILITIES
A very rewarding subject that would benefit anyone wishing to follow a career in the metals industry.

GENERAL – MATERIALS DESIGN & TECHNOLOGY: METAL (JEWELLERY)

PREREQUISITES
No formal prerequisites. An interest in the creative arts, design and practical work is desirable.

RATIONALE
The General Materials Design and Technology (Jewellery) course is a practical course. The course allows students to design and manufacture jewellery products as the major focus. There is also the flexibility to incorporate additional materials from outside the designated contexts such as glass or stone. This will enhance and complement the knowledge and skills developed within the course as many modern-day products are manufactured using a range of different material types. Students examine social and cultural values and the short-term and long-term impacts of the use and misuse of materials and associated technologies.

CONTENT
The General Materials Design and Technology (Jewellery) course provides a practical based jewellery making course with the design and manufacture of products as the major focus.

There is a strong creative emphasis in jewellery making and students are expected to document the development of their ideas from inception through to completion by way of a visual diary.

This course teaches students practical metalworking and jewellery making skills using a variety of materials including sterling silver, semi-precious metals and gemstones. This course will also help foster confidence in planning complex tasks and above all provide opportunities for individual expression and the joy of making unique items of jewellery through a combination of themed and personal design projects.

ASSESSMENT
Assessment will be based on various tasks including both practical and theoretical work.

Design - Investigate products and devise solutions	(25%)
Production - Project work	(60%)
Response - (exams, essays, oral responses and evaluations)	(15%)

CAREER POSSIBILITIES
A very rewarding course that would benefit anyone wishing to follow a career in the Jewellery industry.

GENERAL – MATERIALS DESIGN & TECHNOLOGY: TEXTILES

PREREQUISITES

No prerequisites necessary although sewing units completed in lower school is an advantage.

RATIONALE

The General Materials Design and Technology (Textiles) course is a practical course. Textiles are used extensively throughout society to provide a means of expression, provide comfort and protection as well as a sense of identity. Students are given the opportunity to design and construct a range of textile projects tailored to their needs and ability levels. The ability to use practical skills to create individualised items can be beneficial for mental health and can allow those on a large study load a creative outlet.

CONTENT

This course is suitable for students interested in working with textiles who have either basic or more advanced sewing skills. Practical projects will involve the use of embellishment techniques and specialised sewing equipment will be used including overlockers and embroidery machines. Students will examine new textiles and the use of technology in the design process to produce various items e.g. duffle bags, casual clothing items, fashion accessories and wearable art. Students will look at recycling/fast fashion and the role of textiles in the future as we look to make the fashion industry more accountable towards sustainability.

ASSESSMENT

This includes a portfolio of textile techniques, practical work and research.

Design	(25%)
Production	(60%)
Response	(15%)

CAREER POSSIBILITIES

Students could consider a career in costume design, fashion design, interior design, textiles artist, textile researcher, fashion co-ordinator, fashion writer, pattern maker, textiles teacher, wardrobe assistant, tailor, textile stylist, textile designer, multimedia artist and clothing, textile and fashion and footwear sales and marketing.

ADDITIONAL COSTS

The fees charged cover material costs for minor projects including fabrics, patterns, dyes and embellishment materials. There could be an additional on-going cost for fabrics and haberdashery as needed for practical work in the range of $50 - $100 depending on individual's choice of materials.

GENERAL – MATERIALS DESIGN & TECHNOLOGY: WOOD

PREREQUISITES
No prerequisites necessary although an interest in the wood area is an advantage.

RATIONALE
The General Materials Design and Technology (Wood) course is a practical course. This course allows students to design and manufacture timber products as the major focus. There is also the flexibility to incorporate additional materials from outside the designated contexts such as metal and/or acrylic. This will enhance and complement the knowledge and skills developed within the course as many modern-day products are manufactured using a range of different material types. Students examine social and cultural values and the short-term and long-term impacts of the use and misuse of materials and associated technologies.

CONTENT
Unit 1 - Students interact with a variety of items that have been specifically designed to meet certain needs. Students are introduced to the fundamentals of design. They learn to communicate various aspects of the technology process by constructing what they design.

Throughout the process, students learn about the origins, classifications, properties and suitability for purpose of the materials they are using and are introduced to a range of production equipment and techniques. They develop material manipulation skills and production management strategies and are given the opportunity to realise their design ideas through the production of their design project.

Unit 2 - Students interact with products designed for a specific market. They use a range of techniques to gather information about existing products and apply the fundamentals of design. Students learn to conceptualise and communicate their ideas and various aspects of the design process within the context of constructing what they design.

Throughout the process, students learn about the origins, classifications, properties and suitability for end use of materials they are working with. Students are introduced to a range of technology skills and are encouraged to generate ideas and realise them through the production of their design projects. They work within a defined environment and learn to use a variety of relevant technologies safely and effectively.

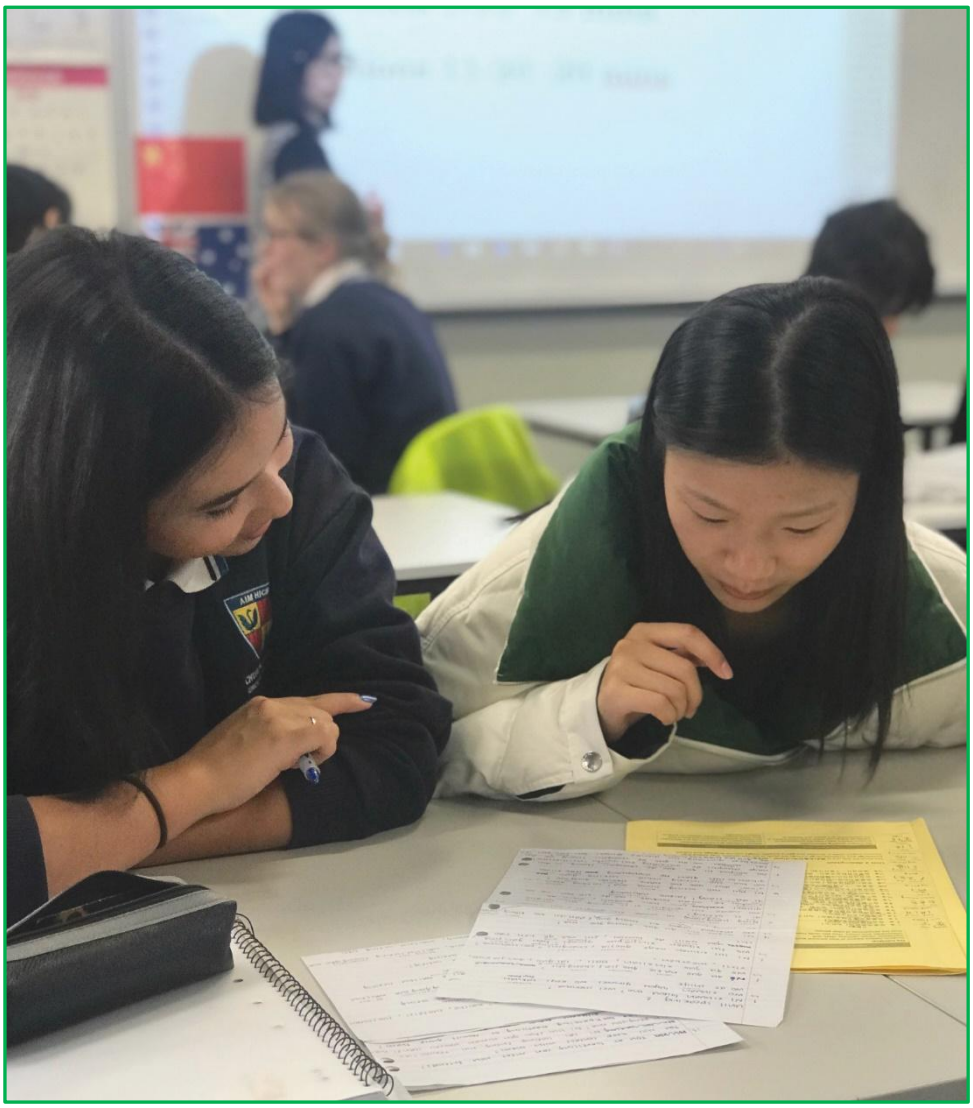
Students, in consultation with teachers, select projects of interest and then design and make products suitable for a specific market.

ASSESSMENT

Design	(25%)
Production	(60%)
Response (exams, essays, oral responses and evaluations)	(15%)

CAREER POSSIBILITIES
Cabinet maker, furniture finisher, wood machinist, carpentry, woodwork artist.

LANGUAGES



REMINDER: *A minimum of four ATAR courses must be selected to get an ATAR to apply for University entrance through TISC.*

ATAR – FRENCH SECOND LANGUAGE

PREREQUISITES

Year 10 French - C Grade, Exam 60%+ in Year 10 exam.

RATIONALE

ATAR French: Second Language is designed to further develop students' knowledge and understanding of the culture and the language of French-speaking communities, providing them with opportunities to gain a broader and deeper understanding of French and extend and refine their communication skills. The subject focuses on the interrelationship of language and culture and equips students with the skills needed to function in an increasingly globalised society, a culturally and linguistically diverse local community, and provides them with the 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.

LOTE BONUS

10% of a student's final score in French will be added to their Tertiary Entrance Aggregate (TEA) even if it is not in the student's top four subjects. Further guidance and advice related to enrolments in a language course can be found on the Authority website at:

CONTENT

The ATAR French: Second Language course progresses from the Year 7-10 curriculum and further develops students' knowledge and understanding of the culture and languages of French-speaking communities. It connects to the world of work, further study and travel and also offers opportunities for students to participate in the many sister school and student exchange programs between Western Australia and French-speaking communities.

Unit 1 - This unit focuses on ***C'est la vie!*** **(That's life!)**. Through the three topics: My daily routine, French sports and leisure, and Leading a healthy lifestyle, students further develop their communication skills in French and gain a broader insight into the language and culture.

Unit 2 - This unit focuses on ***Voyages*** **(Travel)**. Through the three topics: My travel tales and plans, Australia as a travel destination, and Travel in a modern world, students extend their communication skills in French and gain a broader insight into the language and culture.

ASSESSMENT

School assessments will be based on the course outcomes, including Oral Communication, Response (Listening), Response (Viewing and Reading) and Written Communication. Students will be given at least two opportunities to demonstrate achievement within each assessment type, in addition to two school-based examinations, one each semester. The examinations include practical and written components. Students will be provided with information relating to the school-based assessments including the weighting for each type. Students will regularly be provided with formative assessments including regular written journal entries and completion of speaking questions which they will practise with a native speaker.

CAREER POSSIBILITIES

Employers in all fields recognise the advantage of multi-lingual employees in our global economy. The knowledge of another language is an acknowledged asset and a valuable skill in any industry. French is the official language of 30 countries and used in many more. Speaking French would open the doors to industries such as Tourism, Journalism, Trade, Diplomacy, Public Service, Foreign Affairs, Engineering and more, as well as incredible overseas employment opportunities.

ATAR – JAPANESE SECOND LANGUAGE

PREREQUISITES
Year 10 Japanese - C Grade, Exam 60%+ in Year 10 exam.

LOTE BONUS
10% of a student's final score will be added to their Tertiary Entrance Aggregate (TEA) even if it is not in the student's top four subjects. Guidance and advice related to language courses can be found on the Authority website at www.scsa.wa.edu.au

RATIONALE
The ATAR Japanese: Second Language subject is designed to further develop students' knowledge and understanding of the culture and the language of Japanese-speaking communities, providing them with opportunities to gain a broader and deeper understanding of Japanese and extend and refine their communication skills. The subject focuses on the interrelationship of language and culture, and equips students with the skills needed to function in an increasingly globalised society, a culturally and linguistically diverse local community, and provides them with the foundation for life-long language learning.

Japanese has been identified as one of the priority languages from the Asia-Pacific region to be taught in Australian schools in recognition of the close economic and cultural ties between the two countries. Through the study of Japanese, students can gain access to the rich cultural tradition of Japan and an understanding of different attitudes and values within the wider Australian community and beyond.

CONTENT
In the Japanese: Second Language course, students develop the skills and knowledge to communicate in Japanese. Communication involves the ability to comprehend, interpret and produce visual, spoken and written texts. It connects to the world of work, further study and travel and also offers opportunities for students to participate in the sister school and student exchange program between Churchlands SHS and Akashi Nishi in Japan.

Unit 1 - This unit focuses on **"*日常生活(にちじょうせいかつ)* *Daily Life*"**. Through the three topics: My life, Home life and Daily life, students further develop their communication skills in Japanese and gain a broader insight into the language and culture.

Unit 2 - This unit focuses on **"私(わたし)の国(くに)へようこそ*!* - *Welcome to my country*"**. Through the three topics: Welcoming a guest, Seasonal activities and celebrations, and Healthy lifestyles, students extend their communication skills in Japanese and gain a broader insight into the language and culture.

ASSESSMENT
School-based assessments will be based on the course outcomes, including Oral Communication, Response (Listening), Response (Viewing and Reading) and Written Communication. Students will be given at least two opportunities to demonstrate achievement within each assessment type, in addition to two school-based examinations, one each semester. The examinations include practical and written components. Students will be provided with information relating to the school- based assessments including the weighting for each type. Students will regularly be provided with formative assessments including regular written journal entries and completion of speaking questions which they will practise with a native speaker.

CAREER POSSIBILITIES
Employers in all fields recognise the advantage of multi-lingual employees in our global economy. The knowledge of another language is an acknowledged asset and a valuable skill in any industry.

Japanese is one of the priority languages from the Asia-Pacific region. Speaking Japanese would open the doors to industries such as Tourism, Journalism, Trade, Diplomacy, Public Service, Foreign Affairs, Engineering and more, as well as incredible overseas employment opportunities.

Certificate Courses and Endorsed Programs

Reminder

A maximum of two Certificates and Workplace Learning can be selected.

Certificate Courses and Endorsed Programs

IMPORTANT INFORMATION

All nationally recognised qualifications delivered at Churchlands Senior High School are done so through an "Auspice" Arrangement. This means that a third party known as a Registered Training Organisation (RTO) works in partnership with the staff who are delivering the training to students. The RTO ensures that all the training and assessment carried out by students meets the very strict requirements of the RTO Standards that were legislated in 2015 by the federal government.

At the time of printing, the Qualifications listed in this section are proposed offerings and will be confirmed once a suitable RTO has been sourced. The West Australian Government in collaboration with the Department of Education are in the process of developing a panel of preferred providers of RTO's. As such, Churchlands Senior High School will work toward entering agreements with recommended RTO's to ensure that students are provided high quality service to maximise student success.

Upon successful completion of all course requirements, the RTO will issue the certificate or statement of attainment. This will be delivered to the school as approved by the school and RTO.

BSB20120 CERTIFICATE II in WORKPLACE SKILLS

PREREQUISITES
There are no prerequisites for this subject however an interest in business and commerce would be an advantage.

CONTENT
The Certificate II in Workplace Skills (BSB20120) allows students to complete a nationally recognised qualification. This subject prepares students to work in industry under supervision. It is what an employer would expect of a Level 2 Clerical person with regards to attitude, work ethic and the key competencies.

This certificate provides students with the fundamental knowledge on all facets of working in a business for example, as a receptionist, admin clerk, accounts clerk, medical receptionist or general clerk etc. It includes learning about office software and procedures and expectations within the working environment.

CERTIFICATE OUTLINE – COMPETENCIES
This Qualification is made up of 10 Competencies (5 Core and 5 Electives).

Unit Code	***Unit Title***
BSBWHS211	Contribute to the health and safety of others **(C)**
BSBCMM211	Apply communication skills **(C)**
BSBTEC202	Use digital technologies to communicate in a work environment **(E)**
BSBTEC201	Use business software applications **(E)**
BSBOPS203	Deliver a service to customers **(E)**
BSBSUS211	Participate in sustainable work practices **(C)**
BSBTWK201	Work effectively with others **(E)**
BSBOPS201	Work effectively in a business environment **(C)**
BSBCRT201	Develop and apply thinking and problem solving skills **(E)**
BSBPEF202	Plan and apply time management **(C)**

ASSESSMENT
Students will be assessed to industry standards in order to receive certification. Students will be assessed on all competencies and marked either 'competent' or 'not-competent'. Students must achieve 'competent' in each of the competencies in order to be awarded this certificate.

CAREER POSSIBILITIES
This Qualification will allow students to be 'employable' as soon as they graduate. It is a nationally recognised qualification. There are many advantages in obtaining Certificate II in Workplace Skills including improved job prospects, extra recognition for TAFE entry and advanced standing for further certificates/qualifications in this field.

BSB40120 CERTIFICATE IV BUSINESS

PREREQUISITES
Year 10 English - C Grade or Year 10 AEP English - D Grade.
Mathematics Pathway 2 - C Grade.

THIS QUALIFICATION MUST BE COMPLETED OVER A TWO YEAR PERIOD

CONTENT
This qualification may provide students with an alternative entry to university along with well-developed skills and knowledge in a wide variety of contexts. They will be required to find solutions to unpredictable problems, to analyse and/or evaluate information from a variety of sources and may be asked to provide guidance to others with some limited responsibility for the output they produce. It provides students with the opportunity to achieve a national vocational qualification under the Australian Qualifications Framework [AQF]. Any units of competency attained during the program will be recognised on the student's WACE.

CERTIFICATE OUTLINE – COMPETENCIES
This Qualification is made up of 12 Competencies (six Core and six Electives).

Unit Code	***Unit Title***
BSBCRT411	Apply critical thinking to work practices **(C)**
BSBTEC404	Use digital technologies to collaborate in a work environment **(C)**
BSBTWK401	Build and maintain business relationships **(C)**
BSBWHS411	Implement and monitor WHS policies, procedures and programs **(C)**
BSBWRT411	Write complex documents **(C)**
BSBXCM401	Apply communication strategies in the workplace **(C)**
BSBCMM411	Make presentations **(E)**
BSBITU312	Create electronic presentations **(E)**
BSBPEF401	Manage personal health and wellbeing **(E)**
BSBPEF402	Develop personal work priorities **(E)**
BSBTEC401	Design and develop complex text documents **(E)**
BSBTEC402	Design and produce complex spreadsheets **(E)**

ASSESSMENT
Students will be assessed to industry standards in order to receive certification. Students will be assessed on all competencies and marked either 'competent' or 'not-competent'. Students must achieve 'competent' in each of the competencies in order to be awarded this certificate.

CAREER POSSIBILITIES
Students who successfully complete the full qualification (as well as university literacy requirements) may meet entry requirements for a range of courses at Curtin, Murdoch and Edith Cowan universities. Students will need to investigate with the individual universities which courses would be available to them. This course offers opportunities for students to access both long and short-term employment. Students develop relevant technical, vocational and interpersonal competencies suitable to employment and further training in business as well as skills, knowledge and experiences that are transferable to other industry areas.

CERTIFICATE II ELECTROTECHNOLOGY

PREREQUISITES
Year 10 English - C Grade.
Mathematics Pathway 2 - C Grade.
Must be an Australian Citizen.

CONTENT
This qualification is designed to provide students with industry specific training to gain skills, knowledge and behaviours to transition into an apprenticeship in the electrotechnology industry.

In 2024, The College of Electrical Training (CET) ceased offering the Certificate II Electrotechnology course to secondary school students. That left students wishing to pursue an Electrical career with little option than to leave school and apply for a full-time apprenticeship.

Churchlands SHS has secured a Certificate II Electrotechnology Course, to be delivered by qualified teachers, in partnership with CET, as a timetabled class at Churchlands SHS for 2026. We are the only High School in Perth that offers this opportunity.

Students will learn in specialist facilities with fully equipped, purpose built workshops and get hands-on practice working in simulation rooms, using advanced equipment and the latest techniques.

IMPORTANT INFORMATION

- It is suggested that students choose Workplace Learning as one of those courses to assist with the practical requirements of the course (150 hours).
- There is a maximum class size of 25 people.
- This is a 2-year course, delivered throughout Year 11 and Year 12.

Students who successfully complete the full qualification (as well as university literacy requirements) may meet entry requirements for a range of courses at Curtin, Murdoch and Edith Cowan universities. Students will need to investigate with the individual universities which courses would be available to them. This course offers opportunities for students to access both long and short-term employment. Students develop relevant technical, vocational and interpersonal competencies suitable to employment and further training in business as well as skills, knowledge and experiences that are transferable to other industry areas.

Anyone wishing to select this course or wanting further discussion, please see our VET Coordinator, Mr Morton to discuss their application.

tmorton@churchlands.wa.edu.au
Ph: 9445 4391

AHC21020 – CERTIFICATE II CONSERVATION & ECOSYSTEM MANAGEMENT

PREREQUISITES
There are no PREREQUISITES for this subject, however an interest in caring for the environment and working outdoors would be an advantage.

THIS QUALIFICATION MUST BE COMPLETED OVER A TWO YEAR PERIOD

CONTENT
The Certificate II in Conservation and Ecosystem Management allows students to complete a nationally recognised qualification. This qualification provides the skills and knowledge for an individual in the area of planning and undertaking conservation works. This subject would suit an individual who is active, energetic and would like to pursue a career in the conservation and natural resource management industry, or is just passionate about the environment. It is a combination of both theory and practical based tasks that cover a wide range of skills in this industry.

In the first year of the course (2025) the emphasis will be on propagating, planting and caring for native trees and shrubs. There will be a field trip to a farming property in the Wheat Belt where students will gain experience in broad acre tree planting.

In 2026 the emphasis will be on observing, identifying and monitoring plants and animals. There will be a field trip to Dryandra State Forrest to conduct tree planting, animal and plant surveys and participate in an animal trapping exercise conducted by staff from the Department of Parks and Wildlife.

CERTIFICATE OUTLINE – COMPETENCIES
Students must complete a total of fifteen units of competency, including two compulsory core units.

Unit Code	*Unit Title*
AHCWHS201	Participate in workplace health and safety processes (Core-2026)
AHCWRK209	Participate in environmentally sustainable work practices (Core -2025)
AHCGGD201	Plant trees and shrubs (2026)
AHCPMG202	Treat plant pests, diseases, and disorders (2025)
AHCWRK202	Participate in workplace communications (2025)
AHCPCM204	Recognise plants (2026)
AHCPGD209	Prune shrubs and small trees (2025)
ACHFAU202	Recognise Fauna (2026)
AHCPMG307	Apply animal trapping techniques (2026)
AHCILM202	Observe and report on plant or animals (2026)
AHCPGD201	Undertake propagation activities (2025)
AHCPMG201	Treat weeds (2025)
AHCSOL203	Assist with soil or growing media sampling and testing (2025)
AHCwrk213	Participate in workplace communications (2025)
AHCPCM202	Collect, prepare and preserve plant specimens (2026)

ASSESSMENT
Students will be assessed to industry standards to receive certification. Students will be assessed on each competency and marked either 'competent' or 'not-competent'. Students must achieve 'competent' for each of the competencies to be awarded this qualification. Assessments are both practical and theory based.

CAREER POSSIBILITIES

The Certificate II in Conservation and Land Management will link the theoretical and practical skills taught at school to real life situations, which can then be transferred to the working environment when they leave school. Possible career pathways include Parks and Wildlife Officer, Natural Resource Management Officer, Ranger or other natural area management positions.

ADDITIONAL COSTS

Students may have an opportunity to complete a First Aid Course or undertake excursions relevant to their studies.

SIT20316 CERTIFICATE II HOSPITALITY

PREREQUISITES

There are no PREREQUISITES for this subject, however an interest in food preparation and the Hospitality industry would be beneficial.

THIS QUALIFICATION MUST BE COMPLETED OVER A TWO YEAR PERIOD

CONTENT

The focus of the Certificate II in Hospitality (SIT20316) is on food preparation and skills for the hospitality industry and all work is completed in a commercial kitchen. At the completion of the subject students will receive a trade certificate as well as valuable life skills. A wide range of practical skills are taught which provides competency for work in the Hospitality Industry. Coffee making with a commercial coffee machine is included and students are also involved in the running of a cafe and catering for various functions so as to gain industry experience. Students are also involved in community projects such as parent assemblies, gaining skills in both food preparation and food service.

This practical subject is suitable for students who wish to extend their personal skills and interest. It is a qualification that will assist students who wish to work part-time in the Hospitality Industry while completing Tertiary Education or wishing to work full-time in the industry.

CERTIFICATE CONTENT - COMPETENCIES

Throughout the subject the students will work through 12 units of competency using a wide range of food preparation and hospitality skills. Some of the competencies to be included are:

Unit Code	***Unit Title***
SITHFAB004	Prepare and serve non-alcoholic beverages
SITHFAB005	Prepare and serve espresso coffee
SITXFSA001	Use hygienic practices for food safety
SITHCCC002	Prepare and present simple dishes
SITHCCC001	Use food preparation equipment
SITXWHS001	Participate in safe work practices
BSBWOR203	Work effectively with others
SITXCCS003	Interact with customers

ASSESSMENT

Students must be assessed to industry standards in order to receive certification. Students will be assessed on each Unit of Competency to either a "competent or not-competent" level. Much of the assessment is based on practical work in class as well as completion of written activities**. Due to the nature of assessment tasks this subject will be completed over 2 years.**

Note: *students will be required occasionally to complete activities outside of class times, including before school.*

CAREER POSSIBILITIES

This Certificate II Hospitality increases a student's job prospects and gives extra recognition for TAFE entry. This is a very rewarding subject that would benefit anyone wishing to follow a career in the Hospitality and Tourism industry. Hospitality is the biggest employer in Australia and many university and TAFE students do part-time work in this industry while studying. If students have completed this certificate, it is an added advantage when seeking employment in this field.

SIS20321 CERTIFICATE II SPORT COACHING

PREREQUISITES
Minimum C Grade in Year 10 Physical Education.

This course has a large online component – a functioning laptop is essential for all participants.

THIS QUALIFICATION MUST BE COMPLETED OVER TWO YEARS

An interest in sport and coaching would be an advantage and a basic level of physical fitness is required. The subject is suited to students who are active, have good leadership qualities, show initiative and enjoy Physical Education. A high level of organisation is needed to complete this subject. A personal laptop will be required for the theory components of the subject.

CONTENT
The Certificate II in Sport Coaching allows students to complete a nationally recognised qualification. This qualification provides the skills and knowledge for an individual in the area of coaching. This subject would suit an individual who is active, energetic and would like to pursue a career in the sport and recreation industry. It is a combination of both theory and practical based tasks that cover a wide range of skills in this industry. Students will achieve a national competency in First Aid. This will serve as a valuable asset in both personal development and career opportunities.

CERTIFICATE OUTLINE – COMPETENCIES
This qualification is made up of seven units of competence.

Unit Code	***Unit Title***
SIRXWHS001	Work safely
HLTAID001	Provide first aid
SISSSCO002	Work in a community coaching role
SISSSCO001	Conduct sport coaching sessions with foundation level participants
CHCVOL001	Be an effective volunteer
SISSSCO003	Meet participant coaching needs
SISXCAI002	Assist with activity sessions
SISSSOF002	Continuously improve officiating skills and knowledge

Topics such as injury prevention, coaching, planning and conducting sports sessions, and teaching fundamental skills are covered in this course.

ASSESSMENT
Students will be assessed to industry standards in order to receive certification. Students will be assessed on each competency and marked either 'competent' or 'not-competent'. Students must achieve 'competent' for each of the competencies to be awarded this qualification. Assessments are both practical and theory based with a number of assessments completed online as well as a number of home tasks.

CAREER POSSIBILITIES
The subject prepares students for a variety of post–school pathways, including immediate employment or further Certificate subjects. It provides students with an increasingly diverse range of employment opportunities in sport, leisure and recreation industries, education, sport development, youth work and health and medical fields linked to physical activity.

ADDITIONAL COSTS
Students are required to complete their Senior First Aid Certificate as part of gaining accreditation for their Certificate Course. This will be run as an incursion during the year at a cost of $125

CUA20720 CERTIFICATE II VISUAL ARTS – CAD (Computer Aided Design)

PREREQUISITES

It is an advantage for students (but not essential) to have studied computer aided drawing at the Middle Secondary level.

CONTENT

Certificate II Visual Arts CAD embeds design principles that can be incorporated into product manufacturing, Architectural and structural drafting, Mechanical engineering and many other forms of design. Students will have access to the latest technologies used in current and emerging industries. For example, CNC lasers, 3D printers and vinyl cutting technologies. Autodesk products such as Fusion 360 are industry-leading drawing packages. Certificate II Visual Arts CAD is the perfect stepping stone for future employment. Additionally, it is a prerequisite for Certificate III in Visual Arts CAD.

CERTIFICATE OUTLINE – COMPETENCIES

This Qualification is made up of 9 Competencies (4 Core and 5 Electives) that students will need to complete in full. These include:

Unit Code	***Unit Title***
BSBWHS201	Contribute to health and safety of self and others **(C)**
CUAACD101	Use basic drawing techniques **(C)**
CUAPPR201	Make simple creative work **(C)**
CUARES202	Source and use information relevant to own arts practice **(C)**
CUAPPR302	Document the creative work progress **(E)**
BSBWOR203	Work effectively with others **(E)**
BSBDES201	Follow a design process **(E)**
CUACDRA201	Develop drawing skills **(E)**
BSBWOR202	Organise and complete daily work activities **(E)**

ASSESSMENT

Students will be assessed to industry standards in order to receive certification. Students will be determined to be marked either 'competent' or 'not-competent'. Students must achieve 'competent' for each of the competencies to be awarded this Qualification. Assessments are both practical and theory based with assessments completed online.

CAREER POSSIBILITIES

This subject will assist students moving into university, TAFE or employment in one of the many product design and architecture environments. Students who have a deeper engagement using the Auto desk products will have an advantage.

WORKPLACE LEARNING (SCSA Endorsed Program)

RATIONALE

The Workplace Learning endorsed program provides an opportunity for a student to demonstrate and develop increasing competence in the core skills for work, often referred to as generic, transferable or employability skills. A student learns to apply and adapt the workplace skills that are necessary for different types of work and that play a key role in lifelong learning. The endorsed program is based on the skills, knowledge and understandings that underpin successful participation in work. These skills are documented in the *Core Skills for Work Developmental Framework,* developed collaboratively by the Department of Industry and the Department of Education. The *Core Skills for Work* encompass the Employability Skills outlined in the *National Employability Skills Framework*.

CONTENT

Students will participate in a Work Readiness program that will confirm their suitability for the Work Placement. They will also learn about Occupational Health and Safety, rights and responsibilities of employees and employers and develop greater understanding of the industry they are hoping to enter. Once these have been successfully completed the students will undertake two block placements during the Semester 1 and 2 Exam Periods.

ASSESSMENT

In the Workplace Learning program, students undertake training in a real workplace during exam periods. Students are expected to complete a detailed School Curriculum and Standards Authority (SCSA) *Workplace Learning Journal* as a written record of tasks accomplished and skills achieved based on the *Core Skills for Work Developmental Framework*.

The *Workplace Learning Journal* details the requirements of the endorsed program and the expectations, rights and responsibilities of the student in the workplace. It includes:

- An attendance record which must be completed progressively by the student.
- A task schedule which must be completed progressively by the student.
- Written assessment addressing the 10 Core Skills for Work.
- A workplace supervisor's evaluation of student performance.

The *Workplace Learning Journal* provides a framework for the student to provide specific examples that demonstrate his/her application of work skills, knowledge and understandings. The *Workplace Learning Journal* must be completed by the student and validated by the Workplace Learning Coordinator after every 55 hours in the workplace.

IMPORTANT

Students who work on construction sites or in workshops may be required by employers to wear safety equipment e.g. steel capped boots (approx. $80.00), long pants (approx. $40.00). Parents will be notified of any additional costs on the Parent Information sheet sent out prior to placement. The cost of such items is to be met by parents. Students who work on construction sites will also be required to complete Safety and Awareness Training (White Card) which will cost approximately $100. This training is a requirement for anyone who works on a construction site and will therefore be used by students post school. Other qualifications or stipulations will be discussed on a case by case basis depending on the nature of the workplace.

Students who participate in this program have three free periods throughout their timetable.