Year 12
Course Selection Book
2021

CHURCHLANDS
SENIOR HIGH SCHOOL

Churchlands Senior High School
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WHEN MAKING YOUR CHOICES

BE REALISTIC

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 Subjects you intend to continue with next year.
- You will be able to manage and like a subject that someone else has chosen for you.
- You will like a subject because your best friend is doing it.
- You should choose a subject because you think a particular teacher will be teaching it.
- You should choose a subject 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 kid yourself that you will cross that bridge later.
SENIOR SCHOOL STUDIES

Within some restrictions and the requirements of secondary graduation 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 course.

At Churchlands Senior High School, students will generally select six courses in Year 12 choosing from a range of ATAR, General and Australian Qualifications Framework (AQF) Certificate courses as well as Workplace Learning. Students studying five ATAR courses may choose to apply for “private study” in lieu of a sixth course. Further information will be indicated in each course descriptor within this Year 12 Selection Book.

Note: The viability of running a course will depend on the number of students selecting it and other whole school issues. For example, you may not be placed into a course because the classes are full or two of your choices occur at the same time on the timetable. The fact that the course appears in this booklet does not mean that it will definitely be running.

Senior School Courses

The School Curriculum and Standards Authority (SCSA) develops and accredits courses for Year 11 and Year 12. SCSA also provides for the certification of student achievement. A few years ago, SCSA revised the whole curriculum structure for senior school to align with the roll out of the Australian Curriculum. These changes were implemented across Western Australia for Year 11 students in 2015 and continued into Year 12 in 2016. The content is largely adopted from the previous senior school courses with some modifications and adjustments to reflect the Australian Curriculum as needed. There were significant changes in the course structures, naming codes and rules for obtaining the WACE. For parents/guardians doing this for the first time with an oldest child it won’t matter a great deal but for those with children who went through high school a few years ago, you may notice the changes.

Churchlands Senior High School will offer a range of SCSA courses including the following:

- **ATAR** course units for students who are aiming to enroll in a university course direct 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 students’ need to sit for every ATAR course.

- **General** course units 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.

(Note: ATAR and General Courses each consist of four units. Units 1 and 2 were studied in Year 11 and units 3 and 4 will be studied in Year 12. Each pair of units will be taught as a year-long course and students will therefore receive the same grade and mark for each unit of the course at the end of the year.)
• **Vocational Education and Training (VET) Certificate** courses. These vocational education courses come under the AQF in a variety of industry areas. These courses provide students with practical recognition of their skills and are recognised by TAFE and employers. Completed certificates count towards the WACE and allocated unit equivalence.

  o Certificate II is equivalent to two Year 11 and two Year 12 units;
  o Certificate III is equivalent to two Year 11 units and four Year 12 units.

• **TAFE’s may also offer Certificate courses.** These are advertised via our VET Manager, and students apply to enrol and leave school one day a week to complete the course of their choice. It is important that any student choosing this option is well organised so that they are able to keep up with the learning and work requirements of the classes they miss when they are out of the school.

• **Workplace Learning** is a SCSA Endorsed Program. Students do not receive grades, but successful completion will receive two units of equivalence. Workplace Learning enables students to develop and be assessed on, generic industry-based skills whilst in the work place. Successful completion of the hours & WL Log book counts towards the WACE. There is a compulsory parent and student information evening in November that all students who select this program must attend.

• There is a list of other Endorsed programs on the SCSA website: http://wace1516.scsa.wa.edu.au/vet/endorsed-programs

**Year 12 Certificate Courses on offer in 2021**

<table>
<thead>
<tr>
<th>Certificate Name</th>
<th>Comment</th>
<th>Unit equivalence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate II Automotive</td>
<td></td>
<td>Two in Year 11+two in Year 12</td>
</tr>
<tr>
<td>Certificate II Business</td>
<td></td>
<td>Two in Year 11+two in Year 12</td>
</tr>
<tr>
<td>Certificate III Business</td>
<td>Must have completed Cert II Business</td>
<td>Two in Year 11+four in Year 12</td>
</tr>
<tr>
<td>Certificate IV Business</td>
<td>Continues from Year 11</td>
<td>Two in Year 11+four in Year 12</td>
</tr>
<tr>
<td>Certificate II Community Services</td>
<td></td>
<td>Two in Year 11+two in Year 12</td>
</tr>
<tr>
<td>Certificate II Engineering</td>
<td>Continues from Year 11</td>
<td>Two in Year 11+two in Year 12</td>
</tr>
<tr>
<td>Certificate II Hospitality</td>
<td>Continues from Year 11</td>
<td>Two in Year 11+two in Year 12</td>
</tr>
<tr>
<td>Certificate II Music Industry</td>
<td></td>
<td>Two in Year 11+two in Year 12</td>
</tr>
<tr>
<td>Certificate III Music Industry</td>
<td>Must have completed Cert II Music</td>
<td>Two in Year 11+four in Year 12</td>
</tr>
<tr>
<td>Certificate II Sport Coaching</td>
<td>Continues from Year 11</td>
<td>Two in Year 11+two in Year 12</td>
</tr>
<tr>
<td>Certificate III Visual Arts (CAD)</td>
<td>Can choose if not done in Year 11 and will complete Cert II Visual Arts CAD</td>
<td>Two in Year 11+four in Year 12 for the Cert III</td>
</tr>
</tbody>
</table>
Western Australian Certificate of Education (WACE)

The WACE is a certificate that demonstrates significant achievement over Years 11 and 12. The standard was raised under the new WACE requirements and less students met the requirements in 2016 across the State than occurred in previous years. Further adjustments were recently made taking effect from Year 11 in 2020.

The WACE requirements
Achievement of your WACE acknowledges that at the end of your compulsory schooling you have achieved or exceeded the required minimum standards in an educational program that has suitable breadth and depth. To achieve a WACE a student must satisfy the following:

General requirements
- Demonstrate a minimum standard of literacy and numeracy based on the skills regarded as essential for individuals to meet the demands of everyday life and work in a knowledge-based economy. (This will be demonstrated by achieving Band 8 or higher in NAPLAN for Reading, Writing and Numeracy OR demonstrating the standard through OLNA during Year 10, 11 or 12).
- Complete four or more Year 12 ATAR subjects or complete at least five Year 12 General/ATAR subjects or complete a Certificate II or higher.
- All students enrolled in a Year 12 ATAR course must sit the external ATAR exam for that course.

Breadth and depth
Complete a minimum of 20 course units or the equivalent. This requirement must include at least:
- a minimum of 10 Year 12 units or the equivalent
- two completed Year 11 English units and one pair of completed Year 12 English units
- one pair of Year 12 units from each of List A (arts/languages/social sciences) and List B (mathematics/science/technology).

Achievement standard
Students will be required to achieve 14 C grades (or equivalents, see below) across Year 11 and 12, including at least six C grades in Year 12 units (or equivalents).

Unit equivalence
Unit equivalence can be obtained through VET and/or endorsed programs. The maximum unit equivalence available through these programs is eight units – four Year 11 units and four Year 12 units. Students may obtain unit equivalence as follows:
- up to eight unit equivalents through completion of VET qualifications, or
- up to four unit equivalents through completion of endorsed programs, or
- up to eight unit equivalents through a combination of VET qualifications and endorsed programs, but with endorsed programs contributing no more than four unit equivalents.

The amount of unit equivalence allocated to VET and other endorsed programs is as follows:
- VET qualifications
  - Certificate I is equivalent to two Year 11 units
  - Certificate II is equivalent to two Year 11 and two Year 12 units
  - Certificate III or higher is equivalent to two Year 11 and four Year 12 units
  - Partial completion of Certificate III may be equivalent to two Year 11 and two Year 12 units.

- Endorsed programs – unit equivalence is identified on the Authority’s approved list of endorsed programs. Workplace Learning can have the equivalence of two units in Year 11 and two units in Year 12.
LIST A and LIST B Courses offered in Year 12
The codes for ATAR courses start with an “A”, General courses a “G”. “T” indicates a year-long Year Twelve program. Your program should include at least one course from each list:

<table>
<thead>
<tr>
<th>LIST A</th>
<th>LIST B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ancient History</td>
<td>ATHIA</td>
</tr>
<tr>
<td>Business Mgt and Enterprise</td>
<td>GTBME</td>
</tr>
<tr>
<td>Chinese Sec Lang</td>
<td>ATCSL</td>
</tr>
<tr>
<td>Dance</td>
<td>GTDAN</td>
</tr>
<tr>
<td>Drama</td>
<td>ATDRA</td>
</tr>
<tr>
<td>Economics</td>
<td>ATECO</td>
</tr>
<tr>
<td>English or ATENG</td>
<td>GTENG</td>
</tr>
<tr>
<td>English Addition Language/Dialect</td>
<td>ATELD or GTELD</td>
</tr>
<tr>
<td>French Sec Lang</td>
<td>ATFSL</td>
</tr>
<tr>
<td>Integrated Science</td>
<td>GTISC</td>
</tr>
<tr>
<td>Course Selection Restrictions</td>
<td></td>
</tr>
</tbody>
</table>
Students need to select appropriate courses that will allow them to achieve the WACE. Adjustments may be made for students with special education requirements. In Year 12 students should select six courses subject to;
- a minimum of three (but preferably four or more) ATAR or General courses
- a maximum of one Endorsed program (Workplace Learning)
- a maximum of two certificate courses

University bound students must select a minimum of four ATAR courses to generate an ATAR for University entrance. Remember that if a student won’t have completed a Certificate course then they will have to have completed at least five Year 12 graded courses.

Typical course selection combinations

University bound students would typically choose:
- six ATAR courses; or
- five ATAR courses and one other course OR Private Study; or
- four ATAR courses and two other courses.

TAFE/Apprenticeship/Employment bound students would typically choose:
- six General courses; or
- five General courses and one ATAR /Certificate /Workplace Learning; or
- four General courses and two from either ATAR/Certificate/Workplace Learning
- three General courses and three from either ATAR/Certificate/Workplace Learning

NOTE: Any ATAR courses chosen in Year 12 will require the sitting of the compulsory external WACE exam.
NOTE: A maximum of four units from any course can be included in the 20 units for achieving the WACE. Therefore, it is strongly recommended that students studying an ATAR course DO NOT select the corresponding General course as well.

Completed Certificate II courses are equivalent to two Year 11 and two Year 12 units. A maximum of two Certificate II courses can be included in the 20 units for achieving the WACE.

You will need to be mindful which courses you studied in Year 11.

Subject selection will be done online through the program “Subject Selection Online” (SSO). Students will only be able to choose from subjects for which they have met the prerequisites. These are listed as part of each subject description. Students and parents will be able to book an appointment with a counsellor as part of this process if required.

Additional VET (Vocational Education and Training) 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 2021 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.

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. Information on these courses are also due in late July, and students will need to be vigilant in checking their email for more information.
Below are some examples of how students can use these Qualifications to contribute toward their post schooling goals:

### Student A

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Year 12</th>
<th>Post School</th>
</tr>
</thead>
</table>
| Courses Studied:  
- ATAR or General Subjects  
- Certificates  
- Workplace Learning |
| Courses Studied:  
- General Subjects  
- Certificates  
- Workplace Learning  
+ Certificate III in Sports and Recreation at North Metropolitan TAFE one day a week. |
| In Semester 1 student can complete a Certificate IV at TAFE and gain entry into University in Semester 2.  
May be eligible for alternative pathways to Uni, dependent on subjects taken in Year 12. |

### Student B

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Year 12</th>
<th>Post School</th>
</tr>
</thead>
</table>
| Courses Studied:  
- General Subjects  
- Certificates  
- Workplace Learning  
+ Certificate III in Education Support with a Private Training Provider. |
| Courses Studied:  
- General Subjects  
- Certificates  
- Workplace Learning  
+ Certificate IV in Education Support with a Private Training Provider. |
| May be eligible for direct entry to ECU with an ‘A’ in General English or to a Six Month preparation program at other Universities.  
Completion of Diploma at TAFE acts as a direct pathway to most Universities. |

### Student C

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Year 12</th>
<th>Post School</th>
</tr>
</thead>
</table>
| Courses Studied:  
- General Subjects  
- Certificates  
- Workplace Learning  
| Courses Studied:  
- General Subjects  
- Certificates  
- Workplace Learning  
| Pursues an Apprenticeship in Plumbing to gain formal Qualification. |

### Certification – Folio of Achievement

At the end of senior secondary schooling, all students who have satisfactorily completed any WACE course unit, VET certificate or endorsed program will receive a folio of achievement. This folio may include one or more of the following:

- WACE certificate  
- Western Australian Statement of Student Achievement (WASSA)  
- ATAR course report  
- Award certificates achieved

The WACE indicates that you have satisfied the requirements for WACE achievement.

The WASSA formally records, where appropriate:

- the meeting of WACE requirements and a statement of literacy and numeracy e.g. OLNA results  
- exhibitions and awards granted
• WACE combined mark for ATAR units
• grades and marks achieved in course units
• VET qualifications and units of competency completed
• endorsed programs successfully completed
• number of community service hours completed, as reported by the school

The WACE ATAR course report (ATAR courses only) records:

• school marks
• moderated school marks
• examination marks
• combined score
• standardised combined score
• State-wide distribution of combined marks in that course
• the number of candidates who completed the course

A course that has a practical examination component will have the written and practical marks reported separately.

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. We offer a number of ways to pay these charges including cash, credit card, Qkr! or internet bank transfer. 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 subject 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 Advisor, VET Manager, Heads of Year 11 or 12 or the Associate Principal (Year 11–12) at Churchlands Senior High School on 9441 1700.
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 ADVISOR**
   The Career Advisor (Mrs Clare Slodecki) is available to discuss any issues relating to Subject Selection and Career Development including study at a University or TAFE, Vocational Education and Training (VET) and employment programmes as well as general career information.

2. **MANAGER VET**
   Our Manager VET 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. She is also responsible for supporting students participating in School Based Traineeships and Apprenticeships.

3. **TAFE**

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](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**
   b. **MURDOCH UNIVERSITY**
      [https://www.murdoch.edu.au/](https://www.murdoch.edu.au/) Ph.9360 6000
   c. **UNIVERSITY OF WESTERN AUSTRALIA**
      [https://www.uwa.edu.au/](https://www.uwa.edu.au/) Ph. 6488 6000
   d. **EDITH COWAN UNIVERSITY**
   e. **NOTRE DAME UNIVERSITY**
      [https://www.notredame.edu.au/](https://www.notredame.edu.au/) Ph. 9433 0555

6. **TERTIARY INSTITUTIONS SERVICES CENTRE**
   [https://www.tisc.edu.au/static/home.tisc](https://www.tisc.edu.au/static/home.tisc) Ph. 9318 8000
OTHER USEFUL RESOURCES
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.


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).

There are a number of Private providers that also offer Pre-Apprenticeship Courses:

- MPA Skills (Plumbing and Painting) https://www.mpaskills.com.au/ Ph. 9471 6600
- College of Electrical Training http://www.cet.asn.au/home.aspx Ph. 9301 1560
UNIVERSITY ADMISSION 2022

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

- **Western Australian Certificate of Education (WACE).** Complete all of the WACE requirements as prescribed by SCSA (see page 4 of this handbook or the SCSA website for details [www.scsa.wa.edu.au](http://www.scsa.wa.edu.au)).

- **Competence in English.** Achieve 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](http://www.tisc.edu.au) or from the link below).

- **ATAR.** Achieve a sufficiently high ATAR for entry to a particular University and course. Minimum ATAR requirements for each University are: UWA – 80, Curtin, ECU and Murdoch – 70.

- **Prerequisites.** Satisfy any prerequisites or special requirements necessary to be considered for entry to particular courses. If a subject is a prerequisite, then the student must obtain a minimum scaled score of 50%.


**TISC - University Admission 2022**
CALCULATING AN ATAR

A minimum of four Year 12 ATAR courses must be completed in order to generate an ATAR. Following the WACE exams, each of these courses 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 courses, but to be eligible for University, the appropriate scaled score must be 50% or higher in these three ATAR courses.

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 does not mean the student has averaged 90% in their scaled scores!

At Churchlands Senior High School, it is school policy in Year 11 and 12 that we standardise the marks for all of our students. This means that “raw” marks are adjusted based on both historical Churchlands data as well as the attributes of the relevant cohort. These are the marks that we submit to the School Curriculum and Standards Authority. These are the marks that students should use when attempting to predict their final ATAR. It has been shown consistently that this process has resulted in reliable predictions and a continued tradition of outstanding marks and awards for our students.

The following table gives an indication of approximate ATARs based on the 2018 State data and projecting what might happen in 2019. It assumes that no language has been studied and no mathematics bonuses are included. If these have been studied then the ATAR will be a little higher or alternatively, the average scaled marks needed for the particular ATAR will be a little less. The predictions come from the ATAR calculator found on the TISC website (www.tisc.edu.au) and should be used as a guide only. ATAR Calculator Hyperlink

<table>
<thead>
<tr>
<th>Average of top four scaled marks</th>
<th>Approximate ATAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td>60.7</td>
</tr>
<tr>
<td>55</td>
<td>70.25 (70 is min ATAR for Curtin, Murdoch and ECU)</td>
</tr>
<tr>
<td>60</td>
<td>78.75</td>
</tr>
<tr>
<td>60.9</td>
<td>80 Min ATAR UWA</td>
</tr>
<tr>
<td>65</td>
<td>85.25</td>
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<tr>
<td>70</td>
<td>90.4</td>
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<td>90</td>
<td>99.25</td>
</tr>
<tr>
<td>95</td>
<td>99.7</td>
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SCSA EXHIBITIONS AND AWARDS

General Criteria for Eligibility for Exhibitions and Awards

In order to be eligible to receive the Beazley Medal WACE and Beazley Medal – VET Award, a General Exhibition, a Subject Exhibition, a VET Exhibition, a Certificate of Excellence, a Certificate of Distinction or a Certificate of Merit, a student must:

- be an Australian citizen or a permanent resident of Australia;
- have been enrolled as a full-time student in a registered secondary school; and
- have satisfied the requirements for a WACE at the time of the determination of the award/exhibition (except for subject exhibitions and certificates of excellence).

Special awards may be awarded to students who do not meet the general eligibility criteria.

Beazley Medal: WACE

The Beazley Medal WACE is awarded for excellence in ATAR courses. It is awarded to the highest ranked eligible student with a General Exhibition. NOTE: The Churchlands Senior High School ATAR Dux award is calculated on the same basis as the Beazley Medal.

Beazley Medal: VET

The Beazley Medal VET is for excellence in studies that include training qualifications and SCSA courses. It is awarded to the eligible student who has demonstrated the most outstanding performance in a VET Certificate II or higher and in their other WACE achievements. Eligibility requires the achievement of a VET Exhibition.

General Exhibitions

Fifty awards known as General Exhibitions are awarded to the eligible students who obtain the highest WACE Award score based on the average of five equated examination scores in ATAR courses, calculated to two decimal places, with at least two from each of List A and List B. (Any practical and written marks will be combined appropriately). At least three examination scores must have been obtained in the final year of senior secondary schooling. Scores achieved as a non-school candidate in an ATAR course are not eligible to be counted in the calculation for this award.

Subject Exhibitions (ATAR courses)

A Subject Exhibition may be awarded to the eligible student obtaining the highest examination mark for each ATAR course, subject to certain conditions.

VET Exhibitions

A VET Exhibition may be awarded to the eligible student who has demonstrated the most outstanding performance in an AQF VET Certificate II or higher. The student who is ranked first in the selection process for a VET Certificate of Excellence will be awarded the VET exhibition in that industry area.

Certificates of Excellence (ATAR Courses)

Certificates of Excellence are awarded to eligible students who are in the top 0.5 percent of candidates, based on the examination mark, or the top two candidates (whichever is the greater) in courses where there are at least 100 students sit the ATAR exam.
Certificates of Excellence (VET)
Certificates of Excellence may be awarded to eligible Year 12 students who complete an AQF VET Certificate II or higher in one of the nine industry areas and who are in the top 0.5% of candidates. Students also have to complete Workplace Learning in their certificate course industry area. The Certificate could have been completed in Year 10, 11 or 12.

For a specific industry area, the number of certificates of excellence that can be awarded is:

- 0.5 per cent of the number of Year 12 students who have completed a Certificate II or higher in the industry area in the year of the award, or
- A maximum of two (for training package industry areas with less than 400 students completing a Certificate II or higher).

*Eligibility criteria can be obtained from the School Curriculum and Standards Authority website.*

Training package industry areas in which certificates of excellence may be granted:

<table>
<thead>
<tr>
<th>Industry area</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Automotive, Engineering and Logistics</td>
</tr>
<tr>
<td>• Business and Financial Services; Information and Communications Technology</td>
</tr>
<tr>
<td>• Community Services, Health and Education</td>
</tr>
<tr>
<td>• Construction Industries</td>
</tr>
<tr>
<td>• Creative Industries</td>
</tr>
<tr>
<td>• Primary, Environmental and Animal Care Industries</td>
</tr>
<tr>
<td>• Sport, Recreation and Public Safety</td>
</tr>
<tr>
<td>• Tourism, Hospitality and Events</td>
</tr>
<tr>
<td>• Retail and Personal Services</td>
</tr>
</tbody>
</table>

*Applications will only be accepted for current qualifications or superseded qualifications that are undergoing an approved transition period.*

Certificates of Merit and Certificates of Distinction
Certificates of merit and certificates of distinction recognise student achievement in the WACE and are dependent on the degree of difficulty of the courses and programs undertaken, together with the student’s level of achievement. These awards will be based on the grades awarded to students by their schools.

A Certificate of merit or a Certificate of distinction is to be awarded to each eligible student who obtains:

- Certificates of Merit ...................... 150–189 points
- Certificates of Distinction ............... 190–200 points

Rules for calculating points for certificates of merit and distinction
The allocation of points for the achievement of a certificate of merit and distinction are according to the following rules and table:

1. Points are accrued at the unit level.
2. Points are accrued from 20 Year 11 and Year 12 units of which at least 10 must be Year 12 units.
3. The units used to calculate a student’s points will be those that maximise the student’s score (maximum points = 200).
4. If a unit/course is repeated the result for the first attempt is used in the determination of these awards.

5. Unit equivalents from AQF VET Certificates achieved can be used to meet the requirements. A maximum of eight unit equivalents can be used. An AQF VET Certificate II or higher must be achieved. Achieved certificates in the following combination may be used:
   - one Certificate III or above
   - two Certificate II

6. Endorsed programs may contribute a unit equivalence of up to four units – two Year 11 units and two Year 12 units. Endorsed programs are not allocated points and do not reduce the number of points required.

<table>
<thead>
<tr>
<th>Points (per unit)</th>
<th>ATAR courses</th>
<th>General courses</th>
<th>VET qualifications</th>
<th>Max Points per VET qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>A</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>B</td>
<td>-</td>
<td>Cert IV+</td>
<td>6 x 9 = 54</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Replaces two Year 11 and four Year 12 units</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>-</td>
<td>A</td>
<td>Cert III</td>
<td>6 x 8 = 48</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Replaces two Year 11 and four Year 12 units</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>-</td>
<td>-</td>
<td>Cert II</td>
<td>4 x 6 = 24</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Replaces two Year 11 and two Year 12 units</td>
<td></td>
</tr>
</tbody>
</table>

**Certificates and Medallions**

- The winners of the Beazley Medal WACE and VET Awards receive a medallion and cheque for $2000.
- Winners of General Exhibitions, Subject Exhibitions and VET Exhibitions receive a medallion, certificate and a prize.
- All other award winners receive a certificate.
### SELECTION OF COURSES

#### YEAR 12 COURSES OFFERED IN 2021

<table>
<thead>
<tr>
<th>Tertiary Stream – ATAR courses</th>
<th>TAFE/Apprenticeship/Employment Stream</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting &amp; Finance ATACF</td>
<td>Certificate II – Automotive CT2AUT12</td>
</tr>
<tr>
<td>Ancient History ATHIA</td>
<td>Certificate II – Business CT2BUS12</td>
</tr>
<tr>
<td>Biology ATBLY</td>
<td>Certificate III - Business (If completed Cert II Bus in Yr 11) CT3BUS12</td>
</tr>
<tr>
<td>Chemistry ATCHE</td>
<td>Certificate IV - Business (Continues from Yr 11) CT4BUS12</td>
</tr>
<tr>
<td>Chinese Second Language ATCSL</td>
<td>Certificate II – Community Service CT2CS12</td>
</tr>
<tr>
<td>Computer Science ATCSC</td>
<td>Certificate II – Engineering (Continues from Yr 11) CT2ENG12</td>
</tr>
<tr>
<td>Design (Graphics) ATDES</td>
<td>Certificate II – Hospitality (Continues from Yr 11) CT2HOS12</td>
</tr>
<tr>
<td>Drama ATDRA</td>
<td>Certificate II – Music Industry CT2MUS12</td>
</tr>
<tr>
<td>Earth &amp; Environmental Science ATEES</td>
<td>Certificate III – Music Industry CT3MUS12</td>
</tr>
<tr>
<td>Economics ATECO</td>
<td>Certificate II – Sport Coaching (Continues from Yr 11) CT2SPR12</td>
</tr>
<tr>
<td>English ATENG</td>
<td>Certificate III – Visual Arts (CAD) CT3CAD12</td>
</tr>
<tr>
<td>English as an Addn Lang/Dialect ATELD</td>
<td></td>
</tr>
<tr>
<td>French Second Language ATFSL</td>
<td>Applied Information Technology General GTAIT</td>
</tr>
<tr>
<td>Geography ATGEO</td>
<td>Business Management &amp; Enterprise General GTBME</td>
</tr>
<tr>
<td>Health Studies ATHEA</td>
<td>Dance – Dance General GTDAN</td>
</tr>
<tr>
<td>Human Biology ATHBY</td>
<td>Design – Photography General GTDESP</td>
</tr>
<tr>
<td>Japanese Second Language ATJSL</td>
<td>English General GTENG</td>
</tr>
<tr>
<td>Literature ATLIT</td>
<td>English as an Addn Lang/Dialect General GTEDL</td>
</tr>
<tr>
<td>Mathematics Applications ATMAA</td>
<td>Food, Science, Technology General GTTFST</td>
</tr>
<tr>
<td>Mathematics Methods ATMAM</td>
<td>Integrated Science General GTISC</td>
</tr>
<tr>
<td>Mathematics Specialist ATMAS</td>
<td>Materials, Design and Technology – Metal (Jewellery) GTMDTM</td>
</tr>
<tr>
<td>Media Production and Analysis ATMPA</td>
<td>Materials, Design and Technology – Wood GTMDTW</td>
</tr>
<tr>
<td>Modern History ATHIM</td>
<td>Mathematics Essential General GTMAE</td>
</tr>
<tr>
<td>Music (Jazz) ATMUSJ</td>
<td>Media Production &amp; Analysis General GTMPA</td>
</tr>
<tr>
<td>Music (Western Art) ATMUSW</td>
<td>Physical Education Studies General GTTPES</td>
</tr>
<tr>
<td>Philosophy and Ethics ATPAE</td>
<td>Visual Arts General GTVAR</td>
</tr>
<tr>
<td>Physical Education Studies ATPES</td>
<td></td>
</tr>
<tr>
<td>Physics ATPHY</td>
<td></td>
</tr>
<tr>
<td>Politics &amp; Law ATPAL</td>
<td></td>
</tr>
<tr>
<td>Psychology ATPSY</td>
<td>Workplace Learning (Endorsed Program) WL</td>
</tr>
</tbody>
</table>

**NOTE CAREFULLY**

- Students with CLEAR University intentions should take a minimum four ATAR courses according to their INTERESTS and ABILITY. Students selecting an ATAR course MUST sit the external WACE exam in that course.
- Students with NO university intentions should choose General English and a Certificate course and then choose all other courses from the TAFE/Apprenticeship/Employment Stream.
- Students who wish to consider an alternative pathway to university could include one-three ATAR courses but need to meet prerequisites and ensure they sit the external WACE exams.
- All students must select six courses unless studying five ATAR courses. In that case the student may apply for Private Study as the 6th choice. There is no automatic rollover for students who had a private study in Year 11 due to special circumstances. A new application and evidence would be required for Year 12.
- All 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. At Churchlands Senior High School, all reported marks are “adjusted” based on historical performance and attributes of the cohort to indicate likely final “scaled” scores.
REMINDER: A minimum of four ATAR courses must be selected to get an ATAR to apply for University entrance through TISC
ATAR COURSES

ATAR – ACCOUNTING & FINANCE

PREREQUISITES
Prerequisites required for this course is a C Grade or above in ATAR Accounting and Finance Units 1 and 2.

CONTENT
This course provides students with an understanding of the financial operation of companies. Skills learnt help in the preparation and analysis of financial reports from financial data, identifying legislation and the financial costs associated with starting and maintaining good business practice, selecting financial and nonfinancial information to evaluate a company and suggesting strategies that will improve business performance.

Students will also have the opportunity of applying for a Cadetship with a Chartered Accountancy firm. It is a chance to work while studying Business or Commerce at University. Students need to apply whilst in Year 12 ready for commencement the following year. It is a great way to enhance learning as students combine theory and practice while completing University studies.

ASSESSMENT
Internal assessment throughout the course includes:

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

CAREER POSSIBILITIES
Accounting, Finance, Commerce, Marketing, Management or Banking sectors.
**ATAR – ANCIENT HISTORY**

**PREREQUISITES**
High level of essay writing and analytical skills. Recommended for students who have completed the Year 11 course in Ancient History. Completion of ATAR Ancient History (C Grade or better) or ATAR English (B Grade or better) or ATAR Literature (C Grade or better)

**RATIONALE**
The overall focus of the Ancient History ATAR 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.

**CONTENT**
Ancient Greece is the topic for the year. In Semester 1 students will conduct a detailed investigation of the Persian Wars and the establishment of the Delian League. They will also study the development of Athenian democracy in the 5th century BCE. In Semester 2 students will compare and contrast the city states, Athens and Sparta and analyse the causes of the Peloponnesian War. The War itself will be examined, described and analysed.

**ASSESSMENT**
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.

**ADDITIONAL COSTS**
Tours to Greece have been offered in 2015, 2017 & 2019. All tours were very successful and gave the students a much greater insight into the content of the course. It is planned that the tour runs every two years. The cost for this excursion is approximately $5000.00 per student. This is an optional activity.
ATAR – BIOLOGY

PREREQUISITES
Completion of Biology ATAR Units 1 and 2 (C Grade or better)

RATIONALE
A unique appreciation of life and a better understanding of the living world are gained through studying the Biology ATAR 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 3 – Continuity of species - In this unit, students investigate mechanisms of heredity and the ways in which inheritance patterns can be explained, modelled and predicted; they connect these patterns to population dynamics and apply the theory of evolution by natural selection in order to examine changes in populations.

Unit 4 – Surviving in a changing environment - In this unit, students investigate system change and continuity in response to changing external conditions and pathogens; they investigate homeostasis and the transmission and impact of infectious disease; and they consider the factors that encourage or reduce the spread of infectious disease at the population level.

ASSESSMENT
Inquiry – practical & investigation (20%)
Extended response (10%)
Test (20%)
Examination (50%)

CAREER POSSIBILITIES
Studying the Biology ATAR 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 course, Biology students are expected to attend all organised excursions. The approximate cost of these excursions is $60.00.
PREREQUISITES
Completion of Chemistry ATAR Units 1 and 2 (C Grade or better)

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

The Chemistry ATAR 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 3 – Equilibrium, acids and bases, and redox reactions - In this unit, students investigate the concept of reversibility of reactions and the dynamic nature of equilibrium in chemical systems; contemporary models of acid-base behaviour that explain their properties and uses; and the principles of oxidation and reduction reactions, including the generation of electricity from electrochemical cells.

Unit 4 – Organic chemistry and chemical synthesis - In this unit, students develop their understanding of the relationship between the structure, properties and chemical reactions of different organic functional groups. Students also investigate the process of chemical synthesis to form useful substances and products and the need to consider a range of factors in the design of these processes.

ASSESSMENT
Inquiry – practical & investigation (20%)
Extended response (10%)
Test (20%)
Examination (50%)

CAREER POSSIBILITIES
Studying the Chemistry ATAR course provides students with a suite of skills and understandings that are valuable to a wide range of further study pathways and careers. 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 – CHINESE SECOND LANGUAGE

PREREQUISITES
Completion of Chinese Second Language ATAR Unit 1 and 2 (C Grade, or equivalent).

RATIONALE
The Chinese: Second Language ATAR course is designed to further develop students’ knowledge and understanding of the culture and the language of Chinese-speaking communities, providing them with opportunities to gain a broader and deeper understanding of Chinese and extend and refine their communication skills. The course focuses on the interrelationship between 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 Chinese language as well as extend literacy development in English.

The study of Chinese provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions. In addition, the study of Chinese assists students to prepare for employment and full and active participation as citizens.

CONTENT
Unit 3 - This unit focuses on 目前情况 (Here and now). Through the three topics: Relationships; Celebrations and Traditions and Communicating in a modern world, students extend and refine their communication skills in Chinese and gain a broader and deeper understanding of the language and culture.

Unit 4 - This unit focuses on 有什么打算? (What next?). Through the three topics: Reflecting on my Life and Planning my future; The Environment and Current Issues, students extend and refine their communication skills in Chinese and gain a broader and deeper understanding of 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.

FUTURE PATHWAYS
Employers in all fields recognise the advantage of multi-lingual employees in our global economy. Studying Chinese, French and/or Japanese can provide a basis for continued learning and a pathway for students into post-secondary options. In today’s society, these options include employment domestically and internationally.

LOTE BONUS
10% of a student’s final score in Chinese 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 www.scsa.wa.edu.au
ATAR – COMPUTER SCIENCE

PREREQUISITES
Successful completion of Computer Science Year 11 ATAR Course (C Grade or better)

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 Computer Science ATAR 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
This course is divided into two units, and five content areas delivered over the year.

Unit 3 – Design and development of computer-based systems and database solutions
- In this unit, students understand the design concepts and tools used to develop relational database systems. They consider the complex interactions between users, developers, the law, ethics and society when computer systems are used and developed.

Systems analysis and development
- The functions and technical capabilities of systems, how components are configured to form a computer system, and factors which affect the design of an information system, are explored. Evaluations of systems, devices or components are conducted while acquiring computer hardware knowledge and skills.

Managing data
- The distinction between data and information, including different types of data (including text and number) and the varied representation of data within a computer, is addressed. The representation of data types in data dictionaries, the graphical representation of data, how data is stored into separate entities using a relational database and the process of normalisation are examined.

Unit 4 – Design and development of communication systems and software solutions
- In this unit, students gain the knowledge and skills to create software and use algorithms and structured programming to design and implement software solutions for a range of problems using the Software Development Cycle. Students examine attitudes and values that lead to the creation and use of computer-based systems and their effect on society. Students consider networks and communication systems, including security and protocols.

Developing software
- Various methods of developing software systems and the problems associated with connecting systems in an increasingly global environment are addressed. The different perspectives of users and developers to the development and use of computer-based systems are explored.

Programming
- The basic constructs of sequence, selection and iteration are examined. The analysing and breaking down of problems into small, self-contained units for which procedures or functions are created in a programming language is addressed along with the passing of parameters to procedures, functions and modules. This includes the means by which records, files and databases in an application are accessed and an understanding of the operation of compilers.
Networks and communications - The convergence of technologies, which involves the integration of computers and communication hardware, is investigated. Similarly, the design and creation of networks of various configurations, as well as connecting networks of different types, are investigated. Communication software models, and standards; the types, purpose and use of protocols, servers and operating systems in communications; and software and the aspects to consider in network security are explored.

ASSESSMENT
Four types of school-managed assessment are used which are consistent with those documented in the School Curriculum and Standards Authority Computer Science ATAR Year 12 syllabus. They are: Project, Theory Test, Practical Test and Examination.

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 an understanding of networks and data. The skills developed are suitable and advantageous for many professions in the modern world.
ATAR – DESIGN (GRAPHICS)

PREREQUISITES
Successful completion of Year 11 ATAR Design Units 1 and 2 (C Grade or better).

RATIONALE
The goals of the Year 12 ATAR Design course are to facilitate a deeper understanding of how design works; and how ideas, beliefs, values, attitudes, messages and information are effectively communicated to specific audiences with specific intentions or purposes via visual media forms. This course aims to achieve these goals by exposing students to a variety of communication forms and a thorough exploration of design.

Students will continue to work in the contexts of graphics to create a range of commercial design and design that influences, including but not limited to magazine layouts, promotional material, labels and packaging, viewpoint/persuasive advertisements, logos, branding, and awareness posters. The Graphic Design projects allow students to demonstrate their skills and understandings of design principles and processes; to analyse problems and possibilities; and to devise innovative strategies within design contexts. Students will strengthen their use of analogue, and digital media, graphics technology, and visual communication. Students will also have the opportunity to explore digital photographic systems. Whilst these fields share a common link through digital technology, graphics also includes traditional two dimensional (2D) media.

ASSESSMENT
The Year 12 syllabus is divided into two units.

Unit 3 – Commercial Design, students become aware that design has commercial considerations that are influenced by various stakeholders to produce products, services and brands.

Unit 4 – Influential Design, students learn how the communication of ideals, messages, information and values can influence opinion and attitudes. Students will be required to complete a variety of arts and technologies activities in both design production and response tasks. They will research, ideate, design and produce prototypes for creative design solutions, and respond to their own work as well as the work of others. Results from an examination at the end of each semester will be part of the final assessment. 50% of the assessable tasks will be in design production, 50% will be in design response.

CAREER POSSIBILITIES
In this course, students develop a competitive edge for current and future industry and employment markets. There is potential for students to develop transferable skills and vocational competencies while devising innovative design solutions. This course also emphasises the scope of design in professional and trade-based industries allowing students to maximise vocational and/or university pathways. The development of a design portfolio can also be ideal for alternative portfolio entry pathways into a range of university courses.

ADDITIONAL COSTS
Each of these units may include an excursion and/or workshop. These will cost approximately $25 each.
**ATAR – DRAMA**

**PREREQUISITES**
Successful completion of Year 11 ATAR Drama Units 1 and 2 preferred (C Grade or better) OR completion of ATAR English or ATAR Literature or ATAR English as an Additional Language/Dialect (C Grade or better).

**CONTENT**
The Drama ATAR course focuses on drama in practice and aesthetic understandings as students integrate their knowledge and skills. They engage in drama processes such as improvisation, play building, text interpretation, playwriting and dramaturgy. This allows them to create original drama and interpret a range of texts written or devised by others. Students are required to engage in the roles of actor and director as well as production and design roles involving scenography, costume, sound design and lighting design.

**Unit 3** - Focuses on the reinterpretation of drama for contemporary audiences through applying theoretical and practitioner approaches.

**Unit 4** - Focuses on the students devising original works using a range of practical and theoretical approaches.

**ASSESSMENT**
1. Performance/Production
2. Response
3. Written Examination
4. Practical Examination

**CAREER POSSIBILITIES**
The Drama course of study 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 Drama, Arts Management, Theatre Design and Theatre Studies at a tertiary level; students who intend studying or seeking employment in vocational areas such as acting, directing, design of sets, costumes, lighting or sound and theatre management; and students who will continue to enjoy drama and apply the knowledge, skills and understandings they have learned to other aspects of their lives. The Drama course of study will also be useful for students intending to work in careers that require empathy and a high level of interpersonal skills.

**ADDITIONAL COSTS**
It is a requirement that students attend a range of theatre performances during the year. The cost of these performances should not exceed $70.00.
ATAR – EARTH & ENVIRONMENTAL SCIENCE

PREREQUISITES
Completion of Units 1 and 2 of a Science ATAR course (with a C Grade or better)

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. The 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.

COURSE CONTENT
Unit 3 – Managing Earth resources - Students examine renewable and non-renewable resources, the implications of producing these resources, and associated management approaches.

Unit 4 – Earth hazards and climate change - Students consider how Earth processes and human activity can contribute to Earth hazards, and the ways in which these hazards can be predicted and managed to reduce their impact on Earth environments.

ASSESSMENT
Inquiry – practical & investigation (20%)
Extended response (10%)
Test (20%)
Examination (50%)

CAREER POSSIBILITIES
Studying senior secondary science provides students with a range of skills and understandings that are valuable to a wide range of further study pathways and careers including the mining industry, which is of enormous economic importance to WA. There is also a variety of careers that relate to mining and its associated industries.

ADDITIONAL COSTS
Day excursions approximately $55.00.
ATAR – ECONOMICS

PREREQUISITES
Successful completion of Year 11 Economics (C Grade or better)

RATIONALE
Economics aims to understand and analyse the allocation, utilisation and distribution of scarce resources that determine our wealth and wellbeing. Economics develops the knowledge, reasoning and interpretation skills that form an important component of understanding individual, business and government behaviour at the local, national and global levels. The Economics ATAR course develops reasoning, logical thinking and interpretation skills demanded by the world of work, business and government.

CONTENT
Unit 3 - Australia and the global economy - The unit explores the linkages between economies and the concepts of globalisation, trade liberalisation and protection in relation to the Australian economy. Students examine Australia’s trade and the impact of international transactions on the Australian economy. This course exposes students to international trade issues which receive extensive coverage in the media. Students use investigative processes to describe and analyse Australia’s economic links with the rest of the world.

Some of the key topics studied in this unit are:
2. The freeing up of world trade and its impact on economic growth in Australia and the world.
3. The pattern and trends in Australia’s trade.
4. The Aussie dollar and factors affecting it.

Unit 4 - Economic policies and management - The unit explores how economic policies and actions, such as fiscal policy, monetary policy and structural reform policy operate in the pursuit of the Australian Government’s economic objectives. Students examine the effects of the operation of policies in Australia using economic models along with recent (the last ten years) and contemporary (the last three years) economic data. Students apply the language, theories and tools of economics to develop a critical perspective on the role of these policies in the current Australian Government policy mix.

Some of the key topics addressed in this unit are:
1. The business cycle and economic models which demonstrate and explain these fluctuations.
2. Government economic objectives.
3. Government policies used to achieve its economic objectives.

ORGANISATION
At Churchlands Senior High School, Unit 4 will be studied before Unit 3. This is because the macroeconomics covered late in Year 11 is covered early in Unit 4 and provides a platform for studying key elements of our Australian economy (also, the Federal Budget is delivered in May and that is covered in Unit 4).

ASSESSMENT
The three outcomes of Economic Enquiry, Operation of the Economy and Economic Policy In Action are addressed through the assessments. Each unit has an examination along with a range of tasks which includes contemporary data interpretation and long answer questions.
CAREER OPPORTUNITIES
The economic literacy developed through this course enables students to actively participate in economic and financial decision-making which will be highly useful in both their careers and personal life.

Economics provides students with a wide range of career opportunities in business, accounting, law, journalism, teaching and administration, along with the benefits of personal and financial skills and understanding of the economic environment in which they live.
**ENGLISH PATHWAYS**

**YEAR 11**
- YEAR 11 ATAR LITERATURE PREREQUISITES
  - B Grade and/or EXAM 70%

**YEAR 12**
- YEAR 12 ATAR LITERATURE PREREQUISITES
  - C Grade and/or EXAM 60%
  - IN YEAR 11 ATAR LITERATURE

**YEAR 10**
- YEAR 11 ATAR ENGLISH PREREQUISITES
  - C+ Grade and/or EXAM 60%

**YEAR 11 ATAR ENGLISH PREREQUISITES**
- C Grade and/or EXAM 60%
  - IN YEAR 11 ATAR ENGLISH

**YEAR 11 GENERAL ENGLISH PREREQUISITES**
- NIL

**YEAR 12 GENERAL ENGLISH PREREQUISITES**
- NIL
PREREQUISITES
High level of performance in Year 11 ATAR English (C Grade or Exam Score: Minimum 60%), or completion of Year 11 ATAR Literature.

RATIONALE
The English course focuses on developing students’ analytical, creative, and critical thinking and communication skills. Students critically engage with texts from their contemporary world, from the past and other cultures. They develop a sense of themselves, their world and their place in it. Students develop the ability to analyse and evaluate a range of texts including novels, short stories, films, podcasts, documentaries and graphic novels. Students enhance their creativity and expression by composing their own imaginative, interpretive and persuasive texts and by delivering presentations and tutorials. English promotes an appreciation of literature and contemporary media and fosters the attributes of life-long learning.

CONTENT
The Year 12 syllabus is divided into two units which are delivered as a pair. The notional time for the pair of units is 110 class contact hours.

Unit 3 - Students explore representations of themes, issues, ideas and concepts through a comparison of texts. They analyse and compare the relationships between language, genre and contexts, comparing texts within and/or across different genres and modes. Students recognise and analyse the conventions of genre in texts and consider how those conventions assist interpretation. Students compare and evaluate the effect of different media, forms and modes on structure of texts and how audiences respond to them. Understanding of these concepts is demonstrated through the creation of imaginative, interpretive, persuasive and analytical responses.

Unit 4 - Students examine different interpretations and perspectives to develop their knowledge and analysis of purpose and style. They challenge perspectives, values and attitudes in texts, developing and testing their own interpretations through debate and argument. Through close study of texts, students explore relationships between content and structure, voice and perspectives and text and context. This provides the opportunity for students to extend their experience of language and of texts and explore their ideas through their own reading and viewing. Students demonstrate understanding of the texts studied through creation of imaginative, interpretive, persuasive and analytical responses.

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

CAREER POSSIBILITIES
The necessity of English competence for success in a career cannot be understated. All tertiary institutions and most jobs require the ability to communicate fluently and competently, whether it is in written or spoken forms. Careers which require a particular aptitude in English include those in public relations, 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 $40.00 to cover such activities as drama excursions, visiting speakers, competitions and attendance at conferences.
ATAR – ENGLISH AS AN ADDITIONAL LANGUAGE/ DIALECT

PREREQUISITES
Successful completion of Year 11 ATAR EAL/D (C Grade or better or exam mark higher than 50%)

RATIONALE
The English as an Additional Language/Dialect course is designed as an alternative to ATAR English’ for students who speak another language or dialect as their first or ‘home’ language. EAL/D focuses on the mechanics of Standard Australian English (SAE) and how to use it appropriately in business, government, further education or the workplace.

CONTENT
The English as an Additional Language or Dialect (EAL/D) ATAR course focuses on language learning and the explicit teaching of the structure, linguistic features and sociolinguistic and sociocultural aspects of Standard Australian English (SAE). Through close study of language and meaning, students explore how learning in and through English language and literature influences their own and others’ personal, social and cultural identities and thought processes. They develop skills that enable them to use different registers of spoken and written SAE so they can communicate effectively in a range of contexts and for a variety of purposes in order to become effective cross-cultural users of language and dialect.

Unit 1 to Unit 4 of the ATAR course develop students’ academic English skills in order to prepare them for tertiary study.

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 course. An oral exam is part of this course and a formal practical exam is conducted twice a year. The oral component accounts for 25% of the total marks for this course. Two major exams in Semester 1 and Semester 2, form part of the overall marks for this subject.
ATAR – FRENCH SECOND LANGUAGE

PREREQUISITES
Completion of French Second Language ATAR Unit 1 and 2 (C Grade, or equivalent).

RATIONALE
French is a major world language and one of the priority languages to be taught in Australian schools. This course 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 course focuses on the interrelationship of language and culture and equips students with the skills needed to function in an increasingly globalized 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. An ability to communicate in French provides opportunities for students to learn about the rich and diverse culture, traditions, and belief systems throughout the world, and to participate in exchanges.

CONTENT
Unit 3 - This unit focuses on *Les médias* (The media). Through the three topics: Technology and me, Film and music, and In the media, students extend and refine their communication skills in French and gain a broader and deeper understanding of the language and culture.

Unit 4 - This unit focuses on *Le monde qui nous entoure* (The world around us). Through the three topics: Planning my future, Migrant experiences, and Youth issues, students extend and refine their communication skills in French and gain a broader and deeper understanding of 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.

FUTURE PATHWAYS
Employers in all fields recognise the advantage of multi-lingual employees in our global economy. Studying Chinese, French and/or Japanese can provide a basis for continued learning and a pathway for students into post-secondary options. In today’s society, these options include employment domestically and internationally.

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 www.scsa.wa.edu.au
**ATAR – GEOGRAPHY**

**PREREQUISITES**
Completion of Year 11 ATAR Geography (C Grade or better)

**RATIONALE**
The study of geography draws on students’ curiosity about the diversity of the world’s places and their peoples, cultures and environments. It enables them to appreciate the complexity of our world and the diversity of its environments, economies and cultures. Students use this knowledge to promote a more sustainable way of life and awareness of social and spatial inequalities.

**CONTENT**
The Year 12 syllabus is divided into two units which are delivered as a pair.

**Unit 3 – Global Environmental Change** - This unit focuses on the changing land cover of the Earth’s surface, the creation of human biomes and the resulting impacts on either global climate or biodiversity. Land cover transformations have changed affecting both global climate and biodiversity. Aspects of physical, environmental and human geography provide students with a comprehensive understanding of the processes related to land cover change, their local, regional and global environmental consequences, and possible sustainable solutions. Human action has altered local and regional climates and hydrology, damaged ecosystem services, contributed to the loss of biodiversity and altered soils.

**Unit 4 – Planning Sustainable Places** - Challenges exist in designing urban places to make them more productive, vibrant and sustainable. How people and communities respond to these challenges, will influence the sustainability and liveability of places into the future. All places are affected by changes produced by economic, demographic, social, political and environmental processes, and the impacts of these vary depending on local responses, adaptations and planning practices. Urban planning involves a range of stakeholders who contribute to decision-making and the planning process. Students examine how governments, planners, communities, interest groups and individuals attempt to address a variety of challenges in order to ensure that places are sustainable. The present and future needs of society are addressed by policies around land uses, improving infrastructure and transport systems and enhancing amenities to meet the needs of the population. The unit begins with a global scale overview of the process of urbanisation and its consequences. Urbanisation not only affects human wellbeing and the rate of world population growth, it has created a range of challenges for urban, rural and remote places, including Indigenous communities. The challenges faced in places relating to sustainability and liveability, are a real focus in this unit.

**ASSESSMENT**
- Geographical inquiry (15%)
- Fieldwork/practical skills (15%)
- Short and extended response (30%)
- Examination (40%)

**CAREER POSSIBILITIES**
Careers include: Cartographer, GIS Specialist, Climatologist, Environmental Management, Demographer, Foreign Service, Tourism, Urban Planning, Geopolitical Analyst, Government Advisor, Mining Project Management, Rehabilitation Officers, Education, Community Liaison Management etc.

**ADDITIONAL COSTS**
Typically, students go on at least two excursions per year. The average cost of an excursion is approximately $30.00 to cover the fieldwork activity and bus transport.
PREREQUISITES
Completion of Year 11 ATAR Health Studies (C Grade or better). If Year 11 ATAR Health Studies not completed, then a minimum of completion of Year 11 ATAR English (B Grade) or ATAR Literature. Interest in health promotion, research or community health care, sport and exercise science and the human body. This is a difficult course to complete as the cognitive complexity of the syllabus content increases from Year 11 to Year 12. Year 11 lays down the foundation for this course.

RATIONALE
Within Australia and across the globe, there are groups who do not enjoy the same level of health as the general population. Despite incredible improvements in health, life expectancy rates within and across populations vary considerably. This course will focus on specific population groups, for example prison populations or the Indigenous population, as well as local, regional and global health challenges of the 21st Century; such as war, conflict and natural disasters. Students will learn to collect, analyse and organise information as they investigate risk and protective factors. Students will scrutinise information and put ideas into action through the creation and implementation of health promotion actions and strategies designed to improve individual and population groups’ health outcomes.

CONTENT
The Year 12 syllabus is divided into two units which are delivered concurrently.

Unit 3 - Focuses on the health of specific populations and reasons why some groups do not enjoy the same level of health as the general populations. Students learn about factors creating these disparities and ways of improving the health and wellbeing of specific groups. Students apply inquiry skills to examine and interpret data and explain and respond to inequities in health.

Unit 4 - Focuses on local, regional and global challenges to health. Students learn the impact of determinants on global health inequities and explore approaches to address barriers preventing groups from experiencing better health. Students apply well-developed inquiry skills to analyse health issues, develop arguments and draw evidenced-based conclusions.

Content is organised into the following sub-headings:
- Holistic health
- Principles, frameworks, models and theories
- Actions and strategies
- Consumer health
- Beliefs, attitudes and values
- Social and cultural norms
- Self-management and Interpersonal skills
- Health inquiry

ASSESSMENT
Students will be credited with one grade for both Units 3 and 4 at the end of the year, as the Units are run concurrently. The types of assessment listed below are consistent with the teaching and learning strategies considered to be most supportive of student achievement:

Response (20%)
Project (20%)
Inquiry (20%)
Exams (40%)

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 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.
PREREQUISITES
Completion of Human Biological Science ATAR Units 1 and 2 (C Grade or better)

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 3 – Homeostasis and disease - This unit explores the nervous and endocrine systems and the mechanisms that help maintain the systems of the body to function within normal range, and the body’s immune responses to invading pathogens.

Unit 4 – Human variation and evolution - This unit explores the variations in humans, their changing environment and evolutionary trends in hominids.

ASSESSMENT
Inquiry – practical & investigation (10%)
Extended response (15%)
Test (25%)
Examination (50%)

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 fields, such as science education, medical and paramedical fields, food and hospitality, childcare, sport and social work. Appreciation of the range and scope of such professions broadens their horizons and enables them to make informed choices.

ADDITIONAL COSTS
Students will participate in an excursion to the Harry Perkins Medical Institute to participate in biotechnology practicals and to meet working Scientists in the field. Approximate cost of excursion is $60.
ATAR – JAPANESE SECOND LANGUAGE

PREREQUISITES
Japanese Second Language ATAR Unit 1 and 2 (C Grade or equivalent)

RATIONALE
The Japanese: Second Language ATAR course is designed to equip students with the skills needed to function in an increasingly globalised society, and a culturally and linguistically diverse local community and to provide the foundation for lifelong 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 traditions of Japan and an understanding of different attitudes and values within the wider Australian community and beyond. In the Japanese: Second Language ATAR course, students develop the necessary understandings and values to communicate effectively with Japanese speakers in both social and workplace contexts in Australia, in Japan and elsewhere. They develop a stronger sense of their personal identity and greater respect for people of Japanese-speaking communities.

CONTENT
Unit 3 - This unit focuses on 若い旅行者 (Young travellers). Through the two topics: Travel and Part-time jobs and money, students extend and refine their communication skills in Japanese, while gaining a broader and deeper understanding of the language and culture.

Unit 4 - This unit focuses on かこと未来 (Reflections and horizons). Through the three topics: This year and beyond, Youth events and pathways and Future plans, students extend and refine their communication skills in Japanese.

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.

FUTURE PATHWAYS
Employers in all fields recognise the advantage of multi-lingual employees in our global economy. Studying Chinese, French and/or Japanese can provide a basis for continued learning and a pathway for students into post-secondary options. In today’s society, these options include employment domestically and internationally.

LOTE BONUS
10% of a student’s final score in Japanese 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 www.scsa.wa.edu.au
**ATAR – LITERATURE**

**PREREQUISITES**
Students should have achieved a high C Grade or better or an exam score at least 60% in Year 11 ATAR Literature.

**RATIONALE**
The Literature course focuses on the study of literary texts and developing students as independent, innovative, creative learners and thinkers who appreciate the aesthetic use of language. Students evaluate perspectives and evidence; and challenge ideas and interpretations. The Literature ATAR course explores how literary texts construct representations, shape perceptions of the world and enable us to enter imagined worlds. Students actively participate in the dialogue of literary analysis and creation of imaginative and analytical texts. Students enjoy and respond creatively and critically to traditional and contemporary texts including Australian works and those from other cultures. They reflect on what these texts offer them as individuals, as Australians and world citizens.

**CONTENT**
The Year 12 syllabus is divided into two units which are delivered as a pair. The notional time for the pair of units is 110 class contact hours.

- **Unit 3** - Develops students’ knowledge and understanding of the relationship between language, culture and identity in literary texts. Students inquire into the power of language to represent ideas, events and people, comparing these across a range of texts, contexts, modes and forms. Through critical analysis and evaluation, values and attitudes represented in and through texts and their impact on the reader are examined. Throughout the unit, students create analytical responses characterised by a confident, engaging style and informed observation. In creating imaginative texts, students experiment with language, adapt forms and challenge conventions and ideas.

- **Unit 4** - Develops students’ appreciation of the significance of literary study through close critical analysis of various literary texts. Students reflect upon the creative use of language, and structural and stylistic features that shape meaning and influence response. The unit focuses on the dynamic nature of literary interpretation and considers the insights texts offer, their use of literary conventions and aesthetic appeal. Analytical responses demonstrate increasing independence in interpreting texts and synthesising a range of perspectives into critical and imaginative responses. In creating imaginative texts, students experiment with literary conventions and reflect on how the created text takes into account the expectations of audiences.

**ASSESSMENT**
Students will be required to complete a number of minor and major essays each semester. They are required to contribute to class discussions, deliver oral analyses and present at least one tutorial per semester. Each semester will be concluded with an exam. The final assessment is the external WACE Literature exam, which is worth approximately 50% of their final course score.

**CAREER POSSIBILITIES**
The necessity of English competence cannot be understated. All tertiary institutions and most careers require the ability to read critically and communicate effectively, in both written and spoken forms. Specific career paths for Literature students include journalism, teaching, publishing, management, marketing, public relations, law, politics or library studies.

**ADDITIONAL COSTS**
There may be additional costs up to approximately $40.00 to cover such activities as drama excursions, visiting speakers, competitions and attendance at conferences.
MATHEMATICS PATHWAYS FROM YEAR 10 TO SENIOR SCHOOL

YEAR 10

- AEP B GRADE OR 65% EXAM
- AEP C GRADE OR ABOVE
- PATHWAY 1 A GRADE AND 70% EXAM
- PATHWAY 1 B GRADE AND 65% EXAM
- PATHWAY 1 C GRADE OR BELOW
- PATHWAY 2 B+ GRADE AND 70% EXAM
- PATHWAY 2 B GRADE OR LESS
- PATHWAY 3 C GRADE

YEAR 11

- MATHEMATICS SPECIALIST UNITS 1 & 2
- MATHEMATICS METHODS UNITS 1 & 2
- MATHEMATICS METHODS UNITS 3 & 4
- MATHEMATICS APPLICATIONS UNITS 1 & 2
- MATHEMATICS ESSENTIAL UNITS 1 & 2
- NON-ATAR COURSE

YEAR 12

- MATHEMATICS SPECIALIST UNITS 3 & 4
- MATHEMATICS METHODS UNITS 3 & 4
- MATHEMATICS ESSENTIAL UNITS 3 & 4
- NON-ATAR COURSE
**ATAR – MATHEMATICS APPLICATIONS**

**PREREQUISITES**
Year 11 Mathematics Applications Units 1 and 2: C Grade minimum and scaled exam mark of 55%, OR Mathematics Methods any grade.

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

**CONTENT**
The Year 12 syllabus is divided into two units which are delivered as a pair. The notional time for the pair of units is 110 class contact hours.

**Unit 3** - ‘Bivariate data analysis’ introduces students to some methods for identifying, analysing and describing associations between pairs of variables, including using the least-squares method as a tool for modelling and analysing linear associations. The content is to be taught within the framework of the statistical investigation process. ‘Growth and decay in sequences’ employs recursion to generate sequences that can be used to model and investigate patterns of growth and decay in discrete situations. These sequences find application in a wide range of practical situations, including modelling the growth of a compound interest investment, the growth of a bacterial population, or the decrease in the value of a car over time. Sequences are also essential to understanding the patterns of growth and decay in loans and investments that are studied in detail in Unit 4. ‘Graphs and networks’ introduces students to the language of graphs and the way in which graphs, represented as a collection of points and interconnecting lines, can be used to analyse everyday situations, such as a rail or social network.

**Unit 4** - ‘Time series analysis’ continues students’ study of statistics by introducing them to the concepts and techniques of time series analysis. The content is to be taught within the framework of the statistical investigation process. ‘Loans, investments and annuities’ aims to provide students with sufficient knowledge of financial mathematics to solve practical problems associated with taking out or refinancing a mortgage and making investments. ‘Networks and decision mathematics’ uses networks to model and aid decision-making in practical situations.

**Unit 3** Contains the three topics:
- Bivariate data analysis
- Growth and decay in sequences
- Graphs and networks

**Unit 4** Contains the three topics:
- Time series analysis
- Loans, investments and annuities
- Networks and decision mathematics

**ASSESSMENT**
Teachers design school-based assessment tasks to meet the needs of students. The details of the assessment types for the Mathematics Applications ATAR Year 12 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.
PREREQUISITES
Year 11 Mathematics Methods Units 1 and 2: C Grade minimum and scaled exam mark of 55%.

CONTENT
The Year 12 syllabus is divided into two units which are delivered as a pair. The notional time for the pair of units is 110 class contact hours.

Unit 3 - The study of calculus continues by introducing the derivatives of exponential and trigonometric functions and their applications, as well as some basic differentiation techniques and the concept of a second derivative, its meaning and applications. The aim is to demonstrate to students the beauty and power of calculus and the breadth of its applications. The unit includes integration, both as a process that reverses differentiation and as a way of calculating areas. The fundamental theorem of calculus as a link between differentiation and integration is emphasised. Discrete random variables are introduced, together with their uses in modelling random processes involving chance and variation. The purpose here is to develop a framework for statistical inference.

Unit 4 - The logarithmic function and its derivative are studied. Continuous random variables are introduced and their applications examined. Probabilities associated with continuous distributions are calculated using definite integrals. In this unit, students are introduced to one of the most important parts of statistics, namely, statistical inference, where the goal is to estimate an unknown parameter associated with a population using a sample of that population. In this unit, inference is restricted to estimating proportions in two-outcome populations. Students will already be familiar with many examples of these types of populations.

Unit 3 Contains the four main topics:
- Further differentiation and its applications
- Integration and its applications
- Calculus of trigonometric and exponential functions
- Discrete random variables

Unit 4 Contains the three topics:
- The logarithmic function involving calculus
- Continuous random variables and the normal distribution
- Random sampling and Interval estimates for proportions

ASSESSMENT
Teachers design school-based assessment tasks to meet the needs of students. The details of the assessment types for the Mathematics Methods ATAR Year 12 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.
**ATAR – MATHEMATICS SPECIALIST**

**PREREQUISITES**
Completion of Year 11 Mathematics Methods Units 1 and 2 and Mathematics Specialist Units 1 and 2: C Grade minimum and scaled exam mark of 55% in both courses.

**RATIONALE**
Mathematics Specialist is an ATAR course that provides opportunities, beyond those presented in the Mathematics Methods ATAR course, to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. The Mathematics Specialist ATAR course contains topics in functions and calculus that build on and deepen the ideas presented in the Mathematics Methods ATAR 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 Mathematics Specialist ATAR course is the only ATAR Mathematics course that should not be taken as a stand-alone course.

**CONTENT**
The Year 12 syllabus is divided into two units that are delivered as a pair. The notional time for the pair of units is 110 class contact hours.

**Unit 3**
- Contains three topics: Complex numbers, Functions and sketching graphs and Vectors in three dimensions. The study of vectors is introduced in Unit 1 with a focus on vectors in two-dimensional space. In this unit, three-dimensional vectors are studied and vector equations and vector calculus are introduced, with the latter extending students’ knowledge of calculus from the Mathematics Methods ATAR course. Cartesian and vector equations, together with equations of planes, enables students to solve geometric problems and to solve problems involving motion in three-dimensional space. The Cartesian form of complex numbers is introduced in Unit 2, and the study of complex numbers is now extended to the polar form.

**Unit 4**
- Contains three topics: Integration and applications of integration, Rates of change and differential equations and Statistical inference. In Unit 4, the study of differentiation and integration of functions continues, and the calculus techniques developed in this and previous topics are applied to simple differential equations, in particular in biology and kinematics. These topics demonstrate the real-world applications of the mathematics learned throughout the Mathematics Specialist ATAR course.

**ASSESSMENT**
Teachers design school-based assessment tasks to meet the needs of students. The following provides details of the assessment types for the Mathematics Specialist ATAR Year 12 syllabus and the weighting for each assessment type.

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.

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Important Note:
Mathematics Specialist must be studied in conjunction with Mathematics Methods
ATAR – MEDIA PRODUCTION AND ANALYSIS

PREREQUISITES
Successful completion of Year 11 ATAR Media Production and Analysis (C grade or better).

RATIONALE
The Media Production and Analysis ATAR course prepares students for a future in a digital and interconnected world by providing the skills, knowledge and understandings of the languages of media communication and how a media text is constructed using representations. Students as users and creators of media products, consider the important role of audiences and their context.

CONTENT
The Year 12 syllabus is divided into two units.

Unit 3 - The focus is Media Art. This involves studying the ways in which film can be considered an art form and comparing Hollywood style film with art-house cinema. Students will not only analyse a range of films but also have the opportunity to make their own.

Unit 4 - The focus is Power and Persuasion. This involves the study of documentary styles and the way in which they can reflect, shape and challenge our values and attitudes.

ASSESSMENT
There are two assessment types; responses to student and professional media texts and student practical productions. The examination at the end of each unit forms part of the ‘responses’ type of assessment. The end of the year WACE exam includes a written exam as well as a short film that students have completed during the year.

CAREER POSSIBILITIES
Media Production and Analysis gives an excellent background to students who wish to continue their studies in the areas of Media Studies, Communications Studies and Cultural Studies. Students who wish to work in Media related fields such as television, journalism, broadcasting, and marketing will find this course most useful. However, Media Production and Analysis is also an important course for developing general life-skills for all students as it helps us to analyse and deal with the impact of the Media in our lives.
**PREREQUISITES**
Successful completion of Year 11 ATAR Modern History (C Grade or higher). Otherwise, Year 11 ATAR English or Literature (B Grade or higher).

**RATIONALE**
The Modern History ATAR course enables students to study the forces that have shaped today’s world and provides them with a broader and deeper comprehension of the world in which they live. Modern History enhances students’ curiosity and imagination and their appreciation of larger themes, individuals, movements, events and ideas that have shaped the contemporary world. The key conceptual understandings covered in this unit are the reliability and usefulness of evidence; cause and effect; continuity and change; significance; empathy; contestability; and changing representations and interpretations.

**CONTENT**
The Year 12 syllabus is divided into two units which are delivered as a pair.

**Semester 1: Unit 3 – Modern nations in the 20th century** - This unit examines the ‘nation’ as the principal form of political organisation in the modern world; the crises that confronted nations in the 20th century; their responses to these crises, and the different paths they have taken to fulfil their goals.

**Elective 2: Russia and the Soviet Union 1914–1945 (World War I to the end of World War II)** - This unit explores the ideas, people and events that led to the collapse of Tsarism in Russia. It examines the implementation of Communism by Lenin and Stalin and its impact on Russia and Russians, through to the emergence of Russia by the end of the 'Great Patriotic War'.

**Semester 2: Unit 4 – The modern world since 1945** - This unit focuses on the distinctive features of the modern world that emerged in the period 1945–2001. With a focus on the geopolitical shifts that occurred in the post-World War Two era, this unit brings sharp focus on past events that are still shaping current political and economic situations worldwide. This unit will aim to build students’ understanding of the contemporary world – that is, why we are here at this point in time.

**Elective 2: Australia’s Engagement with Asia** - This unit follows the changing nature of Australia’s engagement through the Asia-Pacific rim. This unit will focus on the dynamic shift in government policy towards Asia from being a British outpost in Asia to a fully integrated multicultural nation that is undeniably shaped by our neighbours to the north. Students will explore the nature and consequence of foreign policy relations within Asia and how this has shaped and changed the way Australian interacts socially, politically and economically.

**ASSESSMENT**
There are four types of assessments: Historical Inquiry, Explanation: in-class essays, Source Analysis, Examinations (Semester 1/Semester 2). All students enrolled in the Modern History ATAR Year 12 course are required to sit the WACE examination. The examination is based on a representative sampling of the syllabus content for Unit 3 and Unit 4.

**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.
**ATAR – MUSIC (WESTERN ART MUSIC)**

**PREREQUISITES**
Students must have achieved satisfactory results in Music ATAR Year 11 (C grade or better) 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 will be 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 Western Art Music course enables students to develop their musical abilities in performance, aural and composition, and to appreciate major contributions of other musicians in history. Students will extend and apply their skills, knowledge and understanding of music to create, communicate and evaluate music ideas with increasing depth and complexity. They continue to develop and consolidate aural and literacy skills, learning how the elements of music can be applied, combined and manipulated when listening, performing, composing and analysing music.

**CONTENT**
The course is divided into aural, theory and composition, cultural and historical analysis, and performance.

**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 course is $240.00.

This cost includes an ensemble levy of $12.00 per year for the purchase of scores for the instrumental and choral ensembles and $28.00 towards the cost of choral accompaniment.

This cost also includes $105.00 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 $150.00 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 must pay a $30.00 levy to contribute towards the repair, upkeep and replacement of instruments. Voice students must pay a $30.00 levy to contribute 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 and $200 per examination with rehearsals included.
**ATAR – MUSIC (JAZZ)**

**PREREQUISITES**
Students must have achieved satisfactory results in Music ATAR Year 11 (C grade or better) 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 will be 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 Jazz course will ignite student creativity and imagination through the practice of improvisational skills which demand high levels of critical thinking, evaluation and reflection. Jazz musicians are adaptive, responsive, collaborative, innovative and inclusive. This course enables students to develop their musical abilities in Jazz performance, aural and composition, and to appreciate major contributions of other musicians in Jazz history.

**CONTENT**
The course is divided into aural, theory and composition, cultural and historical analysis, and performance. The Jazz ATAR course is focussed on improvisation and Jazz performance and the history and development of the Jazz style from its origins in the mid to late 19th century in America. Students will develop a thorough understanding of traditional and contemporary harmony enabling them to comfortably perform and compose in jazz and contemporary settings.

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

**CAREER POSSIBILITIES**
Musician, Composer, Arranger, Music Teacher, Instrumental Music Teacher, Music Therapist, Music Journalism, Arts Administration/Management & Sound Engineer

**COSTS**
The cost of participating in this course is $240.00. This cost includes an ensemble levy of $12.00 per year for the purchase of scores for the instrumental and choral ensembles and $28.00 towards the cost of choral accompaniment. This cost also includes $105.00 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 $150.00 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 must pay a $30.00 levy to contribute towards the repair, upkeep and replacement of instruments. Voice students must pay a $30.00 levy to contribute 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 and $200 per examination with rehearsals included.
PREREQUISITES
Completion of ATAR Philosophy and Ethics Units 1 and 2 (C Grade or better) or Year 11 ATAR Politics and Law (B Grade or better) or Year 11 ATAR Literature (B Grade or better)

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. It seeks to shed light on questions, such as: what is real? What and how do we understand? How should we live? What is it to be human? And who am I? It deals with issues and problems that cannot be addressed adequately by appealing to experience and experiment alone. Philosophical inquiry requires that we question our assumptions, beliefs and our reasons for holding them. The Philosophy and Ethics ATAR course aims to empower students to make independent judgements on the basis of reason.

Doing philosophy is a practical activity. We do philosophy, for example, when we seek to define something, when we challenge assumptions, when we construct an argument, and when we think about what we are doing, how we are doing it and to what ends. 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 at its simplest is a collaborative and cooperative process through which students learn with others, and from others, how to engage in philosophical discourse. Such discourse seeks to clarify, analyse, evaluate and define concepts and issues so as to help students understand and deal with complex questions raised by popular culture, by contemporary events and by the history of ideas. A philosophical Community of Inquiry uses the skills of critical reasoning to help students deal more effectively and tolerantly with disagreement.

CONTENT
Unit 3 – Reason and society - Students examine the mapping of arguments; humanism, religion and values; individualism and social identity; the ideals of a good society; and the ideals of politics and government.
Unit 4 – Reason and meaning - Students examine complex arguments; a number of higher-order systems of inquiry; ways of understanding the relationship between religion and science; and ethical issues of life and death.

ASSESSMENT
Critical reasoning (20%)
Philosophical analysis & evaluation (30%)
Construction of argument (20%)
Examination (30%)

CAREER POSSIBILITIES
The Philosophy and Ethics ATAR course develops thinking skills and moral discernment that students apply to a range of practical situations in their personal, social and working lives. The course is relevant to students focusing on the study of philosophy at university. It is of equal value to those 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 Philosophy and Ethics ATAR course is also relevant to those entering careers involving aesthetics, such as advertising and design.
ATAR – PHYSICAL EDUCATION STUDIES

PREREQUISITES
Year 11 ATAR Physical Education Studies (C Grade or better); OR
Year 11 ATAR English or English as an Additional Language or Dialect (B Grade or better) or ATAR Literature (C Grade or better)

Please note: Playing competitive sport at a State or club level is vital for success in this course as 30% of the marks are derived from practical aspects.

RATIONALE
Physical Education Studies is a sport-science based course. Students learn about physiological, psychological and biomechanical principles, and apply these to analyse and improve sporting performances in a range of contexts. Additionally, students study the anatomy of the human body from a functional perspective and analyse coaching methods and leadership styles. Students engage in the course as pupils, performers, leaders, coaches, analysts and planners of physical activity which will enhance their ability to pursue interests in the sporting domain in a range of playing and off-field capacities. Learning is achieved through both theoretical and practical means. The course breakdown is 70% theory and 30% practical; it will suit students who participate in sport at a competitive level and have an interest in sports science.

CONTENT
The theoretical component of the course is broken down into five content areas, including:

- Functional anatomy
- Exercise physiology
- Sports psychology
- Motor learning and coaching
- Biomechanics

Each content area contains a range of in-depth information, principles and theories that are applied to a variety of sporting contexts. The practical component of the course involves the advanced development of physical skills, strategies and tactics. The practical component of the course completed at school includes the participation in the following sports:

- Volleyball
- Netball
- Specialist Sport (to be chosen from one of the 10 WACE assessed sports)

At the conclusion of the year, students will complete an external practical WACE examination. Students will need to select a sport from the list below:

<table>
<thead>
<tr>
<th>AFL</th>
<th>Basketball</th>
<th>Hockey</th>
<th>Soccer</th>
<th>Touch Football</th>
</tr>
</thead>
<tbody>
<tr>
<td>Badminton</td>
<td>Cricket</td>
<td>Netball</td>
<td>Tennis</td>
<td>Volleyball</td>
</tr>
</tbody>
</table>

ASSESSMENT
As noted, grades are determined by a combination of theoretical (70%) and practical (30%) content. A range of assessment measures including investigations, tests and examinations will allow students to provide evidence of their understandings of each component of the course.

CAREER POSSIBILITIES
The course prepares students for a variety of post-school pathways, including immediate employment and tertiary studies. Specifically, it provides students with a diverse range of options regarding employment opportunities in the sport, leisure, educational and recreation industries. Additionally, the course also caters to those students looking to complete further studies at a tertiary level in fields related to health and sports science (physiotherapy, occupational therapy, exercise physiology, etc). The completion of the course will provide students with an excellent practical and theoretical foundation to succeed in all of these fields.
ATAR – PHYSICS

PREREQUISITES
Completion of Year 11 Physics ATAR Units 1 and 2 (C Grade minimum)

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

In the Physics ATAR 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 Physics ATAR 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 course, 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 course.

CONTENT
Unit 3 – Gravity and electromagnetism - Students investigate models of motion in gravitational, electric and magnetic fields to explain how forces act at a distance.

Unit 4 – Revolutions in modern physics - Students use the theory of electromagnetism to explain the production and propagation of electromagnetic waves and investigate how shortcomings in existing theories led to the development of the quantum theory of light and matter, the Special Theory of Relativity, and the Standard Model of particle physics.

ASSESSMENT
Inquiry – practical & investigation (20%)
Test (30%)
Examination (50%)

CAREER POSSIBILITIES
Studying physics will enable students to become citizens who are better informed about the world around them and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues. The Physics ATAR course 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.
### PREREQUISITES
Completion of Year 11 ATAR Politics and Law Units 1 and 2 (C Grade or better)

### RATIONALE
Politics and law is a critical study 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. A close relationship exists between politics and law. They relate through the judicial, executive and legislative arms of government; together they constitute how societies are governed. Laws generally embody social and political values that usually have a philosophical foundation. The study of the Politics and Law ATAR course contributes to students' intellectual, social and ethical development. The course aims to support all students in developing a sense of identity, and a sense of political, legal, cultural and social awareness. The study of Politics and Law ATAR course can be a valuable background to careers in law, political advocacy, public administration, international relations, foreign affairs, community development, teaching, journalism, human resource management, government and commerce.

### CONTENT
**Unit 3 - Political and legal power** - This unit examines various aspects of the political and legal system established by the Commonwealth Constitution (Australia), including the roles and powers of the legislative, executive and judicial branches of government, with a comparison to a non-Westminster system; the influence of individuals, political parties and pressure groups on the law making process of parliament and the courts; and the operation of federalism and the balance of power between the Commonwealth and the States in Australia. Political and legal developments and contemporary issues (the last three years) are used to provide a framework for the unit.

**Unit 4 – Accountability and rights** - This unit examines the structures, processes and procedures of accountability in relation to the legislative, executive and judicial branches of government in Australia; how rights are protected, and democratic principles can be upheld and/or undermined, in Australia and one other country; and the experience of a particular group with respect to their political and legal rights in Australia. Political and legal developments and contemporary issues (the last three years) are used to provide a framework for the unit.

### OUTCOMES
- **Outcome 1:** Political and legal inquiry
- **Outcome 2:** Political and legal systems
- **Outcome 3:** Stability and change in political and legal systems
- **Outcome 4:** Citizens in political and legal systems

### ASSESSMENT
The WACE Manual contains essential information on principles, policies and procedures for school-based assessment that needs to be read in conjunction with the syllabus. Students reinforce the skills obtained in Year 11 in the following types of assessment:

- Investigation (10%)
- Short Answer (15%)
- Source analysis (20%)
- Essay (15%)
- Examinations (40%)
### PREREQUISITES

Year 11 Psychology ATAR (C Grade or better)

### RATIONALE

Psychology is the scientific study of how people think, feel and act. It aims to answer important questions such as what factors influence human development. Psychology’s main aim is to understand humans, through the rigorous use of scientific method. This allows for systematic exploration into the complexities of human behaviour based on evidence gathered through planned investigations. Psychological knowledge helps us understand factors relating to individuals, such as: cognition, or the way we think; biological bases of behaviour; and personality, the enduring traits that distinguish individuals. Psychological knowledge also helps us understand the way that individuals function within groups. This consists of knowledge associated with socialisation, moral development, the formation of attitudes and how people relate and communicate. On a larger scale, psychological knowledge can help us to understand how individuals function within wider contexts and how this is influenced by culture, shaping people's values, attitudes and beliefs. Psychology is very useful, both to individuals assisting us to improve ourselves and our relationships, and to society. Students also develop important research skills as they engage in the exploration and evaluation of data to illustrate how empirical procedures are used to examine phenomena such as intelligence and personality.

### CONTENT

**Unit 3** - This unit focuses on the functions of the lobes of the cerebral cortex and examines how messages are transmitted from the brain to the body. It explores how behaviour is influenced by learning and other factors, and the impact of others on individual behaviour. Students examine socialisation processes observed within families and how social background and gender can shape communication styles. Students expand on their knowledge of ethics in psychological research as they engage in detailed investigations.

**Unit 4** - This unit focuses on developmental and contemporary personality theories, and behaviours observed when individuals are examined in the social context. Students analyse the causes of conformity and obedience and gain an understanding of the factors that shape a sense of community. Students continue to develop their understanding and application of psychological research methods.

### ASSESSMENT

- Investigation (20%)
- Response (30%)
- Project (20%)
- 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.
Certificate Courses and Endorsed Programs
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.
CERTIFICATE COURSES
Courses continuing from Year 11 2020

Only students currently enrolled in these qualifications can select the following courses:

BSB40215 CERTIFICATE IV BUSINESS

CONTENT
The qualification will provide students 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.

MEM20413 CERTIFICATE II ENGINEERING PATHWAYS

CONTENT
In the Certificate II in Engineering Pathways (MEM20413) students are provided with an introduction to a range of production techniques and equipment relating to metal works. This subject focuses on production fundamentals and is suitable for students who have limited experience in manufacturing of products. It prepares students to perform routine tasks under direct supervision. This is a practical subject of instruction during which you will learn how to weld projects using arc welding, brazing, soldering and oxy acetylene welding safely. In the manufacturing and construction world, welding is a highly sought after skill. Personal projects may include bar stool racers, scooters, remote control/vehicles/boats, sculptures or similar projects that include designing, planning and costing.

SIT20316 CERTIFICATE II HOSPITALITY

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.

SIS20319 CERTIFICATE II SPORT COACHING

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 COURSES
Courses for selection in 2021

AUR20716 CERTIFICATE II AUTOMOTIVE

PREREQUISITES
There are no PREREQUISITES for this course; however, an interest in the Automotive Industry would be beneficial. This course is suited to students who have skills or wish to further develop practical skills and enjoy working in a workshop setting.

CONTENT
In the Certificate II Automotive Vocational Preparation course (AUR20712), students develop skills and understandings relating to the component parts, accessories, systems and technologies of the automotive vehicle. Students develop the principles underpinning the operation of vehicle systems and subsystems. They also develop the knowledge and skills needed to service, maintain and repair these systems. Students develop effective communication, teamwork skills and environmental awareness when developing solutions to planning and managing automotive vehicle systems.

CERTIFICATE OUTLINE – COMPETENCIES
This course is made up of 12 Units of Competencies, seven Core and five Electives. These are listed below:

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AURAEA002</td>
<td>Apply environmental regulations and best practice in a workplace or business.</td>
</tr>
<tr>
<td>AURAF003</td>
<td>Communicate effectively in the automotive workplace.</td>
</tr>
<tr>
<td>AURAF004</td>
<td>Solve routine problems in an automotive workplace.</td>
</tr>
<tr>
<td>AURASA002</td>
<td>Apply safe working practices in an automotive workplace.</td>
</tr>
<tr>
<td>AURETR025</td>
<td>Test charge and replace batteries and jump start vehicles.</td>
</tr>
<tr>
<td>AURLTA001</td>
<td>Apply automotive mechanical system fundamentals.</td>
</tr>
<tr>
<td>AURTK002</td>
<td>Use and maintain workplace tools and equipment.</td>
</tr>
<tr>
<td>AURETR003</td>
<td>Identify automotive electrical systems and components.</td>
</tr>
<tr>
<td>AURVTA005</td>
<td>Clean Vehicles.</td>
</tr>
<tr>
<td>AURTTB007</td>
<td>Remove and replace brake assemblies.</td>
</tr>
<tr>
<td>AURTTA004</td>
<td>Carry out basic vehicle servicing operations.</td>
</tr>
<tr>
<td>AURTTJ003</td>
<td>Remove and replace wheel and tyre assemblies.</td>
</tr>
</tbody>
</table>

ASSESSMENT
Students will be assessed to industry standards in order to receive certification. All assessments are competency based and students will be marked either ‘competent’ or ‘not-competent’. Students must achieve ‘competent’ for each of the competencies in order to be awarded this Qualification. Assessments are both practical and theory based and students will be given a number of opportunity to demonstrate competence.

CAREER POSSIBILITIES
This Qualification will provide you with basic employment skills and is a stepping-stone for higher level training, such as an Apprenticeship. You will benefit from gaining an industry recognized qualification.
BSB20115 CERTIFICATE II BUSINESS

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

CONTENT
The Certificate II in Business (BSB20115) allows students to complete a nationally recognised qualification. This course prepares students to work in industry under supervision. It is what an employer would expect of a Level 2 Clerical person in 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 12 Competencies, made up of one Core and 11 Electives.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWHS201</td>
<td>Contribute to health and safety of self and others (C)</td>
</tr>
<tr>
<td>BSBITU211</td>
<td>Produce digital text documents (E)</td>
</tr>
<tr>
<td>BSBUS201</td>
<td>Participate in environmentally sustainable work practices (E)</td>
</tr>
<tr>
<td>BSBITU312</td>
<td>Create electronic presentations (E)</td>
</tr>
<tr>
<td>BSBWOR204</td>
<td>Use business technology (E)</td>
</tr>
<tr>
<td>BSBMM201</td>
<td>Communicate in the workplace (E)</td>
</tr>
<tr>
<td>BSBITU213</td>
<td>Use digital technologies to communicate remotely (E)</td>
</tr>
<tr>
<td>BSBWOR203</td>
<td>Work effectively with others (E)</td>
</tr>
<tr>
<td>BSBIND201</td>
<td>Work effectively in a business environment (E)</td>
</tr>
<tr>
<td>BSBCUS201</td>
<td>Deliver a service to customers (E)</td>
</tr>
<tr>
<td>BSBWOR202</td>
<td>Organise and complete daily work activities (E)</td>
</tr>
<tr>
<td>BSBITU212</td>
<td>Create and use spreadsheets (E)</td>
</tr>
</tbody>
</table>

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 III in Business including improved job prospects, extra recognition for TAFE entry and advanced standing for further certificates/qualifications in this field.
BSB30115 CERTIFICATE III BUSINESS

PREREQUISITES
Completion of Certificate II Business in Year 11

CONTENT
The Certificate III in Business (BSB30115) is designed to provide students with business, clerical and information technology skills. These skills are used within the business sector or other career areas such as hospitality, small business, public service and trades.

CERTIFICATE OUTLINE – COMPETENCIES
This Qualification is made up of 12 Competencies, made up of one Core and 11 Electives.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWHS301</td>
<td>Apply knowledge of WHS legislation in the workplace (C)</td>
</tr>
<tr>
<td>BSBITU201</td>
<td>Produce simple word processed documents (E)</td>
</tr>
<tr>
<td>BSBCM301</td>
<td>Process customer complaints (E)</td>
</tr>
<tr>
<td>BSBCUS301</td>
<td>Deliver and monitor a service to customers (E)</td>
</tr>
<tr>
<td>BSBITU313</td>
<td>Design and produce digital text documents (E)</td>
</tr>
<tr>
<td>BSBCM201</td>
<td>Communicate in the workplace (E)</td>
</tr>
<tr>
<td>BSBITU314</td>
<td>Design and Produce spreadsheets (E)</td>
</tr>
<tr>
<td>BSBSTU306</td>
<td>Design and produce business documents (E)</td>
</tr>
<tr>
<td>BSBITU309</td>
<td>Produce desktop published documents (E)</td>
</tr>
<tr>
<td>BSBPROM301</td>
<td>Recommend products and services (E)</td>
</tr>
<tr>
<td>BSBINN301</td>
<td>Promote Innovation in a Team Environment (E)</td>
</tr>
<tr>
<td>BSBWRT301</td>
<td>Write simple documents (E)</td>
</tr>
</tbody>
</table>

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 III in Business including improved job prospects, extra recognition for TAFE entry and advanced standing for further certificates/qualifications in this field.
PREREQUISITES
There are no PREREQUISITES for this course, however, an interest in communicating, interacting and helping children, the elderly and other community members would make students well suited to this course. Students are required to undergo a police clearance for volunteers and therefore they must be able to provide suitable identification for this.

CONTENT
The focus of Certificate II Community Services (CHC20112) will be caring for children, aged care and disability services. Students will develop an understanding of working with the community organisations and related services. A few of the topics covered are occupational health and safety, volunteering and food safety. Students will have a range of practical, written and research activities. Learning will be enhanced with guest speakers and excursions to related community services. Students will also complete a First Aid certificate as part of this course.

CERTIFICATE OUTLINE – COMPETENCIES
Throughout the course the students will work through a number of Units of Competency demonstrating a wide range of skills and knowledge. Some of the units to be included are:

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCCOM001</td>
<td>Provide first point of contact</td>
</tr>
<tr>
<td>CHCCOM005</td>
<td>Communicate and work in health or community services</td>
</tr>
<tr>
<td>CHCDIV001</td>
<td>Work with diverse people</td>
</tr>
<tr>
<td>HLTWHS001</td>
<td>Participate in workplace health and safety</td>
</tr>
<tr>
<td>BSBWOR202</td>
<td>Organise and complete daily work activities</td>
</tr>
<tr>
<td>CHCVOL001</td>
<td>Be an effective volunteer</td>
</tr>
<tr>
<td>HLTAID003</td>
<td>Provide first aid</td>
</tr>
<tr>
<td>HLTFS001</td>
<td>Follow basic food safety practices</td>
</tr>
<tr>
<td>FSKLRG09</td>
<td>Use strategies to respond to routine workplace problems</td>
</tr>
</tbody>
</table>

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 work in class.

NB: students may be required occasionally to complete activities outside of class times.

CAREER POSSIBILITIES
This course is designed as a pathway qualification into community service work and is excellent preparation for those students who wish to be a part of the Child Care Industry, Aged Care Disability Services, Early Childhood Education, Education Assistant, Nursing, Kindergarten and Primary School Education Assistant and Teaching. It is a very rewarding course that would also benefit anyone wishing to work as an Au Pair during a ‘gap year’.
CUA20615 CERTIFICATE II MUSIC INDUSTRY

PREREQUISITES
Students must have completed Year 11 ATAR – 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 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.

CONTENT
The Certificate II in Music (CUA20615) allows students to complete a nationally recognised qualification. This qualification provides the skills and knowledge for an individual to be competent in Music.

This subject aims to enable students to develop their musical abilities in performance, aural and composition, and to appreciate contributions of musicians throughout history.

CERTIFICATE OUTLINE – COMPETENCIES
Students must complete a total of eight units of competency.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSWH501</td>
<td>Contribute to health and safety of self and others</td>
</tr>
<tr>
<td>BSWOR503</td>
<td>Work effectively with others</td>
</tr>
<tr>
<td>CUAI201</td>
<td>Develop and apply creative arts industry knowledge</td>
</tr>
<tr>
<td>CUAMLT201</td>
<td>Develop and apply musical ideas and listening skills</td>
</tr>
<tr>
<td>CUAMPF201</td>
<td>Play or sing simple musical pieces</td>
</tr>
<tr>
<td>CUAMPF203</td>
<td>Develop ensemble skills for playing or singing music</td>
</tr>
<tr>
<td>CUAMPF204</td>
<td>Play or sing music from simple written notation</td>
</tr>
<tr>
<td>BSBDES201</td>
<td>Follow a Design Process</td>
</tr>
</tbody>
</table>

ASSESSMENT
Students will be assessed to industry standards to receive certification. Students will be assessed on all competencies and marked either ‘competent’ or ‘not-competent’. Students must achieve ‘competent’ for each of the competencies to be awarded this certificate. Assessment will be both practical and written.

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 the Music and music related industries.
The following are indicative job roles for this qualification:

- Performer
- Recording Assistant
- Administration Assistant
- Community Music Activities Assistant
- Music administration
- Retail Assistant
- Road Crew Assistant

**COSTS**
The cost of participating in this subject is $128.00.

This cost includes an ensemble levy of $12.00 per year for the purchase of scores for the instrumental and choral ensembles and $28.00 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 $150.00 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** must pay a $30.00 levy to contribute towards the repair, upkeep and replacement of instruments.

**Voice students** must pay a $30.00 levy to contribute towards the cost of resources, repertoire and choreography.
**CUA30915 CERTIFICATE III MUSIC INDUSTRY**

**PREREQUISITES**
Students must have completed the Certificate II in Music (CUS20109) and 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 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.

**CONTENT**
The Certificate III in Music (CUA30915) allows students to complete a nationally recognised qualification. This qualification provides the skills and knowledge for an individual to be competent in Music. In the first year of the two year program, students will have completed the eight units from the Certificate II. In this second year of the program, students will complete an additional seven units.

For students to receive a credit transfer from the Certificate II into the Certificate III, students will need to ensure that they have successfully completed the following units from the Certificate II in Music Industry:
- BSBWHS201 Contribute to health and safety of self and others
- CUAMPF203 Develop ensemble skills for playing or singing music
- CUAMPF204 Play and Sing from Simple written notation
- BSBDES201 Follow a Design Process

**CERTIFICATE OUTLINE – COMPETENCIES**
The Units that will be completed in the second year (Certificate III) are listed below.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUACMP301</td>
<td>Implement copyright arrangements</td>
</tr>
<tr>
<td>CUAIND303</td>
<td>Work effectively in the Music Industry</td>
</tr>
<tr>
<td>CUAMLT302</td>
<td>Apply knowledge of style and genre to music industry practice</td>
</tr>
</tbody>
</table>

**MANDATORY CORE UNITS OF COMPETENCY**

**SPECIALIST AND ELECTIVE UNITS**
- CUAMPF302 Prepare for performances
- CUAMCP301 Compose simple songs or musical pieces
- CUAMPF404 Perform music as part of a group
- CUAMPF406 Perform music as a soloist

**ASSESSMENT**
Students will be assessed to industry standards to receive certification. Students will be assessed on all competencies and marked either ‘competent’ or ‘not-competent’. Students must achieve ‘competent’ for each of the competencies to be awarded this certificate. Assessment will be both practical and written.
CAREER POSSIBILITIES
The course prepares students for a variety of post-school pathways, including immediate employment or further Certificate Courses. It provides students with an increasingly diverse range of employment opportunities in the Music and music related industries.

The following are indicative job roles for this qualification:

- Performer
- Recording Assistant
- Administration Assistant
- Community Music Activities Assistant
- Music administration
- Retail Assistant
- Road Crew Assistant

COSTS
The cost of participating in this course is $128.00.

This cost includes an ensemble levy of $12.00 per year for the purchase of scores for the instrumental and choral ensembles and $28.00 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 $150.00 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 must pay a $30.00 levy to contribute towards the repair, upkeep and replacement of instruments.

Voice students must pay a $30.00 levy to contribute towards the cost of resources, repertoire and choreography.
CUA 31115 – CERTIFICATE III VISUAL ARTS (CAD)

PREREQUISITES
Certificate II Visual Arts CAD

CONTENT
Certificate III 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. Auto desk is an industry-leading drawing package. If it’s been 3D modelled, prototyped or manufactured, it is most likely a drawing program that we will be using in this subject. Certificate III Visual Arts CAD is the perfect stepping stone for future employment.

CERTIFICATE OUTLINE – COMPETENCIES
This Qualification is made up of 12 Competencies, made up of four Core and eight Electives. To complete the certificate, the following Units of Competency must be completed:

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWHS201</td>
<td>Contribute to health and safety of self and others (C)</td>
</tr>
<tr>
<td>CUAACD201</td>
<td>Develop drawing skills to communicate ideas (C)</td>
</tr>
<tr>
<td>CUAPRP301</td>
<td>Produce creative work (C)</td>
</tr>
<tr>
<td>CUARES301</td>
<td>Apply knowledge of history and theory to own arts practice (C)</td>
</tr>
<tr>
<td>BSBDES201</td>
<td>Follow a design process (E)</td>
</tr>
<tr>
<td>CUAPPR302</td>
<td>Document the creative work progress (E)</td>
</tr>
<tr>
<td>BSBDES202</td>
<td>Evaluate the nature of design in a specific industry context (E)</td>
</tr>
<tr>
<td>BSBDES203</td>
<td>Explore and apply the creative design process to 2D forms (E)</td>
</tr>
<tr>
<td>BSBWOR203</td>
<td>Work effectively with others (E)</td>
</tr>
<tr>
<td>BSBWOR202</td>
<td>Organise and complete daily work activities (E)</td>
</tr>
<tr>
<td>CUAIND201</td>
<td>Develop and apply creative arts industry knowledge (E)</td>
</tr>
<tr>
<td>ICTICT204</td>
<td>Operate a digital media package (E)</td>
</tr>
</tbody>
</table>

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 course will give students an advantage 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 the experience in 3D modelling, digitally prototyping, manufacture, and the opportunity of becoming an Autodesk qualified certified user. Therefore, if you are thinking of a future career choose the academy of learning Autodesk.com software.
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. Students will also learn about Occupational Health and Safety, rights and responsibilities of employees and employers and develop greater understanding of the industry students are hoping to enter. Once these have been successfully completed they will undertake two Block Placements during the Semester 1 and 2 Exam Periods.

ASSESSMENT
In this 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.

Students who participate in this program have three free periods throughout their 2021 timetable.
IMPORTANT NOTE
Students undertaking General courses in Year 12 will sit an Externally Set Task (EST) that forms part of the assessment process at school. ESTs are weighted at 15% and are designed by the School Curriculum & Standards Authority (SCSA). The EST is based on curriculum content from the selected General course and will be administered during appropriate class time.
GENERAL COURSES

GENERAL – APPLIED INFORMATION TECHNOLOGY

PREREQUISITES
Nil

RATIONALE
The Applied Information Technology General course engages students to investigate client-driven issues and challenges, devise solutions, produce models or prototypes and then evaluate and refine the design solution in collaboration with the client. The key focus is the practical application of skills, techniques and strategies to solve information problems. Students also gain an understanding of computer systems and networks. In undertaking projects and designing solutions, the legal, ethical and social issues associated with each solution are also considered and evaluated.

The course encourages students to use digital technologies in a responsible and informed manner and provides students with the opportunity to develop the knowledge and skills of digital technologies and a sound theoretical and practical foundation, offering pathways to further studies and a wide range of technology-based careers.

CONTENT
The Year 12 course is composed of two units which are delivered as a concurrent course during the year. The unit content includes both theoretical aspects (Knowledge) and practical aspects (Skills).

Unit 3 – Media information and communication technologies - The emphasis of this unit is on the use of digital technologies to create and manipulate digital media. The unit content includes; Hardware, Design concepts, Applications skills, Project management and Impacts of technology.

Unit 4 – Digital technologies in business - The emphasis of this unit is on the skills, principles and practices associated with various types of documents and communications. The unit content includes; Managing data, Networks, Applications skills, Project management and Impacts of technology.

ASSESSMENT
Assessment is school based and consists of Project Work (50%), Short Answers (20%), Extended Answers (15%) and Externally Set Task (15%). The subject has no exam.

CAREER POSSIBILITIES
In all areas of business and commerce ICT plays a key role. The skill you will develop will be valuable in gaining many types of employment.
PREREQUISITES
No prerequisites required, just an interest in Business Management.

RATIONALE
The Business Management and Enterprise General course focuses on establishing and operating a small business in Australia and aims to provide students with an understanding of the knowledge and skills of the processes and procedures required for generating business ideas and turning them into a viable business venture.

Through the consideration of real businesses and scenarios, students develop knowledge, understanding and skills that enable them to analyse business opportunities, develop proposals and make sound, ethical business decisions. The course equips students to participate proactively in the world of business, behave responsibly and demonstrate integrity in business activities.

COURSE OUTLINE
Unit 3 – Environments, Management and People - The focus of this unit is on success in business at a national level. It explores what it takes to be successful beyond the initial start-up stage. Students investigate the features of successful marketing campaigns and report on how businesses succeed and prosper through methods, such as expansion in products, market share or diversification. The unit explores how the marketing plan contributes to the overall business plan.

Unit 4 – Environments, Management and People - The focus of this unit is on business growth and the challenges faced by businesses expanding at a national level. The unit explores issues in the business environment, including the importance of intellectual property in protecting business ideas. The unit addresses the significance of employee motivation and the development of a business plan in the overall success of a business endeavor.

ASSESSMENT
The three types of assessment:

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business research</td>
<td>(40%)</td>
</tr>
<tr>
<td>Response</td>
<td>(45%)</td>
</tr>
<tr>
<td>External Set Task</td>
<td>(15%)</td>
</tr>
</tbody>
</table>

CAREER POSSIBILITIES
Participation may lead to opportunities for future development of a small business pathway. Careers in finance, marketing, human resources, business operations, management roles are all possible.
GENERAL – DANCE

PREREQUISITES
No prerequisites required, just an interest in dance.

RATIONALE
The Dance General course acknowledges the interrelationship between practical and theoretical aspects of dance – the making and performing of movement and the appreciation of its meaning. Through decision-making in individual and group work, students use a wide range of creative processes, such as improvisation and 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.

COURSE OUTLINE
The two units are

Unit 3 - Popular Culture
Unit 4 - Australian Dance

ASSESSMENT
The three types of assessment are performance/production, response and the external set task.

CAREER POSSIBILITIES
Participation may lead to opportunities for future study in dance or related arts fields.
GENERAL – DESIGN PHOTOGRAPHY

PREREQUISITES
There are no prerequisites for these courses. Previous experience in Lower school photography and/or Year 11 Design Photography Unit 1 and Unit 2 would be an advantage.

COURSE OUTCOMES
The outcomes of the Design Photography course are:

- Design Understanding
- Design Process
- Application of Design
- Design in Society

These outcomes are addressed in the context of photography.

CONTENT
Unit 3 - The focus for this unit is product design. Students will study and analyse the use of images in the modern world and learn to interpret visual clues and conventions. They will have opportunities to develop their own visual messages addressing the need of the wider community in the context of promotion and advertising. Design principles and skills will be further developed and applied to solve open ended tasks.

These courses are mainly practical with some theory assignments to enhance understanding of the techniques used.

Unit 4 - The focus for this unit is cultural design. Students will be working through a series of activities that will allow them to learn the necessary skills and proficiency to use appropriate equipment and design approaches to express themselves about their own world and experiences. They will analyse and explore the visual conventions and techniques used to convey meaning and ideas through images.

ASSESSMENT
The three types of assessment are:

- External Set Task (15%)
- Production (65%)
- Response (20%)

Consistent with the teaching and learning strategies considered to be the most supportive of student achievement of the outcomes in the Design course. There will be no exams in these units.

CAREER POSSIBILITIES
For most students the Design/Photography course will provide future leisure time activity that is interesting and challenging. The association of photography with art and journalism and other general media areas is also well known. Others will use their design/photographic skills at tertiary institutions or TAFE. It provides the students with collaborative, interpersonal and problem-solving skills that are required in most workplaces.

ADDITIONAL COSTS
As opportunities arise, we will take the students to appropriate galleries and exhibition venues to see displays of contemporary and historic photographs.
GENERAL – ENGLISH

PREREQUISITES
Year 11 ATAR or General English

RATIONALE
The English General course focuses on consolidating and refining the skills and knowledge needed by students to become competent, confident users of English in everyday, community, social, further education, training and workplace contexts. The English General course is designed to provide students with the skills that will empower them to succeed in a wide range of post-secondary pathways. The course develops students’ language, literacy and literary skills to enable them to communicate successfully both orally and in writing. Students comprehend, analyse, interpret and evaluate the content, structure and style of a wide variety of oral, written, multimodal, digital and media texts. Students learn how the interaction of structure, language, audience and context helps to shape how the audience makes meaning. Both independently and collaboratively, they apply their knowledge to create analytical, imaginative, interpretive and persuasive texts in different modes and media.

CONTENT
The Year 12 syllabus is divided into two units which are delivered as a pair. The notional time for the pair of units is 110 class contact hours.

Unit 3 - Focuses on exploring different perspectives presented in a range of texts and contexts. Students:
- Explore attitudes, text structures and language features to understand a text’s meaning and purpose.
- Examine relationships between context, purpose and audience in different language modes and types of texts, and their impact on meaning.
- Consider how perspectives and values are presented in texts to influence specific audiences.
- Develop and justify their own interpretations when responding to texts.
- Learn how to communicate logically, persuasively and imaginatively in different contexts, for different purposes, using a variety of types of texts.

Unit 4 - Focuses on community, local or global issues and ideas presented in texts and on developing students’ reasoned responses to them. Students:
- Explore how ideas, attitudes and values are presented by synthesising information from a range of sources to develop independent perspectives.
- Analyse the ways in which authors influence and position audiences.
- Investigate differing perspectives and develop reasoned responses to these in a range of text forms for a variety of audiences.
- Construct and clearly express coherent, logical and sustained arguments and demonstrate an understanding of purpose, audience and context.
- Consider intended purpose and audience response when creating their own persuasive, analytical, imaginative, and interpretive texts.

ASSESSMENT
Students will be assessed throughout the year on a wide range of activities, both written and oral.

CAREER POSSIBILITIES
The necessity of English competence for success in a career cannot be understated. All tertiary institutions and most jobs require the ability to communicate fluently and competently, whether it is in written or spoken forms.

ADDITIONAL COSTS
There may be additional costs up to approximately $30.00 to cover such activities as drama excursions, visiting speakers, competitions and visits to seminars.
GENERAL – ENGLISH AS ANOTHER LANGUAGE/DIALECT

PREREQUISITES
Year 11 General EALD or ATAR EALD. Enrolment in this General course is subject to SCSA approval.

CONTENT
The EAL/D courses are designed for students who speak another language or dialect as their first or ‘home’ language. EAL/D focuses on development of the competent use of Standard Australian English (SAE) in a range of contexts. The EAL/D General course prepares students for a range of post-secondary destinations in further education, training and the workplace. This course does not meet the English language competency requirements for direct entry into university courses. (The EAL/D ATAR course meets university entrance requirements.)

ASSESSMENT
Students will be assessed throughout the year on a wide range of activities, both written and oral.

CAREER POSSIBILITIES
The necessity of English competence for success in a career cannot be understated. All tertiary institutions and most jobs require the ability to communicate fluently and competently, whether it is in written or spoken forms.

ADDITIONAL COSTS
There may be additional costs up to approximately $30.00 to cover such activities as excursions and visiting speakers.
GENERAL – FOOD SCIENCE TECHNOLOGY

PREREQUISITES
No prerequisites are required, just an interest in food preparation and the food industry.

RATIONALE
In the Food Science and Technology General course, students develop their interests and skills through the design, production and management of food related tasks. They extend their knowledge of the sensory, physical, chemical and functional properties of food and apply these in practical situations. Students explore innovations in science and technology and changing consumer demands. New and emerging foods encourage the design, development and marketing of a range of products, services and systems.

CONTENT
The course covers the following areas:

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

Unit 3 – Food science - Students develop their expertise with technology and communication skills to implement strategies to design food products and processing systems. They select resources to meet performance requirements and use evaluation strategies to monitor and maintain optimum standards. Students follow occupational safety and health requirements, implement safe food handling practices and use a variety of foods and processing techniques to produce safe, quality food products.

Unit 4 – The undercover story - Students investigate the food supply chain and value-adding techniques applied to food to meet consumer and producer requirements. Food choices are often determined by location, income, supply and demand and the environmental impact of food provision. Students examine influences on the nutritional wellbeing of individuals that arise from lifestyle and cultural traditions. They implement principles of dietary planning and adapt recipes and processing techniques when considering specific nutritional needs of demographic groups.

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

Investigation (30%)
Production (40%)
Response (15%)
Externally assessed task (15%)

CAREER POSSIBILITIES
This course may enhance employability and career opportunities in areas that include nutrition, health, food and beverage manufacturing, food processing, community services, hospitality and retail.
GENERAL – INTEGRATED SCIENCE

PREREQUISITES
Satisfactory performance in any Year 11 course

RATIONALE
The Integrated Science General course enables students to investigate science issues in the context of the world around them.

It encourages students to develop their scientific skills of curiosity, observation, collection and analysis of evidence, in a range of contexts.

The multidisciplinary approach, including aspects of biology, chemistry, geology and physics, further encourages students to be curious about the world around them and assume a balanced view of the benefits and challenges presented by science and technology.

Students conduct practical investigations that encourage them to apply what they have learnt in class to real-world situations and systems.

CONTENT
Unit 3 - The emphasis of this unit is on biological and Earth systems focusing on the following topics:

- Interrelationships between Earth systems
- Structure and function of biological systems
- Ecosystems and sustainability
- Species continuity and change

Unit 4 - The emphasis of this unit is on physical and chemical systems, focusing on the following topics:

- Chemical reactions
- Mixtures and solutions
- Motion and forces
- Energy

ASSESSMENT
Inquiry – practical & investigation (40%)
Extended response (30%)
Test (15%)
Externally Set Task (15%)

CAREER POSSIBILITIES
The Integrated Science General 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 – MATERIALS DESIGN & TECHNOLOGY – METAL (JEWELLERY)

PREREQUISITES
An interest in the creative arts, design and practical work is desirable. This course will appeal to both boys and girls – an increasing number of boys are enrolling in Jewellery.

RATIONALE
The Materials Design and Technology General 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 stone, gems and resin.

CONTENT
The Year 12 course is composed of two units which are delivered as a concurrent course during the year. The unit content includes both theoretical aspects (Knowledge) and practical aspects (Workshop). Students will be required to design a project in the design room and then build in the workshop resulting in a finished piece of jewellery.

Unit 3 - Students develop an understanding of the elements and fundamentals of design and consider human factors involved in the design, production and use of their projects. They develop creative thinking strategies and work on design projects within specified constraints. Students learn about the classification and properties of a variety of materials and make appropriate materials selection for design needs.

Students learn about manufacturing and production skills and techniques. They develop the skills and techniques appropriate to the materials being used and gain practice in planning and managing processes through the production of design project. They learn about risk management and ongoing evaluation processes.

Unit 4 - Students learn about the nature of designing for a client, target audience or market. Students learn about the nature, properties and environmental impacts related to a variety of materials, and production techniques. Students apply an understanding of the elements and fundamentals of design and consider human factors involved in their design projects. They develop creative thinking strategies, work on design projects within specified constraints and consider the environmental impacts of recycling of materials.

Students extend their understanding of safe working practices and contemporary manufacturing techniques, and develop the knowledge, understanding and skills required to manage the processes of designing and manufacturing.

ASSESSMENT
Assessment is school based and consists of:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weightage</th>
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<tbody>
<tr>
<td>Design (practical portfolio)</td>
<td>(25%)</td>
</tr>
<tr>
<td>Production (practical)</td>
<td>(50%)</td>
</tr>
<tr>
<td>Theory</td>
<td>(10%)</td>
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<tr>
<td>EST (externally set task)</td>
<td>(15%)</td>
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CAREER POSSIBILITIES
Jeweller, Silversmith, Craftsperson.
PREREQUISITES
Nil, just an interest in wood

RATIONALE
The Materials Design and Technology General course is a practical course. The course allows teachers the choice to explore and use wood with the design and manufacture of products as the major focus. There is also the flexibility to incorporate additional materials from outside the designated contexts such as metals and 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.

CONTENT
The Year 12 course is composed of two units which are delivered as a concurrent course during the year. The unit content includes both theoretical aspects (Knowledge) and practical aspects (workshop). Students will be required to design a project in the design room and then build in the workshop resulting in a finished piece of furniture.

Unit 3 - Students develop an understanding of the elements and fundamentals of design and consider human factors involved in the design, production and use of their projects. They develop creative thinking strategies and work on design projects within specified constraints. Students learn about the classification and properties of a variety of materials and make appropriate materials selection for design needs. Students learn about manufacturing and production skills and techniques. They develop the skills and techniques appropriate to the materials being used and gain practice in planning and managing processes through the production of design project. They learn about risk management and ongoing evaluation processes.

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<td>EST (externally set task)</td>
<td>15%</td>
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</tbody>
</table>

CAREER POSSIBILITIES
Cabinet Maker, Furniture Finisher, Wood Machinist, Carpenter, Woodwork Artist.
GENERAL – MATHEMATICS ESSENTIAL

PREREQUISITES
Year 11 Mathematics Essential Units 1 and 2: C Grade minimum

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

CONTENT
This course is organised into a Year 11 syllabus and a Year 12 syllabus. The cognitive complexity of the syllabus content significantly increases from Year 11 to Year 12. The Year 12 syllabus is divided into two units which are delivered as a pair. The notional time for the pair of units is 110 class contact hours.

Unit 3 - Provides students with the mathematical skills and understanding to solve problems related to measurement, scales, plans and models, drawing and interpreting graphs and data collection. Teachers aim to apply the content of all topics in contexts which are meaningful and of interest to the students. Possible contexts for this unit are construction and design, and medicine.

Unit 4 - Provides students with the mathematical skills and understanding to solve problems related to probability, earth geometry and time zones, loans and compound interest. Teachers aim to apply the content of all topics in contexts which are meaningful and of interest to the students. Possible contexts for this unit are Finance, and Travel. However, these contexts may not be relevant for all students and teachers are encouraged to find a suitable context that will make the mathematical topics of this unit relevant for their particular student cohort.

Unit 3 includes the following four topics:
- Measurement
- Scales, plans and models
- Graphs in practical situations
- Data collection

Unit 4 includes the following three topics:
- Probability and relative frequencies
- Earth geometry and time zones
- Loans and compound interest

ASSESSMENT
Teachers design school-based assessment tasks to meet the needs of students. The table below provides details of the assessment types for the Mathematics Essential Year 12 syllabus and the weighting for each assessment type.

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>Response</td>
<td>40%</td>
</tr>
<tr>
<td>Practical applications</td>
<td>45%</td>
</tr>
<tr>
<td>Externally Set Task</td>
<td>15%</td>
</tr>
</tbody>
</table>

*Externally set task design brief - Year 12*

<table>
<thead>
<tr>
<th>Time</th>
<th>50 minutes</th>
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</thead>
<tbody>
<tr>
<td>Format</td>
<td>Written</td>
</tr>
<tr>
<td>Conducted under invigilated conditions</td>
<td></td>
</tr>
<tr>
<td>Typically between four and eight questions</td>
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</tr>
<tr>
<td>Questions may require students to refer to source material</td>
<td></td>
</tr>
<tr>
<td>Content</td>
<td>The Authority informs schools during Term 3 of the previous year of the Unit 3 syllabus content on which the task will be based</td>
</tr>
</tbody>
</table>
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.
GENERAL – MEDIA PRODUCTION & ANALYSIS

PREREQUISITES
There are no prerequisites for this General Media Production and Analysis course.

RATIONALE
Media Production and Analysis is a very useful stepping stone into vocational courses offered at TAFE. Students who wish to work in Media related fields such as television, journalism, broadcasting, advertising and marketing will also find this course most useful. However, Media Production and Analysis is also an important course for developing general life-skills for all students as it helps us to analyse and deal with the impact of the Mass Media in our lives. It aims to prepare all students for a future in a digital and interconnected world by providing skills, knowledge and understandings to tell their own stories and interpret the stories of others.

CONTENT
The course is divided into two units which are delivered as a pair. The focus of the first semester unit is Entertainment (Unit 3). The emphasis for this unit will be on Hollywood film and music video clips. Students will be given the opportunity to view and study popular examples as well as produce their own productions.

The second semester unit is Representation and Reality (Unit 4). Students will have the opportunity to choose from a range of media genres and styles and examine ways in which codes, conventions and techniques are used to dramatise and re-present reality while at the same time engaging and informing audiences. In particular students will examine the role of celebrities and stars and how they can be constructed by the media. The focus for the unit will be on getting students to create a celebrity and producing a series of media productions featuring their creation.

ASSESSMENT
Assessment in this course comes from three assessment types; responses to student and professional media productions, student practical productions and an externally set task. There will be no exam at the end of either unit and students will not be required to sit for the external WACE exam at the end of the year. Assessment weightings favour practical production tasks.

CAREER POSSIBILITIES
Media Production and Analysis is a very useful subject for students wishing to undertake one of the many media-related courses offered at TAFE. Students who wish to work in Media related fields such as television, journalism, broadcasting, advertising and marketing could also find this course most useful.
GENERAL – PHYSICAL EDUCATION STUDIES

PREREQUISITES
Interest in sport science, the human body and improving sport performance. Minimum of a B grade in Year 10 in Physical Education and/or a C grade in General Physical Education Studies Year 11. A strong interest in Physical Education practical and theory would be advantageous for the selection of this course.

RATIONALE
Physical activity is significant in many people’s lives and makes a definitive difference in student’s health and wellbeing. It is a source of enjoyment and personal challenge and brings together people from diverse cultures, communities and countries. People participate in physical activity for both its intrinsic and extrinsic value, and because it can give meaning to their own and others’ lives. Physical Education Studies assists students to make choices that benefit their health now and in the future.

CONTENT
The focus of this course is building personal profiles in sport and understanding components of fitness and training in order to design fitness profiles and develop tactical responses in specific sports. The main components of Motor Learning and Coaching, Functional Anatomy, Biomechanics, Exercise Physiology and Sports Psychology will be taught using theoretical and practical sessions. Students will also develop coaching skills and work with younger students as coaches. Practical components will be based on: Lawn bowls, Badminton and Ultimate Frisbee.

ASSESSMENT
School-managed assessment will provide evidence of achievement of all the outcomes. The assessment for the course is based on 50% practical and 50% written. Within the written component, assessment will be based on 15% investigation, 20% response, 15% external set task by SCSA.

CAREER POSSIBILITIES
Although Physical Education Studies is not a prerequisite for some tertiary studies, it would be an advantage for students interested in Sport Science, Nursing, Physiotherapy, Occupational Therapy, Physical Education teaching and any Recreational or Sports management courses.
GENERAL – VISUAL ARTS

PREREQUISITES
There are no prerequisites for this General Visual Arts course. However, a passion for visual art or a completion of a previous course within the arts is recommended.

RATIONALE
In the Visual Arts General subject, you will engage in traditional, modern and contemporary media and techniques within the broad areas of art forms. The subject promotes innovative practice and creative thinking. You are encouraged to express your imagination and develop personal imagery, skills and engage in the making and presentation of artworks. You will participate in art experiences aimed at developing a sense of observation.

CONTENT
The Year 12 syllabus is divided into two units which are delivered as a pair.

The focus for Unit 3 is Inspirations: The context ‘The Human Condition’ will be explored within one or more of the suggested concepts such as emotions and imagination, or universal issues. This will include exploring meanings and messages such as visual narratives, and personal responses to artworks. You become aware that artists gain inspiration and generate ideas from diverse sources, including what is experienced, learned about, believed in, valued, imagined or invented. You will develop your knowledge and understanding of visual language and apply this to both art making and art interpretation. Through exploration, investigation and experimentation, you will develop skills in inquiry, recording observations and manipulating media to create artworks. You will be given opportunities to present or exhibit your work, to describe the source(s) of inspiration and to evaluate the process and success of your finished artworks.

The focus for Unit 4 is Investigations: The context ‘A Sense of Place’ will be explored within one or more of the suggested concepts such as myth and reality, objects or phenomena, symbolism, dreams and imagination. This will include exploring meanings and messages such as issues of personal interest and passion, exploration of universal issues, art as social comment, or anatomical studies. You will explore and develop ideas for art making through the investigation of different artists, art forms and processes. You will further develop your knowledge and understanding of visual language and apply this to both art making and art interpretation. You will investigate a variety of artworks and media to refine your understanding of the creative process and learn how to apply analytical skills to communicate your own ideas.

ASSESSMENT
You will be required to complete a variety of tasks in both art making (practical) and art response (written). You will complete a body of work including a sketchbook, media testing and design development which will lead to resolved artworks.

Art Making (practical) (65%)
Response (written) (20%)
Externally Set Task (written) (15%)

CAREER POSSIBILITIES
A successful completion of General Visual Art will meet portfolio entry requirements for TAFE and some university art courses. 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, lead to a variety of art-related career paths 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.