



# CHURCHLANDS SENIOR HIGH SCHOOL

# 2023

## Year 12 Subject Selection Book



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# Introduction

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

This booklet contains information to help students decide on their pathway moving into Year 12. Details are provided on various post school alternatives and provides explanations of the Year 12 subjects being offered.

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

I am looking forward to working with our incoming Year 12 students as they begin their journey into the future.



Jamie Long  
Associate Principal – Senior Secondary

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

# Senior Secondary Studies

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

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

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

At Churchlands Senior High School, students will select six subjects in Year 12 choosing from a range of ATAR, General and VET subjects as well as Workplace Learning. Further information on each subject will be indicated in each subject descriptor within this Year 12 Subject Selection Book.

## **Western Australian Certificate of Education (WACE)**

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

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

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

# Courses offered for Year 12 Students

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

## Australian Tertiary Admission Rank (ATAR) Courses

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

## General Courses

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

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

## Vocational Education and Training (VET) Courses

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

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

## Endorsed Programs

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



## LIST A SUBJECTS

### ATAR

- Ancient History
- Business Management & Enterprise
- Chinese-Second Language
- Economics
- English
- EALD (English as an Additional Language/Dialect)
- French Second Language
- Geography
- Health Studies
- Japanese-Second Language
- Literature
- Modern History
- Music (Western Art Music)
- Music (Jazz)
- Philosophy and Ethics
- Politics and Law

### GENERAL

- Business Management and Enterprise
- Dance
- Drama
- English
- EALD (English as an Additional Language/Dialect)
- Health Studies
- Media Production and Analysis
- Philosophy and Ethics
- Visual Arts

## LIST B SUBJECTS

### ATAR

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

### GENERAL

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

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

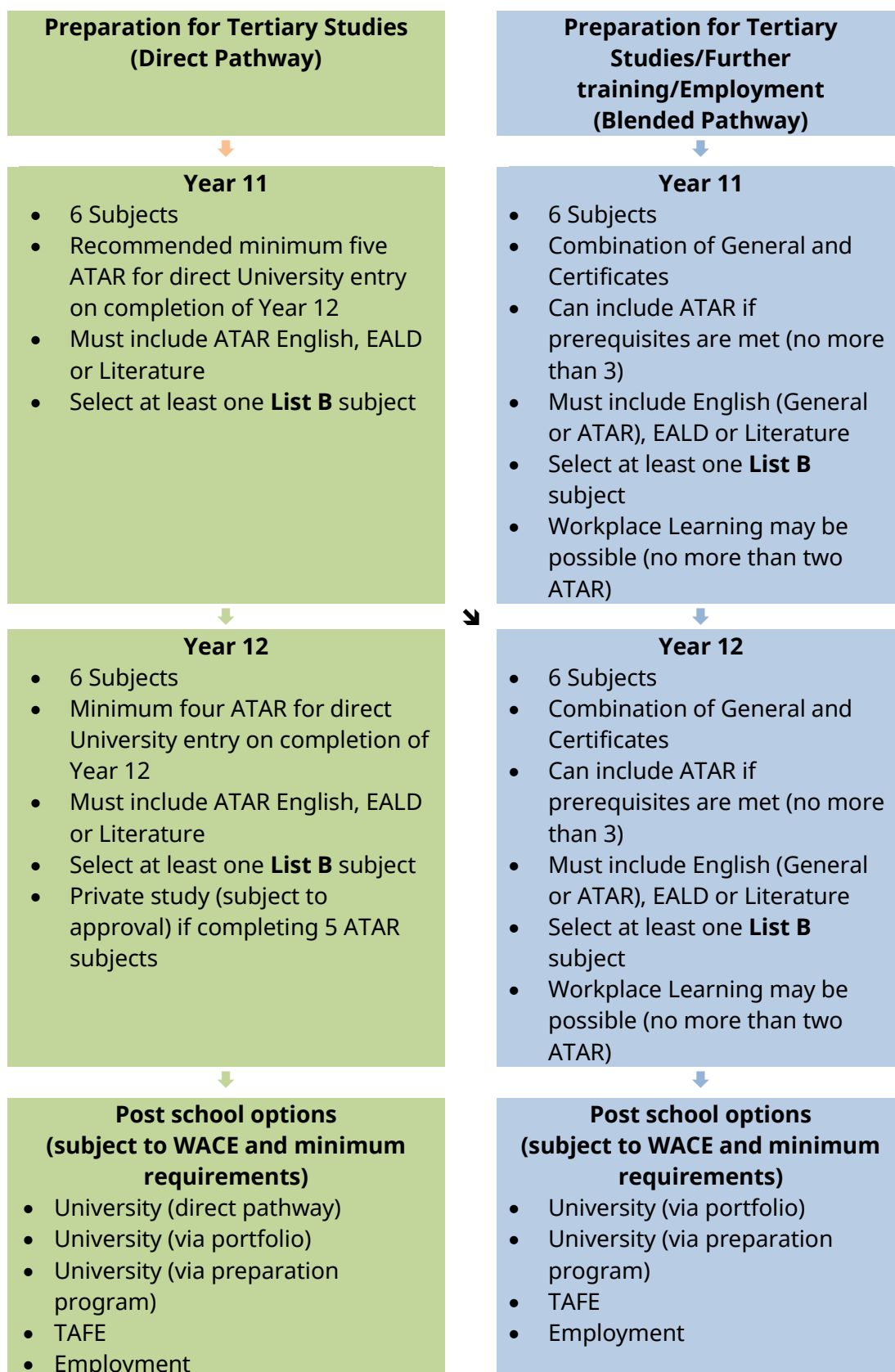
ICT20120	Certificate II Applied Digital Technology
AUR20716	Certificate II Automotive
BSB20120	Certificate II Workplace Skills (Business)
BSB40120	Certificate IV Business (Continues from Year 11)
CHC22015	Certificate II Community Services
MEM20413	Certificate II Engineering (Continues from Year 11)
SIT20316	Certificate II Hospitality (Continues from Year 11)
ICT30120	Certificate III Information Technology
CUA20620	Certificate II Music
CUA30920	Certificate III Music (Performance)
SIS20319	Certificate II Sport Coaching (Continues from Year 11)
CUA20720	Certificate II Visual Arts CAD
CUA31120	Certificate III Visual Arts CAD (Must have completed the Certificate II in Visual Art)

## ENDORSED PROGRAMS

ADWPL	Workplace Learning
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# Pathways

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



# External VET Opportunities

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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 2023 was not available. However, in the past, many of these qualifications have supported students in achieving their post schooling goals. These are structured a number of different ways:

## **School Based Apprenticeship or Traineeship (SBA or SBT)**

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

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

## **Pre-Apprenticeships in Schools (PAiS)**

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

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

## **Profile**

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

## **Fee for Service**

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

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



# Subject Selection Process

<b>Exploration</b>	20 June	<b>Parent Information Evening</b> Parents will be provided with information leading into Year 12. This will include information about Pathways, Post Schooling options and general information about Year 12.
	21 July	<b>Career Expo and Parent Teacher Meetings</b> A number of Universities, Tertiary Institutions and members of Industry will be available during the Career Expo. Parents are welcome to discuss student progress and Senior Secondary Subject choices with Classroom Teachers during Parent Teacher Meetings. Appointments will be made via PTO.
<b>Decision Making</b>	End of Term 2	<b>Semester 1 Reports available</b> Students can use their results and determine which subjects they have met the prerequisites for.
	Friday 22 July	<b>Subject Selection Online (SSO) Opens</b> SSO opens for selection of Year 12 subjects. Parents and students use SSO to complete their subject selections. Most families will be able to do this online but individual counselling sessions will also be available during Week 2 from Tuesday 26 July to Thursday 28 July. Families will be able to make an appointment through SSO if needed.
<b>Planning for 2023</b>	Semester Two 2021	<b>SSO Selections are processed by the school</b> <ul style="list-style-type: none"> <li>Based on student selections, subjects will be finalised. The viability of running a subject will depend on the number of students selecting it and whole school resourcing. This may involve some re-counselling if any selections are not able to be met and cannot be resolved using reserve choices.</li> <li>A timetable will be generated</li> <li>The school staff the timetable</li> <li>Courses are finalised with students</li> </ul>

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

# Selecting your Subjects

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## Some of the things students should consider are:

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

## Do not think that:

- Your study habits will miraculously change over the holidays.
- You have always hated Science, but next year you are going to love Physics.
- You can ignore your past results in 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 think to yourself that you will cross that bridge later.

## Subject Charges

All Year 12 subjects 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, Head of Year 12 or the Associate Principal (Senior Secondary) at Churchlands Senior High School on 9441 1700.

# CAREER DEVELOPMENT

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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 programs as well as general career information.

**2. VET MANAGER**

Our **VET Manager** (Mr Tim Morton) 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. He is also responsible for supporting students participating in School Based Traineeships and Apprenticeships.

**3. TAFE**

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

**4. JOBS AND SKILLS CENTRES**

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

**5. PROSPECTIVE STUDENT OFFICERS ATTACHED TO WA UNIVERSITIES**

Staff at these offices are available to discuss Subjects with high school students and their parents.

a. **CURTIN UNIVERSITY**

<http://www.curtin.edu.au/> Ph. 1300 222 888

b. **MURDOCH UNIVERSITY**

<https://www.murdoch.edu.au/> Ph.9360 6000

c. **UNIVERSITY OF WESTERN AUSTRALIA**

<https://www.uwa.edu.au/> Ph. 6488 6000

d. **EDITH COWAN UNIVERSITY**

<http://www.ecu.edu.au/> Ph. 134 328

e. **NOTRE DAME UNIVERSITY**

<https://www.notredame.edu.au/> Ph. 9433 0555

## 6. TERTIARY INSTITUTIONS SERVICES CENTRE

<https://www.tisc.edu.au/static/home.tisc> Ph. 9318 8000

### OTHER USEFUL RESOURCES

**My Future** <https://www.myfuture.edu.au/>

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

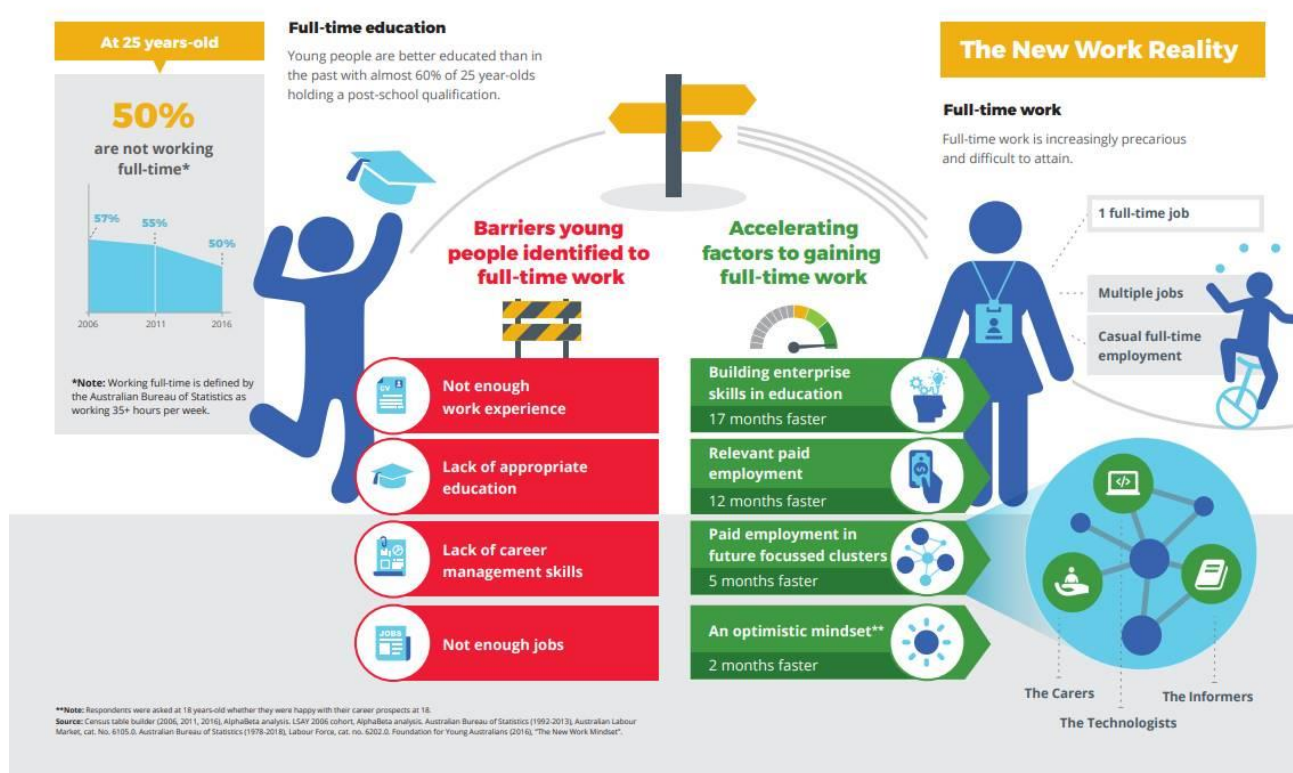
**Australian Apprenticeships**

<https://www.aapathways.com.au/>

<https://www.australianapprenticeships.gov.au/>

## SNAPSHOT

This report followed 14,000 young people's journey over a decade (15 to 25 years old) and found...



# TAFE

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## 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
- Motor Trade Association WA) <http://www.mtawa.com.au/training.html> Ph. 9233 9800
- College of Electrical Training <http://www.cet.asn.au/home.aspx> Ph. 9301 1560

# UNIVERSITY ADMISSION 2024

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 7 of this handbook or the SCSA website for more detail [www.scsa.wa.edu.au](http://www.scsa.wa.edu.au)).

1. **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 with TISC from their website [www.tisc.edu.au](http://www.tisc.edu.au) or from the link below*).
2. **ATAR.** Achieve a sufficiently high ATAR/Selection Rank for entry to a particular university and course. **Minimum ATAR** requirements for each University are: UWA – 75, Curtin, ECU and Murdoch – 70. Actual ATAR's needed may be higher for some courses.
3. **Prerequisites.** Satisfy any prerequisites or special requirements necessary to be considered for entry to particular courses. If a subject is a prerequisite, then the student must obtain a minimum scaled score of 50%.

**Please click on the link below or go to** <https://www.tisc.edu.au/static-fixed/guide/slar-2024.pdf>

## TISC - University Admission 2024

### **CALCULATING AN ATAR**

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

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

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





# ATAR Courses



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

# ATAR COURSES

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## ATAR – ACCOUNTING & FINANCE

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### PREREQUISITES

Completion of Year 11 ATAR Accounting and Finance - Units 1 and 2 (C Grade or higher).

### 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

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## PREREQUISITES

High level of essay writing and analytical skills.

Completion of Year 11 Ancient History ATAR (C-Grade or higher); or  
English ATAR (B-Grade or higher); or  
Literature ATAR (C-Grade or higher)

## RATIONALE

The Ancient History ATAR course enables students to gain insights into their own society and its values through the study of the past. These societies are both mono-cultural and multicultural in nature and are based on the different Greek city states. The students develop an understanding of the foundations of modern political, cultural, legal and religious institutions and systems. The study of Ancient History assists students to understand why societies and people hold certain values and that belief systems vary from one group to another.

## CONTENT

Ancient Greece is the topic for the year. In Semester One students will conduct a detailed investigation of the Persian Wars. They will also study the rise of Athenian democracy. In Semester Two 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

Assessments will be made up of:

Short Answers	(10%)
Source Analysis	(10%)
Historical Inquiries	(15%)
Essay	(25%)
Examinations	(40%)

## CAREER POSSIBILITIES

The study of Ancient History ATAR can lead to careers in Journalism, Law, Librarianship, Philosophy, Teaching, Researcher, Public Service, The Armed Service, Media and Creative Arts, Politics and the Diplomatic Service.

## ADDITIONAL COSTS

Tours to Greece have been offered in 2015 and 2017. Both 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 \$4000.00 per student. This is an optional activity.

# ATAR – BIOLOGY

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## PREREQUISITES

Completion of Year 11 ATAR Biology - Units 1 and 2 (C Grade or higher).

## 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.

# ATAR – BUSINESS MANAGEMENT & ENTERPRISE

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## PREREQUISITES

Completion of Year 11 ATAR Business Management and Enterprise - Units 1 and 2 (C Grade or higher).

## RATIONALE

The Business Management and Enterprise ATAR course gives students the opportunity to understand how vital business is to individuals and society, and how it impacts on many aspects of our lives. Business has a complex and dynamic organisational structure that requires a combination of skills, aptitude, creativity, initiative and enterprise to operate effectively. In a constantly changing world, individuals, businesses and nations must adapt their position in an increasingly global economy and generate the wealth to sustain economic growth. To do this, business requires people with strategic vision who are enterprising, innovative and creative. This course focuses on the development of these skills within the business cycle, day-to-day running, continuing viability and expansion of a business. Exposure to a wide range of business activities, management strategies and an understanding of enterprise, helps students to appreciate the significance of their role as both participants and consumers in the business world.

## CONTENT

**Unit 3** - The focus of this unit is on strategic international business growth. The unit explores the need for global expansion and change management. It also addresses the opportunities provided by the global environment and the factors that drive international business development.

**Unit 4** - The focus of this unit is on global business operations. The unit explores how businesses operate strategically and examines the features and traits of successful management. It addresses the significance of strategic planning and the concept of competitive advantage.

The course content encompasses theoretical and practical aspects of business management and enterprise, and is divided into three content areas:

- Environments
- Management
- People

## ASSESSMENT

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

## CAREER POSSIBILITIES

The Business Management and Enterprise ATAR course aims to prepare all students for a future where they will need to identify possibilities and create opportunities within a business environment, including the business and finance sectors of the economy. It also prepares students with the background knowledge and skills to establish their own business in the future.

# ATAR – CHEMISTRY

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## PREREQUISITES

Completion of Year 11 ATAR Chemistry - Units 1 and 2 (C Grade or higher).

## 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

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## PREREQUISITES

Completion of Year 11 ATAR Chinese Second Language - Unit 1 and 2 (C Grade, or higher).

## 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)
- 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.

## CAREER POSSIBILITIES

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](http://www.scsa.wa.edu.au)

# ATAR – COMPUTER SCIENCE

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## PREREQUISITES

Completion of Year 11 ATAR Computer Science - Units 1 and 2 (C Grade or higher).

## 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 and interpreters is developed.

**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
- 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)

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## PREREQUISITES

Completion of Year 11 ATAR Design - Units 1 and 2 (C Grade or higher) AND Exam 55%.

## 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.

## CONTENT

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.

## ASSESSMENT

Results from an examination at the end of each semester will be part of the final assessment.

Design Production (Portfolio) (50%)

Design Response (Written Theory) (50%)

**Students will be expected to put in considerable time whilst working on their production task (portfolio) and some work will be expected to be undertaken outside of the classroom. Students will need to manage their time effectively to ensure success.**

## 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. A series of Portfolio application workshops will be provided during the year. These workshops will support students in the exploration of relevant courses and the portfolio application process.

## ADDITIONAL COSTS

Each of these units may include an excursion and/or workshop. These will cost approximately \$25 each.

# ATAR – EARTH & ENVIRONMENTAL SCIENCE

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## PREREQUISITES

Completion of a Year 11 Science ATAR course - Units 1 and 2 (C Grade or higher).

## 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.

## 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

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## PREREQUISITES

Completion of Year 11 ATAR Economics - Units 1 and 2 (C Grade or higher).

## 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. This 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.** This 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:

- Current trends in globalisation.
- The freeing up of world trade and its impact on economic growth in Australia and the world.
- The pattern and trends in Australia's trade.
- The Aussie dollar and factors affecting it.

**Unit 4 - Economic policies and management.** This 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 10 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:

- The business cycle and economic models which demonstrate and explain these fluctuations.
- Government economic objectives.
- Government policies used to achieve its economic objectives.

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 this 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.

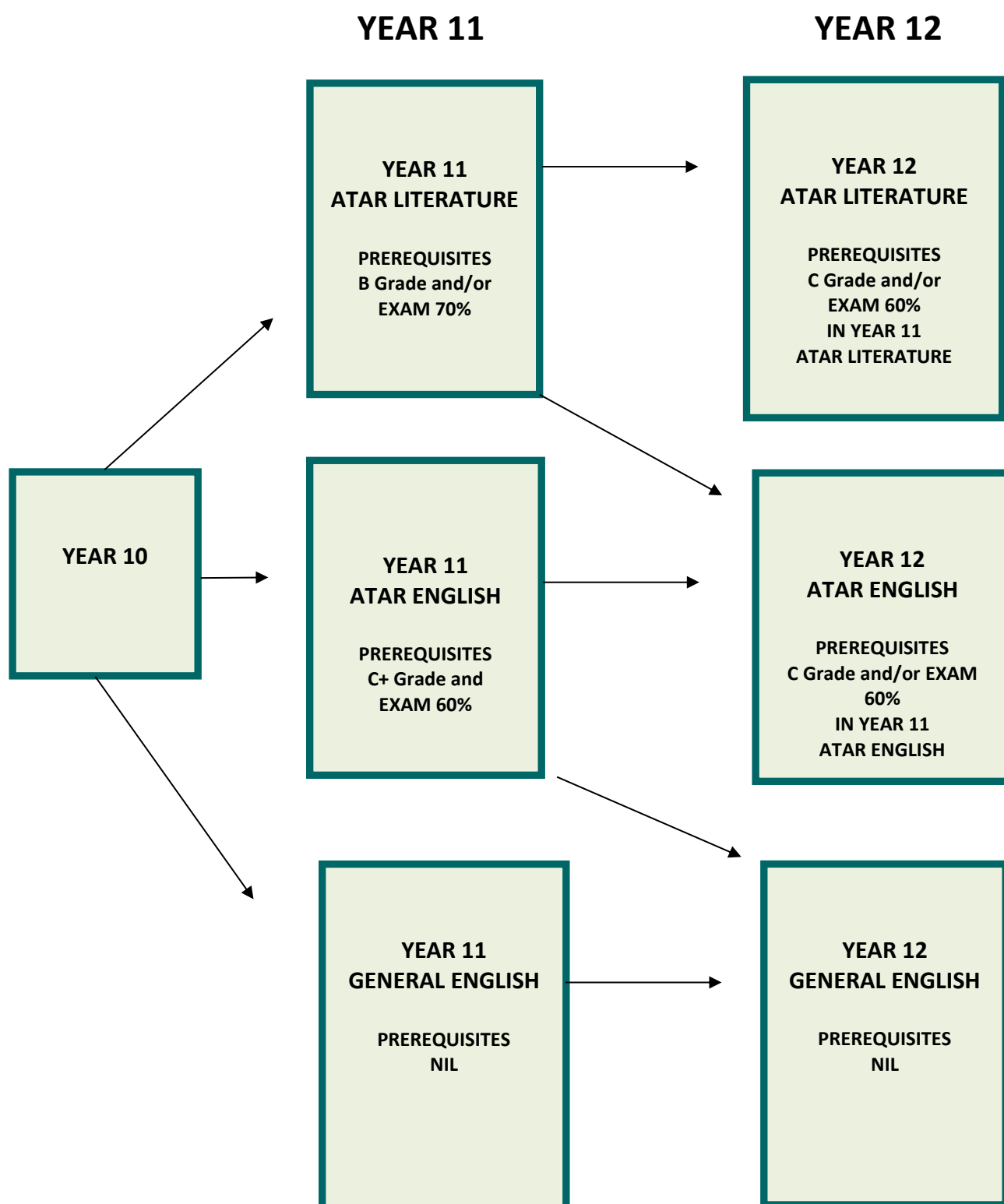
## CAREER POSSIBILITIES

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

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# ATAR – ENGLISH

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## PREREQUISITES

High level of performance in Year 11 ATAR English – Units 1 and 2 (C Grade or Exam 60% (Minimum), or completion of Year 11 ATAR Literature – Units 1 and 2 (C Grade or higher).

## 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

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## **PREREQUISITES**

Completion of Year 11 ATAR EAL/D - Units 1 and 2 (C Grade or higher or Exam 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

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## PREREQUISITES

Completion of Year 11 ATAR French Second Language - Unit 1 and 2 (C Grade or higher).

## 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 globalised society, a culturally and linguistically diverse local community, and provides them with the foundation for life-long language learning. Relevant and engaging tasks, delivered through a range of appropriate contexts and topics, develop literacy in the French language as well as extend literacy development in English. 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.

### 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](http://www.scsa.wa.edu.au)

## 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)
- 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.

## CAREER POSSIBILITIES

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.

# ATAR – GEOGRAPHY

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## PREREQUISITES

Completion of Year 11 ATAR Geography - Units 1 and 2 (C Grade or higher).

## 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.

# ATAR – HEALTH STUDIES

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## PREREQUISITES

Completion of Year 11 ATAR Health Studies (C Grade or higher). 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, epidemiology and research, community health care, and population health. This can be 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 Rural and Remote Australians or Indigenous Australians, as well as local, regional and global health challenges of the 21<sup>st</sup> 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.



# ATAR – HUMAN BIOLOGY

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## PREREQUISITES

Completion of Year 11 ATAR Human Biological Science - Units 1 and 2 (C Grade or higher).

## 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

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## PREREQUISITES

Completion of Year 11 ATAR Japanese Second Language - Units 1 and 2 (C Grade or higher).

## 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 life-long language learning. Japanese has been identified as one of the priority languages from the Asia-Pacific region to be taught in Australian schools in recognition of the close economic and cultural ties between the two countries. Through the study of Japanese, students can gain access to the rich cultural 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.

## 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](http://www.scsa.wa.edu.au)

## CONTENT

**Unit 3** - This unit focuses on わか若い りょこうしゃ旅行者 (**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 みらい未来 (**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)
- 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 POSSIBILITIES

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.

# ATAR – LITERATURE

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## PREREQUISITES

Completion of Year 11 ATAR Literature - Units 1 and 2 (High C Grade or higher OR 60% Exam).

## 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

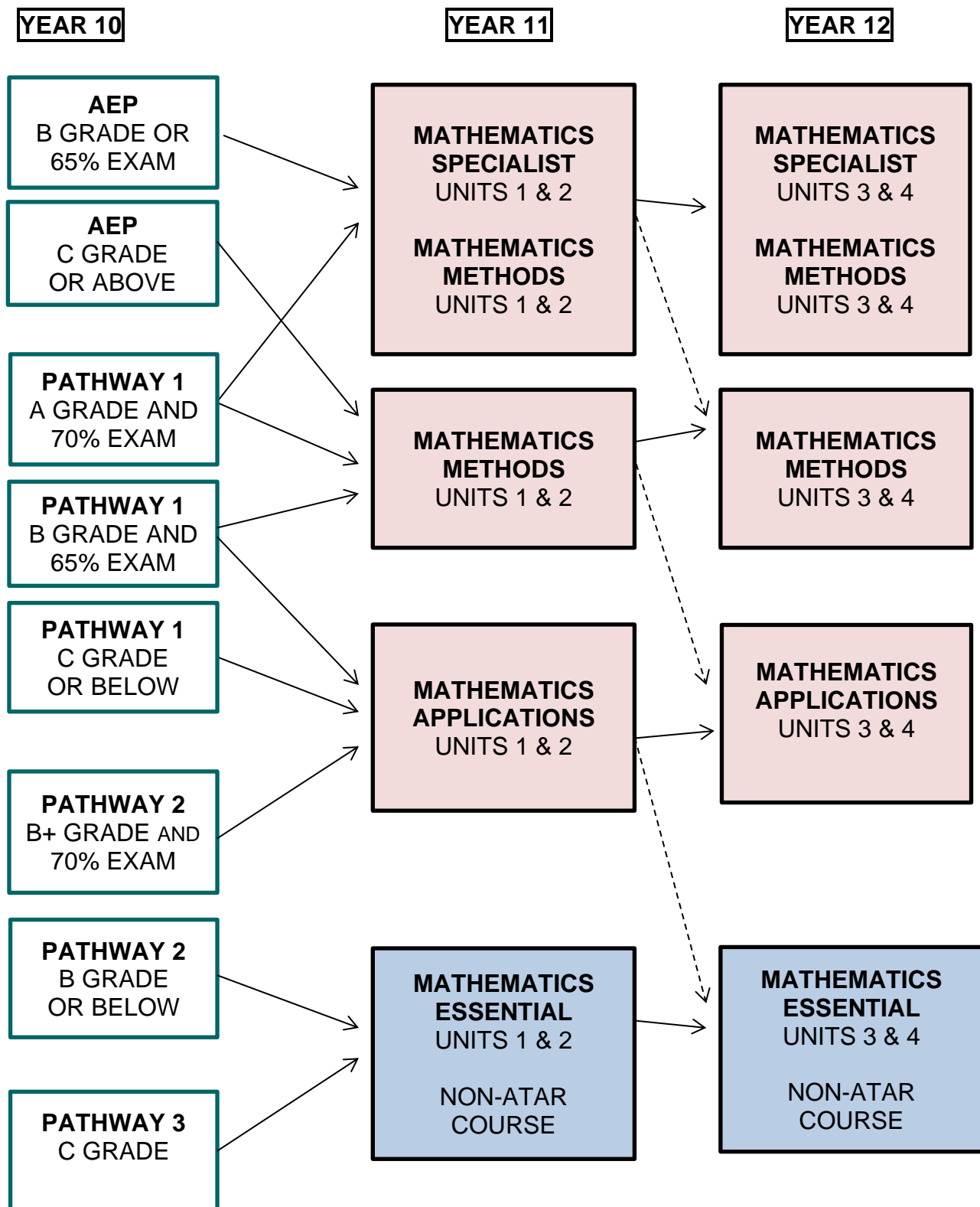
The necessity of English competence cannot be understated. All tertiary institutions and most careers require the ability to read critically and communicate effectively, in both written and spoken forms. Specific career paths for Literature students include journalism, teaching, publishing, management, 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

## MATHEMATICS PATHWAYS FROM YEAR 10 TO SENIOR SCHOOL



# ATAR – MATHEMATICS APPLICATIONS

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## PREREQUISITES

Completion of Year 11 Mathematics Applications - Units 1 and 2 (C Grade minimum and scaled exam mark of 55%), OR Year 11 Mathematics Methods - Units 1 and 2 (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.

# ATAR – MATHEMATICS METHODS

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## PREREQUISITES

Completion of 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 ATAR Mathematics Methods - Units 1 and 2 and Year 11 ATAR 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.

### **Important Note:**

*Mathematics Specialist must be studied in conjunction with Mathematics Methods*

## 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 mathematics learned throughout the Mathematics Specialist course.

### **Unit 3**

This unit contains the three topics:

- 3.1 Complex numbers
- 3.2 Functions and sketching graphs
- 3.3 Vectors in three dimensions

### **Unit 4**

This unit contains the three topics:

- 4.1 Integration and applications of integration
- 4.2 Rates of change and differential equations
- 4.3 Statistical inference

## 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.

# ATAR – MODERN HISTORY

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## PREREQUISITES

Completion of Year 11 ATAR Modern History - Units 1 and 2 (C 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 20<sup>th</sup> 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)

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## PREREQUISITES

Students must have achieved satisfactory results in Music ATAR Year 11 (C grade or higher) 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)

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## PREREQUISITES

Students must have achieved satisfactory results in Music ATAR Year 11 (C grade or higher) 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 focused on improvisation and Jazz performance and the history and development of the Jazz style from its origins in the mid to late 19<sup>th</sup> 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.

# ATAR – PHILOSOPHY & ETHICS

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## PREREQUISITES

Completion of Year 11 ATAR Philosophy and Ethics - Units 1 and 2 (C-Grade or higher) or Year 11 ATAR Politics and Law - Units 1 and 2 (B-Grade or higher) or Year 11 ATAR Literature - Units 1 and 2 (B-Grade or higher).

## 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%)
Construction of argument	(20%)
Philosophical analysis & evaluation	(30%)
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

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## PREREQUISITES

Completion of Year 11 ATAR Physical Education Studies - Units 1 and 2 (C Grade or higher); OR Year 11 ATAR English - Units 1 and 2 OR English as an Additional Language - Units 1 and 2 OR Dialect (B Grade or higher) OR Year 11 ATAR Literature - Units 1 and 2 (C Grade or higher).

**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:

- |             |              |           |          |                  |
|-------------|--------------|-----------|----------|------------------|
| • AFL       | • Basketball | • Hockey  | • Soccer | • Touch Football |
| • Badminton | • Cricket    | • Netball | • Tennis | • Volleyball     |

## ASSESSMENT

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. As noted, grades are determined by a combination of:

Theoretical (70%)

Practical (30%)

## 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

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## PREREQUISITES

Completion of Year 11 ATAR Physics - Units 1 and 2 (C Grade or higher).

## 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.

# ATAR – POLITICS & LAW

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## PREREQUISITES

Completion of Year 11 ATAR Politics and Law - Units 1 and 2 (C Grade or higher).

## 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.

## 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

- |                   |   |
|-------------------|---|
| <b>Outcome 1:</b> | Political and legal inquiry                         |
| <b>Outcome 2:</b> | Political and legal systems                         |
| <b>Outcome 3:</b> | Stability and change in political and legal systems |
| <b>Outcome 4:</b> | 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%)

## CAREER POSSIBILITIES

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.

# ATAR – PSYCHOLOGY

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## PREREQUISITES

Completion of Year 11 ATAR Psychology - Units 1 and 2 (C Grade or higher).

## 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

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## 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

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## Courses continuing from Year 11 2022

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

### **BSB40120 CERTIFICATE IV BUSINESS**

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#### **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**

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#### **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**

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#### **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**

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#### **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 2023

### ITC20120 – CERTIFICATE II in APPLIED DIGITAL TECHNOLOGIES

#### PREREQUISITES

There are no prerequisites for this qualification.

#### CONTENT

When the students complete the Certificate II in Applied Digital Technologies they will have made a start towards a career in information technology or be ready for employment using a range of technologies.

They will gain the knowledge and skills to use a range of applications such as word processing, spreadsheets, databases and email, work with digital images, cyber security, install software, collaborate using social media; as well as gain workplace health and safety knowledge. The course provides students with the opportunity to achieve a national vocational qualification under the Australian Qualifications Framework [AQF]. Any units of competency attained during the program will be recognised on the student's WACE.

#### CERTIFICATE OUTLINE – COMPETENCIES

This Qualification is made up of 12 Competencies (6 Core and 6 Electives). Below is a guide of what you will study.

<b>Unit Code</b>	<b>Unit Title</b>
BSBSUS211	Participate in sustainable work practices (C)
BSBTEC202	Use digital technologies to communicate in a work environment (C)
BSBWHS211	Contribute to the health and safety of self and others (C)
ICTICT213	Use computer operating systems and hardware (C)
ICTICT214	Operate application software packages (C)
ICTICT215	Operate digital media technology packages (C)
ICTICT216	Design and create basic organisational documents (E)
ICTICT219	Interact and resolve queries with ICT clients (E)
CUADIG303	Produce and prepare photo images (E)
BSBXCS301	Protect own personal online profile from cyber security threats (E)
BSBXCS302	Identify and report online security threats (E)
BSBXCS303	Securely manage personally identifiable information and workplace information (E)

#### ASSESSMENT

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

#### CAREER POSSIBILITIES

Completion of this qualification gives you basic computing skills to support a wide range of industry occupations such as an office assistant, records assistant, and junior office support. Further study is strongly recommended. Further study opportunities:

- ICT30115 Certificate III in Information Technology.

#### ADDITIONAL COSTS

Nil



# 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 (AUR20716), 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:

<b>Unit Code</b>	<b>Unit Title</b>
AURAEA002	Apply environmental regulations and best practice in a workplace or business
AURAF003	Communicate effectively in the automotive workplace
AURAF004	Solve routine problems in an automotive workplace
AURASA002	Apply safe working practices in an automotive workplace
AURETR025	Test charge and replace batteries and jump start vehicles
AURLTA001	Apply automotive mechanical system fundamentals
AURTTK002	Use and maintain workplace tools and equipment
AURETR003	Identify automotive electrical systems and components
AURVTA005	Clean vehicles
AURTTB007	Remove and replace brake assemblies
AURTTA004	Carry out basic vehicle servicing operations
AURTTJ003	Remove and replace wheel and tyre assemblies

## 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 opportunities 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.

# **BSB20120 CERTIFICATE II in WORKPLACE SKILLS (Business)**

## **(formally Certificate II in Business)**

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### **PREREQUISITES**

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

### **CONTENT**

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

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

### **CERTIFICATE OUTLINE – COMPETENCIES**

This Qualification is made up of 10 Competencies (five Core and five Electives). These units may be subject to change depending on the RTO.

<b>Unit Code</b>	<b>Unit Title</b>
BSBCMM211	Apply communication skills <b>(C)</b>
BSBOPS201	Work effectively in business environments <b>(C)</b>
BSBPEF202	Plan and apply time management <b>(C)</b>
BSBSUS211	Participate in sustainable work practices <b>(C)</b>
BSBWHS211	Contribute to the health and safety of self and others <b>(C)</b>
BSBPEF201	Support personal wellbeing in the workplace <b>(E)</b>
BSBOPS203	Deliver a service to customers <b>(E)</b>
BSBTEC202	Use digital technologies to communicate in a work environment <b>(E)</b>
BSBTEC302	Design and produce spreadsheets <b>(E)</b>
BSBTEC303	Create electronic presentations <b>(E)</b>

### **ASSESSMENT**

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

### **CAREER POSSIBILITIES**

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

# BSB40120 CERTIFICATE IV BUSINESS

## PREREQUISITES

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

**THIS QUALIFICATION MUST BE  
COMPLETED OVER A TWO  
YEAR PERIOD**

## CONTENT

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

## CERTIFICATE OUTLINE – COMPETENCIES

This Qualification is made up of 12 Competencies (six Core and six Electives).

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

## ASSESSMENT

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

## CAREER POSSIBILITIES

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

# CHC22015 CERTIFICATE II COMMUNITY SERVICES

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## 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 (CHC22015) will be caring for children, aged care and disability services. Students will develop an understanding of working with 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 incursions with 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:

<b>Unit Code</b>	<b>Unit Title</b>
CHCCOM001	Provide first point of contact
CHCCOM005	Communicate and work in health or community services
CHCDIV001	Work with diverse people
HLTWHS001	Participate in workplace health and safety
BSBWOR202	Organise and complete daily work activities
CHCVOL001	Be an effective volunteer
HLTAID003	Provide first aid
HLTFSE001	Follow basic food safety practices
BSBWOR201	Manage personal stress in the workplace

## 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. Most assessment is based on work in class.

**NB:** *students are required to complete 20 hours of volunteering outside of school.*

## 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’.

# ICT30120 – CERTIFICATE III INFORMATION TECHNOLOGY

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## PREREQUISITES

Completion of Certificate II in Information, Digital, Media Technology.

## CONTENT

This qualification reflects the role of individuals who are competent in a range of Information and Communications Technology (ICT) roles, including basic cloud computing, basic cyber awareness, digital media skills and generalist IT support services.

Individuals who work in these fields apply broad sets of skills, including foundational knowledge in critical thinking and customer service skills, to support a range of technologies, processes, procedures, policies, people and clients in a variety of work contexts. This course provides students with the opportunity to achieve a national vocational qualification under the Australian Qualifications Framework [AQF]. Any units of competency attained during the program will be recognised on the student's WACE.

## CERTIFICATE OUTLINE – COMPETENCIES

This Qualification is made up of 12 Competencies (6 Core and 6 Electives). Below is a guide of what you will study.

<b>Unit Code</b>	<b>Unit Title</b>
BSBCRT301	Develop and extend critical and creative thinking skills (C)
BSBXCS303	Securely manage personally identifiable information and workplace information (C)
BSBXTW301	Work in a team (C)
ICTICT313	Identify IP, ethics and privacy policies in ICT environments (C)
ICTPRG302	Apply introductory programming techniques (C)
ICTSAS305	Provide ICT advice to clients (C)
ICTICT216	Design and create basic organisational documents (E)
ICTICT219	Interact and resolve queries with ICT clients (E)
CUADIG303	Produce and prepare photo images (E)
BSBXCS301	Protect own personal online profile from cyber security threats (E)
BSBXCS302	Identify and report online security threats (E)
BSBXCS401	Maintain security of digital devices (E)

## ASSESSMENT

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

## CAREER POSSIBILITIES

This Certificate III in Information Technology will give you the foundation skills to begin a career in ICT. You may follow a career pathway into the IT industry in areas including cyber security, programming, networking or web design. Further study is available through a Cert IV in Information Technology at TAFE.

# CUA20620 CERTIFICATE II MUSIC

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## 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 (CUA20620) 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.

<b>Unit Code</b>	<b>Unit Title</b>
<b>MANDATORY CORE UNITS OF COMPETENCY</b>	
BSBWHS211	Contribute to health and safety of self and others
BSBTWK201	Work effectively with others
CUAIND211	Develop and apply creative arts industry knowledge
<b>ELECTIVE UNITS OF COMPETENCY</b>	
CUAMLT211	Develop musical ideas and knowledge
CUAMPF211	Perform simple musical pieces
CUAMPF213	Perform simple repertoire in ensembles
CUAMPF214	Perform music from simple written notation
CUAMCP311	Create simple musical compositions

## ASSESSMENT

Students will be assessed to industry standards to receive the qualification. Students will be assessed on all competencies and marked either 'competent' or 'not competent'. Students must achieve 'competent' for each of the units to be awarded this qualification. 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.



# CUA30920 CERTIFICATE III MUSIC

## PREREQUISITES

Students must have completed the Certificate II in Music qualification (CUA20620), by 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. 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 (CUA30920) allows students to complete a nationally recognised qualification. This qualification provides the skills and knowledge for an individual to be competent in Music. Students will complete eight units throughout the year. Students must have already achieved competence for three units (see below) in Certificate II Music, receiving a credit transfer for these units as part of Certificate III Music.

- CUAMPF213 Perform simple repertoire in ensembles
- CUAMPF214 Perform music from simple written notation
- CUADES201 Follow a Design Process

## CERTIFICATE OUTLINE – COMPETENCIES

Students must complete a total of seven units of competency:

Unit Code	Unit Title
<b>MANDATORY CORE UNITS OF COMPETENCY</b>	
CUACMP311	Implement copyright arrangements
CUAIND313	Work effectively in the Music Industry
CUAIND314	Plan a career in the creative arts industry
<b>ELECTIVE UNITS OF COMPETENCY</b>	
CUAMLT311	Develop and apply aural perception skills
CUAMCP311	Create simple musical compositions
CUAMPF312	Prepare for musical performance
CUAMPF414	Perform music as part of a group
CUAMPF311	Develop technical skills for musical performances

## ASSESSMENT

Students will be assessed to industry standards to receive the qualification. Students will be assessed on all competencies and marked either 'competent' or 'not competent'. Students must achieve 'competent' for each of the units to be awarded this qualification. 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.

# CUA20720 CERTIFICATE II VISUAL ARTS – CAD

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## PREREQUISITES

It is an advantage for students (but not essential) to have studied Computer Aided Drawing at the Middle Secondary level.

## CONTENT

Certificate II Visual Arts CAD embeds design principles that can be incorporated into product manufacturing, Architectural and structural drafting, Mechanical engineering and many other forms of design. Students will have access to the latest technologies used in current and emerging industries. For example, CNC lasers, 3D printers and vinyl cutting technologies. Autodesk is an industry-leading drawing package. If it has been 3D modelled, prototyped or manufactured, it is most likely a drawing program that we will be using in this subject. Certificate II Visual Arts CAD is the perfect stepping stone for future employment. Additionally, it is a prerequisite for the Certificate III in Visual Arts CAD.

## CERTIFICATE OUTLINE – COMPETENCIES

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

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

## ASSESSMENT

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

## CAREER POSSIBILITIES

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

## CUA31120 – 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. Autodesk 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 (four Core and eight Electives). To complete the certificate, the following Units of Competency must be completed:

<b>Unit Code</b>	<b>Unit Title</b>
BSBWHS211	Contribute to health and safety of self and others <b>(C)</b>
CUAACD311	Produce drawings to communicate ideas <b>(C)</b>
CUAPPR311	Produce creative work <b>(C)</b>
CUARES301	Apply knowledge of history and theory to own arts practice <b>(C)</b>
CUADES201	Follow a design process <b>(E)</b>
CUAPPR312	Document the creative work progress <b>(E)</b>
CUADES202	Evaluate the nature of design in a specific industry context <b>(E)</b>
CUADES302	Explore and apply the creative design process to 2D forms <b>(E)</b>
BSBTWK201	Work effectively with others <b>(E)</b>
CUADIG315	Produce digital images <b>(E)</b>
CUAIND201	Develop and apply creative arts industry knowledge <b>(E)</b>
ICTICT215	Operate digital media technology packages <b>(E)</b>

### 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 Autodesk 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)

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## 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 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:

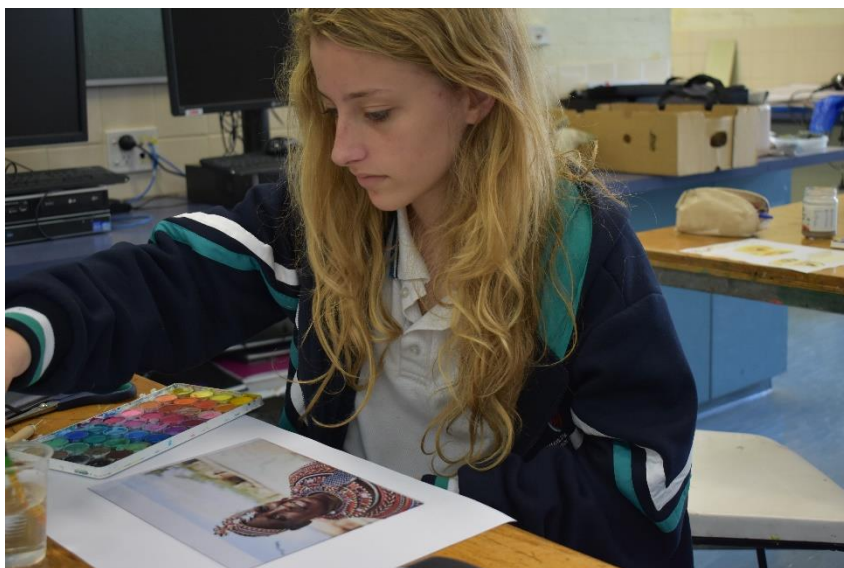
- An attendance record which must be completed progressively by the student.
- A task schedule which must be completed progressively by the student.
- Written assessment addressing the 10 Core Skills for Work.
- A workplace supervisor's evaluation of student performance.

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 will have three free periods throughout their 2023 timetable.



# General Courses



## **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

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## GENERAL – BUSINESS MANAGEMENT AND ENTERPRISE

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### 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.

### CONTENT

**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:

Business research	(40%)
Response	(45%)
External Set Task	(15%)

### 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 – COMPUTER SCIENCE

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## PREREQUISITES

Nil.

## RATIONALE

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

## CONTENT

**Unit 3 – Developing computer-based systems and producing spreadsheet and database solutions.** The focus for this unit is on developing computer-based systems and producing spreadsheet and database solutions. Students are introduced to the internal, interrelating components of computer-based systems in an industry context. They examine a variety of systems, build on their spreadsheet and database skills and gain an appreciation of how these concepts and technologies are used in industry.

Unit 3 is divided into two content areas:

- Systems analysis and development
- Managing data

**Unit 4 – Developing computer-based solutions and communications.** The focus for this unit is on developing computer-based systems solutions and communications. Students are introduced to networking concepts, as applied to industry. Using algorithms, students develop programming skills. Students create solutions exploring the ethical, legal, and societal implications of industry-based applications.

Unit 4 is divided into three content areas:

- Developing software
- Programming
- Networks and communications

## ASSESSMENT

Project	(50%)
Theory Test	(20%)
Practical Test	(15%)
Externally Set Task (EST)	(15%)

## CAREER POSSIBILITIES

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

# GENERAL – DANCE

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## PREREQUISITES

No prerequisites required, just an interest in dance.

## RATIONALE

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

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

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

## CONTENT

The subject is divided into two main content areas;

- Performance and Contextual Knowledge: The subject has a focus on 'Popular Culture' and 'Australian Dance'.
- Practical work: The main focus of this unit with 65% of the subject being practical.

## 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

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## PREREQUISITES

There are no prerequisites for this course. Previous experience in lower school photography and/or Year 11 Design Photography Unit 1 and Unit 2 would be an advantage.

## 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 follow a design process and will have opportunities to develop their own visual messages addressing the need of the wider community in the context of promotion and advertising. They will respond to a design brief and produce work suited to a specific target audience. Design principles and skills will be further developed and applied to solve design problems. 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 design process and 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 image.

On successful completion of this course, students will have a **body** of work that can be used in an application for Portfolio pathways to a variety of tertiary institutions. A series of Portfolio application workshops will be provided during the year. These workshops will support students in the exploration of relevant courses and the portfolio application process.

## COURSE OUTLINE

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.

## 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 – DRAMA

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## PREREQUISITES

An interest in performances and performing.

## DRAMA GENERAL

### Units 3 and 4

The Drama General course focuses on drama in practice as students integrate their knowledge and skills. They engage in drama processes such as improvisation, play building, text interpretation 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 set design, costume, sound design and lighting design.

- Unit 3 - Focuses on representational, realist drama.
- Unit 4 - Focuses on presentational, non-realist drama.

## ASSESSMENT

Three types of assessment:

- Performance/Production
- Response
- Externally set task

## CAREER POSSIBILITIES

The Drama General 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 or seeking employment in vocational areas such as acting, directing, design of sets, costumes, lighting or sound and theatre management; students who will continue to enjoy drama and apply the knowledge, skills and understandings they have learned to the other aspects of their lives and students who intend to study Drama, Arts Management and Theatre Design at tertiary level.

# GENERAL – ENGLISH

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## 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

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## **PREREQUISITES**

Year 11 General EAL/D or ATAR EAL/D. 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

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## 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 – HEALTH STUDIES

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## PREREQUISITES

Year 11 Health General – Minimum C Grade.

Year 11 English (General, ATAR) – Minimum C Grade.

## RATIONALE

Health Studies is all about how healthy we are as individuals, communities and population groups. The influence of social, environmental, economic and biological determinants of health is a key focus of the course. Students explore factors which influence their health in positive and negative ways, and devise actions plans which focus on achieving identified goals designed to improve health. Health Studies General course focuses on the study of health as an important factor of human life. Students undertaking this course develop the knowledge, understanding and skills necessary to promote an understanding of the importance of personal and community action in promoting health. Students who choose this course should have a keen interest in health, either looking after their own or working with others to improve the health of the population (Health Promotion). Curiosity for events happening around the world is important. You will consider world events such as the spread of a pandemic, poverty and war as well as current affairs, sexual, mental and physical health. This course is not the same type of course as Health Education in Years 7-10, but rather health on a global scale.

## CONTENT

The Year 12 course is composed of two units which are delivered as a concurrent course during the year.

**Unit 3** – This unit focuses on building students' knowledge and understandings of health determinants and their interaction and contribution to personal and community health.

**Unit 4** – This unit focuses on the impact of health determinants on personal and community health.

## ASSESSMENT

School based assessment. There is no exam.

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

Inquiry	(20%)
Response	(25%)
Project	(40%)
Externally Set Task (EST)	(15%)

## CAREER POSSIBILITIES

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

# GENERAL – HUMAN BIOLOGY

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## PREREQUISITES

No prerequisites are required.

## RATIONALE

In the Human Biology General course, students learn about themselves, relating the structure of the different body systems to their function and understanding the interdependence of these systems in maintaining life. Students will engage in activities exploring the coordination of the musculoskeletal, nervous and endocrine systems. They explore the various methods of transmission of diseases and the responses of the human immune system. Students research new discoveries that help increase our understanding of the causes and spread of disease in a modern world. 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

This course explores the following content:

- Bones and muscles
- Nerves and hormones and how they maintain the body to act in a coordinated manner
- Causes and spread of infectious disease
- Human immune response to invading pathogens

Students are encouraged to use ICT to interpret and communicate findings in a variety of ways.

**Unit 3** – Students develop an understanding of the structure and function of the musculoskeletal system that provides for human movement, balance and growth as the result of coordinated actions. This is brought about by the interaction of the musculoskeletal system with the nervous and endocrine systems. Conditions affecting these systems, such as sporting injuries, hearing and vision defects, can result in a decrease or loss of function. Students investigate the musculoskeletal, nervous and endocrine systems through dissections and practical examination of reflexes, vision, hearing and skin sensitivity.

**Unit 4** – Students develop an understanding of how prevention of transmission of disease can be achieved by adopting good hygiene practices at a personal, domestic and workplace level. Students study how the body responds naturally to infectious disease and how these actions of the body can be assisted by the use of antibiotics and vaccines. Students will study the concept of global pandemics.

## ASSESSMENT

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

Science Inquiry	(30%)
Extended Response	(20%)
Tests	(35%)
Externally Set Task (EST)	(15%)

## CAREER POSSIBILITIES

The course content deals directly and indirectly with many different occupations in areas such as social work, community service, medical receptionist, educational assistant, paramedical fields, food and hospitality, childcare, sport science and health education.

# GENERAL – INTEGRATED SCIENCE

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## 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 (EST)	(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)

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## 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:

Design (practical portfolio)	(25%)
Production (practical)	(50%)
Theory	(10%)
Externally Set Task (EST)	(15%)

## CAREER POSSIBILITIES

Jeweller, Silversmith, Craftsperson.

# GENERAL – MATERIALS DESIGN & TECHNOLOGY – TEXTILES

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## PREREQUISITES

No prerequisites necessary although sewing units completed in either lower school or Year 11 will be an advantage. An interest in design and working with textiles is desirable. This course will cater for students interested in apparel, furnishings, costume, fashion and textile arts.

## RATIONALE

The Materials Design and Technology (Textiles) General course is a practical course. Textiles protect, provide comfort, have social meaning, respond to cultural influences and perform a range of necessary functions in the textile and other industries. Working with textiles, students develop a range of manipulation, processing, manufacturing and organisational skills. When designing with textiles, they develop cognitive skills, such as solving problems, generating ideas, creative design strategies and communicating what they do. The ability to use practical skills to create items can be beneficial for mental health and can allow those on a large study load a creative outlet.

## CONTENT

The Year 12 course is composed of two units with the content including both theoretical and practical aspects. Students will be required to design a project and then produce a quality textile product in both units.

**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 apply an understanding of the elements and fundamentals of design and consider human factors involved in their design projects. Students learn about the nature, properties and environmental impacts related to a variety of materials and production techniques. 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:

Design (practical portfolio)	(25%)
Production (practical)	(50%)
Theory	(10%)
Externally Set Task (EST)	(15%)

## CAREER POSSIBILITIES

Textile researcher, Fashion coordinator, Interior design, Textile stylist, Textile designer, Textile Sales and Marketing, Fashion design, Fashion sales and marketing, Fashion writer, Pattern maker, Fabric designer, Textiles teacher, Costume designer, Wardrobe assistant, Tailor, Drycleaner, Fashion retail.

# GENERAL – MATERIALS DESIGN & TECHNOLOGY – WOOD

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## PREREQUISITES

Nil, although an interest in wood would be desirable.

## 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.

**Unit 4** - Students learn about the nature of designing for a client, target audience or market. Students apply an understanding of the elements and fundamentals of design and consider human factors involved in their design projects. Students learn about the nature, properties and environmental impacts related to a variety of materials and production techniques. 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:

Design (practical portfolio)	(25%)
Production (practical)	(50%)
Theory	(10%)
Externally Set Task (EST)	(15%)

## CAREER POSSIBILITIES

Cabinet Maker, Furniture Finisher, Wood Machinist, Carpenter, Woodwork Artist.

# GENERAL – MATHEMATICS ESSENTIAL

## PREREQUISITES

Year 11 Mathematics Essential Units 1 and 2: Minimum C-Grade

## RATIONALE

Mathematics Essential General is a 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.

Response: (40%)

Practical applications: (45%)

Externally Set Task: (15%)

### Externally Set Task design brief – Year 12

<b>Time</b>	50 minutes
<b>Format</b>	Written
	Conducted under invigilated conditions
	Typically between four and eight questions
	Questions may require students to refer to source material
<b>Content</b>	The Authority informs schools during Term 3 of the previous year of the Unit 3 syllabus content on which the task will be based

## 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

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## PREREQUISITES

There are no prerequisites for this Media Production and Analysis General course, however, successful completion of General Media or Design would be beneficial.

## RATIONALE

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.

## CONTENT

The course is divided into two units which are delivered as a pair:

**Unit 3 - Entertainment.** Within this broad focus, students will expand their understanding of media languages, learning how codes and conventions are used to construct entertainment media. This includes the examination of characters, stars and stereotypes and the way media is constructed and produced. 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.

**Unit 4 – Representation and Reality.** Students will consider different types of representations and how they relate to the construction of reality within media work. 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 represent reality while at the same time engaging and informing audiences.

On successful completion of this course, students will have a body of work that can be used in an application for Portfolio pathways to a variety of tertiary institutions. A series of Portfolio application workshops will be provided during the year. These workshops will support students in the exploration of relevant courses and the portfolio application process.

## ASSESSMENT

Assessment in this course comes from three assessment types;

- Responses to student and professional media productions
- Student Practical Productions
- Externally Set Task (EST)

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 – PHILOSOPHY AND ETHICS

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## PREREQUISITES

There are no prerequisites for this course.

## RATIONALE

In Philosophy and Ethics, disagreement is common. Methods of inquiry and the skills of critical reasoning help us deal more effectively with disagreement. The Philosophy and Ethics General course takes a more practical approach to the subject of philosophy and is more focused on “doing” philosophy through discussing opposing views in numerous class discussions. To achieve this, this subject places considerable emphasis on students contributing constructively to a philosophical Community of Inquiry.

A philosophical Community of Inquiry is discussion-based learning through which students learn, with and from others, how to engage in philosophical disagreement. This helps to clarify, analyse, evaluate philosophical and ethical concepts and issues to help students understand and deal with complex questions raised by popular culture, by contemporary events and by the history of ideas. Some examples in popular culture include audio-visual texts such as Crash Course Philosophy, Rick and Morty, The Matrix, The Good Place and The Avengers Movies.

## CONTENT

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

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

## ASSESSMENT

Critical Reasoning	(20%)
Philosophical Analysis and Evaluation	(30%)
Construction of an argument	(20%)
Test	(15%)
Externally Set Task (EST)	(15%)

## CAREER POSSIBILITIES

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

# GENERAL – PHYSICAL EDUCATION STUDIES

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## PREREQUISITES

Minimum B-Grade in Year 10 Physical Education and/or  
C-Grade in General Physical Education Studies Year 11.

An interest in sport science, the human body and improving sport performance and 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

Investigation	(15%)
Response	(20%)
External Set Task (EST) (by SCSA)	(15%)

## 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

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## PREREQUISITES

There are no prerequisites for Year 12 General Visual Art. However, a passion for art (drawing, painting etc) and/or a successful completion of a previous Visual Arts course in Year 10 or Year 11 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 and across various studio disciplines such as drawing, painting, printmaking, mixed media, and ceramics. This subject promotes innovative practice and creative thinking. It sees students working independently in a project-based manner with skills workshops designed to support and develop skills across multiple mediums. 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:

**Unit 3** - The focus for this unit is Inspirations.

**Unit 4** - The focus for this unit is Investigations.

The context of **'Who Do you Think They Are?'** will be explored within one or more of the suggested concepts such as identity, emotions, explorations of anatomical studies, universal issues and/or issues of personal interest and passion, or art as social comment. This will include exploring meanings and messages such as visual narratives and personal responses to artworks.

In both **Unit 3** and **Unit 4**, when exploring ideas and approaches to art making you will also be engaging in the **Visual Analysis** of international, national, and local artists, and undertaking an **Artist Investigation**, presented in the form of written art theory work. You are required to make a **Body of Work** that develops your ideas, techniques and develops your skills, including a sketchbook that explores media testing and design development which will lead to a final **Resolved Artwork**.

## ASSESSMENT

You will be required to complete a variety of activities:

Production (practical) (65%)

Analysis (written) (20%)

Externally Set Task (EST) (15%)

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

## CAREER POSSIBILITIES

On successful completion of this course, students will have a body of work that can be used in an application for Portfolio pathways to a variety of tertiary institutions. A series of Portfolio application workshops will be provided during the year. These workshops will support students in the exploration of relevant courses and the portfolio application process.

Completing this subject at Year 12 would not exclude the student from later selecting a university bound subject. Universities and Art Schools accepting students in Arts Subjects want to see portfolios created by the student in this subject. Many visual art qualifications lead to a variety of art-related career paths within the creative industries such as arts management and administration, fine arts or contemporary arts in a variety of studio areas, graphic design, industrial design, architecture, fashion design and photography or digital media.

**ADDITIONAL COSTS** Each unit may include an art gallery/drawing excursion. These will cost approximately \$25.