



# CHURCHLANDS SENIOR HIGH SCHOOL

# 2025

Year 12  
Course Selection Book



# CONTENTS

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<b>CONTENTS</b> .....	<b>2</b>
<b>INTRODUCTION</b> .....	<b>3</b>
<b>SENIOR SECONDARY STUDIES</b> .....	<b>4</b>
<b>WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION (WACE)</b> .....	<b>4</b>
<b>COURSES OFFERED FOR YEAR 12 STUDENTS</b> .....	<b>5</b>
<b>PATHWAYS</b> .....	<b>7</b>
<b>EXTERNAL VET OPPORTUNITIES</b> .....	<b>8</b>
<b>COURSE SELECTION PROCESS</b> .....	<b>9</b>
<b>SELECTING YOUR COURSES</b> .....	<b>10</b>
<b>CAREER DEVELOPMENT</b> .....	<b>11</b>
<b>TAFE</b> .....	<b>13</b>
<b>TAFE ENTRANCE REQUIREMENTS</b> .....	<b>13</b>
<b>TAFE PATHWAYS TO UNIVERSITY</b> .....	<b>13</b>
<b>PRE-APPRENTICESHIP COURSES</b> .....	<b>13</b>
<b>UNIVERSITY ADMISSION 2026</b> .....	<b>14</b>
<b>ATAR &amp; GENERAL COURSES</b> .....	<b>15</b>
ENGLISH.....	16
MATHEMATICS .....	23
SCIENCE.....	29
HUMANITIES .....	39
THE ARTS .....	52
HEALTH & PHYSICAL EDUCATION .....	58
MUSIC .....	63
TECHNOLOGIES .....	65
LANGUAGES .....	74
<b>CERTIFICATE COURSES AND ENDORSED PROGRAMS</b> .....	<b>78</b>
COURSES CONTINUING FROM YEAR 11 2024 .....	79
COURSES FOR SELECTION IN 2025 .....	81

# 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 courses in Year 12 choosing from a range of ATAR, General and VET courses as well as Workplace Learning. Further information on each course will be indicated in each course descriptor within this Year 12 Course Selection Book.

## Western Australian Certificate of Education (WACE)

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

## General Courses

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

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

## Vocational Education and Training (VET) Courses

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

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

## Endorsed Programs

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

## Curtin's UniReady in Schools Program

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

## LIST A COURSES

### ATAR

- Economics
- English
- EALD (English as an Additional Language/Dialect)
- French Second Language
- Geography
- Health Studies
- Japanese-Second Language
- Literature
- Modern History
- Music
- 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
- Modern History
- Philosophy and Ethics
- Visual Arts

## LIST B COURSES

### ATAR

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

### GENERAL

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

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

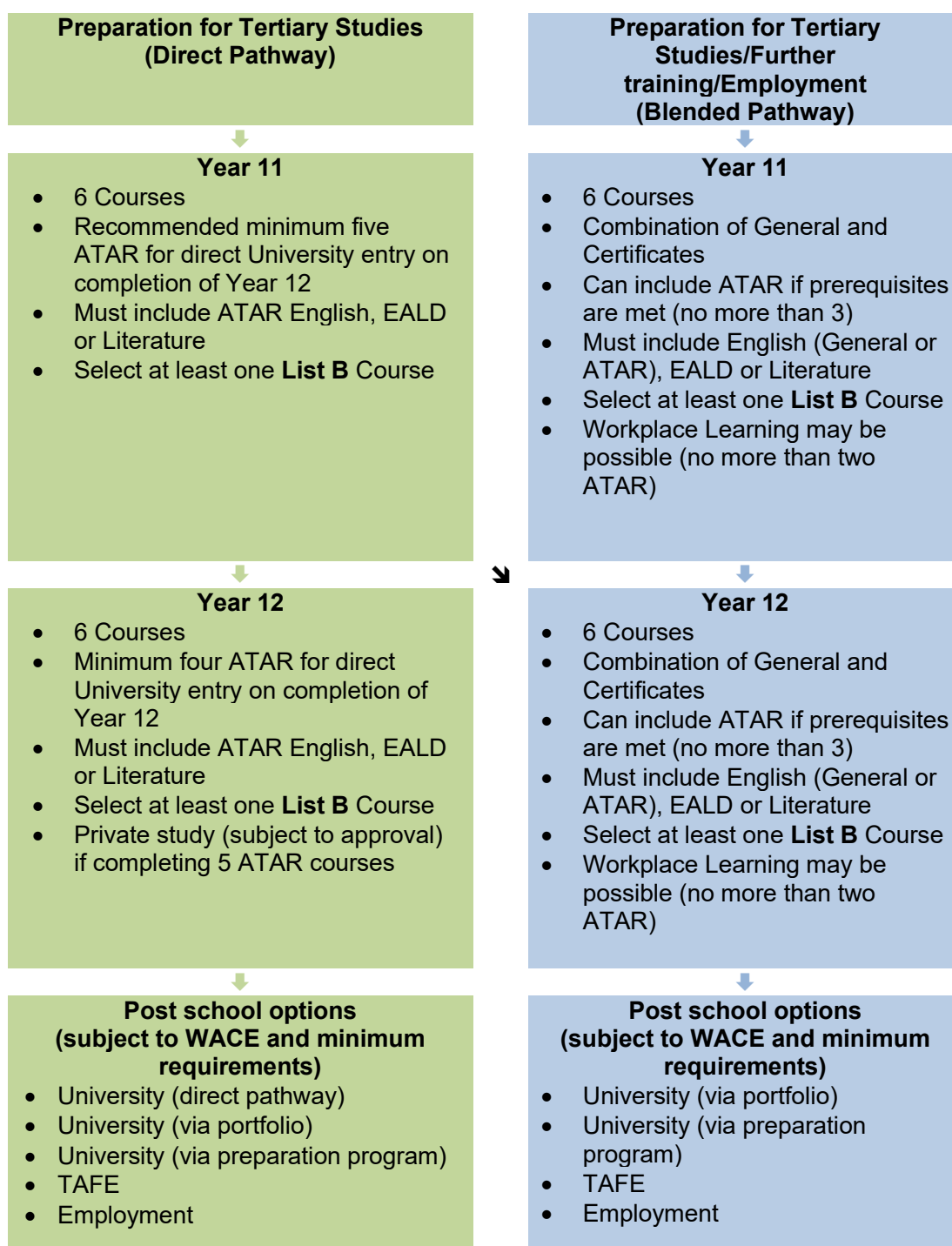
AUR20720	Certificate II Automotive
AHC21020	Conservation and Ecosystem Management (Continues from Year 11)
BSB20120	Certificate II Workplace Skills (Business)
BSB40120	Certificate IV Business (Continues from Year 11)
CHC22020	Certificate II Community Services
SIT20322	Certificate II Hospitality (Continues from Year 11)
CUA30920	Certificate III Music (Performance)
SIS20319	Certificate II Sport Coaching (Continues from Year 11)
CUA20720	Certificate II Visual Arts CAD (Computer Aided Design)
CUA31120	Certificate III Visual Arts CAD (Must have completed the Certificate II in Visual Art)

## ENDORSED PROGRAMS

ADWPL	Workplace Learning UniReady Program
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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 2024 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.





# Selecting your Courses

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

## Do not think that:

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

## Course Charges

All Year 12 courses attract compulsory charges.

This school is only too aware that the payment of school charges can be a burden for some families. We offer a number of ways to pay these charges including cash, credit card or Qkr!. 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, courses charges will always be provided to parents prior to selection of subjects.

## Contact

For further assistance with either the counselling process or any of the above information please contact either the Careers Development Practitioner, VET Coordinator, 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 Development Practitioner** is available to discuss any issues relating to courses selection and career development including study at a university or TAFE, Vocational Education and Training (VET) and employment programs as well as general career information.

**2. VET COORDINATOR**

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

**3. TAFE**

For information on full time TAFE courses, please see

<http://www.fulltimecourses.tafe.wa.edu.au/> or

visit the websites of North Metropolitan TAFE <https://www.northmetrotafe.wa.edu.au/> or

South Metropolitan TAFE <https://www.southmetrotafe.wa.edu.au/>

**4. JOBS AND SKILLS CENTRES**

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

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

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

a. **CURTIN UNIVERSITY**

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

b. **MURDOCH UNIVERSITY**

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

c. **UNIVERSITY OF WESTERN AUSTRALIA**

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

d. **EDITH COWAN UNIVERSITY**

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

e. **NOTRE DAME UNIVERSITY**

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

**6. TERTIARY INSTITUTIONS SERVICES CENTRE**

[www.tisc.edu.au](http://www.tisc.edu.au) Ph. 9318 8000

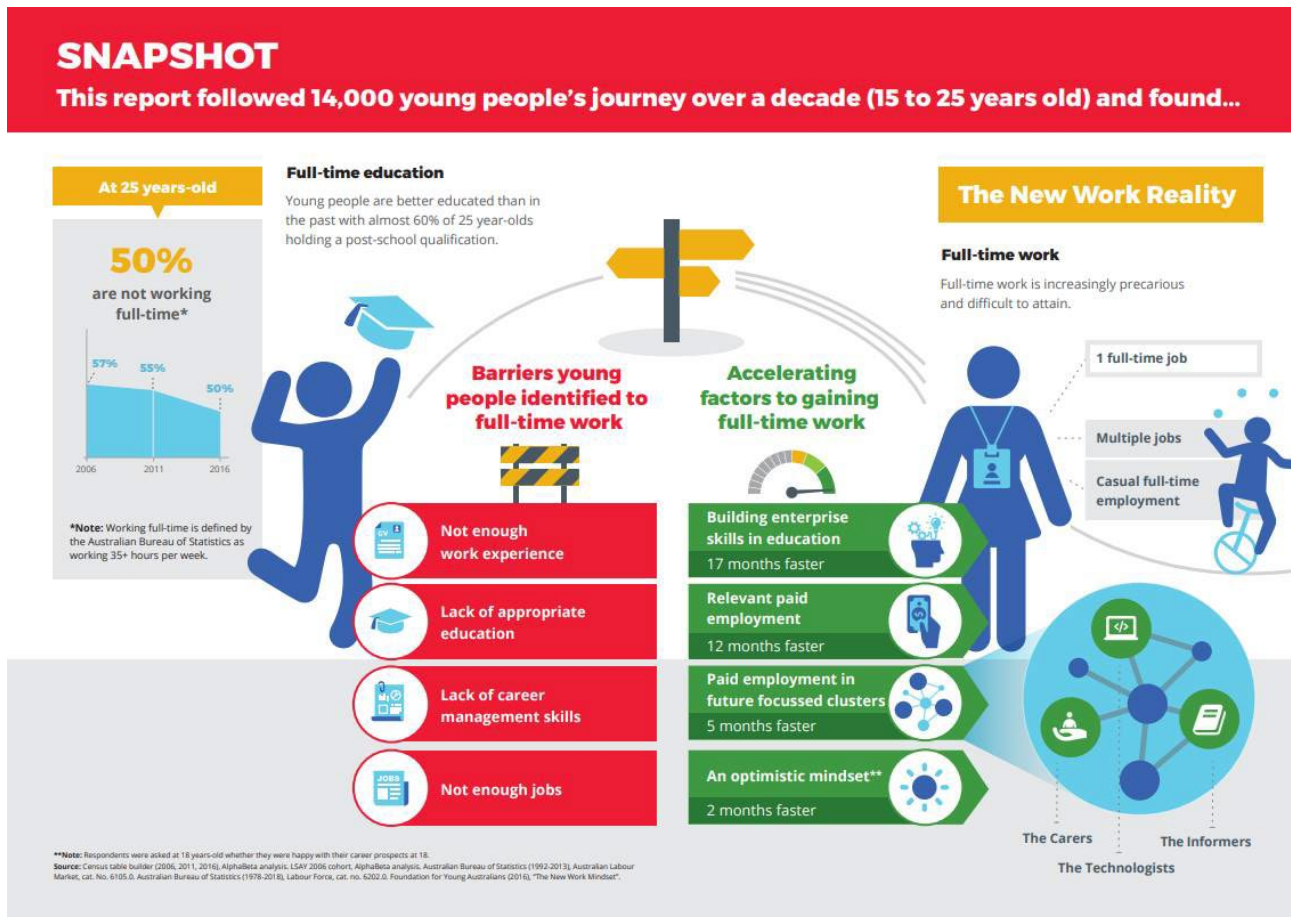
## OTHER USEFUL RESOURCES

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

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

**Australian Apprenticeships:** <https://www.aapathways.com.au/> or

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



# TAFE

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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

# UNIVERSITY ADMISSION 2026

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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.** This can vary between universities, the most common requirement is a minimum scaled score of 50% in either ATAR English, Literature or English as another Language/Dialect. (**Note:** *there are some concessions available from the Universities, check 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 provided:** <https://tisc.edu.au/static-fixed/guide/slar-2026.pdf>

## CALCULATING AN ATAR

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

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

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



# ATAR & General Courses



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

# ENGLISH

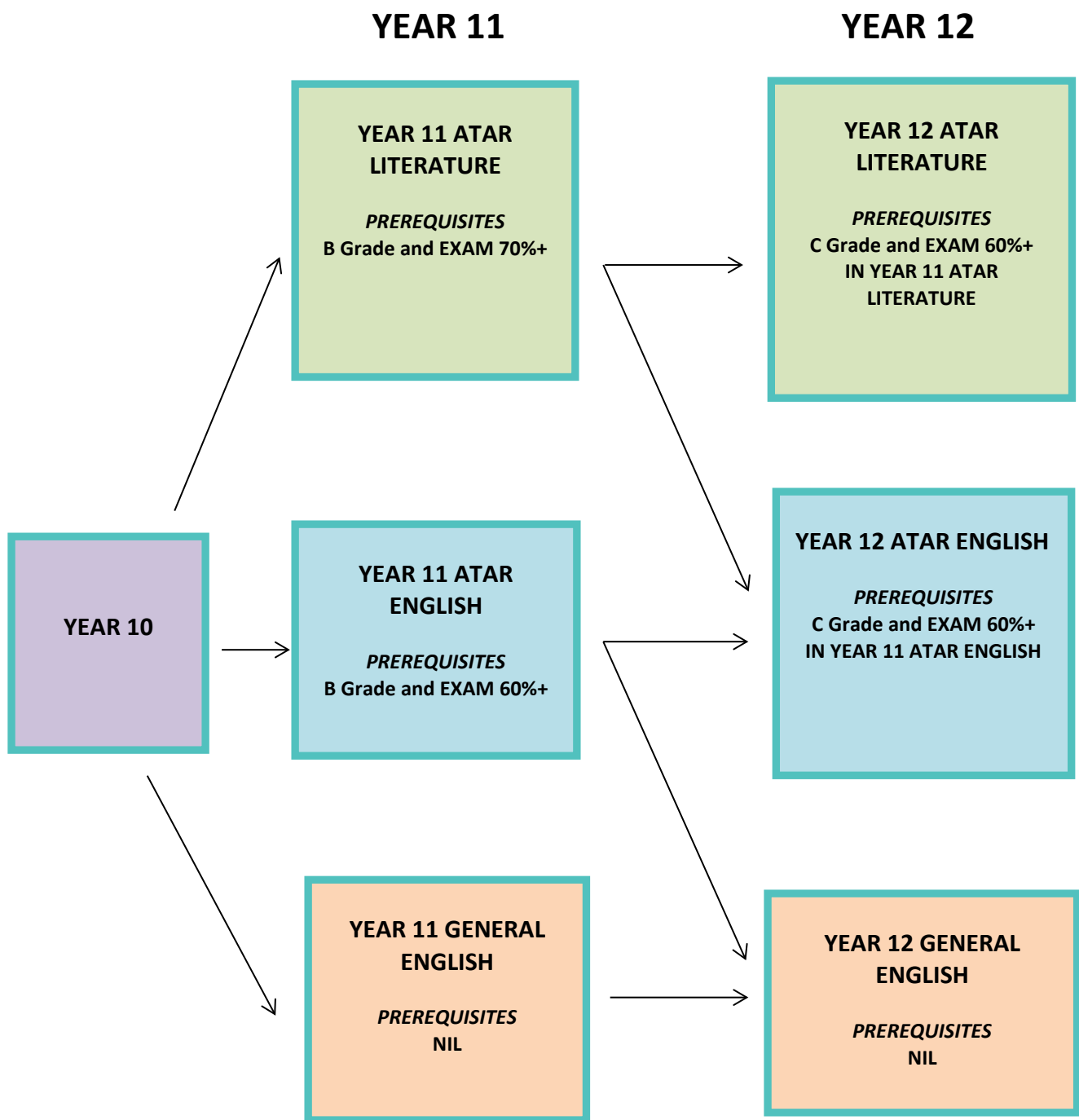


**REMINDER:** *A minimum of four ATAR courses must be selected to get an ATAR to apply for University entrance through TISC.*



# ENGLISH PATHWAYS

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# ATAR – LITERATURE

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## PREREQUISITES

Completion of Year 11 ATAR Literature - Units 1 and 2 (C Grade and 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 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.

**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 considers 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 are assessed on one oral task. 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 ability to communicate fluently and competently, whether it is in written or spoken forms, is essential for tertiary studies and in all careers. Specific career paths for Literature students include journalism, teaching, publishing, lecturing, management, editing, curating, marketing, public relations, law, politics or librarianship.

## ADDITIONAL COSTS

There may be additional costs up to approximately \$70.00 to cover attending *Black Swan Theatre performances* or other cultural events and the *Curtin University English & Literature Conference*.

# ATAR – ENGLISH

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## PREREQUISITES

High level of performance in Year 11 ATAR English – Units 1 and 2 (C Grade and Exam 60%), or completion of Year 11 ATAR Literature (C Grade and Exam 50%).

## 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 life-long learning.

## CONTENT

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

**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 on their ability to demonstrate their understanding of syllabus concepts by responding to and creating texts. There will be two examinations, one each semester. The final assessment is the external WACE English exam, which is worth approximately 50% of their final course score.

## CAREER POSSIBILITIES

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

## ADDITIONAL COSTS

There may be additional costs up to approximately \$40.00 to cover events such as attending the *Curtin University English & Literature Conference*.

# ATAR – ENGLISH AS AN ADDITIONAL LANGUAGE/DIALECT

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## PREREQUISITES

Completion of Year 11 ATAR EAL/D (C Grade and 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. The course develops students' academic writing, reading and speaking skills to prepare them for their university studies across a range of disciplines.

## CONTENT

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

**Unit 3:** Students explore Australia as a cultural community including the construct of Australia as a multicultural society protecting individual freedoms. The representation of ideas, attitudes and values and how these vary across cultures and within different contexts, particularly the Australian context, is analysed and evaluated. Effective and independent research skills are consolidated throughout the unit.

**Unit 4:** The thematic focus is language and empowerment. Using knowledge and skills from their existing languages and cultures, students learn to use English to explore the relationship between the uses of language and the concept of the power of language. Building on knowledge of the ways in which language can be used to influence, persuade and position people, students examine how it can also be used to privilege or marginalise individuals, social groups, ideologies, beliefs and values.

## CAREER POSSIBILITIES

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

## ASSESSMENT

The range of assessment types are supportive of student achievement of the outcomes in the course and include a Common Oral Assessment Task (COAT), Investigation and two written examinations, one each semester. The oral component accounts for 15% of the total marks for this course. The final assessment is the external WACE EAL/D.

## ADDITIONAL COSTS

There may be additional costs up to approximately \$40.00 to cover attending *Perth Festival*, *Black Swan Theatre Company* plays or other cultural events.

# GENERAL – ENGLISH

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## PREREQUISITES

Year 11 ATAR or General English.

## RATIONALE

The General English 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. Alone, or in combination with *Uni-Ready*, the subject can contribute to accessing university courses via an alternative entry pathway.

## CONTENT

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

**Unit 3** - Focuses on exploring different perspectives presented in a range of texts and contexts. Students consider how perspectives and values are presented in texts to influence specific audiences and develop and justify their own interpretations when responding to texts. They 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. They analyse the ways in which authors influence and position audiences and investigate differing perspectives and develop reasoned responses to these in a range of text forms for a variety of audiences. Students construct and clearly express coherent, logical and sustained arguments and demonstrate an understanding of purpose, audience and context. They 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. These include an externally assessed task (EST).

## 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 where sound English skills are necessary include teaching assistant, nurse, enrolled nurse, receptionist, trade-person, tour guide, events coordinator, chef, and retail/hospitality manager.

## 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.

## RATIONALE

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.)

## CONTENT

**Unit 3:** The thematic focus for this unit is attitudes, issues, identity. Using knowledge and skills from their existing languages and cultures, students learn to use English to explore wider social contexts beyond the personal and immediate community. From their position as cross-cultural learners, they examine issues and different points of view to develop, present and express ideas and opinions in relation to these.

**Unit 4:** The thematic focus for this unit is society and community engagement. Using knowledge and skills from their existing languages and cultures, students learn to use English to identify and examine issues of concern facing themselves, their families, communities and societies presented in a range of texts. They examine and use the ways language can be used to analyse choices, influence attitudes and effect change.

## ASSESSMENT

Students will be assessed throughout the year on a wide range of activities, both written and oral including an externally set task (EST).

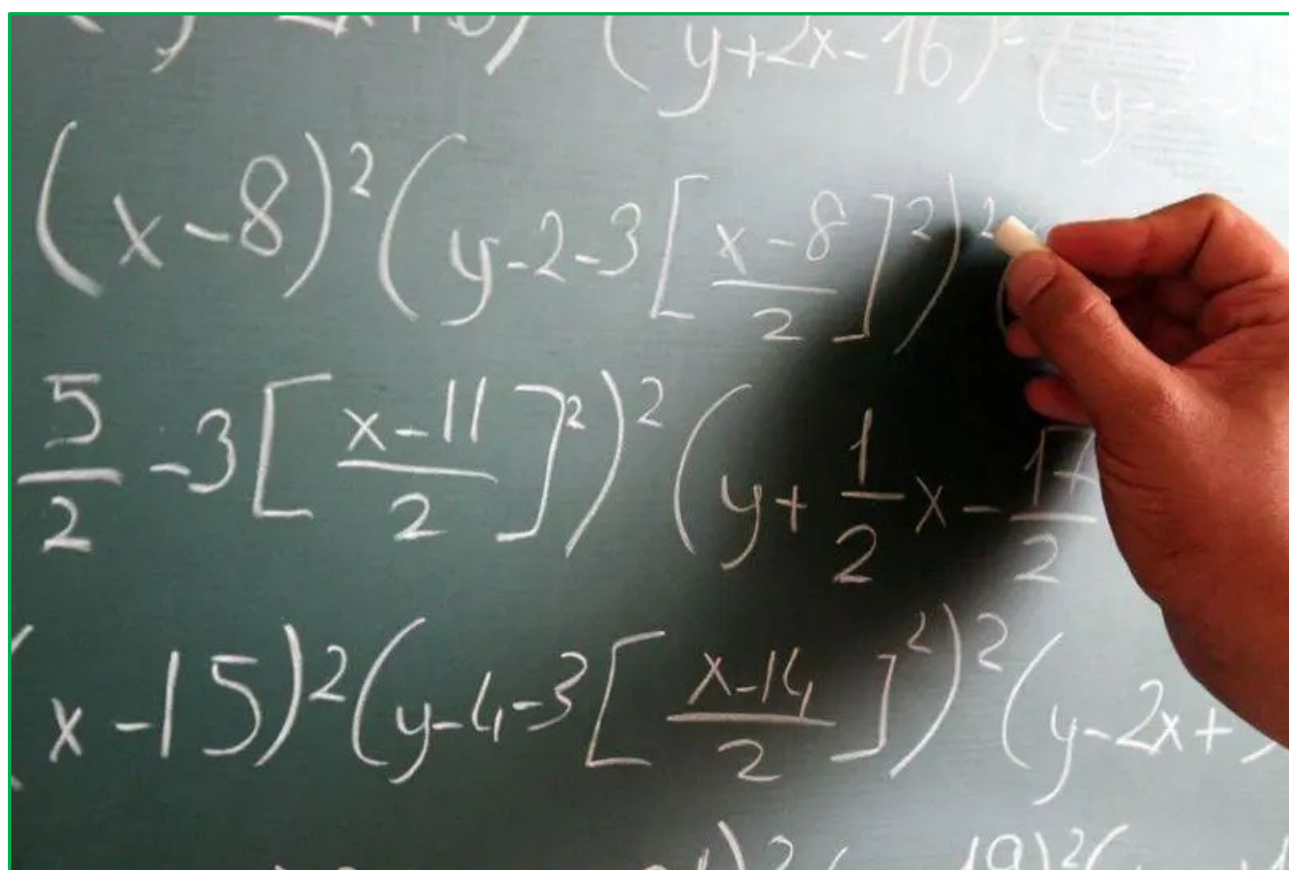
## CAREER POSSIBILITIES

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

## ADDITIONAL COSTS

There may be additional costs up to approximately \$30.00 to cover such activities as excursions and visiting speakers.

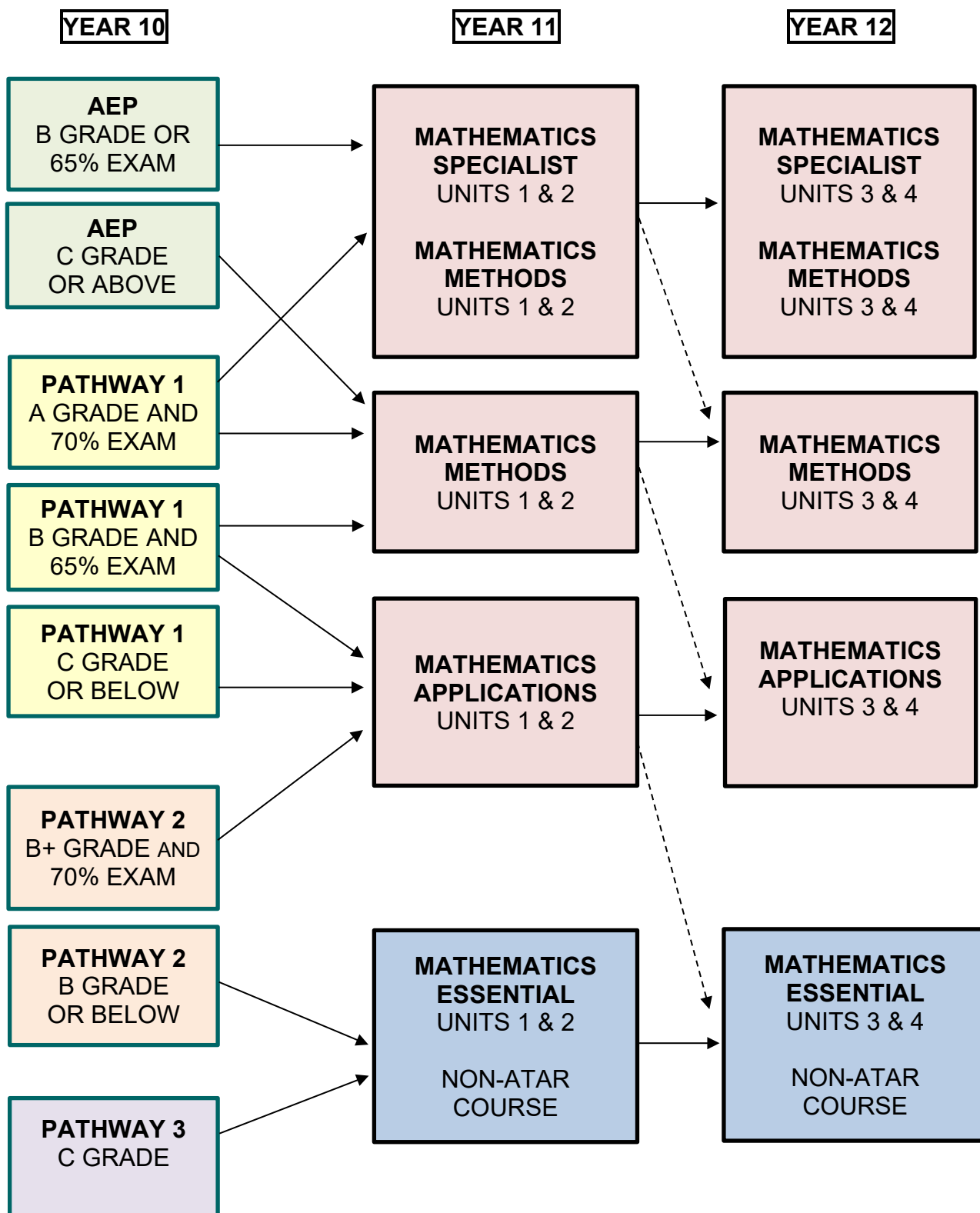
# MATHEMATICS



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

# 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 course 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.

<b>Unit 3</b> Contains the three topics: <ul style="list-style-type: none"><li>• Bivariate Data Analysis</li><li>• Growth and Decay in Sequences</li><li>• Graphs and Networks</li></ul>	<b>Unit 4</b> Contains the three topics: <ul style="list-style-type: none"><li>• Time Series Analysis</li><li>• Loans, Investments and Annuities</li><li>• Networks and Decision Mathematics</li></ul>
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## ASSESSMENT

Teachers design school-based assessment tasks to meet the needs of students. The details of the assessment types for the ATAR Mathematics Applications Year 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.

<b>Unit 3</b> Contains the four main topics: <ul style="list-style-type: none"><li>• Further differentiation and its applications</li><li>• Integration and its applications</li><li>• Calculus of trigonometric and exponential functions</li><li>• Discrete random variables</li></ul>	<b>Unit 4</b> Contains the three topics: <ul style="list-style-type: none"><li>• The logarithmic function involving calculus</li><li>• Continuous random variables and the normal distribution</li><li>• Random sampling and Interval estimates for proportions</li></ul>
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## ASSESSMENT

Teachers design school-based assessment tasks to meet the needs of students. The details of the assessment types for the ATAR Mathematics Methods Year 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 ATAR Mathematics Methods course, to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. The ATAR Mathematics Specialist course contains topics in functions and calculus that build on and deepen the ideas presented in the ATAR Mathematics Methods course, as well as demonstrate their application in many areas. This course also extends understanding and knowledge of statistics and introduces the topics of vectors, complex numbers and matrices. The ATAR Mathematics Specialist course is the only ATAR Mathematics course that should not be taken as a stand-alone 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	Unit 4
This unit contains the three topics: 3.1 Complex numbers 3.2 Functions and sketching graphs 3.3 Vectors in three dimensions	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.

# GENERAL – MATHEMATICS ESSENTIAL

## PREREQUISITES

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

## RATIONALE

Mathematics Essential 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.

<p><b>Unit 3</b> includes the following four topics:</p> <ul style="list-style-type: none"> <li>• Measurement</li> <li>• Scales, plans and models</li> <li>• Graphs in practical situations</li> <li>• Data collection</li> </ul>	<p><b>Unit 4</b> includes the following three topics:</p> <ul style="list-style-type: none"> <li>• Probability and relative frequencies</li> <li>• Earth geometry and time zones</li> <li>• Loans and compound interest</li> </ul>
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## 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 course provides students with useful tools and skills to use and apply in the post-school environment. It has been designed to cater for students who require preparation for a wide range of occupations within the community.

# SCIENCE



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

# ATAR – BIOLOGY

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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 ATAR Biology course. This course encourages students to be analytical, to participate in problem-solving and to systematically explore fascinating and intriguing aspects of living systems, from the microscopic level through to ecosystems.

Students develop a range of practical skills and techniques through investigations and fieldwork in authentic contexts, such as marine reefs, endangered species, urban ecology, or biotechnology. Scientific evidence is used to make informed decisions about controversial issues.

## CONTENT

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

## ADDITIONAL COSTS

To complement field work, which is an assessable component of the course, Biology students are expected to attend all organised excursions. The approximate cost of these excursions is \$60.00.

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

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

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

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

## CONTENT

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

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

In this 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 ATAR Physics 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 – 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 behave. It is an evidence-based discipline that follows the principles of scientific inquiry to explore human cognition, behaviour and thought.

This course introduces students to the principles of scientific inquiry and their application to planning, designing, conducting and evaluating psychological investigations using appropriate procedures and practices. Students will develop an understanding of ethical guidelines and their importance to psychological practice.

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

## CONTENT

**Unit 3** – In this unit, students learn the roles of sensation, perception, and attention in memory. They further develop understanding of memory by applying models, understanding how specific structures of the brain affect memory, and learning about some of the processes associated with memory and forgetting.

Theories of learning, including classical conditioning, operant conditioning and social learning theory, are explored in the context of key studies. Students apply learning theories in behaviour modification to real-world contexts.

**Unit 4** - In this unit, students develop a psychological understanding of the relationship between motivation and wellbeing and apply this to the development of effective strategies related to stress and sleep.

This unit uses analysis of theories and models associated with motivation and wellbeing to establish psychological understandings of these concepts. It introduces some elements of the relationships between stress, sleep and wellbeing. Students learn psychological models and techniques to improve wellbeing in these contexts.

Across both units Science inquiry skills are further developed.

## ASSESSMENT

Science Inquiry	(20%)
Response	(40%)
Examination	(40%)

## CAREER POSSIBILITIES

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

# GENERAL – HUMAN BIOLOGY

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## PREREQUISITES

No prerequisites are required.

## RATIONALE

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. Reproduction, growth and development of the unborn baby are studied to develop an understanding of the effects of lifestyle choices. Students study 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.

As a science, the subject matter of this course is founded on systematic inquiry; knowledge and understanding of human biology has been gained by 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. Responsible citizens need to be able to evaluate risks, ethical concerns and benefits to make informed decisions about matters relating to lifestyle and health.

## CONTENT

**Unit 3** – This unit explores bones, muscles, nerves and hormones and how they maintain the body to act in a coordinated manner. The structure and function of the musculoskeletal system 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.

**Unit 4** – This unit explores the causes and spread of disease and how humans respond to invading pathogens. Disease is caused by various pathogens that are transmitted between individuals and populations in many ways. Prevention of transmission of disease can be achieved through hygiene practices. The natural response to disease and how it is assisted using medications, such as antibiotics, and the use of vaccines is studied. Global transmission of disease is investigated.

## 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 – SCIENCE IN PRACTICE

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## PREREQUISITES

Satisfactory performance in any Year 11 course.

## RATIONALE

Science in Practice is a course grounded in the belief that science is, in essence, a practical activity. From this stems the view that conceptual understandings in science derive from a need to find solutions to real problems in the first instance. The inquiring scientist may then take these understandings and apply them in a new context, often quite removed from their original field. This course seeks to reflect this creative element of science as inquiry. It should involve students in research that develops a variety of skills, including the use of appropriate technology and an array of diverse methods of investigation. This course enables them to investigate science issues in the context of the world around them and encourages student collaboration and cooperation with community members employed in scientific pursuits. It requires students to be creative, intellectually honest, to evaluate arguments with scepticism, and to conduct their investigations in ways that are safe, ethical, fair and respectful of others.

## CONTENT

**Unit 3** - The possible topics covered in Semester 1 are:

- World of Waves (physics and biology)
- Marine Biology (Biology and Chemistry)
- Forensic Science (Biology, Chemistry and Physics)

**Unit 4** - The possible topics covered in Semester 2 are:

- Carbon Chemistry (Chemistry and Earth Science)
- Marine Ecology (Biology and Earth Science)

## ASSESSMENT

Investigation	(25%)
Project	(30%)
Practical Assessment	(10%)
Supervised written assessment	(20%)
Externally Set Task (EST)	(15%)

## CAREER POSSIBILITIES

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

# GENERAL – PSYCHOLOGY

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## PREREQUISITES

Satisfactory performance in any Year 11 course.

## 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. 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.

## CONTENT

Planning and conducting psychological research are common to both units 3 and 4.

**Unit 3:** This unit explores the following content:

- Personality - theories and testing, motivation and performance.
- Cognition - sensation and perception, memory and consciousness.
- Relational influences - friendship, prosocial and antisocial relationships and conflict solutions and resolution.
- Communication - communication styles, social skills and persuasive communication.

**Unit 4:** This unit explores the following content:

- Biological bases of behaviour - the brain.
- Developmental psychology - cognitive and moral development.
- Social psychology - group influences on behaviour.
- Culture and values - individualistic and collectivist cultures, racism and prejudice.

## ASSESSMENT

Assessment types and their weightings for the Psychology General Year 12 syllabus are:

Investigation	(25%)
Responses	(40%)
Projects	(20%)
Externally Set Task	(15%)

## 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.

# HUMANITIES



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

# ATAR – ACCOUNTING & FINANCE

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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 – 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 ATAR Business Management and Enterprise 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 ATAR Business Management and Enterprise course aims to prepare all students for a future where they will need to identify possibilities and create opportunities within a business environment, 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 – 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.

# 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 – MODERN HISTORY

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## PREREQUISITES

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

## RATIONALE

The ATAR Modern History 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 – 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 ATAR Philosophy and Ethics 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 ATAR Philosophy and Ethics course develops thinking skills and moral discernment that students apply to a range of practical situations in their personal, social and working lives. The 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 ATAR Philosophy and Ethics course is also relevant to those entering careers involving aesthetics, such as advertising and design.

# 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 ATAR Politics and Law 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 the ATAR Politics and Law 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.

# GENERAL – ACCOUNTING & FINANCE

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## PREREQUISITES

An understanding of the Year 11 content is assumed knowledge for students in Year 12. It is recommended that students studying Unit 3 and Unit 4 have completed Unit 1 and Unit 2.

## RATIONALE

The General Accounting and Finance course aims to make students financially literate by creating an understanding of the systems and processes through which financial practices and decision making are carried out, as well as the ethical, social and environmental issues involved. It helps students to analyse and make informed decisions about finances.

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

## CONTENT

### Unit 3: Double entry for small business

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

### Unit 4: Accrual accounting

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

## ASSESSMENT

Internal assessment throughout the subject is based on the following:

Externally set task	(15%)
Projects	(35%)
Tests	(50%)

## CAREER POSSIBILITIES

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

# GENERAL – BUSINESS MANAGEMENT AND ENTERPRISE

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## PREREQUISITES

No prerequisites required, just an interest in Business Management.

## RATIONALE

The General Business Management and Enterprise 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 – GEOGRAPHY

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## PREREQUISITES

Satisfactory performance in Year 10 HASS – C grade or 50% in the exam.

## RATIONALE

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

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

## CONTENT

### Unit 3 – Natural and Ecological Hazards

This unit explores the management of hazards and the risks they pose to people and environments. Students investigate natural hazards, including atmospheric, hydrological and geomorphic hazards; and ecological hazards, for example, environmental diseases/pandemics (toxin-based respiratory ailments, infectious diseases, animal-transmitted diseases and water-borne diseases) and plant and animal invasions.

### Unit 4 – Global networks and interconnections

This unit explores the economic and cultural transformations taking place in the world, the spatial outcomes of these processes, and their social and geopolitical consequences that will enable them to better understand the dynamic nature of the world in which they live.

Students investigate how advances in transport and communication technology have lessened the friction of distance and have impacted the world at a range of scales. Students investigate how the changes taking place in the spatial distribution of the production and consumption of a selected commodity, good or service and the study of an example of cultural diffusion, adoption and adaptation.

## ASSESSMENT

Internal assessment throughout the subject is based on the following:

Geographical Inquiry	(30%)
Fieldwork/practical skills	(30%)
Tests	(25%)
Externally Set Task	(15%)

## CAREER POSSIBILITIES

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

# GENERAL – MODERN HISTORY

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## PREREQUISITES

There are no prerequisites for this course.

## RATIONALE

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

The General Modern History course promotes skills of research, hypothesis testing and analysis of information as students engage with investigations. Through inquiries, they learn that historical judgements are provisional and tentative in nature. They are encouraged to question and evaluate historical sources; to identify the various representations and versions of history. The study of history assists students in the development of critical thinking skills as it encourages them to compare and contrast information, detect inconsistencies in details, recognise the manipulation of evidence, identify perspective in the presentation of graphic and textual material, and evaluate the accuracy and reliability of sources. History provides insights into the present and gives students opportunities to reflect on the significance of past events, people, beliefs and ideas. They are encouraged to use the evidence from sources to formulate and support their own interpretations and to communicate their findings in a variety of ways.

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

## CONTENT

**Unit 3 – Societies and Change (USA between the wars -1918 -1941).** Students learn about the evolving nature of societies and the various forces for continuity and change that exist. Students learn that some values, beliefs and traditions are linked to the identity of a society. They also learn that, in any period of change, there are those individuals and institutions that support change, but others that oppose it, and that there are different interpretations of the resultant society.

**Unit 4 – Historical Trends and Movements (Nazism in Germany 1918-1945).** Students learn that, throughout history, there have been events, ideas, beliefs and values that have contributed to underlying historical trends and movements. Students learn that historical trends and movements have particular underlying ideas, that different methods and strategies are used to achieve change, and that there are consequences for continuity and change. Some perspectives are omitted and others emphasised, both during the period of the trend or movement and subsequent to the trend or movement.

## ASSESSMENT

Internal assessment throughout the subject is based on the following:

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

# 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 General 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 course places considerable emphasis on students contributing constructively to a philosophical Community of Inquiry.

A philosophical Community of Inquiry is discussion-based learning through which students learn, with and from others, how to engage in philosophical disagreement. 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.

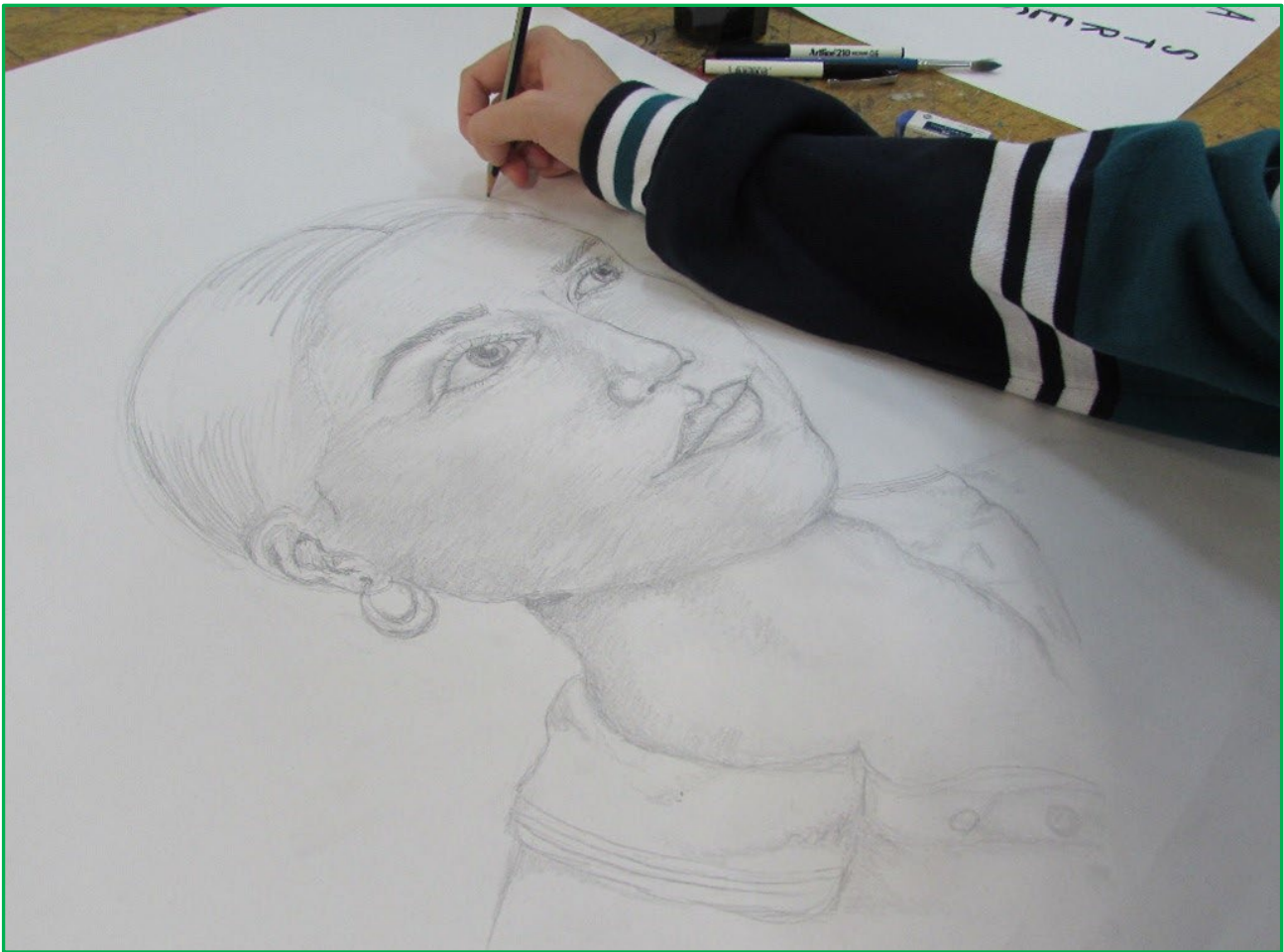
## ASSESSMENT

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

## CAREER POSSIBILITIES

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

# THE ARTS



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

# GENERAL – DANCE

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## PREREQUISITES

No prerequisites required, just an interest in dance.

## RATIONALE

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

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

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

## CONTENT

The subject is divided into two main content areas;

- Performance and Contextual Knowledge: The subject has a focus on '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 General Drama 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 General Drama course of study is inclusive of general and vocational education catering for a full range of achievements in Years 11 and 12. This will include students who intend studying 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 – MEDIA PRODUCTION & ANALYSIS

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## PREREQUISITES

There are no prerequisites for the General Media Production and Analysis 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 course 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 – 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 General Visual Arts course you will engage in traditional, modern and contemporary media and techniques within the broad areas of art forms and across various studio disciplines such as drawing, painting, printmaking, mixed media, and ceramics. This subject promotes innovative practice and 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 course, and practical tasks being time consuming, there is an expectation that students put in some extra time whilst working on their production task (resolved artwork). 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 course at Year 12 would not exclude the student from later selecting a university bound subject. Universities and Art Schools accepting students in Arts courses want to see portfolios created by the student in this course. 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.

# HEALTH & PHYSICAL EDUCATION



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

# ATAR – HEALTH STUDIES

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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. Year 11 Health Studies 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 population. 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 – 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. 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. For their external 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.

# 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. The General Health Studies course focuses on the study of health as an important factor of human life. Students undertaking this course develop the knowledge, 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 – PHYSICAL EDUCATION STUDIES

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## PREREQUISITES

Completion of Year 11 General Physical Education Studies (C Grade or higher); and/or – Year 11 ATAR Physical Education Studies – any Grade.

An interest in sport science, the human body and improving sport performance would be advantageous for the selection of this course.

## RATIONALE

Physical activity 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.

# MUSIC



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

# ATAR – MUSIC

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## PREREQUISITES

Students must have achieved satisfactory results in both class and instrumental music or have approval from the Director of Music.

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

## RATIONALE

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

Studying music stimulates imaginative and innovative responses, critical thinking and aesthetic understanding, and encourages students to reach their creative and expressive potential. The Music course enables students to develop their musical abilities in performance, aural and composition, and to appreciate major contributions of other musicians in history.

## CONTENT

The subject is divided into Performance, Composition, Music literacy (Theory and Aural), and Music analysis (the study of Contemporary, Jazz and Western Art Music works).

## 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, Conductor, DJ & Sound Engineer.

## COSTS

The cost of participating in this subject is \$270.00.

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 \$125.00 towards the hire of specialist examiners for instrumental recitals.

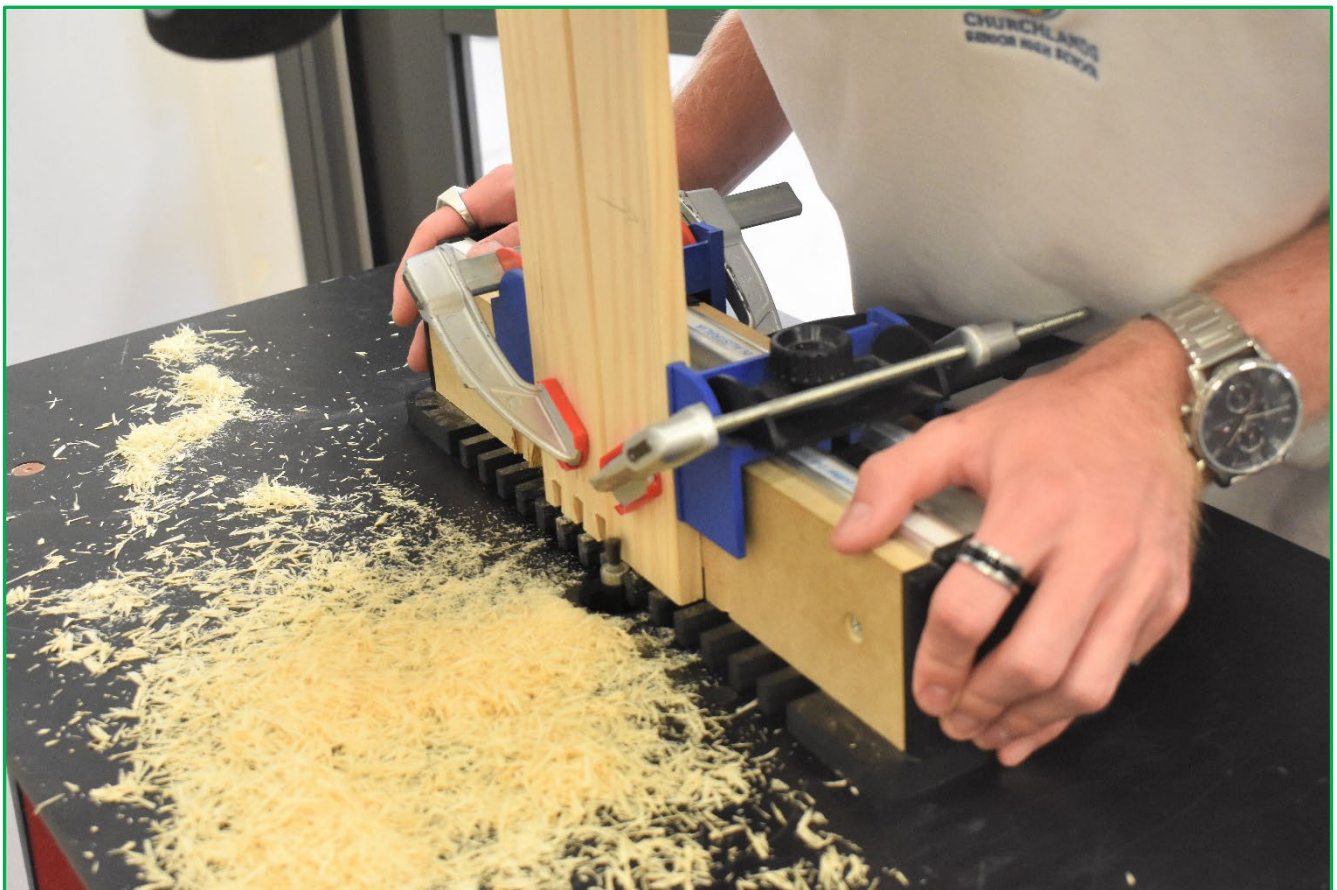
## ADDITIONAL COSTS

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

Music students are expected to purchase a complete concert uniform through the Churchlands Senior High School Uniform Shop. Instrumental students hiring an instrument through the school must pay a \$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 \$100.00 and \$200.00 per examination with rehearsals included.



# TECHNOLOGIES



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

# ATAR – COMPUTER SCIENCE

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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 ATAR Computer Science course focuses on the fundamental principles, concepts and skills within the field of computing and provides students with opportunities to develop flexibility and adaptability in the roles of developers and users. Students will learn the theoretical, algorithmic, implementation and systems principles that underpin data management, system and software design, computer language and networking and discover how to develop new technological solutions. The impact of technological developments on the personal, social and professional lives of individuals, businesses and communities and the consequences of ethical, moral and legal factors from the use of technology are explored.

## CONTENT

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

### Unit 3 - Design and development of programming and networking solutions

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

#### Programming

Students develop solutions to specific problems using both pseudocode and a programming language. They examine the use of various simple and complex data types with the basic constructs of sequence, selection and iteration. Complex problems are analysed and broken down into small, self-contained units for which students create functions with parameter passing. In this unit, students consider good programming practices and the suitability of an algorithm, including comparing common sort and search algorithms. The application of object-oriented programming to develop working software solutions is studied.

#### Network communications

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

### Unit 4 - Design and development of database solutions and cyber security considerations

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

#### Cyber security

Students explore the security of network communications by looking at internal and external threats to a network and potential solutions to those threats. They examine methods of keeping network communications secure over an open connection, such as the internet. The legal requirements and ethical responsibilities of developers, organisations and penetration testers are considered with respect to the management of data and networks.

#### Data management

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

## **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.

# 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 General Computer Science course focuses on the fundamental principles, concepts, and skills within the field of computing and provides students with opportunities to develop flexibility and adaptability in the roles of developers and users. Students will learn the theoretical, algorithmic, implementation and systems principles that underpin data management, system and software design, computer language and networking and discover how to develop new technological solutions. The impact of technological developments on the personal, social, and professional lives of individuals, businesses and communities and the consequences of ethical, moral, and legal factors from the use of technology are explored.

## CONTENT

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

# GENERAL – 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 General Food Science and Technology 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
- Food preservation
- Functional properties of food
- Impact of food on different demographics

**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 – MATERIALS DESIGN & TECHNOLOGY – METAL

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## PREREQUISITES

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

## RATIONALE

The General Materials Design and Technology course is a practical course. The course allows students to design and manufacture metal products as the major focus. There is also the flexibility to incorporate additional materials from outside the designated contexts such as acrylic or wood. This will enhance and complement the knowledge and skills developed within the course.

## CONTENT

### Unit 3

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

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

### Unit 4

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

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

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

## ASSESSMENT

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

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

## CAREER POSSIBILITIES

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

# GENERAL – MATERIALS DESIGN & TECHNOLOGY: METAL (JEWELLERY)

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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 General Materials Design and Technology 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 a 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 General Materials Design and Technology (Textiles) course is a practical design course. 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 both theoretical and practical aspects. Students will develop creative thinking strategies to design and then produce a collection of quality textile garments, accessories and/or art. They will develop skills and techniques to effectively communicate creative ideas, including artistic and technical drawings. Students learn about the classification, nature and performance of a variety of textile materials and make appropriate materials selections for their design needs. Students learn about manufacturing and production skills and techniques, including embellishment techniques and the use of specialised sewing equipment. They 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.

## **ADDITIONAL COSTS**

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



# GENERAL – MATERIALS DESIGN & TECHNOLOGY: WOOD

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## PREREQUISITES

Nil, although an interest in wood would be desirable.

## RATIONALE

The General Materials Design and Technology Wood course is a practical course. The course allows students 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 material 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 their 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.

# LANGUAGES



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

# ATAR – FRENCH SECOND LANGUAGE

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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)

Relevant and engaging tasks, delivered through a range of appropriate contexts and topics, develop literacy in the French language as well as extend literacy development in English. An ability to communicate in French provides opportunities for students to learn about the rich and diverse culture, traditions, and belief systems throughout the world, and to participate in exchanges.

## CONTENT

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

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

## ASSESSMENT

School assessments will be based on the course outcomes, including:

- Oral Communication
- Response (Listening)
- Response (Viewing and Reading)
- Written Communication

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

## CAREER POSSIBILITIES

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

# ATAR – JAPANESE SECOND LANGUAGE

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## PREREQUISITES

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

## RATIONALE

The ATAR Japanese: Second Language 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.

## CONTENT

**Unit 3** - This unit focuses on <sup>わか</sup>若い <sup>りょこうしゃ</sup>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 <sup>かこと</sup>かこと <sup>みらい</sup>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. Students will regularly be provided with formative assessments, including regular written journal entries and completion of speaking questions which they will practise with a native speaker.

## FUTURE POSSIBILITIES

Employers in all fields recognise the advantage of multi-lingual employees in our global economy.

The knowledge of another language is an acknowledged asset and a valuable skill in any industry. Japanese is one of the priority languages from the Asia-Pacific region. Speaking Japanese would open the doors to industries such as Tourism, Journalism, Trade, Diplomacy, Public Service, Foreign Affairs, Engineering and more, as well as incredible overseas employment opportunities.

### 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)

# 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.



# Courses Continuing from Year 11 2024

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

## AHC21020 CERTIFICATE II CONSERVATION & ECOSYSTEM MANAGEMENT

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### CONTENT

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

In 2025 the emphasis will be on observing, identifying and monitoring plants and animals. There will be a field trip to Dryandra State Forrest to conduct tree planting, animal and plant surveys and participate in an animal trapping exercise conducted by staff from the Department of Parks and Wildlife.

### Units to be completed in 2025

<i>Unit Code</i>	<i>Unit Title</i>
AHCWHS201	Participate in workplace health and safety processes (Core)
AHCGGD201	Plant trees and shrubs
AHCPCM204	Recognise plants
ACHFAU202	Recognise Fauna
AHCPMG307	Apply animal trapping techniques
AHCILM202	Observe and report on plant or animals
AHCPCM202	Collect, prepare and preserve plant specimens

## 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.

## SIT20322 CERTIFICATE II HOSPITALITY

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### CONTENT

The focus of the Certificate II in Hospitality (SIT20322) 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.



# Courses for selection in 2025

## AUR20720 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 (AUR20720), 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	Follow environmental and sustainability best practice in an automotive workplace (C)
AURASA102	Follow safe working practices in an automotive workplace (C)
AURTTK102	Use and maintain tools and equipments in an automotive workplace (C)
AURAF103	Communicate effectively in an automotive workplace (C)
AURAF104	Resolve routine problems in an automotive workplace (C)
AURETR103	Identify automotive electrical systems and components (C)
AURLTA101	Identify automotive mechanical systems and components (C)
AURTTA127	Carry out basic vehicle servicing operations (E)
AURTTJ011	Balance wheels and tyres (E)
AURTTB007	Remove and replace brake assemblies (E)
AURVTA005	Clean vehicles (E)
AURTTJ003	Remove and replace wheel and tyre assemblies (E)

### 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)

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

## ASSESSMENT

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

## CAREER POSSIBILITIES

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.

# CHC22020 CERTIFICATE II COMMUNITY SERVICES

## 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 (CHC22020) 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’.

# 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 seven units throughout the year. Students must have already achieved competence for four 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
- BSBWHS211 Contribute to the health and safety of self and others
- CUAMCP311 Create simple musical compositions

## CERTIFICATE OUTLINE – COMPETENCIES

Students must complete a total of seven units of competency:

<b>Unit Code</b>	<b>Unit Title</b>
<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
CUAMPF313	Contribute to backup accompaniment as part of a group
CUAMPF312	Prepare for musical performances
CUAMPF414	Perform music as part of a group

## 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 (Computer Aided Design)

### PREREQUISITES

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

### CONTENT

Certificate II Visual Arts Computer Aided Design 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 Fusion 360 is an industry-leading drawing package.

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

### ASSESSMENT

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

## PREREQUISITES

Certificate II Visual Arts Computer Aided Design.

## CONTENT

Certificate III Visual Arts Computer Aided Design 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 Fusion 360 is an industry-leading drawing package.

## 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. Some of these units will have previously been completed as part of the Certificate II course and don't need to be repeated.

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

## ASSESSMENT

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

## CAREER POSSIBILITIES

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 2025 timetable.



# CURTIN'S UNIREADY IN SCHOOLS PROGRAM (SCSA Endorsed Program)

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## **RATIONALE**

The UniReady enabling program is an alternative entry pathway for Curtin University done on school site at Churchlands Senior High School. The successful completion of four units provides students with a notional ATAR of 70, plus English competency. This provides entry into a range of Curtin University's minimum entry requirement courses.

## **CONTENT**

- Students will complete 4 units across the year.
- Fundamentals of Academic Writing
- Foundations of Communication
- Introduction to Health Sciences
- Applying Mathematics

It is important to note that these units are endorsed by SCSA and students can only receive a maximum of two C grade equivalents and two unit equivalents in any one year.

## **ASSESSMENT**

Assessments vary across the four units. Each assessment is heavily moderated by Curtin University to ensure the quality and integrity of the unit. Most units have an exam component along with class based assessments.

## **IMPORTANT**

*Upon successful completion students receive a notional ATAR of 70. Students will be guaranteed entry into courses that have a guaranteed ATAR 70 as long as the prerequisite requirements are met. Courses that have Minimum ATAR 70 are considered competitive, you will need to fulfill additional criteria and be competitive. (Placement will be dependent on places and the pool of students applying)*