

YEAR 11
**CURRICULUM
HANDBOOK**



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WELCOME

to students and parents/guardians of Harrisdale Senior High School, this Handbook aims to provide you with information that will assist and guide you with decision-making regarding subject choices, school pathways, and some options post-school. Included is information about:

- WACE requirements
- Subject selection and Year 11 and 12 pathways and courses
- Post-school destinations

Should you have questions at any time, please contact a member of our Senior School Team:

- Associate Principal - Senior School Ms Erin Parry Erin.Parry@education.wa.edu.au
- VET Coordinator Mrs Michelle Pocock michelle.pocock@education.wa.edu.au
- Senior School Manager Mrs Iris Leach Iris.Leach@education.wa.edu.au

The progression into Year 11 involves several significant changes for both parents and students.

INFORMATION SESSIONS

These provide families with relevant information and facilitate the course selection process. Participation in the events listed below is essential.

<p>Thursday 15 June</p> <ul style="list-style-type: none"> • Session 1 - 5:00pm • Session 2 - 6:00pm <p>https://www.trybooking.com/CIQEM</p>	<p>Parent Information Session</p> <p>For all parents of Year 10 students in the Lecture Theatre.</p> <p>This session is an opportunity to gain essential information about</p> <ul style="list-style-type: none"> • Western Australian Certificate of Education (WACE) requirements. • the Australian Tertiary Admission Rank (ATAR). • subject selection for General and ATAR pathways. • Vocational Education and Training (VET). • entry into tertiary education institutions. • and to have your questions answered.
<p>Thursday 22 June</p> <ul style="list-style-type: none"> • Session 1 - 5:00pm • Session 2 - 6:00pm <p>https://www.trybooking.com/CIRNA</p>	<p>Vocational Training Pathways Program Parent Information Session</p> <p>For all parents of Year 10 students who wish to learn about the Vocational Training Pathways Program on offer through Harrisdale Senior High School in the Lecture Theatre.</p> <p>This session is an opportunity to gain essential information about the entry requirements and expectations of students on this pathway.</p>
<p>Open - Friday 23 June Closes - Thurs 29 June</p>	<p>Online Subject Selections open.</p> <p>Students will make their selections via EdVAL.</p>
<p>Term 3, Week 1</p>	<p>Counselling for Subject Selection available.</p> <p>All students who have selected the ATAR Pathway will be required to meet with a course counsellor.</p> <p>To book a time with a course counsellor, please telephone the Senior School Administration Office to make an appointment – 9397 8000.</p>

ENROLLING IN YEAR 11, 2024

Students wishing to enrol at Harrisdale SHS must be enrolled in and studying six courses, or the equivalent, in each semester.

All Year 11 and 12 students must choose a pathway:

- **ATAR pathway** (Australian Tertiary Admission Rank) *OR*
- **General (non-ATAR) pathway** - It is possible to do courses from either the General or ATAR pathway
 - **Certificate Courses** are offered onsite at HSHS and can be completed by students on the ATAR or General Pathway *OR* a
- **Vocational Educational and Training (VET) Pathways Program**

All Year 11 and 12 students must:

- Study six courses
- Select either English and/or English Literature, English as an Additional Language Dialect ATAR or General
- Must include at least 1 List A and 1 List B course in Year 12 (see page 11.)
- Generally, study the same course in Year 11 and Year 12
- Select one Certificate II or higher course (with exception)

Students wishing to compete for special SCSA awards at the end of Year 12 should study at least two from each list.

Students wishing to gain an ATAR must study a minimum of four (4) ATAR courses in which they intend to sit the external assessment/exam at the end of 2025. The school recommends students select a minimum of 5 ATAR courses.

Whether they are studying an ATAR/General or Vocational Pathway, all students are strongly encouraged to select at least one Certificate II or higher in the suite of subjects in Year 11.

UNIQUE STUDENT IDENTIFIER (USI)

All students enrolling in a certificate course must have a Unique Student Identifier (USI) to complete the enrolment process.

Registered Training Organisations (RTO) use the USI to add training records and results for completed units of competency and qualification.

To obtain a USI, refer to page [71](#) of this booklet.

COURSES AND PROGRAM OPTIONS FOR YEARS 11 AND 12 STUDENTS

To gain a Western Australian Certificate of Education (WACE) on graduation at the end of Year 12, students in Years 11 and 12 undertake one of the following pathways:

ATAR PATHWAY	GENERAL (NON-ATAR) PATHWAY
Mainly ATAR courses studied	Mainly General courses studied.
Units 1 & 2 studied in Year 11 Units 3 & 4 studied in Year 12	Units 1 & 2 studied in Year 11 Units 3 & 4 studied in Year 12
Courses are mostly content based	Courses are mostly practical based.
Minimum of 4 ATAR courses required however a minimum of 5 is recommended	6 Courses studied on school campus.
School-based assessments (including examinations) in Year 11 and 12. WACE exams completed at end of Year 12.	All assessments school-based, plus one Externally Set Task (EST) for each course completed in Term 2 of Year 12.
ATAR (ranking) based on 50% school assessment and 50% WACE exams.	Final course results based on school assessment and EST (15%).
Pathway for direct university entrance.	Pathway to TAFE or Workforce.
Students gain an ATAR based on their best 4 scaled scores at the end of Year 12.	

VET QUALIFICATIONS

Students complete a nationally recognised Vocational Education and Training (VET) qualification. VET builds skills and knowledge in and for the workplace. Students may use VET qualifications to count toward the Western Australian Certificate of Education (WACE).

ENDORSED PROGRAMS

Endorsed programs address areas of learning not covered by other courses. Examples include Workplace Learning, Duke of Edinburgh Award, cadetships (e.g. Air Force cadets), and performance in school productions. These programs are delivered in a variety of settings by schools, community organisations, universities, and training organisations.

COURSE SELECTION ADVICE

Making choices for study in Year 11 should be based on the following considerations:

Ability, application, and commitment

It is highly recommended that students choose courses which are realistic and in keeping with their academic ability. Ideally, students should meet the Year 10 course prerequisites to ensure they are able to cope with the workload of the particular course.

Interests and possible future careers

Selecting courses that are of interest to students is more likely to lead to success and enjoyment in their studies. Choices should be made to maximise options for the future. If future goals are uncertain, it is best to maintain a broad selection of courses.

Aptitude for a particular type of learning

The two available pathways cater to different types of learning:

the ATAR Pathway is more content and test/examination focused

the **Non-ATAR** Pathway is a more practical, skills-based option

PREREQUISITES FOR YEAR 11 COURSES

If in Semester 1 of Year 10 a student has not met the prerequisites for a Year 11 course, they will not be permitted to select it. (See the table on page [13](#) for prerequisites) The online selection process will limit a students' ability to choose a subject for which they have not satisfied these requirements.

An interview can be arranged in Term 4 following significant academic improvement in Semester 2 with the Associate Principal if Year 11-course prerequisites are then met.

Note: The availability of subject selection at this late stage may be limited.

Students who do not, at any stage in Year 10, meet the prerequisites for particular courses will not be permitted to study them in Year 11 unless there are extenuating circumstances. However, if significant academic improvement is shown in Semester 2, course choices may be altered after discussion with the Associate Principal, Year 11 and 12. In some cases, a conditional approval may be granted by the Associate Principal.

COURSE AVAILABILITY

The school reserves the right to withdraw from any course. Available resources limit the number of classes that can be timetabled. Places will be allocated first to students who have met the prerequisites, alternatively if a sufficient number of students select a particular course. If a student submits a subject selection after the due date, they risk the possibility of not being given all their preferences.

LIST A AND LIST B COURSES OFFERED

WACE courses are grouped into List A (arts/languages/social sciences) and List B (mathematics / science / technology). Students studying for WACE are required to select at least one Year 12 course from each of List A and List B.

Students must choose **at least one course from each of the lists below.**

List A (Arts / Languages / Social Sciences)	List B (Mathematics / Science / Technology)
Aboriginal and Intercultural Studies	Accounting and Finance
Aboriginal Languages of Western Australia	Applied Information Technology
Ancient History	Biology
Business Management and Enterprise	Building and Construction
Career and Enterprise	Chemistry
Children, Family and the Community	Computer Science
Drama	Design
Economics	Food Science and Technology
English	Human Biology
English as an Additional Language or Dialect	Integrated Science
French: Second Language	Materials Design and Technology – Wood / Metal
Geography	Mathematics
Health Studies	Physical Education Studies
Literature	Physics
Media Production and Analysis	Psychology
Modern History	
Music	
Politics and Law	
Visual Arts	

The availability of these courses is subject to resources and the number of students who have met the prerequisites.

Unit Equivalence

Unit equivalence can be obtained through Vocational Education and Training (VET) qualifications and/or endorsed programs. The maximum unit equivalence available through these programs is eight units – four Year 11 units and four Year 12 units.

Students may obtain unit equivalence as follows:

- Up to eight-unit equivalents through completion of VET qualifications, OR
- Up to four-unit equivalents through completion of endorsed programs, OR
- Up to eight-unit equivalents through a combination of VET qualifications and endorsed programs, but
- with endorsed programs contributing no more than four-unit equivalents (two Year 11 units and two Year 12 units)

For VET qualifications:

- A Certificate I is equivalent to two Year 11 units
- A Certificate II is equivalent to two Year 11 and two Year 12 units
- A Certificate III or higher is equivalent to two Year 11 and four Year 12 units
- A partially completed Certificate III or higher is equivalent to two Year 11 and two Year 12 units (credit only allocated if the criteria for partial completion is met)

WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION (WACE)

The Western Australian Certificate of Education (WACE) is awarded by the Authority when students successfully meet the WACE requirements. All the courses that contribute to WACE are governed by the syllabus and assessment structures of the School Curriculum and Standards Authority (The Authority). The Authority will issue the:

1. Western Australian Statement of Student Achievement (WASSA) will be issued to all Year 12 students at the completion of their secondary schooling and lists all completed courses and programs.
2. Western Australian Certificate of Education (WACE) will be issued to all students who successfully meet the WACE requirements.

GENERAL REQUIREMENTS FOR STUDENTS

COMPLETING THE WACE

Students must:

- demonstrate a minimum standard of literacy and a minimum standard of numeracy
- complete a minimum of 20 units, or equivalents as described below
 - at least four Year 12 ATAR courses, * or
 - at least five Year 12 General courses (or a combination of General and up to three Year 12 ATAR courses) or equivalent [§],
 - or a Certificate II (or higher) VET qualification in combination with ATAR, General or Foundation courses.

*In the context of ATAR courses in the WACE, the term 'complete' requires that a student sits the ATAR course examination or has an approved Sickness/Misadventure Application for not sitting the examination in that course. Students who do not sit the ATAR course examination will not have a course mark or grade recorded on their WASSA, nor will they receive an ATAR course report.

Note: for ATAR courses with practical components, students must complete both the written and practical examinations.

[§]Up to two units from endorsed programs can be used to meet this requirement.

LITERACY AND NUMERACY STANDARD

Students must demonstrate the WACE literacy standard and WACE numeracy standard.

For the WACE literacy standard, students must demonstrate the minimum standard of literacy by successfully completing the reading and writing components of the Authority's Online Literacy and Numeracy Assessment (OLNA), or by pre-qualifying through achieving Band 8 or higher in the reading and writing tests of the Year 9 National Assessment Program – Literacy and Numeracy (NAPLAN).

For the WACE numeracy standard, students must demonstrate the minimum standard of numeracy by successfully completing the numeracy component of the OLNA, or by pre-qualifying through achieving either Band 8 or higher in the numeracy test of Year 9 NAPLAN. This means that a student who achieves Band 8 or above in the reading, writing or numeracy test of the Year 9 NAPLAN will be considered to have pre-qualified for the corresponding component and thus deemed to have successfully completed that component.

Students who have not pre-qualified in reading, writing or numeracy are required to sit the corresponding component/s of the OLNA in Semester 1 of Year 10. If students do not demonstrate the standard in Semester 1, they must sit the component/s in Semester 2 of Year 10 and, if required, Semester 1 of Year 11. Subsequently, students may choose when next to sit the component/s. Students will have up to six opportunities (in March and September each year) before completing Year 12 to demonstrate the WACE minimum standards of literacy and numeracy.

Students who do not demonstrate the literacy and numeracy standard by the time they exit senior secondary schooling can apply to the Authority to re-sit the OLNA at any age. International and mature-age students are required to sit the OLNA at the first available opportunity. Students who have not pre-qualified through NAPLAN, and who choose not to sit the OLNA, do not qualify for the WACE.

BREADTH AND DEPTH REQUIREMENT

Students must:

- complete a minimum of 20 units, which may include unit equivalents attained through VET and/or endorsed programs. To meet this requirement, students must complete at least:
 - a minimum of ten Year 12 units, or the equivalent
 - four units from an English learning area course, post Year- 10, including at least one pair of Year 12 units from an English learning area course
 - one pair of Year 12 units from each of List A (arts/languages/social sciences) and List B (mathematics/ science/technology).

ACHIEVEMENT STANDARD

Students must achieve at least 14 C grades or higher (or the equivalent, see below) in Years 11 and 12 units, including at least six C grades (or equivalents) in Year 12 units, to meet the WACE requirements.

Students completing the WACE in 2024, must complete:

- at least four Year 12 ATAR courses, or
- at least five Year 12 General courses (or a combination of General and up to three Year 12 ATAR courses or equivalent), or
- a Certificate II (or higher) VET qualification in combination with ATAR, General or Foundation courses.

WACE EXAMINATIONS

Each ATAR course has an ATAR course examination. Students who are enrolled in Year 12 ATAR courses (Units 3 and 4) must sit the ATAR course examination in that course.

WESTERN AUSTRALIAN STATEMENT OF STUDENT ACHIEVEMENT (WASSA)

Year 12 students receive this statement at the completion of their secondary schooling.

The WASSA provides a formal record of what students leaving in Year 12 have achieved, as a result of their school education in Western Australia.

AUSTRALIAN TERTIARY ADMISSIONS RANK (ATAR)

The Australian Tertiary Admission Rank is the basis of admission to most university courses. You are ranked in order of merit based on your ATAR. The ATAR ranges between zero and 99.95. It reports your rank relative to all other WA students of Year 12 school leaving age and considers the number of students with a Tertiary Entrance Aggregate (TEA) as well as the number of people of Year 12 school leaving age in the population of this state. An ATAR of 75.00 indicates that you have an overall rating equal to or better than 75% of the Year 12 school leaving age population in Western Australia. The ATAR is calculated using scaled scores in ATAR courses.

CALCULATION OF THE TEA

The ATAR is derived from the Tertiary Entrance Aggregate (TEA). The Australian Tertiary Admissions Rank (ATAR) is derived from school-based assessment and an external examination. To obtain an ATAR, students must sit the Tertiary Entrance examinations at the end of Year 12. Some students may complete courses during Year 11 and can sit the final WACE exam. The result achieved will count towards the final ATAR achieved the following year when other courses are completed.

SCALING

All course results will be scaled to ensure fairness to all students. A scaled score for an ATAR course can only be calculated if a student sits the ATAR course examination for that course. The Average Marks Scaling process is used to scale marks obtained in a course.

UNACCEPTABLE COURSE COMBINATIONS

There will be some unacceptable course combinations whereby scores in both courses cannot both be used at the same time. It may be possible to take both courses but the result in only one may be used to calculate the ATAR. These are indicated in the list below:

- Mathematics Applications and Mathematics Specialist
- English ATAR with English as an Additional Language / Dialect ATAR.

WACE REQUIREMENTS 2023 AND BEYOND

1

General requirements

You must:

- demonstrate a minimum standard of literacy (reading and writing) and a minimum standard of numeracy
- complete a minimum of 20 units, or equivalents
- complete
 - at least four Year 12 ATAR courses **OR**
 - at least five Year 12 General courses and/or ATAR courses or equivalent **OR**
 - a Certificate II (or higher) VET qualification in combination with ATAR, General or Foundation courses.

2

Literacy and numeracy standard

For the WACE literacy and numeracy standard you may:

- pre-qualify through achieving Band 8 or higher in the reading, writing and numeracy tests of the Year 9 National Assessment Program – Literacy and Numeracy (NAPLAN), or;
- demonstrate the minimum standard of literacy and numeracy by successfully completing the relevant components of the Online Literacy and Numeracy Assessment (OLNA) in Year 10, 11 or 12.

3

Breadth and depth

You must complete a minimum of 20 units, which may include unit equivalents attained through VET and/or endorsed programs. This requirement must include at least:

- a minimum of ten Year 12 units, or the equivalent
- four units from an English course, post-Year 10, including at least one pair of Year 12 units from an English learning area course
- one pair of Year 12 units from each of List A (arts/languages/social sciences) and List B (mathematics/science/technology) subjects.

4

Achievement standard

You must achieve at least 14 C grades or higher (or equivalents) in Year 11 and Year 12 units, including at least six C grades (or equivalents) in Year 12 units.

5

Unit equivalents

Unit equivalents can be obtained through VET qualifications and/or endorsed programs. The maximum number of unit equivalents available through VET and endorsed programs is four Year 11 units and four Year 12 units with a maximum of four units with endorsed programs – two in Year 11 and two in Year 12.

EXAMPLES OF YEAR 11 to 12 PATHWAYS

Below are three examples of a student's course selection within a chosen pathway:

Student Selection Example 1: ATAR Pathway

	Course 1	Course 2	Course 3	Course 4	Course 5	Course 6
Year 11	Certificate II Workplace Skills	English (ATAR 1 & 2)	Human Biology (ATAR 1 & 2)	Mathematics Methods (ATAR 1 & 2)	Geography (ATAR 1 & 2)	Physics (ATAR 1 & 2)
Year 12	Certificate II Workplace Skills	English (ATAR 3 & 4)	Human Biology (ATAR 3 & 4)	Mathematics Methods (ATAR 3 & 4)	Geography (ATAR 3 & 4)	Physics (ATAR 3 & 4)

Example 1 is an example of selections for a student whose intentions and academic performance in Year 10 are positioning towards a university pathway/ATAR pathway. There is a breadth of study in that the student is studying List A and B subjects.

The student is studying ATAR Course 1&2 units in Year 11 and will undertake ATAR Course 3&4 units in Year 12. Two units are studied to complete a year's work in any given course, whether that is the ATAR or General pathway. The best four of the five ATAR courses will contribute to the student's ATAR score while the Certificate II Workplace Skills is being studied in Year 11 & 12, this cannot contribute to an ATAR score but counts towards WACE achievement and graduation.

Student Selection Example 2: ATAR Pathway

	Course 1	Course 2	Course 3	Course 4	Course 5	Course 6
Year 11	Economics (ATAR 1 & 2)	English (ATAR 1 & 2)	Human Biology (ATAR 1 & 2)	Mathematics Methods (ATAR 1 & 2)	Certificate III Music and Sound Production	Physics (ATAR 1 & 2)
Year 12	Economics (ATAR 3 & 4)	English (ATAR 3 & 4)	Food, Science & Technology (General 3 & 4)	Mathematics Methods (ATAR 3 & 4)	Certificate III Music and Sound Production	Physics (ATAR 3 & 4)

Example 2 is very similar to example 1. However, the student has not achieved well in Year 11 ATAR Human Biology and has changed this course to replace it with Food Science and Technology General Units 3&4 in Year 12. They are also studying the Certificate III in Music and Sound Production which will count towards WACE achievement. Their ATAR score will be based upon the four ATAR courses.

Student Selection Example 3: General (Non-ATAR) Pathway

	Course 1	Course 2	Course 3	Course 4	Course 5	Course 6
Year 11	Career and Enterprise (General 1 & 2)	English (General 1 & 2)	Certificate II Creative Industries	Mathematics Essentials (General 1 & 2)	Health Studies (General 1 & 2)	Media Production and Analysis (General 1 & 2)
Year 12	Career and Enterprise (General 3 & 4)	English (General 3 & 4)	Certificate II Creative Industries	Mathematics Essentials (General 3 & 4)	Health Studies (General 3 & 4)	Media Production and Analysis (General 3 & 4)

Example 3 reflects a student who is best suited to the Vocational Educational and Training Pathway. This student is aiming for TAFE entry as an initial post-school learning destination, studies more practical courses. The student has met the prerequisite for Mathematics Application (ATAR) and has selected this in their suite of subjects in both Year 11 and 12

This student is required to study English, General Units 1&2 or EALD General Units 1&2 in Year 11 and English, General Units 3&4 or EALD General Units 3&4 in Year 12.

As these examples show, every student must study an English course. For more information about literacy and numeracy requirements for WACE see page 9.

Vocational Training Programs (VTP)

Due to timetable constraints involved with running a 3-day school week, as well as giving students the opportunity to achieve their WACE at the completion of Year 12, all VTP students are required to complete the set list of subjects below.

VTP Uni Bound Pathway

	Course 1	Course 2	Course 3	Course 4	Course 5	Course 6
Year 11	English ATAR (Units 1 & 2)	Mathematics Applications ATAR (Units 1 & 2)	Career and Enterprise (Units 1 & 2)	Health Studies General (Units 1 & 2)	Certificate III or IV	ADWPL
Year 12	English ATAR (Units 3 & 4)	Mathematics Applications ATAR (Units 3 & 4)	Career and Enterprise (Units 3 & 4)	Health Studies General (Units 3 & 4)	Certificate III or IV	UniPath with Notre Dame University

UniPath is an alternate entry into The University of Notre Dame Australia. The 12 week course develops the skills required for university and secures you an offer into many of their undergraduate degrees*.

*Arts and Sciences, Counselling, Behavioural Science, Communications and Media, Politics and International Relations, Business, Education (Primary), Health Sciences and Philosophy and Theology.

VTP Industry Ready Pathway

	Course 1	Course 2	Course 3	Course 4	Course 5	Course 6
Year 11	English General (Units 1 & 2)	Mathematics Essentials General (Units 1 & 2)	Career and Enterprise (Units 1 & 2)	Health Studies General (Units 1 & 2)	Certificate II, III or IV	ADWPL
Year 12	English General (Units 3 & 4)	Mathematics Essentials General (Units 3 & 4)	Career and Enterprise (Units 3 & 4)	Health Studies General (Units 3 & 4)	Certificate II, III or IV	ADWPL

Parents and students should be aware that there is an application process for Vocational Training Programs (VTP). These programs are designed to provide students with specialised vocational training and skills alongside their regular academic studies. The application process allows students to express their interest and apply for enrolment in a specific VTP.

To obtain detailed information about the application process and requirements, it is recommended to refer to the VTP Handbook. The handbook will provide comprehensive guidelines and instructions for prospective applicants, including eligibility criteria, application deadlines, required documents, and any additional information relevant to the specific VTP.

It's important for parents and students to carefully review the VTP Handbook to understand the application process thoroughly. This will ensure that they are well-prepared and can meet all the necessary requirements when applying for admission to their desired Vocational Training Program.

YEAR 10 PREREQUISITE FOR COURSES IN YEAR 11

LEARNING AREA	COURSE	PREREQUISITE	RECOMMENDED
THE ARTS	Visual Arts ATAR	≥ B Grade in Year 10 English and a ≥ B Grade (64%) in Year 10 Music	
	Music ATAR	≥ C Grade in Year 10 English	
	Dance General		≥ C Grade in Year 10 PE and the completion of Year 9 &/or 10 Dance.
	Dimensional Design - General		No Prerequisite
	Drama General		≥ C Grade in Year 10 English and the completion of Year 9 &/or 10 Drama.
	Media Production & Analysis		≥ C Grade in Year 10 English and the completion of Year 9 &/or 10 Media.
	Visual Arts General		≥ C Grade in Year 10 Visual Arts.
ENGLISH	Literature ATAR	≥ B Grade in Year 10 English.	
	English ATAR	≥ B Grade in Year 10 English.	
	English General	No prerequisite – all students must study an English course.	
	EAL/D (English as an Additional Language / Dialect) General	Must meet eligibility requirements (refer to the SCSA Website)	
HEALTH and PHYSICAL EDUCATION	Health Studies ATAR	≥ B Grade in Year 10 Health Education and ≥ B Grade in Year 10 English.	
	Physical Education Studies ATAR	≥ B Grade in Year 10 Science	≥ B Grade in Year 10 Science, ≥ B Grade in Year 10 Physical Education, ≥ B Grade in Year 10 English, and to have completed Specialised Sport Science with a ≥ B Grade
	Health Studies General		≥ C Grade in Year 10 Health Education.
	Physical Education Studies General		≥ C Grade in Year 10 Health and Physical Education.

LEARNING AREA	COURSE	PREREQUISITE	RECOMMENDED
HUMANITIES and SOCIAL SCIENCE	Accounting and Finance ATAR	≥ B Grade in Year 10 HASS and ≥ B Grade in Year 10 Mathematics Mainstream, Mathematics Advanced OR Mathematics Pre-Methods	≥ B Grade in Year 10 HASS and ≥ B Grade in Year 10 Mathematics Mainstream and ≥ 70 % in Semester 1 and 2 HASS exam.
	Economics ATAR	≥ B Grade in Year 10 HASS is required.	≥ B Grade in Year 10 HASS and ≥ 70 % in Semester 1 and 2 HASS exam.
	Modern History ATAR	≥ B Grade in Year 10 HASS is required.	≥ B Grade in Year 10 HASS and ≥ 70 % in Semester 1 and 2 HASS exam.
	Politics and Law ATAR	≥ B Grade in Year 10 HASS is required.	≥ B Grade in Year 10 HASS and ≥ 70 % in Semester 1 and 2 HASS exam.
	Aboriginal and Intercultural Studies General		≥ C Grade in Year 10 HASS.
	Ancient History General		≥ C Grade in Year 10 HASS.
	Accounting and Finance General		≥ C Grade in Year 10 HASS and ≥ B Grade in Year 10 Mathematics.
	Business Management & Enterprise General		≥ C Grade in Year 10 HASS.
	Geography General		≥ C Grade in Year 10 HASS.
MATHEMATICS	Mathematics Applications ATAR	≥ B Grade in Year 10 Mathematics Mainstream OR ≥ B Grade in Year 10 Mathematics Advanced is required. Mathematics Pre-Methods automatically meets the prerequisites.	
	Mathematics Methods ATAR	≥ A Grade in Year 10 Mathematics Mainstream OR ≥ A Grade in Year 10 Mathematics Advanced OR ≥ A Grade in Year 10 Mathematics Pre-Methods is required.	
	Mathematics Specialist ATAR	≥ A Grade in Year 10 Mathematics Advanced OR ≥ A Grade in Year 10 Mathematics Pre-Methods is required.	An A Grade in Year 10 Mathematics Advanced OR an A Grade in Year 10 Mathematics Pre-Methods and ≥ 79% in Semester 1 Mathematics Pre-Methods Exam
	Mathematics Essentials General	No Prerequisite	

The table above indicates prerequisites Year 10s must achieve for consideration to study Year 11 ATAR courses. These prerequisites are adhered to and indicate what is required in terms of achievement by the end of Semester 1, Year 10.

LEARNING AREA	COURSE	PREREQUISITE	
LANGUAGES	French: Second Language	≥ B Grade in Year 10 French and meet SCSA eligibility requirements (refer to the SCSA Website).	
SCIENCE	Biology ATAR	≥ 65% in Biology component of Year 10 Semester 1 Science Exam and a ≥ B grade in Science Semester 1 Report is required.	≥ 65% in Biology component of Year 10 Semester 1 Science Exam and ≥ B grade in Science Semester 1 Report
	Chemistry ATAR	≥ 70% in Chemistry component of Year 10 Semester 1 Science Exam and a ≥ A grade in Science Semester 1 Report is required.	≥ 70% in Chemistry component of Year 10 Semester 1 Science Exam and an A grade in Science Semester 1 Report
	Human Biology ATAR	≥ 65% in Biology component of Year 10 Semester 1 Science Exam and ≥ B Grade in Year 10 Science is required.	≥ 65% in Biology component of Year 10 Semester 1 Science Exam and ≥ B grade in Year 10 Science
	Physics ATAR	≥ 75% of the Year 10 Science Semester 1 Exam and an A Grade in Year 10 Science is required.	≥ 75% in the Year 10 Science Semester 1 Exam and an A grade in Year 10 Science
	Psychology ATAR	≥ 70% in Year 10 Science Semester 1 Exam and A Grade in Year 10 Science is required.	≥ 70% in the Year 10 Science Semester 1 Exam and an A Grade in Year 10 Science
	Integrated Science General	≥ C grade in Year 10 Science is recommended.	≥ C grade in Science Semester 1 Report
TECHNOLOGIES	Computer Science ATAR	≥ C Grade in Year 10 Mathematics Mainstream (Mathematics Advanced and Pre-Methods automatically qualify for the mathematics component) and ≥ B Grade in Year 10 English is required.	
	Applied Information Technology General	No Prerequisite	
	Children, Family & Community General	No Prerequisite	
	Food Science & Technology General	No Prerequisite	
	Materials Design and Technology (Metal or Wood) General	No Prerequisite	

The table above indicates prerequisites Year 10s must achieve for consideration to study Year 11 ATAR courses. These prerequisites are adhered to and indicate what is required in terms of achievement by the end of Semester 1, Year 10.

ATAR COURSES

ACCOUNTING and FINANCE - ATAR

Cost \$70 per year

Prerequisite

≥ B Grade in Year 10 HASS and ≥ B Grade in Year 10 Mathematics Mainstream **OR** in Mathematics Advanced **OR** Mathematics Pre-Methods is required.

Recommended Prerequisite

≥ B Grade in Year 10 HASS and ≥ B Grade in Year 10 Mathematics Mainstream and ≥ 70 % in Semester 1 and 2 HASS exam.

Rationale

The Accounting and Finance ATAR 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.

Through engagement with the course, students develop an understanding of the fundamentals on which accounting and financial management are based. Many students will find themselves self-employed and there is a high probability that they will have to engage in some form of accounting practices. An understanding of these practices enables them to analyse their own financial data and make informed decisions based on that analysis.

In a rapidly changing world, the impact of technology on financial and accounting practices has been vast. The use of computer systems for record keeping, and the communication of financial data is already vital, and will continue to shape future careers. Many of these careers have not yet evolved, but when they do, they will involve technology and financial practices at some level.

Skills developed by studying this course

Double entry accounting, cost-volume-profit analysis, cost accounting, budgeting, financial statement analysis, ratio analysis, problem solving, critical thinking, communication, decision making.

How is this course assessed?

- Projects - students scrutinise accounting and finance issues, analyse, critique and interpret given situations and make conclusions
- Tests - students calculate, record, report, analyse, interpret, problem solve and provide recommendations on financial and non-financial information
- Examination

Possible study and career pathways

Commerce and business law, small business owner, financial accountant, management accountant, financial analyst, auditor, financial planner, forensic accountant

BIOLOGY - ATAR

Cost \$80 per year

Prerequisite

≥ B grade in Science Semester 1 Report.

Recommended Prerequisite

≥ 65% in Biology component of Year 10 Semester 1 Science Exam and ≥ B grade in Science Semester 1 Report

Rationale

Biology is the study of the fascinating diversity of life as it has evolved and as it interacts and functions. Investigation of biological systems and their interactions, from cellular processes to ecosystem dynamics, has led to biological knowledge and understanding that enable us to explore and explain everyday observations, find solutions to biological issues, and understand the processes of biological continuity and change over time.

Living systems are all interconnected and interact at a variety of spatial and temporal scales, from the molecular level to the ecosystem level. Investigation of living systems involves classification of key components within the system, and analysis of how those components interact, particularly with regard to the movement of matter and the transfer and transformation of energy within and between systems. Analysis of the ways living systems change over time involves understanding of the factors that impact on the system, and investigation of system mechanisms to respond to internal and external changes and ensure continuity of the system. The theory of evolution by natural selection is critical to explaining these patterns and processes in biology, and underpins the study of all living systems.

Australian, regional and global communities rely on the biological sciences to understand, address and successfully manage environmental, health and sustainability challenges facing society in the twenty-first century. These include the biosecurity and resilience of ecosystems, the health and well-being of organisms and their populations, and the sustainability of biological resources. Students use their understanding of the interconnectedness of biological systems when evaluating both the impact of human activity and the strategies proposed to address major biological challenges now and in the future in local, national and global contexts.

Skills developed by studying this course

Microscopy, laboratory experimentation, scientific investigations.

How is this course assessed?

- Investigations, field work
- Extended response
- Examinations

Possible study and career pathways

Ecologist, botanist, zoologist, marine biologist, environmental scientist.

CHEMISTRY - ATAR

Cost \$80 per year

Prerequisite

An A grade in Science Semester 1 Report.

Recommended Prerequisite

≥ 70% in Chemistry component of Year 10 Semester 1 Science Exam and ≥ A grade in Science Semester 1 Report.

Rationale

Chemistry is the study of materials and substances and the transformations they undergo through interactions and the transfer of energy. Chemists can use an understanding of chemical structures and processes to adapt, control and manipulate systems to meet particular economic, environmental and social needs. This includes addressing the global challenges of climate change and security of water, food and energy supplies, and designing processes to maximise the efficient use of Earth's finite resources. Chemistry develops students' understanding of the key chemical concepts and models of structure, bonding, and chemical change, including the role of chemical, electrical and thermal energy. Students learn how models of structure and bonding enable chemists to predict properties and reactions and to adapt these for particular purposes.

Students explore key concepts and models through active inquiry into phenomena and through contexts that exemplify the role of chemistry and chemists in society. 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. Thinking in chemistry involves using differing scales, including macro, micro and nano-scales; using specialised representations such as chemical symbols and equations; and being creative when designing new materials or models of chemical systems. 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.

Skills developed by studying this course

Laboratory experimentation, scientific investigations, risk assessment, accurate measurements for titrations.

How is this course assessed?

- Content and skills tests
- Investigations, experimental designs and validations
- Extended response
- Examinations

Possible study and career pathways

Medicine, forensic scientist, pharmacist, chemical engineering, research scientist, geochemical engineering, clinical biochemist, health sciences.

COMPUTER SCIENCE - ATAR

Cost \$60 per year

Prerequisite

≥ C Grade in Year 10 Mathematics Mainstream (Mathematics Advanced and Pre-Methods automatically qualify for the mathematics component) and ≥ B Grade in Year 10 English is required.

Rationale

The Computer Science ATAR course builds on the core principles, concepts and skills developed in the Digital Technologies subject in previous years. Students utilise and enhance established analysis and algorithm design skills to create innovative digital solutions to real-world problems. In the process, students develop computational, algorithmic and systems thinking skills which can be successfully applied to problems across domains outside Information Technology. In addition to the development of software, the essential concepts of networking, data management and cyber security are explored. With the vast amounts of data collected in our increasingly digital world, especially in the information-intensive business and scientific disciplines, data management is becoming essential. Similarly, with more and more devices connecting to the internet, cyber security is a major issue for society and the world continues to look for new, young experts to emerge in this field.

Aims

The Computer Science ATAR course aims to develop students’:

- skills in
 - designing, maintaining, adapting and producing relational databases and digital solutions
 - solving problems through the use of algorithms, data structures and programming languages
 - assessing cybersecurity issues within a digital environment to apply appropriate responses
- understanding of the design, application and interactions of data and software in digital systems through the creation and maintenance of relational databases, network data transmission and programming constructs
- understanding of how to apply a technology process accurately to develop a digital solution
- understanding of the interrelationships between the development and use of digital solutions, for individuals and societies in relation to the legal and ethical implications of software design, data management and cyber threats.

Skills developed by studying this course

students develop computational, algorithmic and systems thinking skills which can be successfully applied to problems across domains outside Information Technology.

How is this course assessed?

- Project
- Theory Tests
- Practical Tests
- Examinations

Possible study and career pathways

Medicine, forensic scientist, pharmacist, chemical engineering, research scientist, geochemical engineering, clinical biochemist, health sciences.

ECONOMICS - ATAR

Cost \$70 per year

Prerequisite

≥ B Grade in Year 10 HASS is required.

Recommended Pre-Requisite

≥ B Grade in Year 10 HASS and 70 % in Semester 1 and 2 HASS exam.

Rationale

Economics investigates the choices which all people, groups and societies face as they attempt to resolve the ongoing problem of satisfying their unlimited wants with limited resources. Economics aims to understand and analyse the allocation, utilisation and distribution of scarce resources that determine our wealth and wellbeing. Economics develops the knowledge, reasoning and interpretation skills that form an important component of understanding individual, business and government behaviour at the local, national and global levels. The Economics ATAR course develops reasoning, logical thinking and interpretation skills demanded by the world of work, business and government. Economic literacy developed through this course enables students to actively participate in economic and financial decision-making, which promotes individual and societal wealth and wellbeing. The emphasis of the course is on the Australian economy.

Aims

The Economics ATAR course aims to develop students':

- understanding of economic ideas and information at local, national and global levels across a variety of contexts
- skills in analysis of economic issues and events, and the forces that influence the operation of the economy
- understanding of the trade-offs and effects of economic decisions made at the local, national and global levels
- understanding of economic decision-making and its role in creating a productive, efficient and equitable economy
- understanding of why economic policies and actions are required to manage the economy
- understanding of the policy options used to address domestic and international economic problems and issues
- skills in economic inquiry as they apply them to recent economic issues and events
- application of economic concepts and models to interpret economic data and information, such as patterns, similarities, differences and trends
- skills in using economic terminology to convey meaning to economic decision makers.

Skills developed by studying this course

Financial literacy, logical thinking, analysing and interpreting data and information, critical and creative thinking through analysing current economic events and issues, framework for problem solving, intercultural awareness, use of technology.

How is this course assessed?

- Multiple choice and data interpretation tests
- Extended responses
- Examinations

Possible study and career pathways

Commerce, finance, business, entrepreneurship, politics, banking, the stock market, government, and non-government organisations. Pairs well with tertiary studies in law, science, technology, geography, agriculture, politics and engineering.

ENGLISH - ATAR

Cost \$60 per year

Prerequisite

≥ B Grade in Year 10 English.

Rationale

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

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

Students refine their skills across all language modes by engaging critically and creatively with texts. They learn to speak and write fluently in a range of contexts and to create a range of text forms. They hone their oral communication skills through discussion, debate and argument, in a range of formal and informal situations.

Aims

All senior secondary English courses aim to develop students':

- skills in listening, speaking, reading, viewing and writing
- capacity to create texts for a range of purposes, audiences and contexts
- understanding and appreciation of different uses of language.

In addition, the English ATAR course aims to develop students' ability to:

- understand the use of language for communication
- analyse, evaluate and create sustained imaginative, interpretive and persuasive texts in a range of modes
- engage in critical analysis and evaluation.

Skills developed by studying this course

Comprehension skills, analytical writing, persuasive writing, imaginative writing, critical thinking, speaking and listening skills.

How is this course assessed?

- Responding - essay responses and short paragraph responses
- Creating - persuasive and imaginative writing
- Examination

Possible study and career pathways

Teaching, journalism, writing, law, social work, research, communication, and media studies.

ENGLISH LITERATURE - ATAR

Cost \$60 per year

Prerequisite

≥ B Grade in Year 10 English.

Rationale

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

Skills developed by studying this course.

Aims

The set of English courses aims to develop students’:

- skills in listening, speaking, reading and writing
- capacity to create texts for a range of purposes, audiences and contexts
- understanding and appreciation of different uses of language.

In addition, the Literature ATAR course aims to develop students’:

- ability to respond personally, critically and imaginatively to a range of literary texts drawn from Australian and other historical, contemporary and cultural contexts and traditions
- capacity to engage with and contest complex and challenging ideas in order to form their own interpretations informed by a range of critical perspectives
- capacity to reflect critically on connections and resonances between texts.

How is this course assessed?

- Extended written response - analytical essays
- Short written responses - close reading of unseen texts
- Creative production - producing literary texts (not included in the exam)
- Oral presentation
- Examinations

Possible study and career pathways

Education, law, communication and cultural studies.

FRENCH: SECOND LANGUAGE - ATAR

Cost \$100 per year

Prerequisite

≥ B Grade in Year 10 French and meet SCSA eligibility requirements (refer to the [SCSA Website](#)).

Enrolment

A student who intends to enrol in a Western Australian Certificate of Education (WACE) Language course can only do so if they have approval from the School Curriculum and Standards Authority (the Authority). For a student to gain approval to enrol, they must complete an online *Application for permission to enrol in a WACE Language course* while they are in Year 10* and submit it to the Authority, along with the required supporting documentation, by the deadline published in the *Activities Schedule*. A student's enrolment status is determined by the Authority on a case-by-case basis.

Submission dates of applications for enrolment in ATAR and General Language courses in 2023

Date	Year 10 students submit an online application*
Friday, 25 August 2023	Or earlier where the schools start the 2024 school year in Term 1, 2024

Rationale

The French: Second Language ATAR course is designed to further develop students' knowledge and understanding of the culture and the language of French-speaking communities, 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.

Skills developed by studying this course

Oral and written communication in the French language, problem solving, creative thinking, translation and interpretation skills.

How is this course assessed?

- Listening, viewing and reading
- Oral communication
- Practical (oral) examination
- Written communication
- Written examination

10% LOTE Bonus in WACE

Possible study and career pathways

International law, international banking, diplomatic service, journalism, media and the arts, education, tourism and hospitality, interpreter and translation services, public relations, science and research, peacekeeping, humanitarian assistance, defence forces, linguistics, health and aged care, immigration services.

HEALTH - ATAR

Cost \$50 per year

Prerequisite

≥ B Grade in Year 10 Health Studies and ≥ B Grade in Year 10 English is required.

Rationale

The Health Studies ATAR course focuses on the study of health as a dynamic quality 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.

The influence of social, environmental, economic and biomedical determinants of health is a key focus of the course. Other course content includes the influence of beliefs, attitudes and values on health behaviour, and the importance of self-management and interpersonal skills in making healthy decisions.

Using an inquiry process, students draw on their knowledge and understandings of health concepts and investigate health issues of interest. Through this process, they develop research skills that can be applied to a range of health issues or concerns.

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

Course Outcomes

Students will have a knowledge and understanding of factors and actions that influence health as well as an understanding of the influence of beliefs, attitudes, values and norms on health behaviour. Students will use self-management and interpersonal skills to promote health. Though the use of inquiry skills and processes, students will investigate and respond to health issues.

Skills developed by studying this course

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.

How is this course assessed?

- Inquiry
- Project
- Response
- Examination

Possible study and career pathways

Medicine, nursing, health promotion, health and fitness, childcare, community services, youth work and beauty therapy.

HUMAN BIOLOGY - ATAR

Cost \$80 per year

Prerequisite

≥ 65% in Biology component of Year 10 Semester 1 Science Exam and ≥ B Grade in Year 10 Science is required.

Recommended Prerequisite

≥ 65% in Biology component of Year 10 Semester 1 Science Exam and ≥ B grade in Year 10 Science

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.

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. This helps to prepare all students, regardless of their background or career aspirations, to take their place as responsible citizens in society.

Skills developed by studying this course

Design of scientific experiments, planning of ethical and valid investigations, analysis of data and making conclusions based on first and second-hand scientific evidence.

How is this course assessed?

- Content and skills tests
- Extended projects and class presentations
- Investigations, experimental designs and validations
- Extended response
- Examinations

Possible study and career pathways

Health science, physiotherapy, occupational therapy, speech pathology, nursing, biomedical science.

MATHEMATICS APPLICATIONS - ATAR

Cost \$75 per year

Prerequisite

≥ B Grade in Year 10 Mathematics Mainstream **OR** ≥ B Grade in Year 10 Mathematics Advanced is required.
Mathematics Pre-Methods automatically meets the prerequisites.

Rationale

Mathematics is the study of order, relation and pattern. From its origins in counting and measuring, it has evolved in highly sophisticated and elegant ways to become the language now used to describe many aspects of the world in the twenty-first century. Statistics are concerned with collecting, analysing, modelling and interpreting data in order to investigate and understand real world phenomena and solve practical problems in context. Together, mathematics and statistics provide a framework for thinking and a means of communication that is powerful, logical, concise and precise.

The Mathematics Applications ATAR course is designed for students who want to extend their mathematical skills beyond Year 10 level but whose future studies or employment pathways do not require knowledge of calculus. The course is designed for students who have a wide range of educational and employment aspirations, including continuing their studies at university or TAFE.

Throughout the course, there is an emphasis on the use and application of digital technologies.

Skills developed by studying this course

Skills to apply mathematics to solve problems in contexts such as financial modelling and network analysis. It also provides opportunities for students to develop systematic strategies using statistical analysis.

How is this course assessed?

- Content tests and skills
- Investigations
- Examinations

Possible study and career pathways

Environmental scientist, health policy advisor, data scientist, market research analyst, software developer.

MATHEMATICS METHODS - ATAR

Cost \$75 per year

Prerequisite

An A Grade in Year 10 Mathematics Mainstream **OR** an A Grade in Year 10 Mathematics Advanced **OR** an A Grade in Year 10 Mathematics Pre-Methods is required.

Rationale

Mathematics is the study of order, relation and pattern. From its origins in counting and measuring, it has evolved in highly sophisticated and elegant ways to become the language now used to describe much of the modern world. Statistics are concerned with collecting, analysing, modelling and interpreting data in order to investigate and understand real-world phenomena and solve problems in context. Together, mathematics and statistics provide a framework for thinking and a means of communication that is powerful, logical, concise and precise.

The major themes of the Mathematics Methods ATAR course are calculus and statistics. They include, as necessary prerequisites, studies of algebra, functions and their graphs, and probability. They are developed systematically, with increasing levels of sophistication and complexity. Calculus is essential for developing an understanding of the physical world because many of the laws of science are relationships involving rates of change. Statistics is used to describe and analyse phenomena involving uncertainty and variation. For these reasons, this course provides a foundation for further studies in disciplines in which mathematics and statistics have important roles. It is also advantageous for further studies in the health and social sciences. This course is designed for students whose future pathways may involve mathematics and statistics and their applications in a range of disciplines at the tertiary level.

Skills developed by studying this course

Develop the use of calculus and statistical analysis, an understanding rate of change in the physical world, and in modelling physical processes, ability to describe and analyse different phenomena involving uncertainty and variation.

How is this course assessed?

- Content tests
- Investigations
- Examinations

All West Australian universities will offer a bonus of 10% to students who study Mathematics Methods at ATAR level. 10% of the student's scaled score for each subject is added to their tertiary entrance.

Possible study and career pathways

Cyber security advisor, investment banker, forensic scientist.

MATHEMATICS SPECIALIST - ATAR

Cost \$75 per year

Prerequisite

An A Grade in Year 10 Mathematics Advanced **OR** \geq A Grade in Year 10 Mathematics Pre-Methods is required.

Recommended Prerequisite

An A Grade in Year 10 Mathematics Advanced OR an A Grade in Year 10 Mathematics Pre-Methods and \geq 79% in Semester 1 Mathematics Pre-Methods Exam

Rationale

Mathematics is the study of order, relation and pattern. From its origins in counting and measuring, it has evolved in highly sophisticated and elegant ways to become the language now used to describe much of the modern world. Statistics are concerned with collecting, analysing, modelling and interpreting data in order to investigate and understand real world phenomena and solve problems in context. Together, mathematics and statistics provide a framework for thinking and a means of communication that is powerful, logical, concise and precise.

Both mathematics and statistics are widely applicable as models of the world around us and there is ample opportunity for problem-solving throughout the Mathematics Specialist ATAR course. There is also a sound logical basis to this subject, and in mastering the course, students will develop logical reasoning skills to a high level.

The Mathematics Specialist ATAR course provides opportunities, beyond those presented in the Mathematics Methods ATAR course, to develop rigorous mathematical arguments and proofs and to use mathematical and statistical models more extensively. Topics are developed systematically and lay the foundations for future studies in quantitative subjects in a coherent and structured fashion. Students of the Mathematics Specialist ATAR course will be able to appreciate the true nature of mathematics, its beauty and its functionality.

Skills developed by studying this course

Skills for proposing rigorous arguments and proofs, and to develop extensive abilities used in mathematical modelling, development of higher mathematic skills needed to study engineering, physical sciences, and mathematics at university level.

How is this course assessed?

- Content tests
- Investigations
- Examinations

All West Australian universities will offer a bonus of 10% to students who study Mathematics Methods at ATAR level. 10% of the student's scaled score for each subject is added to their tertiary entrance.

Possible study and career pathways

Financial analyst, astronomer, research scientist, nanotechnology specialist, physicist, actuary.

MODERN HISTORY - ATAR

Cost \$70 per year

Prerequisite

≥ B Grade in Year 10 HASS is required.

Recommended Prerequisite

≥ B Grade (65%) in Year 10 HASS and 70 % in Semester 1 and 2 HASS exam

Rationale

The Modern History ATAR course enables students to study the forces that have shaped today's world and provides them with a broader and deeper comprehension of the world in which they live. While the focus is on the 20th century, the course refers back to formative changes from the late 18th century onwards and encourages students to make connections with the changing world of the 21st century.

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 themes that run through the units include: local, national and global conflicts and their resolution; the rise of nationalism and its consequences; the decline of imperialism and the process of decolonisation; the continuing struggle for the recognition of human rights; the transformation of social and economic life; the regional shifts in power and the rise of Asia; and the changing nature and influence of ideologies.

The Modern History ATAR course begins with a study of key developments that have helped to define the modern world, with special attention given to important ideas and their consequences. This provides a context for a study of movements for change in the 20th century that have challenged the authority of the nation-state, the principal form of political organisation in the modern world. Students then investigate crises that confronted nation-states in the 20th century, the responses to these crises and the different paths nations have taken in the modern world. The course concludes with a study of the distinctive features of world order that have emerged since World War II and that are central to an understanding of the present.

The Modern History ATAR course continues to develop the historical skills and understandings taught in the Year 7–10 History curriculum. Students pose increasingly complex questions about the past and use their historical inquiry skills, analytical skills and interpretation of sources to formulate reasoned answers to those questions. The opportunities to apply these skills are sequential and cumulative so that students develop an increasingly sophisticated understanding of the different and sometimes conflicting perspectives of the past.

Students are introduced to the complexities associated with the changing nature of evidence, its expanding quantity, range and form; the distinctive characteristics of modern historical representation; and the skills that are required to investigate controversial issues that have a powerful contemporary resonance. Students develop increasingly sophisticated historiographical skills and historical understanding in their analysis of significant events and close study of the nature of modern societies.

Skills developed by studying this course

Research, analysis and use of sources, critical thinking and questioning, synthesis of perspectives and interpretations, developing and supporting an argument using reliable evidence, (transferable skills that are highly valued in the workplace).

How is this course assessed?

- Source analysis
- Extended responses
- Research inquiry
- Examination

Possible study and career pathways Transferable skills of critical thinking, research skills and knowledge of the past a student gains from History are highly valued in the workplace and can be applied to a broad range of careers and tertiary study. Careers include politics, public service, research, commerce, education.

MUSIC - ATAR

Cost \$80 per year

Prerequisite

≥ B Grade in Year 10 English and a ≥ B Grade in Year 10 Music Studies is required.

Rationale

Music is a universal expression of human experience. It reflects the development of culture and identity in all societies throughout history.

Music has an incredible capacity to inspire and elicit an emotional response through listening and performing and provides opportunities for creative and personal expression.

Through the practical study of Music, both individually and with others, students grow in confidence as musicians by engaging in opportunities to perform, compose, analyse, and develop music literacy.

Students demonstrate critical and creative thinking, self-regulation, collaboration, reflective practice, resilience, and perseverance that are integral to the development of holistic musicians.

As empathetic, independent learners, students seek life-long engagement and enjoyment through the pursuit of music, be it personal, social, cultural and/or vocational.

AIMS

The Music ATAR course aims to develop students' skills in:

- Performance – students apply technical facility, stylistic and expressive awareness and knowledge of conventions when performing, both as a soloist and in ensemble.
- Composition – students use creativity when applying music language, stylistic conventions and knowledge of instrumental and performance techniques when composing and arranging.
- Music literacy – students develop their ability to read and write music, analysing, and aurally identifying, the elements and characteristics of music
- Music analysis – students analyse and understand ways in which the elements and characteristics of music have been applied across time, place and culture.

SKILLS DEVELOPED BY STUDYING THIS COURSE

Aural, theory, notation, practice, performance, composition, and arrangement. Other non-musical skills include interpersonal and social interaction in group performances and rehearsals.

How is this course assessed?

- Criterion-based assessment
- Performance
- Observation - especially in relation to practical and performance tasks.

Possible study and career pathways

Producer, conductor, performer, teacher, recording artist, songwriter, composer/arranger, sound engineer, music therapist.

PHYSICAL EDUCATION - ATAR

Cost \$120 per year

Prerequisite

≥ B Grade in Year 10 Science .

Recommended Prerequisite

≥ B Grade in Year 10 Science, ≥ B Grade in Year 10 Physical Education, ≥ B Grade in Year 10 English, and to have completed Specialised Sport Science with a ≥ B Grade.

Rationale

Study of the Physical Education Studies ATAR course contributes to the development of the whole person. It promotes the physical, social and emotional growth of students. Throughout the course, emphasis is placed on understanding and improving performance in physical activities. The integration of theory and practice is central to studies in this course.

The Physical Education Studies ATAR course focuses on the complex interrelationships between motor learning and psychological, biomechanical and physiological factors that influence individual and team performance. Students engage as performers, leaders, coaches, analysts and planners of physical activity. Physical activity serves both as a source of content and data and as a medium for learning. Learning in the Physical Education Studies ATAR course cannot be separated from active participation in physical activities, and involves students in closely integrated written, oral and physical learning experiences, based upon the study of selected physical activities.

The course appeals to students with varying backgrounds, physical activity knowledge and dispositions. Students analyse the performance of themselves and others, apply theoretical principles and plan programs to enhance performance. Physical activity and sport are used to develop skills and performance along with an understanding of physiological, anatomical, psychological, biomechanical and skill learning applications.

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

Skills developed by studying this course

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.

How is this course assessed?

- Practical (Performance)
- Investigation
- Response
- Examination

Possible study and career pathways

Nursing, health promotion, health and fitness, childcare, community services, youth work and beauty therapy.

PHYSICS - ATAR

Cost \$80 per year

Prerequisite

An A Grade in Year 10 Science is required.

Recommended Prerequisite

≥ 75% in the Year 10 Science Semester 1 Exam and ≥ A grade in Year 10 Science

Rationale

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

The Physics ATAR course uses qualitative and quantitative models and theories based on physical laws to visualise, explain and predict physical phenomena. Models, laws and theories are developed from, and their predictions are tested by, making observations and quantitative measurements. In this course, students gather, analyse and interpret primary and secondary data to investigate a range of phenomena and technologies using some of the most important models, laws and theories of physics, including the kinetic particle model, the atomic model, electromagnetic theory, and the laws of classical mechanics.

Students investigate how the unifying concept of energy explains diverse phenomena and provides a powerful tool for analysing how systems interact throughout the universe on multiple scales. 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.

Skills developed by studying this course

Design of scientific investigations, planning of valid investigations, analysis of data and making conclusions using firsthand and second-hand data. Mathematical investigations, precise measurements.

How is this course assessed?

- Content and skills tests
- Investigations, experimental designs and validations
- Extended response
- Examinations

Possible study and career pathways

This course provides an excellent foundation for further study and careers such as academic researcher, geophysicist, astronomer, mechanical or electrical engineer, meteorologist, mining.

POLITICS and LAW - ATAR

Cost \$70 per year

Prerequisite

≥ B Grade in Year 10 HASS is required.

Recommended Prerequisite

≥ B Grade in Year 10 HASS and 70 % in Semester 1 and 2 HASS exam

Rationale

Politics and Law is a critical study of the processes of decision-making concerning society's collective future. The study of politics examines the structures and processes through which individuals and groups with different interests, beliefs and goals, deliberate and negotiate in order to make choices, respond to changing circumstances and enact laws. The study of law examines the system of laws governing the conduct of the people of a community, society or nation, in response to the need for regularity, consistency and justice based upon collective human experience.

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 Politics and Law ATAR course aims to develop knowledge and understanding of the principles, structures, institutions, processes, and practices of political and legal systems, primarily in Australia and where appropriate, other systems and/or countries. The course challenges students to critically examine the effectiveness of political and legal systems using criteria, such as openness, responsiveness and accountability of those systems. The course provides for both a chronological and contemporary understanding of political and legal issues in society.

The skills and values developed in the Politics and Law ATAR course aim to allow students to become informed, active and effective participants in the political and legal decisions that affect their lives within society.

The study of the Politics and Law ATAR course contributes to students' intellectual, social, and ethical development. The course aims to support all students in developing a sense of identity, and a sense of political, legal, cultural and social awareness.

The study of the Politics and Law ATAR course can be a valuable background to careers in law, political advocacy, public administration, international relations, foreign affairs, community development, teaching, journalism, human resource management, government and commerce.

Skills developed by studying this course

Critical thinking, effective communication, political, legal, cultural and social awareness, an ability to analyse and debate contemporary issues, ethical understanding, leadership, intercultural understanding, empathy.

How is this course assessed?

- Source analysis and short answer tests
- Essays
- Inquiries
- Examinations

Possible study and career pathways

Law, political advocacy, journalism, public administration, international relations, foreign affairs, community development, education, human resource management, politician, high court justice, ASIO spy.

PSYCHOLOGY - ATAR

Cost \$80 per year

Prerequisite

An A Grade in Year 10 Science.

Recommended Prerequisite

≥ 70% in the Year 10 Science Semester 1 Exam and ≥ A Grade in Year 10 Science

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 and human interactions. Psychology is rigorous in its use of the scientific method. Many media outlets use concepts of psychology in the popular context. It is important for individuals to recognize that such approaches are often unscientific. On a larger scale, psychological knowledge can help us to understand how individuals' function within different contexts and how this is influenced by culture, values and beliefs. The course focuses on the psychology of self and others. Psychological knowledge helps us understand factors such as nature and nurture as contributors to development; theories of intelligence and how intelligence is tested; personality assessments; effective communication; attitude formation and tools for measuring attitudes and assists in understand how membership of a group influences behaviour. The course allows for systematic exploration of the complexities of human behaviour based on evidence gathered through planned investigations.

Skills developed by studying this course

Design of scientific investigations, planning of valid investigations, analysis of data and making conclusions using firsthand and second-hand data. Mathematical investigations, precise measurements.

How is this course assessed?

- Investigations
- Extended response
- Examinations

Possible study and career pathways

This course provides an excellent foundation for further study and careers such as psychologist, psychotherapist, social worker, counsellor, educational psychologist, and mental health counsellor to name but a few.

VISUAL ARTS - ATAR

Cost \$135 per year

Prerequisite

≥ B Grade in Year 10 English is required.

It is desirable that students have completed the Visual Art or Fashion Design course in Year 9 and/or Year 10.

Rationale

The Visual Arts ATAR course encompasses the practice and theory of the broad areas of art, craft and design. Students have opportunities to express their imagination, develop personal imagery, develop skills and engage in the making and presentation of artwork. They develop aesthetic understandings and a critical awareness that assists them to appreciate and make informed evaluations of art.

This course places value on divergence, uniqueness and individuality. It assists students to value and develop confidence in their own creative abilities and to develop a greater understanding of their environment, community and culture. The Visual Arts ATAR course engages students in a process that helps them develop motivation, self-esteem, discipline, collaborative practice and resilience, all of which are essential life skills. Enterprise and initiative are recognised and encouraged.

Within contemporary society, there is increasing demand for visual literacy: the ability to perceive, understand, interpret and evaluate visual information. The Visual Arts ATAR course enables students to develop their visual literacy and communication skills and become discriminating in their judgements. Particular aspects of life are understood and shared through visual symbol systems that are non-verbal modes of knowing.

The Visual Arts ATAR course encourages students to develop problem-solving skills together with creative and analytical ways of thinking. Innovation is encouraged through a process of inquiry, exploration and experimentation. Students transform and shape ideas to develop resolved artwork. They engage in art-making processes in traditional and new media areas, which involve exploring, selecting and manipulating materials, techniques, processes, emerging technologies and responses to life. This course allows them to engage in traditional, modern and contemporary art forms, such as sculpture, painting, drawing, graphic design, printmaking, collage, ceramics, earth art, video art, installations, textiles, performance, photography, montage, multimedia, and time-based works and environments.

SKILLS DEVELOPED BY STUDYING THIS COURSE

The practice of art in different disciplines such as painting, illustration, digital media, textiles, sculpture and printmaking, problem-solving skills, creative production and analytical thinking.

How is this course assessed?

The course content is divided into two areas:

- Art Making - smaller works leading to a final artwork for each Unit.
- Final artwork in media of your choice, eg painting.
- Art Interpretation - artist case study, compare contrast of artworks, short answer responses, exam.
- Examination

Possible study and career pathways

Architect, professional artist, graphic designer, fashion and jewellery design, education, art therapist, photographer, museum or gallery specialist, draft person.

GENERAL COURSES

ABORIGINAL and INTERCULTURAL STUDIES - GENERAL

Cost \$70 per year

Recommended Prerequisite

≥ C Grade in Year 10 HASS.

Rationale

Aboriginal histories and cultures are fundamental to the development of Australian identity and the formation of contemporary Australian society. The exploration of Aboriginal cultures, past and present and how Aboriginal Peoples interact with other sociocultural groups, provides a logical starting point for the exploration of cultural identity. In this course students explore and investigate the concept of culture, and how cultures interact with one another and with their environment.

Students learn about the diversity of Aboriginal societies and cross-cultural interaction between Aboriginal and non-Aboriginal Australians, past and present, using a process of social inquiry. They critically explore a wide range of political, social, historical, legal and environmental issues from an intercultural perspective. They analyse Aboriginal Peoples' experiences in contemporary Australian society, using a range of approaches. These include comparative studies, investigating the experiences of both Indigenous communities elsewhere in the world and different cultural communities within Australia. The importance of ethical considerations in the investigation of cultural and social issues is emphasised.

The Aboriginal and Intercultural Studies ATAR course provides for both Aboriginal and non-Aboriginal students to explore 'shared histories' and involve themselves in active reconciliation. This course affirms the cultural experience and identity of Aboriginal students. All students have opportunities to learn from, and with, Aboriginal Peoples.

Skills developed by studying this course

The Aboriginal and Intercultural Studies ATAR course is intended to equip students with the knowledge, skills and values to be active citizens at the local, national and global levels. These skills are also highly valued in today's workplaces. The ability to work effectively in a culturally diverse environment is important in a wide range of vocational contexts

How is this course assessed?

- Inquiry
- Response
- Social Action
- Externally Set Task (Year 12)

Possible study and career pathways

Archivist, collections officer, conservation consultant, cultural heritage specialist, museum education officer, researcher, gallery or museum curator, government adviser.

ACCOUNTING and FINANCE - GENERAL

Cost \$50 per year

Recommended Prerequisite

≥ C Grade in Year 10 HASS and a ≥ B Grade in Year 10 Mathematics.

Rationale

The Accounting and Finance General 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.

Through engagement with the course, students develop an understanding of the fundamentals on which accounting and financial management are based. In our current economic environment, where small businesses are the largest employers, many students will find themselves self-employed and there is a high probability that they will have to engage in some form of accounting practices. An understanding these practices enables them to analyse their own financial data and make informed decisions based on that analysis.

In a rapidly changing world, the impact of technology on financial and accounting practices has been vast. The use of computer systems for record keeping, and the communication of financial data is already vital, and will continue to shape future careers. Many of these careers have not yet evolved, but when they do, they will involve technology and financial practices at some level.

Skills developed by studying this course

Double entry accounting, cost-volume-profit analysis, cost accounting, budgeting, financial statement analysis, ratio analysis, problem solving, critical thinking, communication, decision making.

How is this course assessed?

- Projects - students scrutinise accounting and finance issues, analyse, critique and interpret given situations and make conclusions
- Tests - students calculate, record, report, analyse, interpret, problem solve and provide recommendations on financial and non-financial information
- Externally Set Task (Year 12)

Possible study and career pathways

Commerce and business law, small business owner, financial accountant, management accountant, financial analyst, auditor, financial planner, forensic accountant.

ANCIENT HISTORY - GENERAL

Cost \$50 per year

Recommended Prerequisite

≥ C Grade in Year 10 HASS is recommended.

Rationale

The study of ancient history is the process of making meaning of the distant past in order to understand our present. It provides an opportunity for students to study people from cultures and communities that no longer exist, and to investigate how these communities responded to the problems and challenges of their time. Ancient history allows students to explore the ancient historical narrative and to seek out evidence for this.

The Ancient History General course promotes skills of research, hypothesis testing and analysis of information as students engage with historical inquiries. Through these inquiries, they learn that historical judgements are provisional and tentative in nature. A study of ancient history also enables students to develop skills in critical thinking and analysis 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. Students are exposed to a variety of historical sources of both a textual and a material nature, such as letters, speeches, buildings, tombs and works of art, in order to determine cause and effect, and the motives and forces influencing people and events. Students use the evidence from sources to formulate and support their own interpretations, and to communicate their findings in a variety of ways.

The Ancient History General course allows students to gain insights into their own society and its values through the study of societies and cultures of the more distant past. These societies vary in size from small city states to vast empires and, in significant cases, are the ancient foundations of modern political, legal, cultural and religious institutions. It helps students to understand why societies and peoples hold certain values, and why values and belief systems vary from one group to another.

Skills developed by studying this course

This syllabus also continues to develop the skills of historical inquiry, with a greater focus on skills associated with critical thinking, the analysis of sources, historical interpretation and contestability.

How is this course assessed?

- Inquiry
- Explanation
- Source Analysis
- Tests
- Externally Set Task (Year 12)

Possible study and career pathways

Archivist, collections officer, conservation consultant, cultural heritage specialist, museum education officer, researcher, gallery or museum curator, government adviser.

APPLIED INFORMATION TECHNOLOGY - GENERAL

Cost \$65 per year

Recommended Prerequisite

No Prerequisite.

Rationale

The Applied Information Technology General course provides students with the knowledge and skills to use a range of computer hardware and software to create, manipulate and communicate information in an effective, responsible and informed manner. Students develop an understanding of computer systems; the management of data; and the use a variety of software applications to investigate, design, construct and evaluate digital products and digital solutions. The course offers pathways to further studies and a range of technology-based careers and a set of skills that equip students for the 21st century and give them an appreciation of the impact of information technology on society.

Skills developed by studying this course

Communication and advocacy skills, managing and collaborating skills, self-management skills, investigative skills, analysis and application skills.

How is this course assessed?

- Investigations and validations
- Practical applications
- Short answer response tests
- Externally Set Task (Year 12)

Possible study and career pathways

Early childhood teaching, childcare work, working with special needs, social work, nursing and midwifery.

BUSINESS MANAGEMENT and ENTERPRISE - GENERAL

Cost \$50 per year

Recommended Prerequisite

≥ C Grade in Year 10 HASS.

Rationale

The Business Management and Enterprise General 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.

The Business Management and Enterprise General course aims to prepare all students for a future where they will need to identify possibilities and create opportunities within a business environment. This course provides students with the ability to make sound and ethical business decisions based on critical thinking, in line with their own and societal values.

The course equips students to proactively participate in the dynamic world of business, behave responsibly and demonstrate integrity in business activities.

Skills developed by studying this course

Competitor analysis, problem solving, critical thinking, time management, marketing, evaluation and reflection skills, financial management, communication.

How is this course assessed?

- Business Research Reports
- Written or oral responses to scenarios and case studies
- Externally Set Task (Year 12)

Possible study and career pathways

Legal and business administrators, project officer, human resource management, business manager, business owner, marketing manager.

CHILDREN, FAMILY and THE COMMUNITY - GENERAL

Cost \$60 per year

Recommended Prerequisite

No Prerequisite.

Rationale

The Children, Family and the Community General course focuses on factors that influence human development and the wellbeing of individuals, families and communities. Students develop an understanding of the social, cultural, environmental, economic, political and technological factors which have an impact on the ability of individuals and families to develop skills and lead healthy lives. They recognise how promoting inclusion and diversity among individuals, families and groups in society contributes to the creation of safe, cohesive and sustainable communities.

Through the study of developmental theories, students develop an understanding of human growth and the domains of development. Students are introduced to the diverse nature and interdependence of societal groups. They develop an appreciation of how the creation of environments that promote optimal growth and development of individuals, families and communities affect and influence society as a whole. Students investigate access to, and availability of, support services and review laws and regulations that govern the provision of such support.

Students explore products, services or systems that address issues, opportunities or challenges to meet the needs of individuals, families and communities. Students consider alternative perspectives, policies and practices when working individually or collaboratively. They use a range of skills to make informed decisions and consider actions at personal, family and community levels. Students communicate and interact with children, families and community groups in practical ways. Students understand that beliefs, values and ethics influence decisions made by individuals, families, and communities.

Skills developed by studying this course

Communication and advocacy skills, managing and collaborating skills, self-management skills, investigative skills, analysis and application skills.

How is this course assessed?

- Investigations and validations
- Practical applications
- Short answer response tests
- Externally Set Task (Year 12)

Possible study and career pathways

Early childhood teaching, childcare work, working with special needs, social work, nursing and midwifery.

DIMENSIONAL DESIGN - GENERAL

Cost \$125 per year

Recommended Prerequisite

It is recommended that students have studied Fashion and Design or Visual Arts with a minimum of a C grade.

Rationale

Design involves the strategic development, planning and production of visual and tactile communication. It deals with the effective and efficient communication of ideas, values, beliefs, attitudes, messages and information to specific audiences for specific purposes and with specific intentions.

Design has its own set of theories and practices and incorporates a wide range of principles, methods and techniques drawn from a variety of different disciplines such as psychology, communication studies, digital design, technical graphics, art, engineering, architecture, sociology, cultural studies, marketing and economics. The disciplined application of these elements forms a design process that guides the development of creative and functionally effective solutions to identified possibilities or problems.

We live in a diverse and constantly changing information-rich society and culture, constantly immersed in design communication. Sometimes the intention of design is to inform, express, educate or entertain. Often the intention is also to influence or persuade. An understanding of design and how it works can enhance an individual's ability to interact with their environment, to learn from it and to grow within it. It also empowers the individual by making them more discerning of, and therefore less susceptible to, manipulation and influence via design.

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

Design projects allow students to demonstrate their skills, techniques and application of design principles and processes; to analyse problems and possibilities; and to devise innovative strategies within design contexts. There is potential for students to develop transferable skills and vocational competencies while devising innovative designs.

In this course, students develop a competitive edge for current and future industry and employment markets. This course also emphasises the scope of design in professional and trade based industries allowing students to maximise vocational and/or university pathways.

How is this course assessed?

- Production
- Response
- Externally set task (Year 12)

Possible study and career pathways

Visual Merchandiser, Desktop publishing Operator, Clothing Patternmaker, Screen Printer, Marketing Officer, Graphic Designer, Urban Planner, Photographer and Marketing Officer among others.

DRAMA - GENERAL

Cost \$100 per year

Recommended Prerequisite

≥ C Grade in Year 10 English and the completion of Year 9 &/or 10 Drama is recommended.

Year 11 Course Content

The Drama General course focuses on drama in practice and aesthetic understanding as students integrate their knowledge and skills. They engage in drama processes such as improvisation, play building, text interpretation, playwriting and dramaturgy. This allows them to create original drama and interpret a range of texts written or devised by others by adapting the theoretical approaches of drama practitioners like Stanislavski and Brecht. Students' work in this course includes production and design aspects involving directing, scenography, costumes, props, promotional materials, and sound and lighting. Increasingly, students use new technologies, such as digital sound and multimedia. They present drama to make meaning for a range of audiences and adapt their drama to suit different performance settings. The focus in this course is primarily on ensemble performance and teamwork.

Skills developed by studying this course

Communication and advocacy skills, acting technique, voice and movement, collaboration skills, self-management skills, investigative skills, analysis and application skills, creativity, problem solving and performance skills.

How is this course assessed?

- Practical assessments
- Case studies
- Extended responses
- Externally set task (Year 12)

Possible study and career pathways

Actor, director, education, arts administrator, acting coach, stage manager, producer. Students' progress from this course into a wide range of pathways including law, teaching, speech therapy, and medicine among others.

ENGLISH – GENERAL

Cost \$60 per year

Recommended Prerequisite

There is no prerequisite for English General – all students must study one English course.

Year 11 Course Content

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

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

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.

Aims

All senior secondary English courses aim to develop students' ability to:

- listen, speak, read, view and write
- create texts for a range of purposes, audiences and contexts
- understand and appreciate different uses of language.

In addition, the English General course aims to develop students' ability to:

- use and apply language and information effectively, confidently and creatively in vocational, community and academic contexts and enhance their broader communication skills
- understand the ways in which text structure, stylistic features and register combine to make meaning and influence responses
- be proficient in comprehending and creating a range of written, oral, multimodal and digital forms
- work collaboratively, interacting confidently and effectively with others in everyday, community, social and applied learning contexts.

Skills developed by studying this course

Persuasive writing, imaginative writing, analysis of a range of text types.

How is this course assessed?

- Responding - producing written responses to studied texts and issues
- Creating - creating a range of texts
- Externally Set Task (Year 12)

Possible study and career pathways

Teaching, social work, writing, community relations

ENGLISH as an ADDITIONAL LANGUAGE / DIALECT – GENERAL

Cost \$60 per year

Recommended Prerequisite

Must meet eligibility requirements (refer to the [SCSA Website](#)).

Best suited for students who have limited exposure to, and experience of, Standard Australian English (SAE) (Category 2) Literacy OLNA.

Rationale

The English as an Additional Language or Dialect (EAL/D) General course focuses on language learning and the explicit teaching of the structure, linguistic features and sociolinguistic and sociocultural aspects of Standard Australian English (SAE). Through close study of language and meaning, students of the English as an Additional Language or Dialect General course explore how learning in and through English language and literature influences their own and others' personal, social and cultural identities and thought processes. They develop skills that enable them to use different registers of spoken and written SAE so they can communicate effectively in a range of contexts and for a variety of purposes in order to become effective cross-cultural users of language and dialect. In the Western Australian context, the English as an Additional Language or Dialect General course makes specific provision for the development of SAE by users of Aboriginal English (AE) in a bi-dialectal approach based on the growing understanding of Aboriginal English as a marker of identity and deep level cultural conceptualisations.

The English as an Additional Language or Dialect General course provides opportunities for students to engage reflectively and critically with a broad range of spoken, written and multimodal texts, including literary and non-literary texts, for example, academic, everyday and workplace texts. Students learn to create, individually and collaboratively, increasingly complex texts for different purposes and audiences in different forms, modes and media.

Unit 1 to Unit 4 develop students' English skills in order to prepare them for a range of post-secondary settings.

Within each unit, students regularly use the language modes of listening, speaking, reading, viewing and writing to develop their communicative skills in SAE for a range of purposes, audiences and contexts.

Eligibility

The English as an Additional Language or Dialect course is available to students who speak English as an additional language or dialect and whose use of SAE is restricted. English as an Additional Language or Dialect eligibility criteria do not apply to the Year 11 period of enrolment.

A Year 12 student can enrol into General and Foundation EAL/D courses with eligibility approval by the school principal. For a student to be approved, the school must complete and file the required documentation (Form 4) and supporting evidence. Schools must be prepared to submit this documentation and evidence when required by the Authority. All information and documentation is located on the EAL/D page of the Authority website: <https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/english/english-as-an-additional-language-or-dialect>.

Skills developed by studying this course

Persuasive writing, imaginative writing, analysis of a range of text types.

How is this course assessed?

- Investigation
- Response
- Written and Oral Production
- Externally Set Task (Year 12)

FOOD SCIENCE and TECHNOLOGY - GENERAL

Cost \$210 per year

Recommended Prerequisite

No Prerequisite.

Rationale

Food impacts every aspect of daily life and is essential for maintaining overall health and wellbeing. The application of science and technology plays an important role in understanding how the properties of food are used to meet the needs of consumers and producers. Food laws and regulations govern the production, supply and distribution of safe foods. Students develop practical food-related skills, understandings and attitudes that enhance their problem-solving abilities and decision-making skills.

In the Food Science and Technology General course, students develop their interests and skills through the design, production and management of food-related tasks. They develop 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.

Skills developed by studying this course

Food preparation skills, catering, budgeting, dietary planning, investigation skills, menu planning

How is this course assessed?

- Investigation - directed research into an issue related to food science and technology
- Production - a project to explore ideas, design products and implement production processes
- Response - questions which require students to respond to prompts, such as case studies
- Externally Set Task (Year 12)

Possible study and career pathways

Nutrition, health promotions, food science, food and beverage manufacturing, food processing and hospitality.

GEOGRAPHY - GENERAL

Cost \$70 per year

Recommended Prerequisite

≥ C Grade in Year 10 HASS.

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 and use this knowledge to promote a more sustainable way of life and awareness of social and spatial inequalities.

In the senior secondary years, the Geography General course provides a structured, disciplinary framework to investigate and analyse a range of challenges and associated opportunities facing Australia and the global community. These challenges include rapid change in biophysical environments, the sustainability of places, dealing with environmental risks and the consequences of international integration.

Geography addresses questions about the interaction of natural and human environments within various natural and social systems. It examines the factors that impact upon decisions about sustainability, the conflicting values between individuals and groups over sustainability and the degree of commitment towards sustainable development.

Geography as a discipline values imagination, creativity and speculation as modes of thought. It provides a systematic, integrative way of exploring, analysing and applying the concepts of place, space, environment, interconnection, sustainability, scale and change. These principal geographical concepts are applied and explored in depth through unit topics, to provide a deeper knowledge and understanding of the complex processes shaping our world. Taken together, the ability of students to apply conceptual knowledge, in the context of an inquiry, and the application of skills, constitute 'thinking geographically' – a uniquely powerful way of viewing the world.

Skills developed by studying this course

Fieldwork, mapping, map and data interpretation, remote sensing, use of geographical information systems (gis), questioning, planning, recording, evaluating, interpreting and communicating information.

How is this course assessed?

- Inquiries into particular places, events and topics
- Written or oral responses to scenarios and case studies
- Externally Set Task (Year 12)

Possible study and career pathways

Architecture, agriculture, environmental planning/ management, urban/regional planning, tourism, mining, meteorology, agribusiness.

HEALTH - GENERAL

Cost \$50 per year

Recommended Prerequisite

≥ C Grade in Year 10 Health.

Rationale

The Health Studies General course focuses on the study of health as a dynamic quality 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.

The influence of social, environmental, economic and biological determinants of health is a key focus of the course. Other course content includes the influence of beliefs, attitudes and values on health behaviour, and the importance of self-management and interpersonal skills in making healthy decisions.

Using an inquiry process, students draw on their knowledge and understandings of health concepts and investigate health issues of interest. Through this process, they develop research skills that can be applied to a range of health issues or concerns.

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.

Skills developed by studying this course

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.

How is this course assessed?

- Inquiry
- Response
- Externally Set Task (Year 12)

Possible study and career pathways

Nursing, health promotion, health and fitness, childcare, community services, youth work and beauty therapy.

INTEGRATED SCIENCE - GENERAL

Cost \$70 per year

Recommended Prerequisite

≥ C grade in Year 10 Science.

Rationale

Science is a dynamic, collaborative human activity that uses distinctive ways of valuing, thinking and working to understand natural phenomena. Science is based on people's aspirations and motivations to follow their curiosity and wonder about the physical, biological and technological world. Scientific knowledge represents the constructions made by people endeavouring to explain their observations of the world around them. Scientific explanations are built in different ways as people pursue intuitive and imaginative ideas, respond in a rational way to hunches, guesses and chance events, challenge attitudes of the time, and generate a range of solutions to problems, building on existing scientific knowledge. As a result of these endeavours, people can use their scientific understandings with confidence in their daily lives. Because scientific explanations are open to scrutiny, scientific knowledge may be tentative and is continually refined in the light of new evidence.

The Integrated Science General course 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, an array of diverse methods of investigation, and a sense of the practical application of the domain. It emphasises formulating and testing hypotheses and the critical importance of evidence in forming conclusions.

Skills developed by studying this course

This course enables students 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.

How is this course assessed?

- Science Inquiry
- Practical Assessment and Investigation
- Extended response
- Tests
- Externally Set Task (Year 12)

Possible study and career pathways

The Integrated Science General subject 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.

MATERIALS DESIGN and TECHNOLOGY (METAL or WOOD) - GENERAL

Cost \$130 per year

Recommended Prerequisite

No Prerequisite.

Rationale

Materials are the basic ingredients of technology. Materials are used to make machines and these machines use materials to make products. Materials also supply the energy to enable technology to function. Throughout history, the evolution of technology has been largely determined by the availability of materials. The strong historical links between materials, design and technology remain significant in society today. As long as the desire to create new opportunities and to continue to improve our quality of life remains, the development of materials will continue.

The Materials Design and Technology General course is a practical course. Students will explore and use two materials learning contexts: metal or 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. This will enhance and complement the knowledge and skills developed within the course as many modern-day products are manufactured using a range of different material types. Students examine social and cultural values and the short-term and long-term impacts of the use and misuse of materials and associated technologies. Through this inquiry, experimentation and research, students develop their creativity and understanding of the society in which they live.

Skills developed by studying this course

Working with materials, students develop a range of manipulation, processing, manufacturing and organisational skills. When designing with materials, they develop problem solving skills.

How is this course assessed?

- Design
- Production
- Response
- Externally Set Task (Year 12)

Possible study and career pathways

Welder, Boilermaker, machinist.

MATHEMATICS ESSENTIALS - GENERAL

Cost \$70 per year

Recommended Prerequisite

No Prerequisite.

Rationale

Mathematics is the study of order, relation and pattern. From its origins in counting and measuring, it has evolved in highly sophisticated and elegant ways to become the language used to describe much of the physical world. Statistics is the study of ways of collecting and extracting information from data and of using that information to describe and make predictions about the behaviour of aspects of the real world in the face of uncertainty. Together, mathematics and statistics provide a framework for thinking and a means of communication that is powerful, logical, concise and precise.

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

Skills developed by studying this course

The ability to use mathematics effectively, efficiently and critically to make informed decisions. Mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning and community settings.

How is this course assessed?

- Content tests
- Practical Investigations
- Statistical Investigations
- Externally Set Task (Year 12)

Possible study and career pathways

Food science, child health worker, education assistant, retail management, lab technician.

MEDIA PRODUCTION and ANALYSIS - GENERAL

Cost \$100 per year

Recommended Prerequisite

≥ C Grade in Year 10 English and the completion of Year 9 &/or 10 Media.

Year 11 Course Content

In Year 11 students will use critical awareness and cultural understandings to explore and develop media ideas.

Students will explore technologies, codes and conventions to create meaning and develop ideas present ideas, designs and/or production plans. Students will use skills, techniques, processes, conventions and technologies to create media work for audience, purpose and context.

Through the use of critical, social, cultural and aesthetic understandings to respond to, reflect on and evaluate media work. Students will learn to understand the role of media in society with the impact of technological developments, and controls and constraints on media production and use.

Year 12 Course Content

Students will use critical awareness and cultural understandings to explore and develop media ideas. Through the use of skills, techniques, processes, conventions and technologies, students will learn to create media work for audience, purpose and context. With the use of critical, social, cultural and aesthetic understandings, students will respond to, reflect on and evaluate media work.

The impact of technological developments, and controls and constraints, on media production and use will provide the students with an understanding of the role of media in society.

Skills developed by studying this course

Provides a strong preparation for those students aspiring to creative industry pathways, develops problem-solving abilities through the application of the production process (collaborative and individual) and ICT training in a broad range of industry-standard software packages including Adobe Creative Cloud products. This course complements other Arts courses such as Certificate III in Screen & Media, Design and Visual Art.

How is this course assessed?

- Practical assessments
- Extended responses
- Externally set task (Year 12)

Possible study and career pathways

Creative Industries - Film & television, multi-media production, advertising, publicity, public relations, arts administration, theatre and entertainment, journalism, and graphics.

PHYSICAL EDUCATION STUDIES - GENERAL

Cost \$120 per year

Recommended Prerequisite

≥ C Grade in Year 10 Physical Education.

Rationale

The Physical Education Studies General course contributes to the development of the whole person. It promotes the physical, social and emotional growth of students. Throughout the course, emphasis is placed on understanding and improving performance in physical activities. The integration of theory and practice is central to studies in this course.

The Physical Education Studies General course focuses on the complex interrelationships between motor learning and psychological, biomechanical and physiological factors that influence individual and team performance. Students engage as performers, leaders, coaches, analysts and planners of physical activity. Physical activity serves both as a source of content and data and as a medium for learning. Learning in the Physical Education Studies General course cannot be separated from active participation in physical activities and involves students in closely integrated written, oral and physical learning experiences based upon the study of selected physical activities.

The course appeals to students, with varying backgrounds, physical activity knowledge and dispositions. Students analyse the performance of themselves and others, apply theoretical principles and plan programs to enhance performance. Physical activity and sport are used to develop skills and performance, along with an understanding of physiological, anatomical, psychological, biomechanical and skill learning applications.

Skills developed by studying this course

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

How is this course assessed?

- Practical assessments
- Investigation
- Response
- Externally set task (Year 12)

Possible study and career pathways

Fitness Instructor, Defence Force Member, Farrier, Sports person, Police Officer, Health Promotion Officer and Dietician amongst many other industries.

VISUAL ARTS - GENERAL

Cost \$135 per year

Recommended Prerequisite

≥ C Grade in Year 10 Visual Arts.

Year 11 Course Content

Students have opportunities to express their imagination in the making and presentation of artworks. Students make connections between the study of art, everyday life experiences and their environment. The focus for Year 11 production work in Unit 1 is Experiences. Students' base art making and interpretation on their personal experiences and observations of their surroundings. Imaginative art making is concerned with family, social, communal, and shared activities. The focus for Unit 2 is Explorations. Students explore ways to generate and develop ideas using a variety of stimulus materials. They identify stylistic features of art from different times and places and explore ways to develop and produce their own artwork.

Year 12 Course Content

The focus for Unit 3 is Inspiration'. Students become aware that artists gain inspiration and generate ideas from diverse sources. They are given opportunities to present or exhibit their work, describe their sources of inspiration and evaluate the success of their finished artworks. Unit 4 provides a focus for Investigations. Students explore and develop ideas for art making through investigating different artists, art forms, processes and technologies. In this unit students further, develop their understanding of the creative process and learn how to apply new skills and techniques in the communication of their ideas.

Skills developed by studying this course

The practice of art in different disciplines such as painting, illustration, digital media, textiles, sculpture and printmaking, problem-solving skills and creative thinking.

How is this course assessed?

The course content is divided into two areas:

- Practical Production - Art making
- Written analysis and investigation
- Externally set task (Year 12)

Possible study and career pathways

Professional artist, graphic designer, fashion and jewellery design, education, art therapist, photographer, museum or gallery specialist, craft production, illustrator, advertising

CERTIFICATE COURSES

offered onsite at HSHS

CERTIFICATE III BUSINESS – BSB30120

Cost \$275.00



Delivered and assessed at school in partnership with IVET Institute (RTO: 40548)

Duration: 2 years

This qualification reflects the varied roles of individuals across different industry sectors who apply a broad range of competencies using some discretion, judgement and relevant theoretical knowledge. Students will develop and build teamwork, interpersonal skills and organisational capabilities which can be used to further strengthen their employability skills post-secondary schooling. The importance of digital literacy in the workforce will be addressed, and students will gain a deeper understanding of its importance to their work lives. The course is delivered over 1-2 years depending on the individual school and time allocated within the school framework.

Learning Areas

- Planning and preparation
- Prioritisation and time management
- Teamwork and workplace etiquette
- Effective and inclusive work habits
- Common digital technologies
- Common business software applications
- Presentation skills
- Safe and sustainable work practices
- Communication skills
- Teamwork and workplace etiquette
- Critical thinking and basic problem solving
- Stress management and personal well being

How will I be assessed?

Students will complete a variety of assessments throughout the year including reports, group tasks, portfolios, presentations and case studies. There are 12 units that students will need to complete over two years to attain your certificate. A number of attempts to show evidence of competency for each of the units.

Employment Opportunities and Career Pathways

Immediate Employment Pathways

- Bookkeeper
- Secretary
- Administration
- Banking
- Sales Assistant

Training and Tertiary Career Pathways

- BSB40215 - Certificate IV in Business
- BSB40515 - Certificate IV in Business Administration
- BSB50215 - Diploma of Business

CERTIFICATE II CONSTRUCTION PATHWAYS

Cost \$295.00



Delivered and assessed at school in partnership with AIET Institute (RTO: 121314)

Duration: 2 years

This qualification provides students with the knowledge and skills that will enhance their employment prospects in the building and construction industry. Students will gain a broad knowledge of building, bricklaying, and tile laying. Most of the course involves practical tasks and projects giving students sound skills. The aim of the Certificate II in Construction Pathways is to provide students with basic industry specific skills and knowledge to enable transition into an apprenticeship within the building and construction industries at the certificate III level.

What will I be studying?

The core units of competency that students will be studying are:

- Work effectively and sustainably in the construction industry
- Plan and organise work
- Carry out measurements and calculations
- Undertake a basic construction project
- Apply WHS requirements, policies and procedures in the construction industry.

How will I be assessed?

Over the two-year course students will work in groups to complete four major projects including a documentary, television commercial, music video, and a dramatic film. Students make a number of attempts to show evidence of competency for each of the units.

Employment Opportunities and Career Pathways

Immediate Employment Pathways

- Carpentry
- Builder's labourer
- General construction

Training and Tertiary Career Pathways

- CPC30220 Certificate III in Carpentry
- CPC50220 Diploma of Building and Construction (Building)

CERTIFICATE II CREATIVE INDUSTRIES – FILM and DESIGN

Cost \$160.00



Delivered and assessed at school in partnership with Mount Pleasant College (RTO Provider No: 52297)

Duration: 2 years

Want to future proof your career? Creativity is the third top skill that employers are looking for in the workforce. This course enables students to learn key features of film and creative arts industries. Students will also further improve your future employability by developing key digital skills.

What will I be studying?

Students will gain practical film production skills including:

- Operating a video camera
- Developing and applying critical thinking skills
- Following and evaluating a design process
- Developing digital vision and sound editing techniques
- Getting a sound introduction to the creative arts industry

How will I be assessed?

Over the two-year course students will work in groups to complete four major projects including a documentary, television commercial, music video, and a dramatic film. Students make a number of attempts to show evidence of competency for each of the units.

Employment Opportunities and Career Pathways

Immediate Employment Pathways

- Sound Technician
- Producer
- Editor
- Journalist
- Web Designer
- Graphic Designer
- Cinematographer
- Broadcasting Technician

Training and Tertiary Career Pathways

- CUA31015 Certificate III in Screen and Media
- ICT40915 Certificate IV in Digital and Interactive Games
- CUA41215 Certificate IV in Screen and Media

CERTIFICATE II DANCE – CUA20120

Cost \$295.00



Delivered and assessed at school in partnership with College of Sound and Music Production
(RTO Provider No: 41549)

Duration: 2 years

The aim of this qualification is to provide students with the technical skills, performance skills, knowledge, and attitudes, to begin the process of establishing a career in the entertainment industry. The training will introduce young dance performers to a variety of dance styles and techniques (contemporary, jazz and street), and is suited to all students interested in any form of movement and dance. The skills learnt can be applied to everyday fitness and coordination, to further training in dance and performance, and to a deeper appreciation of dance and the performing arts.

What will I be studying?

Core Units of Competency include:

- Develop basic dance techniques
- Incorporate artistic expression into basic dance performances
- Develop and apply creative arts industry knowledge
- Prepare for live performances
- Follow safe dance practices
- Develop a basic level of physical fitness for dance performance

Employment Opportunities and Career Pathways

Immediate Employment Pathways

- Trainee Dancer

How will I be assessed?

Certificate II students are assessed in a performance setting within live dance performances and are required to feature their routines within Arts Showcase. Assessment tools comprise of theory booklets, performance observations, case studies and a seminar presentation.

CERTIFICATE II ENGINEERING PATHWAYS – MEM20422

Cost \$150.00



Delivered and assessed at school in partnership with AIET Institute (RTO: 121314)

Duration: 2 years

The qualification is suited to students interested in exposure to an engineering or related working environment with a view to entering employment in this area. This qualification will equip students with knowledge and skills which will enhance their prospects of employment. The student will undertake basic engineering projects and use hand tools, power tools and workshop machines.

What will I be studying?

Through theory and practical course work, students will learn:

- Apply principles of occupational health and safety in the work environment
- Develop a career plan for the engineering and manufacturing industry
- Undertake a basic engineering project
- Participate in environmentally sustainable work practices
- Use hand tools
- Use electric welding machines
- Use fabrication equipment
- Interact with computing technology

How will I be assessed?

There is a strong emphasis on safety and students develop sound workshop practices and skills through the theoretical and practical application of a range of foundational skills, using a wide range of workshop equipment.

Employment Opportunities and Career Pathways

Immediate Employment Pathways

- Machine operator
- Engineering Trainee

Training and Tertiary Career Pathways

- MEM30505 Certificate III in Engineering - Technical
- MEM40105 Certificate IV in Engineering
- MEM50212 Diploma of Engineering – Technical

CERTIFICATE II HOSPITALITY

Cost \$230.00



Delivered and assessed at school in partnership with IVET Institute (RTO: 40548)

Duration: 2 years

This course prepares individuals for any one of a number of entry level positions into the hospitality industry through a defined and fundamental range of operational skills, as well as foundational industry knowledge. The qualification provides a flexible pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafés, and coffee shops. The Certificate II in Hospitality is a popular course, as it is a door opener to many employment or further study options.

What will I be studying?

Through theory and practical course work, students will learn:

- Safe and hygienic food handling practices
- Preparing simple food dishes
- Customer service
- Teamwork
- Premise and equipment care and cleaning

How will I be assessed?

Assessment includes observation, completion of workbooks, questioning, a practical demonstration.

Employment Opportunities and Career

Pathways Immediate Employment Pathways

- Chef
- Café Attendant
- Careering assistant
- Food and Beverage attendant
- Porter
- Front Office Assistant

Training and Tertiary Career Pathways

- SIT30616 Certificate III in Hospitality
- SIT40416 Certificate IV in Hospitality
- SIT50416 - Diploma of Hospitality Management

CERTIFICATE III MUSIC (SOUND PRODUCTION) – CUA30920

Cost \$300.00

** Please be advised that there are additional costs associated with the course for headphones and an external hard drive that students will be required to have for this course.



Delivered and assessed at school in partnership with College of Sound and Music Production (RTO Provider No: 41549)

Duration: 2 years

Students in this course will develop their technical understanding, skill and experience in both live audio and studio production environments. Sound production students will learn the theory, setup and operation of audio systems. Additionally, they will be exposed to lighting installation and application, as well as elements of event direction and production management.

What will I be studying?

Through theory and practical course work, students will learn:

- How to create, edit, record and mix both your own and other artists' original music
- Detailed theory and art of audio in live and studio environments.
- Become proficient using industry-leading live audio consoles.

How will I be assessed?

Through a mix of theory and practical coursework. This course encourages creativity as well as practical ability in assessments.

Employment Opportunities and Career Pathways

Immediate Employment Pathways

- Music Technician (live, studio, radio)
- Producer
- Stage Producer
- Sound Assistant

Training and Tertiary Career Pathways

- CUA40915 Certificate IV in Music (Sound Production)
- Diploma of Music Industry (Sound Production)
- Diploma of Music Industry (Music Business)
- Advanced Diploma of Music Industry (Sound Production)

CERTIFICATE II MUSIC – CUA20620

Cost \$110.00



Delivered and assessed at school in partnership with College of Sound and Music Production
(RTO Provider No: 41549)

Duration: 2 years

This course will encourage and enhance your musical skills for technical production and/or musical performance. It is designed for those students who have an interest in music and are keen to develop skills as a musician or producer with the aim to perform, use music technology and be involved with live music events.

What will I be studying?

Through theory and practical course work, students will learn:

- The basics of singing and playing an instrument
- The basics of performing
- Music recording
- Work, health and Safety
- How the music industry operates

How will I be assessed?

Core units of competency in the program include developing and updating industry knowledge participating in work, health and safety processes and working effectively with others. The elective units will assist students in learning basic music theory and help to develop and apply creative arts industry knowledge.

Employment Opportunities and Career

Pathways Immediate Employment Pathways

- Musician
- Music Technician
- Producer
- Singer
- Stage Producer
- Arranger
- Promoter

Training and Tertiary Career Pathways

- CUA30915 Certificate III in Music Industry
- CUA4091 Certificate IV in Music Industry
- CUA5081 Diploma in Music Industry
- CUA60515 Advanced Diploma in Music Industry

CERTIFICATE II SPORT COACHING

Cost \$230.00



Delivered and assessed at school in partnership with IVET Institute (RTO: 40548)

Duration: 1 year

Recommended Prerequisite

It is recommended students have achieved a minimum of a C Grade in Year 10 Health and Physical Education.

Students who complete this Qualification in Year 11 must undertake the Certificate II in Sport and Recreation in Year 12.

This qualification provides a pathway to work in entry-level assistant coaching roles, working or volunteering at community-based sports clubs and organisations in the Australian sport industry. The course provides a defined and fundamental range of elementary coaching skills needed to engage participants in a specific sport, under the supervision of a senior coach. This Qualification will empower students to strengthen your organization and time management skills, as well as an ability to adapt and “think on your feet” in practical situations.

What will I be studying?

Students will gain practical skills in the sport and recreation industry including:

- Working in a community coaching role
- Coaching foundation level participants
- Responding to first aid situations
- Officiating sports
- Equipment and facility maintenance

How will I be assessed?

Assessment is based on various methods including written reports and practical assessment of skills focusing on activities and practices that will enhance coaching and leadership skills. Students will also participate in a wide variety of sports and events such as sports carnivals.

Employment Opportunities and Career Pathways

Immediate Employment Pathways

- Sports Coach
- Coaching assistant
- Sports trainer
- Sportsperson

Training and Tertiary Career Pathways

- SIS30519 - Certificate III in Sport Coaching
- SIS30813 - Certificate III in Sports Trainer
- SIS40319 - Certificate IV in Sport Coaching
- Bachelor of Sport Science

CERTIFICATE II SPORT and RECREATION (Year 12 Only)

Cost \$180.00



Delivered and assessed at school in partnership with IVET Institute (RTO: 40548)

Duration: 1 year

Students who complete this qualification must have completed the Certificate II in Sport Coaching in Year 11.

Do you have a passion for all things sport? This nationally recognised qualification will help students gain leadership, organisational, administration and communication skills through a variety of tasks such as planning and implementing sport carnivals, promotional activities and coaching in selected sports. Students will also be involved in the coaching of lower school classes in a variety of sports

What will I be studying?

Students will gain practical skills in the sport and recreation industry including:

- Instruct fitness programs
- Responding to emergency situations
- Maintaining equipment for activities
- Providing First Aid
- Conducting basic warm-up and cool-down programs

How will I be assessed?

Assessment is based on various methods including written reports and practical assessment of sporting skills.

Employment Opportunities and Career Pathways

Immediate Employment Pathways

- Outdoor Activity Leader
- Fitness Instructor
- Sports Administrator
- Sportsperson

Training and Tertiary Career Pathways

- SIS30115 - Certificate III in Sport and Recreation
- SIS40115 - Certificate IV in Sport and Recreation
- SIS40419 - Certificate IV in Sport Development
- Bachelor of Sport Science

CERTIFICATE II WORKPLACE SKILLS

Cost \$230.00



Delivered and assessed at school in partnership with IVET Institute (RTO: 40548)

Duration: 2 years

This qualification will give students the practical skills and knowledge to provide customer service, engage in business practices, undertake computing tasks and provide administrative support for businesses.

What will I be studying?

Students will gain practical customer service and business skills including:

- Creating and using workplace documents
- Ensuring workplace health and safety
- Learning how to communicate effectively in the workplace
- Using business technology
- Participating in environmentally sustainable work practices

How will I be assessed?

Students will complete a variety of assessments throughout the year including reports, group tasks, portfolios, presentations and case studies. There are 12 units that students will need to complete over two years to attain your certificate. A number of attempts to show evidence of competency for each of the units.

Employment Opportunities and Career Pathways

Immediate Employment Pathways

- Bookkeeper
- Secretary
- Administration
- Banking
- Sales Assistant

Training and Tertiary Career Pathways

- BSB30115 - Certificate III in Business
- BSB40215 - Certificate IV in Business
- BSB40515 - Certificate IV in Business Administration
- BSB50215 - Diploma of Business

VOCATIONAL TRAINING PROGRAM (VTP)

VET is taken as part of the Western Australian Certificate of Education (WACE) and provides a wide range of post-school options and pathways. Vocational Education and Training (VET) in schools enables students to gain nationally recognised industry skills.

The Vocational Training Program endeavours to assist students aiming for TAFE entry, apprenticeships, employment, or those who would like to use the VET program as an alternative entry pathway to some Universities. The program offers a joint school, industry and training partnership, with students working towards secondary graduation while gaining valuable workplace learning.

Benefits include recognition and accreditation for school studies when enrolling in TAFE courses, an opportunity to experience the world of work whilst still attending school, and the ability to access future career pathways early. Students also gain a unique opportunity to investigate future career options in a practical manner whilst continuing to achieve the necessary points towards WACE achievement.

The Vocational Training Program requires students to attend school three days per week (Monday to Wednesday) while spending the remaining two days in a work placement and/or TAFE. Certificates completed at TAFE/School and Workplace Learning are all School Curriculum and Standards Authority (SCSA) accredited and will count towards the WACE, just like other courses completed at school. Students can select from approximately 40 TAFE qualifications.

The availability of external courses is subject to the external Training Provider providing a venue and lecturer. The venues for some of the training programs require the student to travel a considerable distance. The school cannot guarantee that all students will achieve a place in their chosen qualification. If students are not successful in achieving an external training placement, they will be required to complete a second day of workplace learning.

Students participating in the Vocational Training Program are required to complete Workplace Learning. This is a SCSA endorsed program that provides students up to four unit equivalents towards their WACE/WASSA. This highly successful program allows students to experience a number of work placements. This experience is invaluable, and many past students have gone on to gain employment or apprenticeships as a result of the networks they made and the skills they developed in the 'real world'. ADWPL can also assist in meeting criteria for TAFE and alternative university entry.

The Vocational Training Program is a viable and alternative entry pathway to university. Successful completion of a Certificate IV meets an provides an entry mark of 70 at some Universities, provided English Language Competency requirements and the related criteria are met. This alternative university pathway has become very popular with students. It allows them to access courses and workplace learning in a particular field related to their university aspirations while still at school. For others, it assists them in making a more straightforward decision on what to study at university. For specific information related to alternative entry pathways to university, please access detailed information on the university websites.

The application process for the Vocational Training Program is separate to the online subject selection process (EdVAL) and students MUST have all applications screened by the VET Coordinator.

The Authority Developed Workplace Learning (ADWPL) program requires students to find their own work placement. The workplace must be in the same industry areas as they are studying at TAFE in order to meet the requirements of an endorsed program to obtain their WACE points. Each 55 hours of workplace learning with a completed logbook is worth 1 WACE point.

Courses undertaken include:

- General or ATAR English
- General Mathematics Essential or ATAR Mathematics Applications
- General Career and Enterprise
- General Health
- Authority-Developed Workplace Learning (ADWPL) – endorsed program
- Certificate II or higher delivered externally at an offsite location

UNIQUE STUDENT IDENTIFIER

Your USI (Unique Student Identifier) is your individual education number for life. It also creates an online record of your Australian training achievements.

You need a USI if you are:

- Vocational Education and Training (VET) [Nationally Recognised Training](#)
- higher education and graduating in 2023 or beyond.

Follow the links below for everything you need to know about creating, finding, managing and sharing your USI



[Get a USI](#)

Your USI stays with you for life as your training and career goals progress.



[Check if you have a USI](#)

If you have completed any additional courses / certificates since 2015, you may already have a USI.



[Reset my password](#)

Keep your account secure and access your records quickly and easily.

Students will need to have a form of identification, such as family Medicare Card, Learners' Permit (or one of others listed on the website) to complete the USI process.

Some points to note when undertaking this process are:

- In the personal details section; write the student's name as it is used at school – usually first and legal surname only.
- In the contact details section; choose the preferred contact method (email, telephone or postal address) that is likely to be used in the long term future.
- In the identification details section; write the student's name as it appears on the chosen form of identification (i.e. with initial etc.)

The USI will be used by registered training organisations (RTO) to add training records and results when a unit of competency and course is completed. It facilitates the maintenance of training records and results in an online account that can be accessed by individuals to gain information useful for future employment and study requirements.

It is important that individuals make a note of their USI and record it in several different places for future access. Please note that the school is not responsible for keeping a record of an individual's USI.

Please write the USI clearly. Make sure you can determine if the digit is a number 2 or the letter Z for example.

YEAR 11 CHARGES

Harrisdale Senior High School directs its efforts towards keeping costs as low and as equitable as possible. The Harrisdale Senior High School - School Board has examined the charges structure in detail and has approved the amounts shown in accordance with the Education Act. All Year 11 Subjects attract compulsory charges.

DETERMINING CHARGES

Harrisdale Senior High School endeavours to keep its charges to a minimum while maintaining a high standard of educational programs. The level of financial support requested of parents requires the approval of the School Board, which plays an important role in the school's financial planning arrangements to meet the needs of students while minimising the financial burden on parents. Each student is charged only for resources specific to each of their subjects, therefore each student's charges will vary according to their choice of subjects. Extra Cost Options are charges for optional activities organised by the school to enrich the educational program. Participation in these components is voluntary and conditional on payment of the cost of providing the activity.

PAYMENT OF CHARGES

We recommend Parents / Carers start making plans now so that they are in a position to pay the Compulsory Charges. Accounts should be settled before commencement of the new school year, or as soon as possible during Term 1, using one of the methods outlined on the following. Accounts will be provided to families by December 2023.

METHODS OF PAYMENT

Accounts can be settled by any of the following methods;

At school:

- EFTPOS (cheque or savings accounts)
- Credit Card (Visa or Mastercard)
- Payment Plan from a bank, credit union or building society account, paid by instalments (application must be completed at the school)
- Credit Card instalment payments (complete application at the school)

Or online:

- BPOINT (via our website harrisdaleshs.wa.edu.au)
- BPAY – Please refer to your Charges for details on your biller code and reference number
- Direct Deposit into school bank account
 - BSB 066 040
 - Account Number 19903573
 - using Students Surname, First Name as reference.

A COMPASSIONATE VIEW

Full payment of charges should be made prior to the start of the 2024 school year. It is acknowledged that some families may struggle to pay charges. To help overcome the problem of paying all charges in advance, a payment arrangement may be organised by contacting the Finance Office on 9397 8023 prior to the commencement of the 2024 school year.

Where charges are not paid, students will be counselled and redirected to low-cost subjects. 50% of the subject charge is required to be paid in advance by Wednesday 6 December 2023. The balance is required to be paid by week 5 of term 1 2024 (unless a payment plan has been arranged).

COLLECTING CHARGES

The school will actively seek full payment of charges from parents/caregivers of all students at Harrisdale Senior High School. The School Board supports the school taking a proactive approach to the collection of charges and in support of this process, has endorsed the following actions:

- Regular statements and unpaid billing item reminders will be sent home to parents.
- Parents who refuse to communicate with the school and have made no effort to pay will be sent reminder letters by the Manager Corporate Services. Where high-cost subjects are being studied, timetable changes of students to low-cost subjects that meet the WACE requirements may be made.
- Telephone calls made to the Fees Biller.

VOLUNTARY APPROVED REQUESTS

PASTORAL CARE

A contribution of \$25.00 to support the presence of a non-denominational chaplain who is an integral part of the school's Student Services team and is not an employee of the Department of Education. This position is solely funded by the community and your donations.

P & C CONTRIBUTIONS

The P&C (Parents and Citizens) Association seeks your support in 2024 by appealing to parents for a contribution of \$20.00 per family. This enables the P & C to purchase much needed equipment and resources for student use and relieve the pressure of a few volunteers to raise funds.

LIBRARY CONTRIBUTION

The library contribution is \$25.00 as the school is required to purchase a large and expensive range of equipment and books. Department of Education provides limited funding to provide resources for this centre.

INFORMATION TECHNOLOGY

We are requesting \$30.00 to assist with the upgrade, support, management, training and ongoing maintenance of the school's computer network.

OTHER OPTIONAL COSTS

SMARTRIDER CARDS

SmartRider cards are issued to all new students. The cost of the initial card is free. New students who have not had their photo taken should request to be photographed at Student Services. Replacement cards can be issued at a cost of \$5.00.

PRINTING CREDIT

\$15 printing allocation

EXTRA COST OPTIONAL COMPONENTS OF EDUCATIONAL PROGRAMS

(Anticipated Excursions, Incursions, Competitions and Other Activities)

As required by the Department of Education, parents and guardians need to be informed of the excursions, incursions, camps, competitions and other activities that may take place in 2024. Participation in these activities is voluntary. The charge listed is an estimated maximum amount that can be charged and will not be exceeded. There may be additional excursions that have no cost to the parents or guardians.

SECONDARY ASSISTANCE SCHEME

Education Program Allowance (EPA) and Clothing Allowance

The Western Australian Department of Education provides an allowance to assist eligible families with secondary schooling costs.

To be eligible for the allowance the parent/guardian must hold a Department of Human Services (Centrelink) or Veterans' Affairs card that represents a statement of income for the family.

The allowance consists of two components:

- \$115 Clothing Allowance paid directly to the parent/guardian or the school.
- \$235 Educational Program Allowance paid directly to the school.

Applications can be made at the school by a parent or guardian of student/s enrolled in Years 7–12 studying a full-time secondary course at a Western Australian public school.

Eligibility Criteria

Parent or Guardian must hold one of the following cards:

- Department of Human Services (Centrelink) Health Care Card
- Department of Human Services (Centrelink) Pensioner Concession Card
- Veterans' Affairs Pensioner Concession Card

The parent/guardian must be the holder of a card that is valid sometime during first term.

Applications for EPA Close 28 March 2024 (TBC)

USEFUL WEBSITES and INFORMATION

SCSA INFORMATION

<https://student.scsa.wa.edu.au>

<https://parent.scsa.wa.edu.au>

TISC INFORMATION

<http://www.tisc.edu.au/static/resources.tisc>

The links below are to provide more detailed information which you may find helpful:

about the Australian Tertiary Admission Rank (ATAR)

scaling (and other marks adjustment processes)

entry ranks (ATARs and ranks)

Useful forms and downloads

JOBS AND SKILLS CENTRES

Western Australia's TAFE Jobs and Skills Centres are one-stop shops for careers, training and employment advice and assistance.

The Jobs and Skills Centres offer a range of services, support, and information. <https://www.jobsandskills.wa.gov.au>

TAFE INFORMATION

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

North Metro TAFE: <https://www.northmetrotafe.wa.edu.au>

Central Regional TAFE:..... <http://www.centralregionaltafe.wa.edu.au>

TAFE Course Searches: <http://www.fulltimecourses.tafe.wa.edu.au>

APPRENTICESHIP OFFICE

The Department of Training and Workforce Development's Apprenticeship Office registers and gives advice and support to potential and existing apprentices, trainees and to parents or guardians through every stage of the apprenticeship process. <https://www.dtwd.wa.gov.au/apprenticeship-office>

UNIVERSITIES IN WA

Curtin University: <https://www.curtin.edu.au>

Edith Cowan University:..... <http://www.ecu.edu.au>

Murdoch University: <http://www.murdoch.edu.au>

University of Notre Dame: <https://www.notredame.edu.au>

University of Western Australia: <https://www.uwa.edu.au>

Tertiary Institutions Services Centre: <https://www.tisc.edu.au/static/home.tisc>

OTHER WEBSITES

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

Australian Defence Force Academy: <http://www.defence.gov.au>

Australia Wide Job Research: <https://jobsearch.gov.au>

Career Research: <http://www.careersonline.com.au>

Good Careers Guide..... <https://www.goodcareersguide.com.au>



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