



# Year 11 2025 Course Selection Guide

**Learn – Achieve - Succeed**

# CONTENTS

|                           |   |
|---------------------------|---|
| Principal's Welcome ..... | 1 |
|---------------------------|---|

## **SECTION 1 - GENERAL INFORMATION**

|                                                            |    |
|------------------------------------------------------------|----|
| School Charges .....                                       | 2  |
| WACE Requirements.....                                     | 3  |
| Sequential Development.....                                | 4  |
| Types Of Courses Available .....                           | 4  |
| Pathways: ATAR or General / VET?.....                      | 5  |
| Ensuring Success .....                                     | 6  |
| Homework/Study Commitments .....                           | 6  |
| Handing in Work on Time .....                              | 6  |
| Attendance Commitment .....                                | 6  |
| Medical Conditions Affecting School/Exam Performance ..... | 7  |
| Withdrawing from Courses / Changing Courses.....           | 7  |
| University Entrance Requirements .....                     | 8  |
| TAFE Admissions Guide for entry to full time courses.....  | 9  |
| Belridge Study Pathways – ATAR or General .....            | 11 |

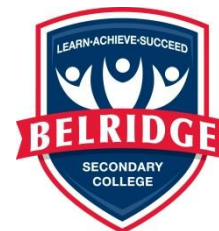
## **SECTION 2 - COURSE SELECTION DESCRIPTIONS**

|                                                   |    |
|---------------------------------------------------|----|
| The Arts Learning Area.....                       | 12 |
| English Learning Area .....                       | 17 |
| Health & Physical Education Learning Area .....   | 19 |
| Humanities And Social Science Learning Area ..... | 24 |
| Mathematics Learning Area .....                   | 29 |
| Science Learning Area .....                       | 32 |

### **Technologies Learning Areas:**

|                                          |    |
|------------------------------------------|----|
| - Computing And Business Education ..... | 37 |
| - Design & Technology .....              | 42 |
| - Home Economics .....                   | 46 |

# Principal's Welcome



Welcome to the Belridge Secondary College Year 11 Selection Book for 2025.

At Belridge SC, our strong culture of respect for self, others and the environment ensures that our students are able to develop as learners in a safe, supportive environment.

A clear focus, on **“Every student, Every classroom, Everyday”** ensures all students have access to a quality teaching and learning program that is tailored to meet their needs in supporting them in the best possible way to reach their full potential and achieve success.

Our highly qualified and experienced staff provide a quality learning program for all students across out broad and diverse ATAR and General pathways. With the main goal of all students achieving the Western Australian Certificate of Education, the WACE, and a pathway to a successful future, careful consideration needs to be given to the selection of courses. The information in this handbook is designed to assist you in making the best choices to plan your future pathway goals, whether that be to enter university, TAFE, further training or employment.

At Belridge SC there is a strong emphasis on academic achievement, our ATAR performance has enabled the College to offer a comprehensive suite of subjects designed to support direct university entry. Our General pathway can be supplemented with certificate courses and has seen strong success across all learning areas.

Our strong Attainment rate has proven that our students, when in the right pathway, with the right support, can be successful and achieve their learning goals. Our course selection process for Year 11 is designed to continue this trend: we are looking to make sure that students are in the right pathway that will provide academic challenge and will result in students achieving their future career, training and further education goals.

Course selection is an important time in a student's life and we encourage families to talk with their children about their future aspirations. Careers of the future are changing, some industries are showing rapid declines whilst others, especially in the STEM fields are showing significant growth. We recognise it can be a confusing time, therefore being informed as both a student and parent is key to making good choices. The website JobOutlook provides a wealth of information on future careers and can be used along with support from our staff as a guide. <https://joboutlook.gov.au/>

Remember we are here to help and want to work with you as a partner preparing your child for the future.

Please ensure you are up to date with the latest requirements for achieving the WACE, which can be found on the following website <https://senior-secondary.scsa.wa.edu.au>

I look forward to working with our school community to ensure that every Belridge Secondary College student has a successful future ahead of them.

**SHARON LYON**  
**Principal**  
**Belridge Secondary College**

# School Charges

## Contributions and Charges

**\*In Year 11, all course charges are compulsory.**

The school requires a 100% confirmation charge for high cost (\$100 or more) courses. Students will only be considered for enrolment in high cost courses after fees are paid in full at time of lodgement of course selection sheets.

For most courses at the College there are text books to purchase, as well as course charges. Text books are available from our chosen supplier. Booklists and course charges are sent to families after course selection is completed.

In addition to these compulsory charges there are also additional charges for:

- (a) optional activities in any course for which there is a cost associated with their provisions (e.g. excursions, camps, etc.)
- (b) other optional school-based activities which address broad learning outcomes and for which there is a cost (e.g. school and social events, such as the river cruise etc.)

Participation in options (b) is voluntary, but a compulsory charge is payable if the student opts to participate.

If you require assistance or advice on these charges, contact the Manager of Corporate Services.

## Secondary Assistance Scheme

Some financial assistance is available for charges and clothing. Most Centrelink Family Health Care Card or Pensioner Concession cardholders are eligible.

If you think you are eligible, contact the school's Manager of Corporate Services.

Applications should be made during Term 1 of each school year.

**Rules change from year to year.**

# WACE Requirements

## To Achieve A Wace, Students Must:



Government of **Western Australia**  
School Curriculum and Standards Authority



### WACE requirements 2021 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.

## Sequential Development

All ATAR and General courses demonstrate an increasing level of complexity from Year 11 to Year 12.

- Course units must be completed sequentially, with Year 11 units (1 & 2) being undertaken before Year 12 units (3 & 4) unless students enrol directly in Year 12 units without completing Year 11 units.
- Year 11 units (1 & 2) are paired. A course change date will be notified by SCSA and it will not be possible to switch after this date.
- If students switch courses in Year 11 (before the deadline), they will need to complete the assessment requirements of the new course.

## Types Of Courses Available

The WACE aims to provide a range of courses offering both breadth and depth so that students can engage with courses that are personally challenging, that enhance their development and maximise their future study and career options.

**Australian Tertiary Admission Rank (ATAR)** courses are designed for students who are typically aiming to enrol in a university course directly from school. These courses will be examined by the Authority and contribute to the achievement of an ATAR. You must sit the final examination to complete the course.

**General courses** are designed for students who are typically aiming to enter a training course or employment post-school. These courses will not be examined by the Authority. However, they each have an externally set task in Year 12 which is set by the Authority.

**Certificate courses** are generally not developed by SCSA, but as mentioned later SCSA awards credit equivalences for them.

Belridge SC delivers a range of VET certificates in partnership with a range of Registered Training Organizations (RTOs). All of our qualifications are delivered over two years, students must remain enrolled in qualifications for two years in order to complete the Certificate.

| Completed qualification    | Equivalence (total) | Credit allocation (units) |         |
|----------------------------|---------------------|---------------------------|---------|
|                            |                     | Year 11                   | Year 12 |
| Certificate II             | 4 units             | 2                         | 2       |
| Certificate III and higher | 6 units             | 2                         | 4       |

**Four** C grade WACE course credits are allocated after certificate course requirements are completed. Non-completion of a certificate will result in **no** C grade WACE course credits.

## Pathways: ATAR or General / VET?

Belridge SC students will generally opt for one of two pathways; ATAR or General depending on their future aspirations. Please note that any of the types of courses mentioned about could be included in either of these pathways.

### ATAR Pathway

This pathway is for students aiming for **direct entry to university via an ATAR score and TISC application**. The main difference between this and a General pathway is the selection of 4 or more ATAR courses. We recommend you select at least 5 SCSA 'A' coded courses for best success.

*Note: This is not the only way to gain university entry as the universities offer alternative entry through schemes such as **portfolio** and **university preparation**.*

### General / VET Pathway

This pathway is for students predominately wanting to enter training courses or employment post-school. Students choosing the general / **VET** pathway must select one or two VET Certificate courses along with four or five General Courses. It is recommended that students also opt for Workplace Learning (ADWPL) as a 7<sup>th</sup> course. This is carried out as a block placement while ATAR students undertake their examinations, as no classes are scheduled during exam breaks.

| Courses                               | Codes                                                                                          |         |
|---------------------------------------|------------------------------------------------------------------------------------------------|---------|
|                                       | Year 11                                                                                        | Year 12 |
| <b>ATAR</b><br>(e.g. English)         | AEENG<br>(Unit A1ENG and A2ENG)                                                                | ATENG   |
| <b>GENERAL</b><br>(e.g. English)      | GEENG<br>(Unit G1ENG and G2ENG)                                                                | GTENG   |
| <b>VET CERTIFICATES</b><br>II and III | Nationally recognised Training Package Codes<br>(e.g. SITX20322 Certificate II in Hospitality) |         |

### What you need to do:

- ✓ Select **six** courses plus **two** reserve selections (English is compulsory and should be listed as 1.)
- ✓ Select at least **one** course from List B
- ✓ Before selecting ATAR courses make sure you have been recommended for them on the subject recommendation sheet.
- ✓ Select **at least one** but no more than **two** VET Certificate courses
- ✓ If not an ATAR student decide if you want to do ADWPL during exam breaks.

**NOTE:** The school requires a 100% confirmation charge for high cost (\$100 or more) courses. Students will only be considered for enrolment in high cost courses after fees are paid in full at time of lodgement of course selection sheets.



# Ensuring Success

## Recommended Minimum Entrance Requirements

The **Recommended Minimum Entrance Requirements** for each course unit are included in each of the course descriptions. These are stated to help students choose appropriate courses in which they should succeed – provided they work hard.

## Homework/Study Commitments

Before students submit their selections, they need to consider the type of commitment they are able to give out of school hours. Students undertaking ATAR courses, **need to do a minimum of three hours' study per course per week, each and every week**. That means if they are studying five such courses, they need to do a minimum of fifteen hours of homework and/or study per week.

Students undertaking general or certificate courses need to do a minimum of 1.5 hours per course per week, each and every week. That means that a typical six course load requires nine hours of homework and/or study per week.

Homework does not only consist of the work given to students by the teacher, but also of a self-directed component. This may include organising notes, revision, research, exam study, practical study or additional tasks or questions. One meeting period per week - Wednesday P5 - is scheduled for senior students to meet regularly with senior school staff for guidance and review.

Year 11 ATAR students will need to attend the study skills sessions Wednesdays Period 5.

Year 11 students who are yet to achieve Category 3 in any OLN component will need to attend OLN tutoring sessions Wednesdays Period 5.

## Handing in Work on Time

It is vital in Year 11 that all assessment work is handed in on time, for all courses. Failure to do so jeopardises grades.

See [Assessment Policy](#) available on the school website

## Attendance Commitment

Your attendance and participation in class is the key to achievement of success. Studies show that students who attend school regularly are more likely to succeed at school. Aim for 100% attendance. The only acceptable reasons for absences are if you are sick or have a school activity such as an excursion. Work commitments and holidays are not acceptable reasons for being absent from school. If you are going to be absent, see your teachers before your absence to collect work and make use of Connect, ensuring that you keep up with your coursework and study.



## **Medical Conditions Affecting School/Exam Performance**

It is the responsibility of the student to notify the School of any medical condition that may affect performance as soon as they enrol or become aware of the condition. If special consideration is required in exams or class as a result of the medical condition, a medical certificate and/or other documentation must be provided to the Vice Principal (Senior School), so that arrangements can be put in place. This is a School Curriculum Standards Authority requirement.

## **Withdrawing from Courses / Changing Courses**

**When a student selects a program of study, he/she is committing to the courses for the duration of the course.** Course changes are discouraged and can be **avoided** by:

- Choosing appropriate courses – note the **Minimum Entrance Requirements and the recommendations of teachers.**
- Discussing any problems with your teacher and parents
- Working harder when the going gets tough; hand all work in on time, seek extra help and attend 100% of your classes.

**If a student realises that he/she is not in an appropriate course (e.g. too difficult or too easy), it is recommended that the student arranges to meet with the School Administration Team / Senior School Vice Principal as soon as possible and, at the latest, prior to the end of Week 4, Term 1.**

Any student who changes a course after the commencement of the course must catch up on any work missed in the new course selected. Course changes may result in an increase in course fees.

# University Entrance Requirements

In order to be considered for university admission, a school leaver ATAR applicant should have:

- (a) met the **WACE** requirements as prescribed by SCSA.
- (b) achieved **competence in English** as prescribed by the individual universities, and
- (c) obtained a **sufficiently high ATAR** for entry to a particular university and/or course.

For some university courses there are additional special requirements such as prerequisite studies, interviews, portfolios, auditions, fitness requirements, etc.

Please note there are also alternative pathway entries to university besides using an ATAR score, such as university preparation and experience based entry.

For detailed information about university admission requirements, students and parents should refer to the appropriate Admission Requirements for School Leavers on the Tertiary Institution Service Centre (TISC) website [www.tisc.edu.au](http://www.tisc.edu.au)

Students may also make contact directly with the universities for information on courses and admission requirements. University websites have specific sections for prospective students, parents and guardians.

## **Note:**

**Students in Year 11 in 2025 should refer to the Admission Requirements for School Leavers.**

### **Curtin University of Technology**

<http://futurestudents.curtin.edu.au/>

Future Students Centre

Phone: (08) 9266 1000

Email: can be found via Curtin's website Contact Us  
Page

### **Edith Cowan University**

<http://www.ecu.edu.au/future-students/overview>

Student Recruitment

Phone: (08) 6304 6304

Email: [futurestudy@ecu.edu.au](mailto:futurestudy@ecu.edu.au)

### **Murdoch University**

<http://www.murdoch.edu.au/Future-students/>

Prospective Students and

Admissions Centre

Phone: 1300 Murdoch (687 3624)

Email: [study@murdoch.edu.au](mailto:study@murdoch.edu.au)

### **The University of Western Australia**

<http://www.studyat.uwa.edu.au/>

UWA Admissions Centre

Phone: (08) 6488 6000

Email: [general-enquiries@uwa.edu.au](mailto:general-enquiries@uwa.edu.au)

### **The University of Notre Dame (Private)**

[www.nd.edu.au](http://www.nd.edu.au)

Phone: (08) 9433 0555

Email: [enquiries@nd.edu.au](mailto:enquiries@nd.edu.au)

# TAFE Admissions

## Guide for entry to full time courses



### Entry to non-competitive courses

Applicants for non-competitive courses need to demonstrate minimum literacy and numeracy skills or AQF qualification levels.

#### Step 1:

#### Demonstrate literacy and numeracy skills or AQF qualification level

Requirements from ONE of the columns below need to be met. For example, a school leaver can apply by providing evidence against either the requirements in the **'School leaver'** column or in the **'AQF'** column.

|                             | School leaver                                                          | Non-school leaver                                                   | AQF**                             |
|-----------------------------|------------------------------------------------------------------------|---------------------------------------------------------------------|-----------------------------------|
| Certificate I               | Nil                                                                    | Nil                                                                 | Nil                               |
| Certificate II              | OLNA* or NAPLAN 9 Band 8                                               | C Grades in year 10 English and Maths or equivalent                 | Certificate I or Certificate II   |
| Certificate III             | OLNA* or NAPLAN 9 Band 8                                               | C Grades in year 10 English and Maths or equivalent                 | Certificate I or Certificate II   |
| Certificate IV              | C Grades in year 11 WACE General English, and OLNA* or NAPLAN 9 Band 8 | C Grades in year 11 English and Maths or equivalent                 | Certificate II or Certificate III |
| Diploma or Advanced Diploma | Completion of WACE General or ATAR (minimum C Grades) or equivalent    | Completion of WACE General or ATAR or equivalent (minimum C Grades) | Certificate III                   |

#### Step 2:

#### Provide evidence against the selection criteria for courses with competitive entry

Applicants who can demonstrate minimum literacy and numeracy skills will be assessed and ranked against the following selection criteria. Offers will be made to applicants with the highest total point scores.

| Selection criteria – maximum 90 points                                                                                                                                                                                                                                                       |                                                                                                                                                                                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Academic achievement – maximum 60 points                                                                                                                                                                                                                                                     | Work history – maximum 30 points                                                                                                                                                                |
| <p>Derived from the highest points from either:</p> <ul style="list-style-type: none"> <li>secondary education results; or</li> <li>completed AQF qualification.</li> </ul> <p>An overview of the points used to calculate a score for academic achievement is provided in attachment A.</p> | <p>Credit for total hours worked at 0.003 points per hour:</p> <ul style="list-style-type: none"> <li>employment</li> <li>work experience</li> <li>community services/volunteer work</li> </ul> |

**Selection criteria:****Academic achievement (maximum 60 points)**

Academic achievement can be demonstrated through secondary education results or a completed AQF qualification. If documents for both secondary education and completed AQF qualifications are provided, points will be calculated for both and the higher points used to calculate the score for academic achievement.

If more than one AQF qualification has been completed, the one which awards the highest points score will be used.

**Points awarded for secondary education results****Western Australian secondary education**

The score will be generated from the three completed full-year courses that award the highest points.

| Year          | WACE course level | C grade | B grade | A grade |
|---------------|-------------------|---------|---------|---------|
| Year 10       |                   | 6       | 8       | 10      |
| Year 11 or 12 | Foundation        | 6       | 8       | 10      |
| Year 11       | General           | 11      | 12.5    | 14      |
| Year 11       | ATAR              | 14      | 16      | 18      |
| Year 12       | General           | 14      | 15      | 16      |
| Year 12       | ATAR              | 18      | 20      | 20      |

**Points awarded for completed AQF qualifications**

Completed AQF qualifications Points are awarded for completed nationally recognised qualifications.

|                  |                  | Course applying for |                |                 |                |         |                  |
|------------------|------------------|---------------------|----------------|-----------------|----------------|---------|------------------|
|                  |                  | Certificate I       | Certificate II | Certificate III | Certificate IV | Diploma | Advanced Diploma |
| Course completed | Pathway course   | 60                  | 60             | 60              | 60             | 60      | 60               |
|                  | Degree and above | 60                  | 60             | 60              | 60             | 60      | 60               |
|                  | Advanced diploma | 60                  | 60             | 60              | 60             | 60      | 60               |
|                  | Diploma          | 60                  | 60             | 60              | 60             | 60      | 60               |
|                  | Certificate IV   | 60                  | 60             | 60              | 60             | 50      | 50               |
|                  | Certificate III  | 60                  | 45             | 45              | 45             | 30      | 30               |
|                  | Certificate II   | 60                  | 30             | 30              | 25             | 20      | 20               |
|                  | Certificate I    | 60                  | 20             | 20              | 15             | 10      | 10               |

# What Does This Mean For Students Selecting Their Learning Program For Years 11 And 12?

## Belridge Study Pathways – ATAR or General

Belridge Secondary College offers two **distinct pathways** for senior students:

### ATAR Pathway

For students aspiring to direct entry to university via an ATAR score:

Students **must select a minimum of four ATAR level Year 11 courses**.

These courses are identified by the first two letters of the course code:

**A** (ATAR) **E** (Eleven) e.g. **AEENG**

**It is advisable to select five ATAR level courses to maximise your ATAR.**

### General Pathway

Students should select a broad range of courses for which they have satisfied the recommended minimum entrance requirements. General/VET pathway students must select an English course, and a minimum of one List B course. For students looking to transition to TAFEWA, trainee or apprenticeships after completing Year 12 it is recommended they select a VET Certificate qualification in an area of interest (pathway) to increase their chances of selection in post-school options. A broad range of VET certificates offered by TAFE and private RTO's, where students attend the RTO one day per week, are also offered to secondary school students by competitive entry. Details of available courses are published in September.

The VET qualifications listed are proposed offerings for the 2025 academic year. At the time of publication, no agreements have been entered into with a Registered Training Organisation (RTO) for the delivery of these qualifications. On the basis of interest from students, the college will initiate a formal partnership agreement with an RTO for the delivery of these qualifications.

Workplace Learning is also available to General pathway students.

Participating in all classes and learning experiences and submitting all work on time are the most important strategies for ensuring success.

## The Arts Learning Area

### 2025-2026 Pathways

| Course Name            | General         |                 |
|------------------------|-----------------|-----------------|
|                        | 2025<br>Year 11 | 2026<br>Year 12 |
| Dance                  | GEDAN           | GTDAN           |
| Drama                  | GEDRA           | GTDRA           |
| Visual Art             | GEVAR           | GTVAR           |
| Fashion Design         | GEMDTT          | GTMDTT          |
| Design:<br>Photography | GEDESP          | GTDESP          |
| Music                  | GEMUS           | GTMUS           |

The Arts represent an outlet of human expression, usually influenced by **culture**, and driven by human creative impulse. From prehistoric **cave paintings** to modern day **films**, art serves as a vessel for storytelling and conveying mankind's relationship with its environment.

The Arts Learning Area engages students with a range of courses encouraging the development of artistic appreciation and performance skills in visual and performance arts.

Descriptions apply for Year 11, 2025 subjects only

## **Dance (General)**

**Course Code:** GEDAN

**Pathway:** General

**Cost:** \$70 per year (to be confirmed)

**Excursion \$50** (approximately) **in addition**

### **Course Outline:**

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

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

Students are exposed to learning various styles of dance and given opportunities to perform to audiences.

### **Pre-requisites:**

None, though some dance experience preferred.

## **Drama (General)**

**Course Code:** GEDRA

**Pathway:** General

**Cost:** \$80 per year (to be confirmed)

### **Course Outline:**

The Drama General course focuses on aesthetic understanding and drama in practice as students integrate their knowledge and skills. They use the elements and conventions of drama to develop and present ideas and explore personal and cultural issues. They engage in drama processes, such as improvisation, play building, text interpretation, playwriting and dramaturgy which allow them to create original drama and interpret a range of texts written or devised by others. Their work in this course includes production and design aspects involving sets, costumes, makeup, props, promotional materials, stage management, front-of-house activities, and sound and lighting. Increasingly, students use technologies, such as digital sound and multimedia. They present drama to a range of audiences and work in different performance settings.

### **Pre-requisites:**

None



Descriptions apply for Year 11, 2025 subjects only

## Music (General)

**Course Code:** GEMUS

**Pathway:** General

**Cost:** \$80 per year (to be confirmed)

**Excursion:** \$20 (approximately)

### Course Outline:

The General Music course encourages students to explore a range of musical experiences, both individually and collaboratively, to develop their musical skills, understanding and creative potential. Students will engage in a written component that incorporates aural, theory, composing and analysis, in addition to a practical component where students can choose to perform on an instrument/voice, submit a composition portfolio, or complete a production/practical project. The Music General course provides opportunities for creative expression and the development of aesthetic appreciation, understanding and respect for music and music practices across different times, places, cultures and contexts.

### Pre-requisites:

A 'C' in a Year 10 Arts related course is desirable.

## Visual Art (General)

**Course Code:** GEVAR

**Pathway:** General

**Cost:** \$100 per year (to be confirmed)

**Excursion:** \$25 (approximately)

### Course Outline:

In the Visual Arts GENERAL course students explore ways to generate and develop artworks based on their lives, personal experiences and local environment. They use a variety of inquiry approaches, techniques and processes aimed at developing a sense of observation to express personal beliefs, opinions and feelings. Students acquire various skills using processes of experimentation and discovery. They manipulate a variety of media and materials in a range of art forms to create original artworks; discover ways to compile, record and reflect on their experiences that promote a fundamental understanding of visual language.

Students analyse and evaluate their own works and the works of others from a range of historical and cultural viewpoints, and develop an appreciation of the role of art in the community and their daily lives.

This course is 70% practical and 30% written.

### Pre-requisites:

A 'C' in a Year 10 Visual Arts related course is desirable.



Descriptions apply for Year 11, 2025 subjects only

## **Fashion and Design: Materials Design and Technology – Textiles (General)**

**Course Code:** GEMDTT

**Pathway:** General

**Cost:** \$150\* per year (to be confirmed)

*\* Full payment must be made upfront in order to enrol in this course*

### **Course Outline:**

The Materials Design Textiles course centres around the design and creation of fashion garments. Students who are creative and enjoy making art and sewing are encouraged to undertake this course. Students design and make clothing garments, accessories, learn design and construction skills and fashion illustration techniques.

The Textiles course aims to provide students with an understanding of the design process used to create an end product. Students will experiment with fabric embellishment techniques, including beading, screen printing, dying, hand stitching and machine embroidery. There will be opportunities to enter fashion competitions and showcase their work.

Students will also examine the impact 'Fast Fashion' has on the environment. Students will learn about how clothing companies are using more sustainable and ethical ways of production to appeal to consumer needs.

### **Skills Outline:**

- Design fundamentals and skills portfolio
- Design techniques
- Recycled Garment project
- Nature of materials
- Properties of new and traditional materials
- Sewing techniques portfolio
- Embellishment techniques
- Pattern drafting and construction

### **Minimum Entrance Requirements:**

None

### **Pre-requisites:**

None



Descriptions apply for Year 11, 2025 subjects only

## Design: Photography (General)

**Course Code:** GEDESP

**Pathway:** General

**Cost:** \$120\* per year (to be confirmed)

*\*Full payment must be made upfront in order to enrol in this course*

### Course Outline:

The aims of the design Photography course are to facilitate a deeper understanding of how design works, within the context of Photography. The course is a mix of both Graphic Design and Photography. Students learn the technical skills of operating a digital SLR camera, studio lighting techniques and use Photoshop to enhance design solutions. Design projects allow students to demonstrate their skills and understandings of design principles and processes, to analyse problems and possibilities, and to devise innovative strategies within the design context of Photography.

The design thinking methodologies are fundamental to the Design General course. Students develop understandings and skills in critical and creative thinking during periods of evaluation at numerous stages of the design process. They devise plausible solutions to problems, and critically assess ideas for the most efficient solution. Students identify possible refinements in their design solutions and analyse, evaluate and modify the developing solution to create a prototype and final art work.

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 pathways.

### Unit 1: Design Fundamentals

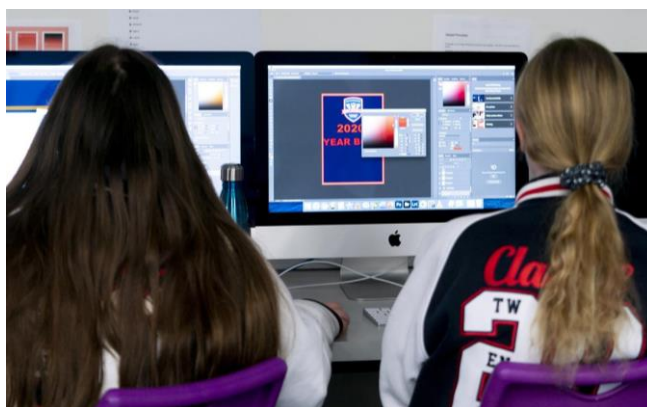
Students are introduced to the elements and principles of design and how to successfully use these to enhance design solutions (line, shape, value, 3D form, space, colour, typography, texture, balance, emphasis, repetition, movement, rhythm, scale and proportion, unity, variety, pattern, volume and harmony).

### Unit 2: Personal Design

The focus of this unit is personal design. Students learn that they visually communicate aspects of their personality, values and beliefs through their affiliations and their manipulation of personal surroundings and environments. Students explore design elements and principles and the design process in a project communicating something of themselves. Students increase familiarity with basic production skills and processes, materials and technologies.

### Pre-requisites:

None



# English Learning Area

## 2025-2026 Pathways

| Course Name | ATAR            |                 | General         |                 |
|-------------|-----------------|-----------------|-----------------|-----------------|
| English     | 2025<br>Year 11 | 2026<br>Year 12 | 2025<br>Year 11 | 2026<br>Year 12 |
|             | AEENG           | ATENG           | GEENG           | GTENG           |

### Upper School Course

In the English course, students learn about the English language: how it works and how to use it effectively. Language plays a central role in human life: It provides a vehicle for communication, a tool for thinking, a means of creativity and a source of pleasure.

Through language, humans shape understanding of themselves and their world. An understanding of a language and the ability to use it effectively empowers students. It gives them access to knowledge, enables them to play an active part in society and contributes to their personal growth. Students will begin their upper school course in English at a unit level appropriate to their performance.

Descriptions apply for Year 11, 2025 subjects only

## English (ATAR)

**Course Code:** AEENG

**Pathway:** ATAR

**Cost:** \$90 per year (to be confirmed)

- Textbooks are provided, however, students are encouraged to buy their own copies for annotation purposes.
- In addition, students will need to pay an extra \$40 pending approval for a compulsory excursion throughout the year

### **Course Outline:**

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. 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.

### **Pre-requisites:**

A strong C grade or better in Year 10 English, **PLUS** a teacher recommendation.

## English (General)

**Course Code:** GEENG

**Pathway:** General

**Cost:** \$90 per year (to be confirmed)

- Textbooks are provided

### **Course Outline:**

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 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.

### **Pre-requisites:**

None

# Health & Physical Education Learning Area

## 2025-2026 Pathways

| Course Name                                  | ATAR                                                          |                 | General         |                 |
|----------------------------------------------|---------------------------------------------------------------|-----------------|-----------------|-----------------|
|                                              | 2025<br>Year 11                                               | 2026<br>Year 12 | 2025<br>Year 11 | 2026<br>Year 12 |
| <b>Cricket Studies &amp; Netball Studies</b> | SIS30122 Certificate III<br>in Sport, Aquatics and Recreation |                 |                 |                 |
| <b>Health Studies</b>                        |                                                               |                 | <b>GEHEA</b>    | <b>GTHEA</b>    |
| <b>Outdoor Education</b>                     |                                                               |                 | <b>GEOED</b>    | <b>GTOED</b>    |
| <b>Physical Education Studies</b>            | <b>AEPES</b>                                                  | <b>ATPES</b>    | <b>GEPES</b>    | <b>GTPES</b>    |

Health & Physical Education Studies contribute to the development of student's physical, social and emotional growth. Students learn to develop self-management, interpersonal and physical activity skills. Outdoor Education, by encouraging empowered interaction with the natural world, aims to develop an understanding of our relationships with the environment, others and ourselves.

**All General courses are offered in a two-year rotation**



Descriptions apply for Year 11, 2025 subjects only

## CRICKET STUDIES

### SIS30122 - CERTIFICATE III IN SPORT, AQUATICS AND RECREATION

Course Code: C3CRI

Cost: \$350\* per year (to be confirmed)

*\*Full payment must be made upfront in order to enrol in this course*

***This is a high cost two-year qualification delivered over Years 11 and 12***

#### Course Outline:

The focus of the cricket program in Years 11 & 12 is to prepare the students for career options within the sport and recreation industry. This qualification also provides for multi skilled roles which combine a range of activities required to support the operation of facilities such as fitness centres, outdoor sporting grounds or complexes, aquatic centres and community recreation centres. **In order to achieve the full qualification students will need to remain enrolled for two years.** Advanced cricket skills and games will still be part of the upper school program as well as an international cricket tour opportunity.

#### Pre-requisites:

Enrolled in the Cricket Program

#### Packaging Rules:

Total number of units = **15**

**9** core units **plus**

**6** elective units

For details of core and elective units go to <https://training.gov.au/Training/Details/SIS30122>





Descriptions apply for Year 11, 2025 subjects only

## NETBALL ACADEMY

### SIS30122 - CERTIFICATE III IN SPORT, AQUATICS AND RECREATION

Course Code: C3NET

Cost: \$250\* per year (to be confirmed)

*\*Full payment must be made upfront in order to enrol in this course*

***This is a high cost two-year qualification delivered over Years 11 and 12***

#### Course Outline:

The focus of the Netball Academy in Years 11 & 12 is to prepare the students for career options within the sport industry. This qualification requires students to gain competence in a number of units relating to the sport and recreation industry. Some of these units are in the areas of coaching, injury prevention, first aid, communication and equipment management. In order to achieve the full qualification students will need to remain enrolled for the two years. The course will have a Netball focus and skills and games will still be a major part of the senior school program.

Students will also be given the opportunity to go on an international tour in either Year 11 or 12.

#### Pre-requisites:

Enrolled in the Netball Program

#### Packaging Rules:

Total number of units = 15

**9** core units **plus**

**6** elective units

For details of core and elective units go to <https://training.gov.au/Training/Details/SIS30122>



Descriptions apply for Year 11, 2025 subjects only

## HEALTH STUDIES (GENERAL)

**Course Code:** GEHEA

**Pathway:** General

**Cost:** \$70 per year (to be confirmed) (to include a workbook)

### **Course Outline:**

In this General course students explore health as a dynamic quality of life. They will consider the way in which beliefs and attitudes influence health decisions and learn how to plan and take action that will promote their own and the health of others. They examine the impact of social and environmental factors on health and use inquiry skills to investigate and respond to relevant issues. The course also provides students with opportunities to develop skills that will enable them to pursue careers in health promotion, research or community health care.

### **Pre-requisites:**

None specified

## OUTDOOR EDUCATION (GENERAL)

**Course Code:** GEOED

**Pathway:** General

**Cost:** \$170\* per year (to be confirmed)

Includes cost of camp/overnight excursion

*\*Full payment must be made upfront in order to enrol in this course*

### **Course Outline:**

Outdoor Education provides opportunities for individuals to learn about themselves, others, the environment and their relationship to the environment, through practical experiences in the outdoors.

The Year 11 Outdoor Education course enables appropriate knowledge and understanding, skills and attitudes about the outdoors to be developed by students, through a sequence of learning and experiential processes. To fulfil the requirements of the course it is important that individuals know how to swim and have a willingness to have a go when placed in challenging situations. The students are expected to attend an excursion and an overnight camp. Some of the activities that individuals will need to complete are:

- Excursion and expedition planning
- Basic Roping
- Camping Skills (Tents, Cooking and Navigation)
- Environmental management and awareness
- Problem Solving
- Leadership Skill Development and personal skills
- Fitness for camps
- First Aid
- Body boarding and canoeing
- Bushwalking

### **Pre-requisites:**

Confident swimmer, tread water and swim 200m. Able to attend camps and lessons. that run before school.

Descriptions apply for Year 11, 2025 subjects only

## PHYSICAL EDUCATION STUDIES (ATAR)

**Course Code:** AEPES

**Pathway:** ATAR

**Cost:** \$150\* per year (to be confirmed) (to include use of laboratory facilities at ECU and transport)

*\*Full payment must be made upfront in order to enrol in this course*

### Course Outline:

Physical Education Studies contributes to the development of students' physical, social and emotional growth. In the Physical Education Studies ATAR course students learn about physiological, psychological and biomechanical principles, and apply these to analyse and improve personal and group performances in physical activities. Throughout the course, students learn through integrated written, oral and active learning experiences. The course also provides students with opportunities to develop skills that will enable them to pursue personal interests and potential in physical activity as athletes, coaches, officials, administrators and/or volunteers.

### Pre-requisites:

An 'A' or 'B' grade in Year 10 English and Year 10 Science. An 'A' or 'B' in Year 10 Physical Education.

## PHYSICAL EDUCATION STUDIES (GENERAL)

**Course Code:** GEPES

**Pathway:** General

**Cost:** \$95 per year (to be confirmed)

### Course Outline:

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.

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.

### Pre-requisites:

A 'C' Grade or better in Year 10 Physical Education.

# Humanities And Social Science Learning Area

## 2025-2026 Pathways

| Course Name                | ATAR            |                 | General                                                                |                 |
|----------------------------|-----------------|-----------------|------------------------------------------------------------------------|-----------------|
|                            | 2025<br>Year 11 | 2026<br>Year 12 | 2025<br>Year 11                                                        | 2026<br>Year 12 |
| Geography                  | AEGEO           | ATGEO           | GEGEO                                                                  | GTGEO           |
| Psychology                 |                 |                 | GEPSY                                                                  | GTPSY           |
| Modern History             | AEHIM           | ATHIM           |                                                                        |                 |
| Ancient History            |                 |                 | GEHIA                                                                  | GTHIA           |
| Career And Enterprise      |                 |                 | GECAE                                                                  | GTCAE           |
| Workplace Learning (ADWPL) |                 |                 | <b>ADWPL<br/>WORKPLACE LEARNING</b><br>SCSA developed endorsed program |                 |

Descriptions apply for Year 11, 2025 subjects only

## GEOGRAPHY (ATAR)

**Course Code:** AEGEO

**Pathway:** ATAR

**Cost:** \$50 per year (to be confirmed) for supplementary texts, maps and photocopying  
\$60 (approximately) for textbook  
\$10 (per year) for excursions, if required

### Course Outline:

The study of Geography ATAR course draws on students' curiosity about the diversity of the world's places and their peoples, cultures and environments. The two semester units are as follows:

**A1GEO: Natural and Ecological Hazards** represent potential sources of harm to human life, health, income and property and may affect elements of the biophysical, managed and constructed elements of environments. This unit focuses on understanding how these hazards and their associated risks are perceived and managed at local, regional and global levels.

**A2GEO:** This unit focuses on **Global Networks and Interconnections**. It provides students with an understanding of the economic and cultural transformations taking place in the world today, the spatial outcomes of these processes, and their political and social consequences. Students learn how to collect information from primary and secondary sources, such as field observation and data collection, mapping, monitoring case studies and reports.

**Pre-requisites:** Strong B grade or higher in Year 10 HASS.

## GEOGRAPHY (GENERAL)

**Course Code:** GECEO

**Pathway:** General

**Cost:** \$50 (to be confirmed) for supplementary texts, maps and photocopying  
\$20 (per year) – for excursions if required

### Course Outline:

Geography is a very practical course with the emphasis on practical, hands on activities, based on student's own experiences in the world around them. Students learn to collect information from both primary and secondary sources such as case studies and their own observations. Practical activities include field observations, use of topographic maps and photographs, analysing data and statistics, monitoring processes and using remote sensing.

Geography as a discipline values imagination, creativity and speculation as modes of thought and provides the opportunity to develop skills appropriate to careers in environmental protection/rehabilitation, urban planning and tourism.

The unit **Environments at Risk** covered in Semester 1 explores environments at risk, and the protection of such environments through management at local, regional and global levels. In the local area, in specific regions and globally, people pose threats to the environment as they attempt to meet their needs. The depth study is the Swan River. This includes a field trip to Elizabeth Quay and other areas of development on the Swan, such as Point Fraser, Heirisson Island, and the Burswood Peninsula.

The unit **People & Places** covered in Semester 2 explores the natural and cultural characteristics of a region, the processes that have enabled it to change over time and the challenges it may face in the future. The depth study is the Perth CBD. This includes fieldwork to the Perth CBD and surrounding areas (including Kings Park and the Murray and Hay Street malls). Prerequisites: C grade or higher in Year 10 HASS and English is desirable.

**Pre-requisites:** C grade or higher in Year 10 HASS and English is desirable.

## PSYCHOLOGY (GENERAL)

**Course Code:** GEPSY

**Pathway:** General

**Cost:** \$50 per year (to be confirmed)  
\$50 (approximately) for textbooks

### Course Outline:

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. While there are other disciplines that overlap with psychology's main aim to understand humans, psychology is rigorous in its use of scientific method. This allows for systematic exploration into the complexities of human behaviour based on evidence gathered through planned investigations.

This course introduces students to a breadth of knowledge focusing on the psychology of self and others. Psychological knowledge helps us understand factors relating to individuals, such as: cognition, or the way we think; biological bases of behaviour; and personality, the enduring traits that distinguish individuals.

Psychology is very useful, both to individuals assisting us to improve ourselves and our relationships, and to society as a whole. It can be applied to any context in which humans are involved. Through this course, students gain valuable insights and understandings into both themselves and their worlds. Methods of communication studied enhance personal communication skills, both within the field of psychology and in the context of daily life. Students also develop important research skills as they engage in the exploration and evaluation of data to illustrate how empirical procedures are used to examine phenomena such as intelligence and personality.

This course is designed to integrate the understanding of scientific principles, the acquisition of psychological knowledge and the application of both in an enjoyable and contemporary way. The study of psychology is highly relevant to further studies in the health professions; education, human resources, social sciences, sales, media and marketing and management.

### Pre-requisites:

None

## MODERN HISTORY (ATAR)

**Course Code:** AEHIM

**Pathway:** ATAR

**Cost:** \$50 (to be confirmed) (per year for supplementary texts and photocopying)

\$60 (approximately) for textbook

### **Course Outline:**

Modern History enhances student's curiosity and imagination and their appreciation of larger themes, individuals, movements, events and ideas that have shaped the contemporary world. The Modern History course enables students to study the forces that have shaped today's world and provides them with a broader and deeper comprehensive of the world in which they live. The two semester units are as follows:

**A1HIM: Understanding the modern world.** This unit provides an introduction to significant developments in the modern period that have defined the modern world. The key conceptual understandings covered in this unit are: what makes an historical development significant; the changing nature and usefulness of sources; the changing representations and interpretations of the past; and the historical legacy of these developments for the Western world and beyond.

The context studied is **Capitalism – the American Experience 1907-1941**.

**A2HIM: Movements for change in the 20th century.** This unit examines significant movements for change in the 20th century that led to change in society, including people's attitudes and circumstances. These movements draw on the major ideas described in A1HIM. Students investigate the ways in which individuals, groups and institutions have challenged existing political, social and economic structures, to transform societies. The key conceptual understandings covered in this unit are: the factors leading to the development of movements; the methods adopted to achieve effective change; the changing nature of these movements; and changing perspectives of the value of these movements and how their significance is interpreted.

The context studied is **Nazism in Germany**.

### **Pre-requisites:**

Strong B grade or higher in Year 10 HASS.

## ANCIENT HISTORY (GENERAL)

**Pathway:** General

**Course Code:** GEHIA

**Cost:** \$50 per year (to be confirmed)

### **Course Outline:**

The Ancient History General course gives students and opportunity to study people and communities that no longer exist, and to investigate how these communities respond to problems and challenges of their time. Students will have the opportunity to develop their skills in research, hypothesis testing and analysis of information as they engage in historical enquiries. Students will be exposed to a range of historical sources in their investigations of Ancient History. Some topics/famous figures of Ancient History that may be covered are Late Bronze Age Greece and Battle of Troy, Hatshepsut (of Egypt) and Xerxes I, the Vikings and Alexander the Great.

### **Pre-requisites:**

None required, however it is recommended that students have attained a minimum C grade for Year 10 English and HASS.



Descriptions apply for Year 11, 2025 subjects only

## CAREER AND ENTERPRISE (GENERAL)

**Course Code:** GECAE

**Pathway:** General

**Cost:** \$50 per year (to be confirmed)

### Course Outline:

Career education involves learning to manage and take responsibility for personal career development. The Career and Enterprise General course involves recognising one's individual skills and talents, and using this understanding to assist in gaining and keeping work. The course develops a range of work skills and an understanding of the nature of work. Key components of the course include: the development of an understanding of different personality types and their link to career choices; entrepreneurial behaviours; learning to learn; and the exploration of social, cultural and environmental issues that affect work, workplaces and careers. Students are given the time and resources to, enhance their career aspirations and prospects beyond their secondary school years by:

- Creating a series of resources to widen their personal network to source employment opportunities
- Creating a resume and job portfolio for a range of career choices
- Practicing job interview techniques and participate in a mock job interview
- Developing and applying their skills, to respond to selection criteria for a preferred career pathway
- Learning about changes in the workplace
- Developing the skills to effectively manage workplace conflict
- Attending the Careers Expo which offers students exposure to experts and resources in a wide range of industries

### Pre-requisites:

None required, however it is recommended that students have attained a minimum C grade for Year 10 in English and HASS.

## ADWPL AUTHORITY DEVELOPED WORKPLACE LEARNING (ENDORSED PROGRAM)

**Course Code:** ADWPL

**Pathway:** General

**Cost:** \$30 per year (to be confirmed)

### Course Outline:

Workplace Learning is an Authority-developed endorsed program that is managed by individual schools. To complete this endorsed program, a student works in one or more real workplace/s to develop a set of transferable workplace skills. The student must record the number of hours completed and the tasks undertaken in the workplace in the Authority's *Workplace Learning Logbook*. The student must also provide evidence of his/her knowledge and understanding of the workplace skills by completing the Authority's *Workplace Learning Skills Journal* after each 55 hours completed in the workplace.

### Pre-requisites:

None

*\* All General/VET pathway students are encouraged to apply for ADWPL placement. Please note, this does not count as one of your six subject selections or two reserves*

# Mathematics Learning Area

## 2025-2026 Pathways

| Course Name                 | ATAR            |                 | General         |                 |
|-----------------------------|-----------------|-----------------|-----------------|-----------------|
|                             | 2025<br>Year 11 | 2026<br>Year 12 | 2025<br>Year 11 | 2026<br>Year 12 |
| Mathematics<br>Specialist   | AEMAS           | ATMAS           |                 |                 |
| Mathematics<br>Methods      | AEMAM           | ATMAM           |                 |                 |
| Mathematics<br>Applications | AEMAA           | ATMAA           |                 |                 |
| Mathematics<br>Essential    |                 |                 | GEMAE           | GTMAE           |

The Mathematics course has been created to offer all senior secondary students the opportunity to advance their mathematical skills, to build and use mathematical models, to solve problems, to learn how to conjecture and to reason logically, and to gain an appreciation of the elegance, beauty and creative nature of mathematics. Students use numbers and symbols to represent many situations in the world around them. They examine how mathematical methods associated with number, algebra and calculus allow for precise, strong conclusions to be reached, providing a form of argument not available to other disciplines.

## MATHEMATICS SPECIALIST (ATAR)

**Course Code:** AEMAS

**Pathway:** ATAR

**Cost:** \$60 per year (to be confirmed) (including \$10 Mathspace fee)  
\$70 (approximately) for textbooks and must have a Casio ClassPad II calculator

**NOTE:** Cannot be taken in combination with Mathematics Applications.

### **Course Outline:**

This course provides opportunities, beyond those presented in the Mathematics Methods ATAR course, to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. Mathematics Specialist contains topics in functions and calculus that build on and deepen the ideas presented in the Mathematics Methods course, as well as demonstrate their application in many areas. The Mathematics Specialist course also extends understanding and knowledge of statistics and introduces the topics of vectors, complex numbers and matrices. Mathematics Specialist is the only ATAR mathematics course that should not be taken as a stand-alone course and it is recommended to be studied in conjunction with the Mathematics Methods ATAR course as preparation for entry to specialised university courses such as engineering, physical sciences and mathematics.

### **Pre-requisites and resources required:**

- An 'A' Grade in Year 10 Pre-Methods
- Student must purchase the course textbook before the 1st lesson
- Student will have to obtain a Casio ClassPad II calculator

## MATHEMATICS METHODS (ATAR)

**Course Code:** AEMAM

**Pathway:** ATAR

**Cost:** \$60 per year (to be confirmed) (including \$10 Mathspace fee)  
\$75(approximately)for textbooks and must have a Casio ClassPad II calculator

**NOTE:** Can be taken in combination with Mathematics Applications and / or Mathematics Specialist.

### **Course Outline:**

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

Mathematics Methods 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. In summary, 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.

### **Pre-requisites and resources required:**

- Achieved 'A' or 'B' grade in Year 10 Pre-Methods
- Student must purchase the course textbook before the 1st lesson
- Student will have to obtain a Casio ClassPad II calculator

Descriptions apply for Year 11, 2025 subjects only

## MATHEMATICS APPLICATIONS (ATAR)

**Course Code:** AEMAA

**Pathway:** ATAR

**Cost:** \$60 per year (to be confirmed) (including \$10 Mathspace fee)  
\$75(approximately) for textbooks and must have a Casio ClassPad II Calculator

**NOTE:** Can be taken in combination with Mathematics Methods.

### **Course Outline:**

This course focuses on the use of mathematics to solve problems in contexts that involve financial modeling, geometric and trigonometric analysis, graphical and network analysis, and growth and decay in sequences. It also provides opportunities for students to develop systematic strategies based on the statistical investigation process for answering statistical questions that involve analyzing univariate and bivariate data, including time series data.

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.

### **Pre-requisites and resources required:**

- Strong 'C' grade or better in Year 10 Pre-Methods or Pre-Applications
- Student must purchase the course textbook before the 1st lesson
- Student will have to obtain a Casio ClassPad calculator

## MATHEMATICS ESSENTIAL (GENERAL)

**Course Code:** GEMAE

**Pathway:** General

**Cost:** \$60 per year (to be confirmed) (including \$10 Mathspace fee)  
\$80(approximately) for textbooks

### **Course Outline:**

The Mathematics Essential General course focuses on using mathematics effectively, efficiently and critically to make informed decisions. It provides students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning and community settings.

This course provides the opportunity for students to prepare for post-school options of employment and further training.

### **Pre-requisites:**

None.

### **Resources required:**

- Student will have to obtain a scientific calculator
- Student must purchase the course textbook before the first lesson

## Science Learning Area

### 2025-2026 Pathways

| Course Name         | ATAR            |                 | General         |                 |
|---------------------|-----------------|-----------------|-----------------|-----------------|
|                     | 2025<br>Year 11 | 2026<br>Year 12 | 2025<br>Year 11 | 2026<br>Year 12 |
| Biology             | AEBLY           | ATBLY           |                 |                 |
| Chemistry           | AECHE           | ATCHE           |                 |                 |
| Human Biology       | AHBY            | ATHBY           | GEHBY           | GTHBY           |
| Physics             | AEPHY           | ATPHY           |                 |                 |
| Science In Practice |                 |                 | GESIP           | GTSIP           |

In Years 11 and 12, for ATAR students the Science learning area provides further opportunities for specialisation in the biological and physical disciplines of the sciences. For General students, the Integrated Science course enables students to investigate science issues, in the context of the world around them. It incorporates aspects of biology, chemistry, geology and physics, and can also include less traditional areas such as forensic science and biotechnology. Integrated Science encourages students to be questioning, reflective and critical thinkers about scientific issues.

## BIOLOGY ATAR

**Course Code:** AEBLY

**Pathway:** ATAR

**Cost:** \$55 per year (to be confirmed) (plus possible cost of an excursion)  
\$135 (approximately) for textbooks

### Course Outline:

A unique appreciation of life and a better understanding of the living world are gained through studying the Biology ATAR course. This course encourages students to be analytical, to participate in problem-solving and to systematically explore fascinating and intriguing aspects of living systems, from the microscopic level through to ecosystems.

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

### Pre-requisites:

- A 'B' grade or better in Year 10 Science ATAR and a 'C' grade or better in either Year 10 Maths Pre-Applications or Maths Pre-Methods.

## Chemistry ATAR

**Course Code:** AECHE

**Pathway:** ATAR

**Cost:** \$55 per year (to be confirmed)  
\$136 - \$195 (approximately) for textbooks

### Course Outline:

The Chemistry ATAR course equips students with the knowledge, understanding and opportunity to investigate properties and reactions of materials. Theories and models are used to describe, explain and make predictions about chemical systems, structures and properties. Students recognise hazards and make informed, balanced decisions about chemical use and sustainable resource management. Investigations and laboratory activities develop an appreciation of the need for precision, critical analysis and informed decision making.

This course prepares students to be responsible and efficient users of specialised chemical products and processes at home or in the workplace. It also enables students to relate chemistry to other sciences, including biology, geology, medicine, molecular biology and agriculture, and prepares them for further study in the sciences.

### Pre-Requisites:

- A 'B' grade or better in Year 10 Science ATAR and a 'B' grade or better in either Year 10 Maths Pre-Applications or Maths Pre-Methods.

## Human Biology ATAR

**Course Code:** AEHBY

**Pathway:** ATAR

**Cost:** \$55 per year (to be confirmed)  
\$88 - \$147 (approximately) for textbooks

### Course Outline:

The Human Biology ATAR course allows students to analyse the structure and function of body systems, and how these body systems work together to support metabolism and body functioning. Students research new discoveries that increase understanding of human dysfunction, treatments and preventative measures. Also explored are the human reproductive system, mechanisms of transmission of genetic material from generation to generation, and the effects of the environment on gene expression. Students learn to evaluate risks, and benefits to make informed decisions about lifestyle and health, such as diet, alternative medical treatments, use of chemical substances and the manipulation of fertility.

A significant emphasis is placed on using the scientific method when planning investigations and students develop their practical skills when completing laboratory work. The study of Human Biology requires students to familiarise themselves with a large volume of facts. Successful students typically read extensively and establish effective study habits.

### Pre-Requisites:

- A 'B' grade or better in Year 10 Science ATAR and a 'C' grade or better in either Year 10 Maths Pre-Applications or Year 10 Maths Pre-Methods.

## Human Biology General

**Course Code:** GEHBY

**Pathway:** General

**Cost:** \$55 per year (to be confirmed) (plus possible cost of an excursion)  
\$54 (approximately) for textbooks

### Course Outline:

The Human Biology General course gives students a chance to explore how the human body. Students investigate the body systems through real or virtual dissections and practical examination of cells, organs and systems. They research contemporary treatments for dysfunctions of the body systems and are encouraged to use ICT to interpret and communicate their findings in a variety of ways.

In Year 11 students study Units 1 & 2:

- Unit 1 explores how the systems of the human body are interrelated to help sustain functioning to maintain a healthy body. This includes: the characteristics of life (cells); body organisation, respiratory system, circulatory system, digestive system, nutrition & diet and the urinary system
- Unit 2 explores the role that males and females have in reproduction, including contraception, and the issues of sexually transmitted infections.

Successful Year 11 students may wish to continue into Year 12 to do Units 3 & 4:

- Unit 3 explores bones, muscles, nerves and hormones and how they maintain the body to act in a coordinated manner.
- Unit 4 explores the causes and spread of disease and how humans respond to invading pathogens.

Continued ...



## Descriptions apply for Year 11, 2025 subjects only

The Human Biology General course requires students to use the mathematical skills they have developed through the Year 7–10 Mathematics curriculum along with the Numeracy skills from the Science Inquiry Strand and Science curriculum.

Students will need to show competency in:

- Planning and conducting investigations with a basic degree of accuracy.
- Perform basic calculations, recognise and use ratios use median and mean
- Calculate percentages, express fractions as percentages, and percentages as fractions
- Analyse data, draw conclusions and evaluate investigation design.
- Compare data and translate information between graphical and numerical forms
- Construct and interpret frequency tables and diagrams, pie charts and histograms

### Pre-Requisites:

- A 'C' grade or better in Year 10 Science

## PHYSICS ATAR

**Course Code:** AEPHY

**Pathway:** ATAR

**Cost:** \$55 per year (to be confirmed)  
\$138 - \$198 (approximately) for textbooks



### Course Outline:

In the Physics ATAR course students will learn how energy and energy transformations can shape the environment from the small scale, in quantum leaps inside an atom's electron cloud, through the human scale, in vehicles and the human body, to the large scale, in interactions between galaxies. Students have opportunities to develop their investigative skills and use analytical thinking to explain and predict physical phenomena.

Students plan and conduct investigations to answer a range of questions, collect and interpret data and observations, and communicate their findings in an appropriate format. Problem-solving and using evidence to make and justify conclusions are transferable skills that are developed in this course.

### Pre-Requisites:

- A 'B' grade or better in Year 10 Science ATAR and a 'B' grade or better in either Year 10 Maths Pre-Applications or Year 10 Maths Pre-Methods.

Descriptions apply for Year 11, 2025 subjects only

## Science In Practice General

**Course Code:** GESIP

**Pathway:** General

**Cost:** \$85 per year (to be confirmed) (plus possible cost of an excursion)

### Course Outline:

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

The Science in Practice General course develops student learning through four main content areas of:

- Scientific Method,
- Workplace Health and Safety,
- Scientific Literacy
- Science Understanding

Yr 11 Science in Practice topics include:

- GE003 - Wheels in motion – Reaction time and Driving & Motion (involving Biological & Physical Sciences)
- GE004 - Sustainability (involving Chemical & Earth Sciences)

### Pre-Requisites:

- None, but an interest in Science and a strong work ethic is required



# Technologies

## Computing And Business Education 2025-2026 Pathways

| Course Name                            | General                                                  |                                            | ATAR            |                 |
|----------------------------------------|----------------------------------------------------------|--------------------------------------------|-----------------|-----------------|
|                                        | 2025<br>Year 11                                          | 2026<br>Year 12                            | 2025<br>Year 11 | 2026<br>Year 12 |
| Computer Science                       |                                                          |                                            | AECSC           | ATCSC           |
| Applied Information Technology         | GEAIT                                                    | GTAIT                                      |                 |                 |
| Certificate III Information Technology | ICT30120<br>Certificate III<br>in Information Technology |                                            |                 |                 |
| Certificate II Workplace Skills        | BSB20120<br>Certificate II in<br>Workplace<br>Skills     | BSB30120<br>Certificate III in<br>Business |                 |                 |

Descriptions apply for Year 11, 2025 subjects only

## COMPUTER SCIENCE (ATAR)

**Course Code:** AECSC

**Pathway:** ATAR

**Cost:** \$60 per year (to be confirmed)

### Course Outline:

The Computer Science ATAR course focuses on the fundamental principles, concepts and skills within the field of computing and provides students with opportunities to develop flexibility and adaptability in the application of these, in the roles of developers and users. The underpinning knowledge and skills in computer science are practically applied to the development of computer systems and software, and the connectivity between computers, peripheral devices and software used in the home, workplace and in education is examined. Students develop problem-solving abilities and technical skills as they learn how to diagnose and solve problems in the course of understanding the building blocks of computing.

In this course, the impact of technological developments on the personal, social and professional lives of individuals, businesses and communities is investigated. The ethical, moral and legal factors that influence developments in computing are explored so that students recognize the consequences of decisions made by developers and users in respect to the development and use of technology.

This course provides students with practical and technical skills that equip them to function effectively in a world where these attributes are vital for employability and daily life in a technological society. It provides a sound understanding of computer to support students pursuing further studies in related fields.

### Unit 1

#### Developing computer-based systems and producing spreadsheet and database solutions

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

### Unit 2

#### Developing computer-based systems solutions and communications

The focus for this unit is developing computer-based systems solutions and communications. Students are introduced to networking concepts, as applied to industry. Through the use of algorithms, students develop programming skills. They create solutions exploring the ethical, legal and societal implications of industry based applications.

**Assessment:** Assessment of student performance is based on a set of tasks designed to measure performance of a number of outcomes. A range of assessment tasks will be used and include practical and written works and two end of semester examinations.

### Minimum entrance requirements:

None, however it is favorable that students completed a minimum of a “C” grade in Advanced Computer Science Year 10 course.

### Further study:

This course sets the foundations for the Year 12 Computer Science ATCSC course and gives advantages to those students who are considering further study at a State Training Provider or university that has Computing as the major focus or a course that has a strong computing requirement. This course can be used for university entrance requirements.

**No additional requirements.**

Descriptions apply for Year 11, 2025 subjects only

## **APPLIED INFORMATION TECHNOLOGY (GENERAL)**

**Course Code:** GEAIT

**Pathway:** General

**Cost:** \$60 per year (to be confirmed)

### **Course Outline:**

The development and application of digital technologies impact most aspects of living and working in our society. Digital technologies have changed how people interact and exchange information. These developments have created new challenges and opportunities in lifestyle, entertainment, education and commerce.

Throughout the Applied Information Technology General course, students investigate client-driven issues and challenges, devise solutions, produce models or prototypes and then evaluate and refine the design solution in collaboration with the client. Students are provided with the opportunity to experience, albeit in a school environment, developing digital solutions for real situations.

The practical application of skills, techniques and strategies to solve information problems is a key focus of the course. Students also gain an understanding of computer systems and networks. In undertaking projects and designing solutions, the legal, ethical and social issues associated with each solution are also considered and evaluated.

This course provides students with the opportunity to develop the knowledge and skills of digital technologies. It also encourages students to use digital technologies in a responsible and informed manner.

The Applied Information Technology General course provides a sound theoretical and practical foundation, offering pathways to further studies and a wide range of technology-based careers.

### **Minimum entrance requirements:**

Nil

### **Further study:**

GTCSC or TAFE studies

### **Additional requirements:**

Students enrolled in the course will have an opportunity to attend an excursion to further students' learning and development of concepts outside their normal school environment.

Descriptions apply for Year 11, 2025 subjects only

## ICT30120 CERTIFICATE III IN INFORMATION TECHNOLOGY

**Course Code:** C3IT

**Pathway:** General

**Cost:** \$100\* per year (to be confirmed)

*\*Full payment must be made upfront in order to enrol in this course*

### Course Outline:

This qualification provides the foundation ICT skills and knowledge for an individual to be an effective ICT user or employee. The qualification has a fundamental ICT knowledge and skills base which is pivotal for all other qualifications in ICA11. The 6 core units contain those basic ICT skills and knowledge required for effective entry into all ICA11 qualifications from Certificate IV upwards.

To attain **the ICT30120 Certificate III in Information Technology** 12 units must be achieved (see packaging rules below).

Some of the key concepts which will be covered include:

- Operating a Computer Hardware
- Operating a Computer Packages
- Working effectively in an IT environment
- Installing software applications
- Connecting hardware peripherals

### Minimum entrance requirements:

None, however, it is desirable to have achieved at least a C grade in a Year 10 English course.

Students will complete 6 competencies in Year 11 and will be able to complete the remaining 6 competencies in Year 12.

**Further Study:** TAFE or employment. The qualification provides foundation general computing and employment skills that enable participation in an information technology environment in any industry. In its own right such a qualification could equip an individual to undertake roles such as office assistant or to work in records management at a junior level.

### Packaging Rules – ICT30120 (Certificate III):

**12** units must be completed

**6** core units plus

**6** elective units

For details of core and elective units go to <https://training.gov.au/Training/Details/ICT30120>



Descriptions apply for Year 11, 2025 subjects only

## **BSB20120 - Certificate II in Workplace Skills**

**Course Code:** C2BUS

**Pathway:** General

**Estimated cost:** up to a maximum of \$95\* (to be confirmed)

*\*Full payment must be made upfront in order to enrol in this course*

### **Qualification Description:**

This qualification reflects the role of individuals in a variety of entry-level Business Services job roles.

This qualification also reflects the role of individuals who have not yet entered the workforce and are developing the necessary skills in preparation for work.

These individuals carry out a range of basic procedural, clerical, administrative or operational tasks that require self-management and technology skills. They perform a range of mainly routine tasks using limited practical skills and fundamental operational knowledge in a defined context. Individuals in these roles generally work under direct supervision.

### **Licensing/Regulatory Information:**

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

### **Entry Requirements:**

Nil

### **Packaging Rules:**

Total number of units = 10

5 core units plus

5 elective units, of which:

1 elective unit must be selected from Group A

1 elective unit must be selected from Group B

### **For the remaining 3 elective units:**

Up to 3 units may be selected from Groups A, B and C

If not listed, up to 2 units may be selected from a Certificate I, Certificate II or Certificate III from this or any other currently endorsed Training Package qualification or accredited course.

Elective units must be relevant to the work environment and the qualification, maintain the integrity of the AQF alignment and contribute to a valid, industry-supported vocational outcome.



# Technologies

## Design & Technology 2025-2026 Pathways

| Course Name                                                         | General                                                                       |                                                                           |
|---------------------------------------------------------------------|-------------------------------------------------------------------------------|---------------------------------------------------------------------------|
|                                                                     | 2025<br>Year 11                                                               | 2026<br>Year 12                                                           |
| <b>Cert II Automotive Vocational Preparation</b>                    | <b>C2AUTO<br/>Certificate II in<br/>Automotive Vocational<br/>Preparation</b> | <b>C2AUTO<br/>Certificate II in Automotive<br/>Vocational Preparation</b> |
| <b>Building and Construction</b>                                    | <b>GEBCN<br/>Units 1 and 2</b>                                                | <b>GTBCN<br/>Units 3 and 4</b>                                            |
| <b>Materials,<br/>Design and<br/>Technology:<br/>Metals</b>         | <b>GEMDTM<br/>Units 1 and 2</b>                                               | <b>GTMDTM<br/>Units 3 and 4</b>                                           |
| <b>Materials,<br/>Design and<br/>Technology:<br/>Metals - Girls</b> | <b>GEMDTMG<br/>Units 1 and 2</b>                                              | <b>GTMDTMG<br/>Units 3 and 4</b>                                          |
| <b>Materials,<br/>Design and<br/>Technology:<br/>Wood</b>           | <b>GEMDTW<br/>Units 1 and 2</b>                                               | <b>GTMDTW<br/>Units 3 and 4</b>                                           |

Courses offered by the Design & Technology department are accessible and practical courses designed to develop students' skills and understandings at an introductory level across industry areas including Automotive, Materials, Engineering & Metal trades, Building & Construction and Wood trades.

By studying a course over two years, students will have the opportunity to complete four general units and/or a nationally recognised Certificate II level qualification in each of these disciplines.

Descriptions apply for Year 11, 2025 subjects only

## AUR20720 Certificate II in Automotive Vocational Preparation

This qualification is delivered in partnership with the Australian Institute of Education and Training (AIET).

**Registered Training Organisation (RTO):** Australian Institute of Education and Training (AIET). Students will be required to enrol with the RTO (AIET).

**RTO Code:** 121314

**Course Code:** C2AUTO

**Pathway:** General

**Cost:** \$100\* per year (to be confirmed)

*\*Full payment must be made upfront in order to enrol in this course*



### Course Outline:

**Qualification:** 12 Units of Competence

(7 Core, 5 Electives)

Course Duration: 2 Years

This qualification provides students with vocational skills, knowledge, and preparation for an apprenticeship in the automotive industry. Depending on the electives chosen, the qualification includes industry research, operating electrical testing equipment, using, and maintaining measuring equipment and resolving routine problems in an automotive workplace.

<https://training.gov.au/Training/Details/a63735ac-a9d7-42a2-9f37-f15ab31779e9>

### Pre-requisites:

None

## BUILDING AND CONSTRUCTION (GENERAL)

**Course Code:** GEBCN

**Pathway:** General

**Cost:** \$90 per year (to be confirmed)

### Course Outline:

#### Units 1 & 2

The Building and Construction General course encompasses the skills and applications of many of the trades and professions in the construction industry. Students have the opportunity to develop and practise skills that contribute to creating a physical environment, while acquiring an understanding of the need for sustainability, and an awareness of community and environmental responsibilities. Students will learn and practise building processes and technologies, including principles of design, planning and management.

<https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/technologies/building-and-construction>

### Pre-requisites:

None



Descriptions apply for Year 11, 2025 subjects only

## **MATERIALS DESIGN & TECHNOLOGY: WOOD (GENERAL)**

**Course Code:** GEMDTW

**Pathway:** General

**Cost:** \$90 per year (to be confirmed)

### **Course Outline:**

#### **Units 1 & 2**

The focus for this unit is DESIGN TECHNIQUES in the area of wood. Materials are the basic ingredients of technology. The Materials Design and Technology General course is a practical course. Students examine social and cultural values and the short term and long term impacts of the use and misuse of materials mainly wood and associated technologies. Working with wood, students develop a range of manipulation, processing, manufacturing and organisational skills.

The main areas of study are:

- Technology process-design work
- Understanding the use of materials-working with wood
- Using technology skills-power and hand tools
- Understanding materials, society and the environment-reduce, reuse and recycle

The students produce small to major projects in wood of their choice.

<https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/technologies/materials-design-and-technology>

### **Pre-Requisites:**

None



## **MATERIALS DESIGN & TECHNOLOGY: METALS (GENERAL)**

**Course Code:** GEMDTM

**Pathway:** General

**Cost:** \$90 per year (to be confirmed)

### **Course Outline:**

#### **Units 1 & 2**

The Materials Design and Technology Metals course is a practical course, actively engaging students in creating quality designed items using metal and related materials. Whilst we provide some standard tasks, students also apply design thinking and design processes to investigate, plan, produce and evaluate their own metal projects.

Fully resourced engineering workshops ensure that students are able to safely transform metal into projects such as fire pits, tools and art pieces under the guidance of an experienced Design Metals Teacher.

In addition to learning how to work with metals, we teach why metal is a responsible and renewable choice in design and how our decisions now can make it a sustainable choice into the future.

<https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/technologies/materials-design-and-technology>

**Pre-Requisites:** None



Descriptions apply for Year 11, 2025 subjects only

## **MATERIALS DESIGN & TECHNOLOGY: METALS - GIRLS (GENERAL)**

**Course Code:** GEMDTMG

**Pathway:** General

**Cost:** \$90 per year (to be confirmed)

### **Course Outline:**

#### **Units 1 & 2**

The Materials Design and Technology Metals – Girls course is a practical course, actively engaging our female students in creating quality designed items using metal and related materials. Whilst we provide some standard tasks, students also apply design thinking and design processes to investigate, plan, produce and evaluate their own metal projects.

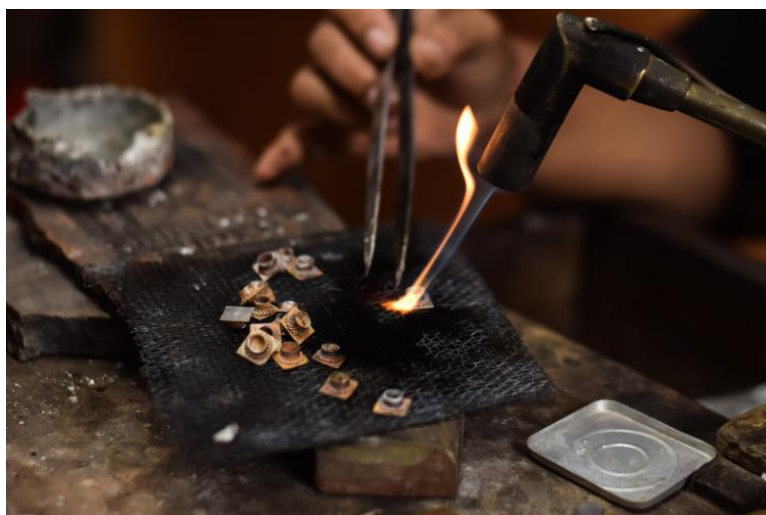
Fully resourced engineering workshops ensure that students are able to safely transform metal into projects such as fire pits, tools and art pieces under the guidance of an experienced Design Metals Teacher.

In addition to learning how to work with metals, we teach why metal is a responsible and renewable choice in design and how our decisions now can make it a sustainable choice into the future.

<https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/technologies/materials-design-and-technology>

### **Pre-Requisites:**

None



# Technologies

## Home Economics 2025-2026 Pathways

| Course Name                              | General                                                                  |                                                                           |
|------------------------------------------|--------------------------------------------------------------------------|---------------------------------------------------------------------------|
|                                          | 2025<br>Year 11                                                          | 2026<br>Year 12                                                           |
| Community Services                       | <b>CHC22015</b><br><b>Certificate II in</b><br><b>Community Services</b> | <b>CHC32015</b><br><b>Certificate III in</b><br><b>Community Services</b> |
| Food Science and<br>Technology (General) | <b>GEFST</b><br><b>General</b>                                           | <b>GTFST</b><br><b>General</b>                                            |
| Hospitality                              | <b>SIT20322</b><br><b>Certificate II in Hospitality</b>                  |                                                                           |

All of the Home Economics courses are practical, engaging and enjoyable, while providing valuable skills for young people in their transition to independent living.

Although the Home Economics courses are not ATAR level, ATAR students are encouraged to select one of these certificate courses as their sixth subject. When studied over two years, Community Services or Hospitality, provide the opportunity to obtain a Certificate II qualification, which may assist with part time work opportunities while undertaking further study.

Descriptions apply for Year 11, 2025 subjects only

## CHC22015 - CERTIFICATE II IN COMMUNITY SERVICES

**Course Code:** C2COM

**Pathway:** General

**Cost:** \$100\* per year (to be confirmed)

*\* Full payment must be made upfront in order to enrol in this course*

### **Course Outline:**

The Community Services Industry is vital to sustaining the wellbeing of communities in Australia. Community service workers not only provide child care services that benefit many Australians, they also provide welfare and support services to assist some of the most vulnerable people in the community. Activities within this sector include direct community service activities provided to individuals and families, and other community sector activities including working with groups and communities, social planning, advocacy and social action, as well as assistance to other organisations. All of these areas are continuing to experience ongoing job growth.

In this course students will develop the knowledge and skills to provide support for children and youth, including those with disabilities. Students will complete many practical activities and interact with infants, children and youth, through the running of a playgroup, visiting the Belridge Education Support Centre and caring for their own 'virtual' baby.

The Community Services course provides students with the opportunity to achieve nationally recognised vocational qualifications. It requires completion of nine units of competence, five core units and four elective units. The elective units have been selected to provide an introduction to a broad range of knowledge and experience across various contexts of the Community Services Industry. To meet the course requirements and be awarded the full Certificate II in Community Services, this course must be studied over two years.

### **Career Pathways:**

This qualification may be used as a pathway for workforce entry as Community Services workers who provide first point of contact and assist individuals in meeting their immediate needs. At this level, work takes place under direct, regular supervision within clearly defined guidelines. This qualification may also provide an appropriate pathway into higher level qualifications, such as those in aged and home care, disability, community and child care.

### **Pre-requisites:**

None

### **Packaging Rules:**

Total number of units = 9

**5** core units **plus**

**4** elective units

**Successful completion of Certificate II in Year 11 leads on to Certificate III in Year 12 (2026)**

**For details of core and elective units go to <https://training.gov.au/Training/Details/CHC22015>**



Descriptions apply for Year 11, 2025 subjects only

## FOOD SCIENCE AND TECHNOLOGY (GENERAL COURSE)

**Course Code:** GEFST

**Pathway:** General

**Cost:** \$110\* per year (to be confirmed)

*\* Full payment must be made upfront in order to enrol in this course*

### **Course Outline:**

Food is a wonderful way to explore new frontiers – with new products continually evolving; new style eateries popping up all over the place; and providing the opportunity to work in an industry that will give you skills transferable throughout the world.

The Food Science and Technology General course will assist you in pursuing your goals, whether they include learning the skills for simple creative enjoyment, knowledge for making the most of your health and future lifestyle, or gaining information that will provide the foundations for you to use into the future.

*The Year 11 syllabus is divided into two units, each of one semester duration, which are delivered as a pair.*

### **Unit 1 - Food Choices for Health:**

This unit focuses on the sensory and physical properties of food that affect the consumption of raw and processed foods. Students investigate balanced diets, the function of nutrients in the body and apply nutrition concepts that promote healthy eating. They study health and environmental issues that arise from lifestyle choices and investigate factors which influence the purchase of locally produced commodities.

Students devise food products, interpret and adapt recipes to prepare healthy meals and snacks that meet individual needs. They demonstrate a variety of mise-en-place and precision cutting skills, and processing techniques to ensure that safe food handling practices prevent food contamination. Students recognise the importance of using appropriate equipment, accurate measurement and work individually, and in teams, to generate food products and systems.

### **Unit 2 - Food for Communities:**

This unit focuses on the supply of staple foods and the factors that influence adolescent food choices and ethical considerations. Students recognise factors, including processing systems that affect the sensory and physical properties of staple foods. They explore food sources and the role of macronutrients and water for health, and nutrition-related health conditions, such as coeliac and lactose intolerance, which often require specialised diets. Students consider how food and beverage labelling and packaging requirements protect consumers and ensure the supply of safe, quality foods.

Students work with a range of staple foods, adapt basic recipes and apply the technology process to investigate, devise, and produce food products to achieve specific dietary requirements. They evaluate food products and demonstrate a variety of safe work procedures, processing techniques and food handling practices.

### **Career Pathways:**

Food and allied health sectors represent a robust and expanding area of the Australian and global employment markets. The Food Science and Technology course enables students to connect with further education, training and employment pathways, and enhances employability and career opportunities in areas that include nutrition, health, food and beverage manufacturing, food processing, community services, hospitality and retail.

### **Pre-requisites:**

None



Descriptions apply for Year 11, 2025 subjects only

## SIT20322 - CERTIFICATE II IN HOSPITALITY

**Course Code:** C2HOS11

**Pathway:** General

**Cost:** \$160\* per year (to be confirmed)

*\* Full payment must be made upfront in order to enrol in this course*

### Course Outline:

Hospitality is the business of helping people to feel welcome and relaxed and to enjoy themselves. It is one of the most interesting and challenging industries to work in and offers a wide range of job and career opportunities and an endless variety of places to work in. Hospitality is a booming industry and once qualified, you can work and travel the world. Whether providing customers with accommodation, a meal, a beverage or even entertaining them, it is all about customer service and providing the best experience possible.

In this course students will perform a range of activities and functions requiring basic hospitality knowledge and practical skills. Students will participate in food preparation, provide espresso coffee service, and cater functions, some of which will be outside of regular school hours.

The Hospitality course provides students with the opportunity to achieve nationally recognised vocational qualifications. It requires completion of 12 units of competence, six core units and six elective units. The elective units have been selected to provide an introduction to a broad range of knowledge and experience across various contexts of the Hospitality industry. To meet the course requirements and be awarded the full Certificate II in Hospitality, this course must be studied over two years and **ALL** the units of competency successfully completed.

### Career Pathways:

This qualification may be used as a pathway for workforce entry as Hospitality workers. At this level, work takes place under direct, regular supervision within clearly defined guidelines. This qualification may also provide an appropriate pathway to higher level qualifications, such as those in kitchen operations, events management, and, tourism and travel.

### Pre-requisites:

None

### Packaging Rules:

Total number of units = **12**

**6** core units **plus**

**6** elective units

For details of core and elective units go to <https://training.gov.au/Training/Details/SIT20316>

**NOTES:**